



Fall 2005 volume 13 number 2

COA Announces Accreditation Actions

The Committee on Accreditation (COA) of the American Library Association has announced accreditation actions taken at the 2005 ALA Annual Conference under the 1992 Standards for Accreditation of Master's Programs in Library and Information Studies.

COA is pleased to announce that conditional accreditation has been removed from the Master of Library and Information Science offered by the School of Library and Information Science, University of Southern Mississippi. COA has granted the program continued accreditation. The next program review is scheduled for spring 2012 unless evidence persuades COA that the review should be conducted at an earlier or later date.

COA has continued the accreditation of the following graduate programs leading to the first professional degree in library and information studies and has scheduled the next program review for spring 2012 unless evidence persuades COA that the review should be conducted at an earlier or later date:

- Master of Library Science and Master of Information Science offered by the School of Library and Information Science, Indiana University.
- Master of Library and Information Science offered by the School of Library and Information Science, Louisiana State University.
- Master of Arts in Library Science offered by the School of Education, Information Science and Learning Technologies, University of Missouri--Columbia.

COA has granted conditional accreditation to the following programs. The next program review will take place in spring 2008.

- Master of Library Science offered by the School of Library and Information Management, Emporia State University.
- Master of Library and Information Studies offered by the Department of Library and Information Studies at the University of North Carolina at Greensboro.

Individuals wishing further information about a particular program should contact the program. A complete list of programs and degrees accredited by COA can be found at <http://www.ala.org/lisdir>.

The following institutions have programs being reviewed in the fall 2005 academic term:

- [University of Arizona](#)
- [Catholic University of America](#)
- [Dalhousie University](#)
- [Florida State University](#)
- [Long Island University](#)

The following institutions have programs being reviewed in the spring 2006 academic term:

- [University of Alberta](#)
- [University of Buffalo-State University of New York](#)
- [University of Maryland](#)
- [University of North Texas](#)
- [University of Pittsburgh](#)

The American Library Association is a leading force in accreditation, having evaluated educational programs to prepare librarians since its creation in 1924. ALA's Committee on Accreditation is recognized by the [Council for Higher Education Accreditation](#) (CHEA) as a reliable authority to determine the quality of education offered by graduate programs in the field of library and information studies.

The Points of ALA Task Force on Library School Closing

by [Ling Hwey Jeng](#), Professor and Director, School of Library and Information Studies, [Texas Woman's University](#)

The irony wasn't lost among some colleagues of mine: what qualified me to chair the American Library Association's Task Force on Library School Closing, when my own [Texas Woman's University programs](#) were hanging by a thread with [conditional accreditation](#)? Isn't it more credible for me to stay in Denton, Texas, bury my head in my own office and save my own program? The irony wasn't lost either among some other colleagues. What's the point of saving a library school that wasn't worth saving, one that its own leaders didn't even bother saving it on their own all these years? And how ironic for the Task Force to be named for "library school closing" rather than "library school opening." What is the point of ALA establishing such a task force without consulting the [Association of Library and Information Science Educators](#) (ALISE) first? What does ALA know about library education anyway? And so on...and so forth....

The Task Force on Library School Closing was established through an ALA Council resolution in January 2004. The Task Force submitted its final report to the Council

([document # CD-48](#)), and was released from service in June 2005. It came and now it is gone. What's the point?

I believe there are several important points, both implicit and explicit, in the final report of the Task Force.

The Advocacy Infrastructure

The first point is that education for librarianship is not an issue just for LIS educators. It is not just an ALISE issue; it is not just an ALA issue. It is an issue for the profession, as a whole, that is directly related to communication and advocacy.

Most LIS professionals, both educators and practitioners, are aware of the importance of LIS education, but awareness is only the first step in support and advocacy. Most of the action strategies in the Task Force report deal with transforming the awareness of library education into commitment and advocacy actions. These include continuous presence of library education issues in ALA publications and at ALA conferences (Strategies 4 and 5), and establishment of both a grassroots networking system (Strategy 3) and association-level collaborations (Strategy 7).

Library schools don't function in a vacuum. By the date of a library schools closing announcement, it's too late to establish a grassroots advocacy network. LIS education needs a healthy infrastructure involving faculty, students, alumni, and practitioners. An advocacy network that will allow all constituencies to inform, to communicate, to solicit and voice inputs, and to rally support for a program from outside at any point as needed.

All Library Schools Deserve to Be Saved

The second point in the Task Force report is that all library schools deserve to be saved.

We must not confuse a library school (the program) with its leadership (the person)—especially during times of crisis. Although it is true that, over time, a library school may take on the persona of its leader, be it a dean or director or chair, and their charisma or lack of it, and that, at times, the campus administration may choose to close an academic program because of its leader (the politics of higher education), what matters to the LIS profession is the program and its students. The health of the program ensures the success of its graduates.

Saying that a library school does not deserve to be saved because of its weak leader is self-destructive and misses the point. It does not take into consideration the significance of history, ethnicity, geography and the marketplace—all of which contribute to the significance and the health of a library school.

Proactive Role of the Committee on Accreditation

The accreditation process was one of the major topics in the report of the [Congress on Professional Education I](#) (CoPE I). Many of the recommendations from CoPE I advocate a stronger and more proactive role for COA in monitoring library schools and in providing better training for all involved in LIS accreditation.

While a few of the CoPE I recommendations were adopted since then, many others were not. The focus of Strategies 1 and 2 in the Task Force report is to renew the call for a more proactive role for COA, especially in the early warning system.

Leadership Development for All LIS Faculty

The job of an academic unit head (whether it's dean, or director, or departmental chair) has dramatically changed during the last decade. As evident in the current literature on higher education, the old model--with an academic leader who is essentially an accomplished tenured faculty member with extra job duties to keep an academic program running--no longer matches the reality. It is no longer sufficient for a library school leader to be a good researcher and a good teacher with some personal accomplishment.

The complexity of the job of a library school program leader requires more systematic, continuous leadership on the part of both LIS program leaders today and on behalf of those who will become LIS program leaders tomorrow. Furthermore, a library school program leader will not be successful without the full understanding and support of the faculty in terms of what the job entails and what it takes to help the program succeed. A systematic, continuous leadership development program for all LIS faculty helps to prepare those on the faculty who aspire to leadership positions, as well as providing all faculty with an understanding of the higher education environment to which they belong.

The result is an internal faculty/staff infrastructure in a library school that supports its leader and its program from within.

The Task Force report addresses the support infrastructures, both internally from the faculty leadership development and externally from the grassroots advocacy network, and calls for a more proactive role for COA in the accreditation process. The Task Force hopes that the specific strategies from the report will help both LIS educators and practitioners to transform their awareness into commitment and their commitment into actions. The goal is to ensure the health and success of LIS education for the long run.

COA Welcomes Two New Members

Lynn Silipigni Connaway is a Consulting Research Scientist with [OCLC](#). Dr. Connaway recently completed service on the [Library Resources & Technical Services](#) (*LRTS*)

Editorial Board and currently serves as Co-Chair of the ACRL President's Program Committee. Her four-year term on COA runs through the 2008 Annual Conference.

Ruth E. Faklis is Director of the Prairie Trails Public Library District in Burbank, Illinois. Ms. Faklis joins the Committee with a long record of Public Library Association (PLA) service and recently led a program, "Lead by Example: Developing Yourself and Your Staff" at the PLA Spring 2005 Symposium. Her four-year term on COA runs through the 2008 Annual Conference.

From the Director: **OUTLOOK**

by Karen L. O'Brien, Director, ALA Office for Accreditation

We wait anxiously here in the Office for Accreditation to reconnect with our colleagues struck by Hurricane Katrina. All electronic means of communicating with the University of Southern Mississippi, the University of Alabama, and the University of South Florida and Louisiana State University's New Orleans students remain down as I write this. In the next few years we will all witness a rebirth within LIS education as the affected programs redraw their well-laid plans. Our fondest wish is to have the chance to meet in New Orleans next summer for the 2006 Annual Conference. ALA Conference Services is in contact with the New Orleans Conference and Visitors Bureau to help make that happen. ALA will most definitely have an Annual Conference in 2006, but we won't know where until November 2005.

Preparations are underway for the Fall Committee on Accreditation (COA) Meeting set for November 18-20, 2005 to focus on process and planning. The Committee will review a few special reports from programs, but will concentrate on planning priorities and on reviewing the Accreditation Process, Policies & Procedures (AP3) manual for revision. Suggestions for that revision are welcomed—please send them to me at kobrien@ala.org with the subject line "AP3."

This year, COA will be setting priorities mindful of the opportunities presented by ALA President Michael Gorman's declared emphasis on LIS education and ALA's Ahead to 2010 Strategic Plan. LIS education is also prominently featured in the strategic plan. COA will specifically address Goal II, Strategic Objective 1 of the Ahead to 2010 plan, which seeks to ensure that accreditation standards reflect the needs and core values of the profession. ALA has released an implementation template to enable Offices and Divisions to track activities, outcomes, and next steps related to the strategic plan.

In the same vein, COA Chair Tom Leonhardt will moderate a panel on accreditation for the ALA President's Program on Friday, January 20, 2006 at the ALA Midwinter Meeting in San Antonio. [Renée McKinney](#) and I will participate on that panel. Renée will present the results of her research showing how the draft core competencies released by the ALA Congress on Professional Education (COPE) map to the curricula being delivered by the ALA-accredited programs, including the status of the faculty delivering the curricula.

Stay tuned.

2005-2006 COA Roster

Thomas W. Leonhardt, Chair
Director, Scarborough-Phillips Library
St. Edward's University
thomasl@admin.stedwards.edu
Term expires 2006

Karen Adams
Director, University Libraries
University of Alberta
Term Expires 2008

Lynn Silipigni Connaway
Consulting Research Scientist
OCLC
Term expires 2009

Ruth E. Faklis
Director, Prairie Trails Public Library District
Term expires 2009

Paula J. Fenza
Grants Manager
Mather Institute on Aging
Term expires 2007

Katy M. Marre
Professor of English
University of Dayton
Term expires 2006

Richard Rubin
Director, School of Library and Information Studies

Kent State University
Term Expires 2006

Nancy K. Roderer
Director, Welch Medical Library
Johns Hopkins University
Term expires 2008

Carla J. Stoffle
Director, University Libraries
University of Arizona
Term expires 2006

Danny P. Wallace
Director, School of Library and Information Studies
University of Oklahoma
Term Expires 2007

Virginia Walter
Professor, Department of Information Studies
University of California, Los Angeles
Term expires 2007

Ann C. Weeks
Professor, College of Information Studies
University of Maryland
Term expires 2006

From the COA Chair: PERSPECTIVE

Letter from the COA Chair, Thomas W. Leonhardt

The [Committee on Accreditation](#) is committed to maintaining open lines of communication with the library community. To that end, COA communicates with each program at least once a year through the annual statistical and biennial narrative reporting process. The Committee is available to meet with programs [four times a year](#) in face-to-face sessions and holds open sessions for library educators and practitioners at Midwinter Meeting and Annual Conference to share information about its activities. COA is actively looking for other ways to inform the library community about its activities and how the accreditation process works to ensure high quality education for future librarians.

In 2005 – 2006, COA will have two additional platforms for discussion of ALA accreditation and the Committee's role in the process. I will moderate a panel discussion

about accreditation on Friday, January 20, 2006 in San Antonio as part of ALA President Michael Gorman's library and information studies education initiative. In addition, COA is preparing a response to the [Final Report of ALA Council's Task Force on Library School Closings](#). Our response might surprise some in the library community because, while we are actively engaged every year with each of the 61 accredited programs at 56 institutions, not everyone in our constituency realizes the extent of the Committee's involvement in library and information studies education.

The Committee is seeking new ways to communicate with the library community beyond [PRISM](#), the semiannual newsletter of the [Office for Accreditation](#), perhaps through [American Libraries](#). The more our constituencies know about what we do and why we do it, the better we can work together toward the common goal of ensuring the highest quality possible in the graduate information and library science programs charged with preparing future librarians.

I welcome your ideas, comments, suggestions, and questions, so please let me hear from you.

[Thomas W. Leonhardt](#) is Director of the [Scarborough-Phillips Library](#) at the St. Edwards University in Austin, Texas. He can be reached at thomasl@admin.stedwards.edu.

External Review Panelists Acknowledged

External review panelists contribute a substantial amount of their time and energy participating in the accreditation process to assure quality in LIS education. We extend our appreciation to the following panelists who served during the fall 2005 academic term.

Chairs:

- **Elizabeth Aversa**, Director and Professor, SLIS, University of Alabama
- **Margaret Maes Axtmann**, Associate Director for Information Resources, University of St. Thomas
- **Daniel Callison**, Associate Dean, SLIS, Indiana University
- **Bruce Kingma**, Associate Dean, SIS, Syracuse University
- **Vivienne Monty**, Senior Librarian, York University

Panelists:

- **Ana Maria Cobos**, Librarian, Saddleback College
- **Andrew Dillon**, Dean, SI, University of Texas at Austin
- **Judith Meadows**, Director, State Law Library of Montana

- **Marion Reid**, Assistant to the Vice President of External Affairs, California State University, San Marcos
- **Stuart Sutton**, Associate Professor, University of Washington
- **Eric Albright**, Director, Health Science Library
- **Joan Kaplowitz**, Assistant Head of Reference, Louise Darling Biomedical Library, University of California, Los Angeles
- **Carol Truett**, Professor, Library Science, Appalachian State University
- **Michael Havener**, Director, GSLIS, University of Rhode Island
- **William Jackson**, Senior Fellow, GSLIS, Dominican University
- **Alvan Bregman**, Librarian, University of Illinois, Urbana-Champaign
- **Anne Diffendal**, Consulting Archivist, Lincoln, Nebraska
- **Joyce Wright**, Director, Undergraduate Library, University of Illinois, Urbana-Champaign
- **Steven Hagstrom**, Director of Library Services, Tarrant County Junior college
- **Lynne McKechnie**, Associate Professor, Information and Media Studies, Western Ontario University
- **John Leide**, Professor, GSLIS, McGill University
- **Susana Hinojosa**, Librarian, University of California, Berkeley
- **H. Frank Cervone**, Assistant University Librarian for Information Technology, Northwestern University Library
- **John Philip Mulvaney**, Library Director, Williams Library, Northern State University
- **James Matarazzo**, Professor and Dean Emeritus, GSLIS, Simmons College
- **Greg Byerly**, Associate Professor, Kent State University
- **C. Olivia Frost**, Professor and Acting Dean, SI, University of Michigan
- **LeRoy Robinson**, Librarian, Houston Public Library
- **Timothy Sineath**, Director, SLIS, University of Kentucky

Staff Changes at the Office for Accreditation

In April 2005, Karen O'Brien was promoted to Director of the ALA Office for Accreditation. Karen has been with the Office since June 2000, starting out as Program Officer. Karen advanced to Assistant Director in 2001 and to Acting Director in 2004.

In July 2005, Renée McKinney was promoted to Assistant Director. Renée has been with the Office since November of 2001 as Program Officer. Renée will continue her recruiting and training efforts of reviewers for ALA-accredited programs and will be taking on the responsibilities of review coordination for the [AASL Recognition/NCATE Accreditation](#) process.

ALA Seeking New Program Officer for the Office for Accreditation

Please share the following announcement with your librarian friends and colleagues:

| | |
|--|-----------------|
| Position: Program Officer | Grade: E |
| Department: Office for Accreditation/Member Programs & Services | |
| Salary Range: From \$35,190 | |
| Responsibilities: Share in the development and maintenance of the Office website , electronic publications, databases, training materials, and accreditation documentation. Manage electronic and paper records according to established policies. Coordinate collection and distribution of reports. Provide general support as needed for the activities of Office and the ALA Committee on Accreditation. | |
| Requirements: Bachelor's degree with Master's preferred and MLIS strongly preferred. Minimum of four (4) years relevant work experience. Advanced skills in MS Office applications: Word, Excel, and Access, and experience with web content management systems preferred. Excellent oral and written communication with the ability to work with a variety of constituents. Prior work with volunteers a plus. Ability to work independently to organize and manage multiple projects. | |
| Contact: Mary J. Pullen , HR Recruiter | |

2005-2006 ALA Directory of Accredited LIS Master's Programs Available Online in October

The 2005-2006 edition of the *ALA Directory of Accredited Library and Information Studies* will be available online October 3, 2005 as a searchable database and as a PDF. The PDF is updated semi-annually after the ALA Midwinter Meeting and Annual Conference. You can access the *Directory* at www.ala.org/lisdir.

Program Presentation Seminar at 2006 ALA Midwinter Meeting

Programs currently in the process of planning for a comprehensive review in 2006 or 2007 are invited to attend training on writing the Program Presentation at the 2006 ALA Midwinter Meeting in San Antonio, Texas. Details on the date, place, and time will be posted at <http://www.ala.org/ala/accreditation/progresource/progresource.htm>.

External Review Panel Chair Training at 2006 ALA Midwinter Meeting

Experienced External Review Panelists (two on-site visits or more) are invited to attend training for potential ERP Chairs at the 2006 ALA Midwinter Meeting in San Antonio, Texas. Details on the date, place, and time will be posted at <http://www.ala.org/ala/accreditation/erpresource/resource.htm>.

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