California State University Northridge

Oviatt Library

Proposal for Establishing a Department for Library and Information Management Studies

In accordance with CSUN's criteria and procedures for establishing a new department, the Library proposes the creation of a new department for the newly approved Master's degree in Library and Information Management. This new degree will enable CSUN to offer the entry degree into the profession of librarianship and other information studies.

This newly approved degree offering is a collaborative project between the Oviatt Library and the Tseng College of Extended Learning. The Oviatt Library is the academic home of the program and the College of Extended Learning is its administrative home. The program is self-support. The program has already been approved by CSUN and by the Chancellor's Office.

The mission of the MLIM program is to provide exemplary training in the acquisition of the essential knowledge, professional skills, and conceptual abilities needed to manage information and libraries in a variety of public and private sector contexts. In particular, the MLIM intends to serve mid-career adults who are seeking to attain a professional degree in librarianship.

This proposal is the result of consultation with Library faculty, the Dean and Associate Dean of the Library. The committee to review the proposal consisted of Lynn Lampert, Chair, Library Reference and Instructional Services, Doris Helfer, Chair, Library Technical Services, Mary Woodley, Library's Collection Development Coordinator and member of the Graduate Studies Committee and Merril Simon, Department of Educational Psychology and Counseling and member of the Graduate Studies Committee.

Need for the academic department: Within just a few short years, the profession of librarianship will be at a critical juncture. The baby boomers, which swelled the ranks of the profession, will be retiring meaning that nearly 50% of all librarians will leave the profession. Nationwide, there are about 150,000 librarians serving in academic, public, school and corporate libraries and other information agencies. In addition, librarians, with their skill in the management of information, are occupying various positions in the technology industry, in competitive intelligence, in museums and archives as well as in the publishing industry as examples.

Librarians have a triple role in society. First, librarians make accessible vast amounts of information to their communities in an organized manner. Second, they preserve the legacy of mankind so that current and future generations may benefit from the knowledge created over the ages. Third, they teach users how to be information smart in this world of abundant information. Never has the profession been more important or more critical.

The region served by CSUN is library and information intensive. Libraries and information agencies dot the landscape and their need for librarians is growing and will shortly be critical.

California is woefully inadequate in terms of providing this educational opportunity. There are only two programs in the state—UCLA and San Jose State (which also has a satellite at Fullerton.) UCLA does not offer part-time studies or alternative scheduling. San Jose is far away and its satellite program in Fullerton impossible to reach in L.A. cross town traffic. Moreover, not everyone desires its online program and prefers the face to face experience of professors and fellow students.

This program at CSUN will be a great boon to the profession itself and another professional opportunity for our students and others interested in pursuing this continuingly changing field. In particular, the profession is crying out for librarians who have majored in the fields of business, social sciences, technology and the sciences.

Lastly, vital to the success of the program is accreditation by the American Library Association which describes an ALA accredited program as:

"… an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives." (Standards for Accreditation of Master's Programs in Library and Information Studies 1992)

Therefore, the most effective way for this program to be "an integral yet distinctive academic unit" is for it to become a department within the Library.

Currently, we are applying for pre-candidacy status with the American Library Association. The documents are submitted to the Committee on Accreditation on October 15, 2007.

Relationship of the Academic Department to the College's Objectives and Contribution to the Library's priorities: The Oviatt Library has always focused on the needs of its community. The following is the long-stated mission, vision and strategic directions of our Library. This is from the Library's strategic plan.

Our Mission

We are committed to meeting the information needs of our academic community, to providing effective, caring and responsive service, to partnering with faculty in the education of our students, to developing the information competence skills of our students and to fostering a love of reading and learning.

Our Vision

The vision for our Library includes a collection superbly tailored to our student and faculty needs, exemplary service to all our users, skillful and engaging instruction on information research skills, strong and continuous support from our users and friends, and a national reputation for excellence in librarianship and library service.

Our Strategic Directions

- The foremost provider of information resources to support the academic success of our students.
- The foremost provider of information resources to support the teaching and research of our faculty.
- A teaching library engaged in the development of the information research skills of our students.
- A preserver and developer of collections and of archives essential to faculty and student research.
- A center for independent, resource-based learning that promotes engagement with resources, studying, the seeking of knowledge and the freedom of information.
- An effective partner that forms collaborative alliances for student success.

The Oviatt Library has a long history of providing excellent service to the academic community. **However, no collections or services or any of**

the myriad offerings of the Library that our academic community has come to expect and enjoy are possible without librarians.

As the largest library in the Northwestern part of Los Angeles County and as a library situated in a regional comprehensive university, we not only have our own needs for librarians but an obligation to the libraries and information agencies of our region to provide this degree. We want to ensure that there is continual pipeline of librarians and information managers into the profession. To whom else should our colleagues look to provide people for the profession if not to us as a major university?

Commitment to Quality: Since the Oviatt Library has already demonstrated its commitment to quality, the quality of the program that we have developed will continue that tradition. Moreover, as a working library accustomed to the needs of its users and the dynamics of the profession, we are in the best position to understand what libraries need and to know the impact when quality is not present in a program. The commitment of the Library and the College of Extended Learning to quality is absolute. Additionally, our advisory board is comprised of librarians from other libraries who have a deep commitment to the quality and preservation of the profession.

Alternatives to having a department: The ALA standards are clear about the program being distinct yet integral. Subsuming the program within another department will not give it the distinction that it needs and will jeopardize the program's march towards full accreditation.

Budget implications: Since the program is self-support, it will have minimum impact on the Library's budget and it will create a revenue stream for the Library and Extended Learning.

Proposed Administration of the Department: The new department will become another department within the Library with the Department Chair directly working with the Dean. Additionally, since this department will be self-support as one of the programs with Extended Learning, the Department Chair will also work closely with the Dean of Extended Learning.

Appointment of faculty: We are currently searching for a Dept. Chair and the following year one other tenure track faculty member. The faculty will grow as the program grows and as revenues allow. The remaining courses will be taught by CSUN faculty and industry professionals.

Funding for faculty: Faculty positions are underwritten by the College of Extended Learning but faculty are faculty within the Library. As with all Library faculty, they will progress through CSUN's RTP process.

Long-term prospects for continuation of the academic department

Established theoretical and research literature: The profession of librarianship is an ancient one spanning nearly five thousand years. However, formal education in librarianship began in 1887 when Melville Dewey established a program at Columbia College. Now, 57 programs throughout the U.S., Canada and Puerto Rico are accredited by the American Library Association. Each of these programs is populated by Ph.D. faculty who research and publish extensively. Additionally, practitioners also participate actively in publishing, research, and teaching and in making presentations. The discipline has long established and accumulated a body of theoretical and research literature.

Faculty and the common core: The faculty in our program will share the common core of the discipline and the ability to provide instruction in that core. Importantly though, we have not hesitated to have key faculty from our College of Business and Economics to teach a course related to law and economics of information.

Faculty availability: Qualified faculty are available for the program. For example, UCLA offers a Ph.D. in Library Science yet there is almost nowhere for these educated individuals to teach if they wish to remain in Southern California. CSUN will provide that opportunity.

Enrollment Trends: Given the huge vacancy rates about to occur in the field of librarianship, we expect enrollment to be very healthy and very steady. The waiting list is already 90 people who have heard about the program by word of mouth.

Relationship of the academic department to other programs and academic departments

Duplication: There is no other department at CSUN which offers this degree.

Cooperation: Other academic departments will very likely benefit from the existence of this program. Librarianship is a profession which welcomes all majors—therefore it is a possible career path for our students.

Size of the program

Initially, the program will begin with one cohort of 25-30 students. Eventually as many cohorts as meet demand will operate.

Impact of the program on resources

The program is self-support. Attached is a budget for the program.

The Curriculum

The initial curriculum has been developed by a core group of CSUN faculty and industry professionals. The curriculum was based on new needs, an analysis of other library science programs and on survey instruments. Importantly, the curriculum was vetted by industry professionals—our Advisory Board who are primarily employers of librarians in the region.

As the program matures, the faculty in the department will revise and expand the curriculum offerings in continued consultation with our Advisory Board.

Course List with Catalog numbers, titles, units of credit

All courses are new, and have been reviewed and accepted by the CSUN Graduate Studies Committee. All courses have been developed and are ready to be offered in Fall 2008 or Spring of 2009.

IM 610: The Information Professional and the Information World (3)

Tomorrow's library leaders need a solid grounding in the conceptual, historic and strategic foundations of information in order to understand how to make long range, strategic decisions. This course helps students develop an understanding of trends in information management as well as of the future of information management. Students will study libraries and other information environments in their organizational context and settings and will look at trends in information generation, publishing, and use. Alternative career environments such as freelance information professionals, brokers, and working for vendors, as well as modes of information delivery including outsourcing are also examined in this course.

IM 611: Information Policy, Law and Economics (3)

Those who manage information need to know the laws and policies that directly impact information and its uses. This class reviews organizational policy development and all laws pertaining to information storage, use and retrieval. The course explores strategies and methodologies used to define the value of information, provides important grounding in the inherent values of the profession by exploring ethics and covers special topics such as past, current and pending legislation.

IM 620: Information Organization (3)

In order to manage information effectively, librarians need to have an understanding of the underlying principles of information organization. The constitution, structure and form of information are studied including traditional principles of organization of information as well as special metadata standards for non-traditional materials, data mining, storage and retrieval, formats, strategies and software. All media types will be covered including audio, video, electronic and paper.

IM 621: Advanced Principles and Practices of Information Organization (3)

Students will build on the basics of information organization by learning advanced principles and practices. This class provides a solid grounding in the historical and theoretical background to the traditions of uniquely describing and providing access to library materials, including current library standards, the Anglo-American Cataloging Rules, MARC and the Library of Congress subject headings. Principles behind the new emerging standards for material such as metadata for digital collections and EAD for archival finding aids will be introduced.

IM 630: Information Needs and User Education (3)

With a focus on the fundamental value of excellent service to users, this course provides an understanding of user education needs by emphasizing both the study of user information seeking behavior and learning styles. The course focuses on how to develop and improve user information retrieval skills and use of information/knowledge and emphasis is also placed on how to develop pedagogy/teaching skills and tools to effectively educate the user so they may become independent learners.

IM 631: Management of Information Services (3)

In order to take up the leadership role in management, students require an understanding of the management world. This course explores the critical management skills necessary for the management of the up-to-date information environment. Leadership, the management of change, the management of people, marketing, and budgeting resources for effective organizations are discussed. Management in the context of diversity, public relations, fund raising and friend-raising are included.

IM 640: Reference Services and Sources (3)

At the core of library and information service are the vital materials that librarians use daily to help the users. This course studies the service of reference as one of the primary educational programs of any library, discussing general reference materials and reference bibliography. Students will develop an important understanding of the behavioral aspects of inquirers, the reference interview process, and reference services both in-person and in a virtual environment.

IM 641: Information Access and Online Searching (3)

As the world moves ever increasingly into the online environment, future library leaders need to excel in an understanding of the premiere ways to access and search for information. This course explores the principles of information retrieval, key sources, information navigation and display. It also explains search strategies and skills using both print and electronic sources, with an understanding of algorithms for retrieval and mediated searching.

IM 650: Technology of Information (3)

Technology is a significant strategic issue in any organization but especially in an information organization. This course focuses on the strategic selection and management of information technology, looking at technology in the organizational context. The course discusses the effective introduction and continuous change of technology in any environment and introduces the conceptual and practical elements of computer literacy for the library and information science profession.

IM 651: The Electronic Library (3)

Future library leaders will work as much in the electronic domain as they work in the physical one. Therefore, a deep understanding of the electronic library is vital for success. This course explores the latest approaches in the development and management of the electronic library and covers user approaches to electronic information as well as the management of online resources. Special topics including digital libraries, Web design, e-reserves, distance learning, virtual reference, and scanning are also covered.

IM 660: Collection Building and Management (3)

A library's collection and access to other resources is its foremost purpose. Future library leaders must be solidly grounded in the development and management of a library's collection. This course explores the long-range strategies for skillful and effective collection development and reviews activities through which library collections are developed, including policy development, collection evaluation, weeding, storage alternatives and cooperative collection development.

IM 690: *Culminating Experience: Graduate Project (*3)

Intended as an experience in which the learning through all the courses is integrated fully, students will create original graduate projects which include a written abstract with the project's significance, objectives, methodology and a conclusion or recommendation. The project will be undertaken under the direction of the faculty and in cooperation with an organization engaged in information management. An oral defense of the project may be required.

The course sequence is as follows:

First Term   IM <u>610</u>, 630, 650

Second Term IM 620, 640, <u>651</u>

Third Term IM 621, <u>631</u>, 641

Last Term   IM 611, 660, <u>690</u>

The courses which are underlined will be offered in an intensive week-end format during the 16 week term, and the other courses in the semester will be eight week courses. Since we expect most students will be working, we have scheduled our courses so that the student will only take two courses at one time - one course for sixteen weeks (often scheduled on alternative Saturdays) and the two back-to-back eight-week courses scheduled on a weekday evening. Courses are offered in the evenings and on weekends to accommodate working adults.

Master in Library and Information Management Course Sequence

The following diagram is a visual representation of the course sequence. The diagram explains how three courses will be offered per semester with two courses as eight week courses and one course as a sixteen week course.

610

630   **650**

651

620   **640**

631

641   **621**

611   **690**
660
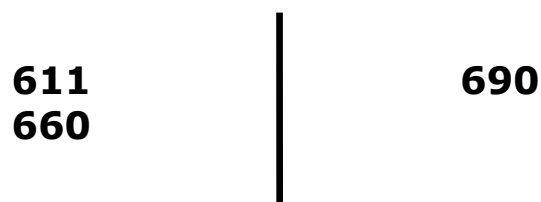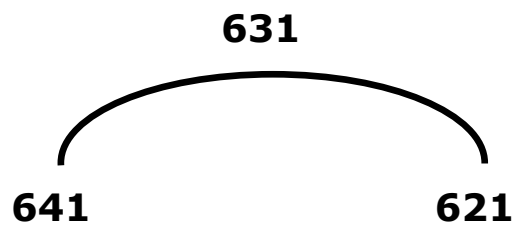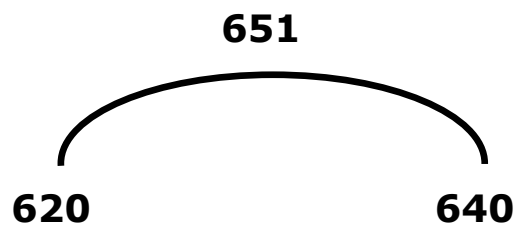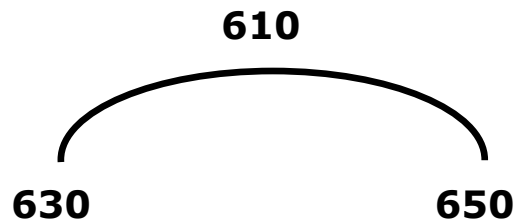
The Learning Outcomes

Students who complete the MLIM program will:

1. Acquire and practice administrative, management, teambuilding, and leadership skills needed to operate the information and library enterprise.

2. Demonstrate effective oral and written communication skills, in person and via technology, with staff, customers, users, and clients, and the community.

3. Understand and demonstrate professional and ethical behavior from a library and information management perspective.

4. Understand diverse audiences and their information needs in order to deliver assist them in finding information.

5. Facilitate library and information user customer service needs in an effective and engaging manner.

6. Demonstrate the skills and abilities needed to effectively manage all aspects of a library, library unit, or information center; demonstrate ability to act as an innovative organizational leader anticipating and responding to change to ensure the library remains a valuable asset to those it serves.

7. Demonstrate effective knowledge of, skills in, and ability to teach information searching in various contexts and with key technologies.

8. Understand information architecture, management, and environments to create, organize, manage, and disseminate information effectively.

9. Recognize current theories and trends in information literacy research and practice.

Assessment: The Library has an assessment coordinator who will be given additional time to assess the learning outcomes.

Program Assessment Matrix

Learning Objective	Course											
	IM 610	IM 630	IM 650	IM 620	IM 651	IM 640	IM 631	IM 641	IM 621	IM 611	IM 660	IM 690
1	I		P		P		D			D		D
2	I/P	P	P	P	P	P	D	D	D	D	D	D
3	I	I			I	I	P	P	P	I	D	D
4		I	I	P	P	P	P	D	D		D	D
5		I		I	P	P	P	P/D	P		D	D
6	I	I				P	P			D	D	D
7		I/P/D			P	P		P				D
8	I		P	P	D		P	D	D			D
9	I	I/P/D	D	D	D	P		D	D	D		D

Introduce
Practice
Demonstrate
* Area of emphasis

The program is also subject to the University's policy that requires an in-depth review of a program every five years, including a self-study and external reviewers.

Five Year Budget

Fiscal Years 2008^09 through 2012^13

Income and Expenses	2008^09	2009^10	2010^11	2011^12	2012^13	Total 09^13
Number of Students						
Cohort 1	25	22				
Cohort 2		28	25			
Cohort 3			28	25		
Cohort 4				28	25	
Cohort 5					28	
Total Enrollment	25	50	53	53	53	
# of Credit Units	21	36	36	36	36	
Fee per Unit	$ 595.00	$ 595.00	$ 595.00	$ 595.00	$ 595.00	
Income from Students	$ 312,375	$ 1,071,000	$1,135,260	$ 1,135,260	$ 1,135,260	$4,789,155
Personnel	$ 155,010	$ 436,904	$ 455,129	$ 455,129	$ 455,129	$1,957,301
(Instructional cost, administrative staff, support staff)						
Operations	$ 31,418	$ 96,333	$ 102,059	$ 102,059	$ 102,059	$ 433,926
(General Office expenses, phone, mailings, data services, memberships, travel, conference fees, etc.)						
Equipment and Materials	$ 22,266	$ 58,125	$ 61,163	$ 61,163	$ 61,163	$ 263,878
(Computer refresh, furniture refresh, library materials, Instructional equipment)						
CSUN & Chancellor Overhead	$ 39,047	$ 133,875	$ 141,908	$ 141,908	$ 141,908	$ 598,644
Total Expenses	$ 247,740	$ 725,237	$ 760,258	$ 760,258	$ 760,258	$3,253,749
Net Cash Flow						
Initial Investment						
Cash Flow from Program	$ 64,635	$ 345,763	$ 375,003	$ 375,003	$ 375,003	
Net Return	$ 64,635	$ 410,398	$ 785,401	$ 1,160,403	$ 1,535,406	$1,535,406

Note: Estimated upfront costs (costs incurred before the launch of the first cohort) are $252,000 which will be recovered from net over first six cohorts.