

QUEENS COLLEGE GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES

JOURNEY TO 2020: A PARTICIPATORY RETREAT

March 30, 2012, 9:30-1:00 President's Conference Room Rosenthal Library

RETREAT AGENDA

9:00-9:30 Continental breakfast and chat.

9:30-9:45 Welcome, introductions, plan for the morning

9:45-10:45 Round 1: Each table discusses the following questions and comes to consensus on a table response to each question (average 20 minutes per question). Recorder (elected or volunteer) makes record of discussion and produces the group answer to each question.

Given the current vision of the GSLIS and the responses to question 1, what is missing and how would you revise the vision statement?

Given the current mission statement of the GSLIS and the responses to question 2, how do you think the mission statement should be changed?

Based on the responses to question 3, are there knowledge areas/skills/competencies that are not represented in the current GSLIS program objectives? What needs to be revised, deleted, added?

10:45-11:00 Break. Participants go to 2nd assigned table, taking their name flag (the number on their name tag). During break and the 11:00-11:15 presentation, each table response printed, copies made, and distributed.

11:00-11:15 Brief presentation on assessment of student learning outcomes—how GSLIS is approaching, plans, importance, how to be used to enhance program.

11:15-12:00 Round 2: Using the 5 responses to each question, each group discusses changes suggested, selects one they like best and makes revisions and additional suggestions as their group response to each question. Recorder makes record.

12:00-12:50 Lunch. As participants eat lunch, each group reports their response to each question (5 minutes each).

12:50-1:00 Wrap up and thanks. Indication of next steps.

1:15 – 2:00 Review of morning session and identification of possible revisions to vision, mission, goals and objectives; assignments of responsibility for follow up and establishment of time line

2:00 – 2:45 Review/compilation of planning inventory, using individual faculty inventories; identification of areas needing attention; assignments of responsibility for development and for establishing time line

2:45 – 3:45 Review/compilation/discussion of assessment plan inventory, based on individual faculty inventories; identification of next steps; assignments of responsibility; discussion of time line for work

3:45 – 4:00 Wrap up

RETREAT: DOCUMENTS TO GET YOUR THINKING STARTED

1. *What do you think should be the purpose of GSLIS? [vision]*

In keeping with the motto of Queens College, *Discimus ut serviamus*, our purpose is to learn in order that we may serve. Libraries and access to information are cornerstones of democracy. We envision our graduates as educators and leaders who empower all community members by facilitating access to information and ideas.

Enabling the transformation.

To prepare competent, ethical, reflective practitioners in the various specified areas encompassed by LIS.

The GSLIS educates students in critical theories and skills in order to develop them into professionals who will be able to serve a given community with needed information resources, organize those resources, and facilitate their access and use.

Align within the visions of CUNY and ALA - provide affordable public, graduate education for adults of NYC in preparation for a career with both a history and an ability to evolve.

t-shirt version: "Universal access to the world of organized knowledge"

Or, "The GSLIS educates professionals who organize, manage and enable the effective use of information in order to address the diverse and changing information needs of our communities."

To prepare deserving and imaginatively motivate young professionals to engage and broaden the fields of: Library Service; Information Production and Interpretation; and, the Seeking, Preservation and Interpretation of Cultural Heritage Materials with a particular emphasis on a democratic access to the production and access of information in keeping with the College's mantra: "we learn to serve."

To prepare professionals in the various fields of library and information studies for a career of service and of professional growth.

The GSLIS educates students in critical theories and skills in order to develop them into professionals who will be able to serve a given community with needed information resources, organize those resources, and facilitate their access and use.

Through innovative curricula we aspire to build a reputable program that educates and prepares future library professionals to be leading citizens in their community.

To train information professionals, who understand the nature of information and knowledge and how to make it available and accessible to those who need and/or want it.

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GSLIS educates students for careers in information professions for leadership roles in the immediate community and broader society. It offers students innovative, collegial, and stimulating intellectual environment. As an integral part of New York City, GSLIS benefits from close proximity to numerous libraries, archives, and world class cultural institutions. This environment is constantly utilized for internships to produce graduates ready to practice within multicultural, diverse and global settings.

The GSLIS should instill in new librarians and allied professionals the core value of democratic access to information, while teaching the flexibility and adaptability necessary to ensure survival of an institution capable of providing such access in our rapidly changing technological and economic environment.

VISION, MISSION AND GOALS

Queens College GSLIS, CUNY

2. *What do you think should be the purpose of GSLIS? [vision]*

3. *What do you think the GSLIS should accomplish? [mission]*

List 2-3 most important things.

4. *What knowledge areas/skills/competencies should graduates of the program over the next 5 years have? List the 5 most important.*

Name: _____ Alumnus? Y N

___ Faculty; ___ Advisory; ___ Adjunct Faculty; ___ Student; ___ Friend

RETREAT: MISSION – OTHERS

- a. Teaching students the very specific skills needed in their chosen concentration (for example, teaching ILS systems for students planning to work in public or academic libraries; preservation techniques for those intending to work in archives; digital imaging and the associated computer programs for those intending to work with digital resources, etc.)
- b. Providing students with a broad understanding of the fundamentals of librarianship: cataloguing and classification, metadata, archival principles, ethics of librarianship, copyright/intellectual property law, reference services, significant historical events in library history.

- Give its graduates a competitive edge (Not sure what or how, but it has gotten way more competitive to get a job than it was 20 years ago when I became a professional.)
- As a school it should not only teach to reflect the state of the art but it should anticipate what is coming next and instill this as a work attitude among its graduates

*The GSLIS should continue to provide access to graduate-level library instruction to an economically diverse student body.

*The GSLIS should help mold both future leaders and regular practitioners into effective advocates for the traditional core values of librarianship of access, service, and preservation. Whether it is support for school media specialists in every school, arguments for the continued centrality of the library at the heart of the academy, or attempts to ensure heritage institutions are properly supported in their missions, every graduate should be proving to our stakeholders, through action and results, that we are ideal guides and stewards in the this information ecology.

To provide a cutting-edge education for future library professionals in a rapidly-changing information world, keeping up with the latest innovations in each respective field.

To improve a support network of GSLIS graduate students, alumni, and professors whereby library professionals can communicate with each other for developments in the the field, job postings, collaboration, etc. (e.g. Facebook, Twitter, emailed quarterly newsletters).

a. Teaching students the very specific skills needed in their chosen concentration (for example, teaching ILS systems for students planning to work in public or academic libraries; preservation techniques for those intending to work in archives; digital imaging and the associated computer programs for those intending to work with digital resources, etc.)

b. Providing students with a broad understanding of the fundamentals of librarianship: cataloguing and classification, medtadata, archival principles, ethics of librarianship, copyright/intellectual property law, reference services, significant historical events in library history.

Provide students with the understanding of the theory and methods of information organization and the skills to make it retrievable and accessible to the public.

Teach the students how to meet current and anticipate future information needs of their public, using the most effective and appropriate means.

Discussion Report

Group 1, Second Round

Discussion Points:

1. QC has an excellent competitive advantage—low tuition. We should use this advantage to attract the best group of students possible.
2. In that vein, QC needs to assess the skills of incoming students to the program, not just after the completion of the first four core courses.
3. Vision and mission are very broad – what would be helpful would be to develop very specific ideas, i.e., how to communicate by Facebook or Twitter, better communication about internships, stronger relationships with professional community.
4. One of the missions of the school is to exploit the full range of learning possibilities.
5. If students aren't participating, what is the reason?

Vision

To develop information professionals who have strong grounding in the fundamentals of librarianship, skills required to serve a diverse community today, and the ability to anticipate and incorporate change in a rapidly evolving future.

Strengthening the profession, serving the communities, shaping the future.

Mission

Professionals that are diverse – reflect the communities serve

Strong relationship with professional community

Exploit full range of learning opportunities

Emphasize real-world skills as well as broad fundamentals

Objectives

Graduate of GSLIS will be reflective practitioners, regularly evaluating and reevaluating how their roles and goals align with their mission as library and information professionals, communicating with other professionals in their fields, and keeping up with developments in their respective fields.

Round 2, Table 2

Vision

Table 3 vision suggested as a good, very packed sentence, but it lacks something about creating a community of librarians or even before that a community of students or a community that connects students with the faculty better. Students should have/want ownership in and pride of the GSLIS.

Some comments:

GSLIS should be presenting the profession as exciting; get away from the idea of “I became a librarian because I didn’t know what else to be.”

Vision should convey the high satisfaction level of those who have chosen this profession and worked in it.

Mission

We like, be ahead of the curve as a test bed for applied research (from table 1)

Table 3 concepts, especially life-long learners, future adaptation, proactive/forward thin king within the context of our traditions values of (advocacy, ethics, etc.)

Attitudes

Awareness of changing technologies, but as tools, not ends

Strong service ethics

Skills

Communications skills

Flexibility

Table 3 – Round 2

Vision

To create a community of reflective, adaptable, and service-oriented professionals who support the information-intensive environments of diverse communities, while retaining the core values and ethics of librarianship.

Mission

The school creates an intellectually rigorous environment that develops the diverse professionals, through class work and practical experience, who serve the information needs of their communities.

Knowledge / Skills / Competencies

Effective communication skills (written and verbal)

Proactive problem-solving

Customer service

Effective technology usage

Table 4 - Round 2

VISION:

- To produce ethical, competent, reflective and service oriented information professionals who will support the information intensive environment of a diverse community.
- To create a community of information professionals who shape the evolving information environment while retaining the core values and ethics of librarianship.

MISSION:

The school offers students an intellectual and creative environment that emphasizes attitudes, knowledge and skills required to function as information professionals.

ATTITUDES & VALUES:

- Strong advocacy and service ethic
- Commitment to innovation, continuous learning and education of self and of those we serve
- Flexibility, adaptability and transferability

SKILLS:

- Communication, collaboration and network
- Leadership and project management

KNOWLEDGE:

- Relationship between theory, research and practice of user-centered library and information studies

Round two – Table 5**Vision Statement –**

“To educate information professionals who understand the nature of information and knowledge and how to make it available and accessible to those who need and/or want it.”

“apply ourselves to the larger world, across constituencies, leadership outside of silo”

“Diversity”

“To engage students with advanced knowledge and enhance professionals with their service commitment to the DIVERSE community and the profession.”

Mission Statement –

“The school offers an intellectual, professional, and rigorous environment that engages prospective librarians with information course work and practical experience, internships, and technologies to prepare them to be indispensable library professionals in a constantly changing environment.”

“life-long learning; community engagement; strong sense of service; strong professional identity; values ethical practice; participation in professional communities; effective communication skills”

“To engage students with advanced knowledge and enhance professionals with their service commitment, provide leadership to grow economically, socially, intellectually, and professionally.”

Core Competencies:

1. Leadership, particularly in collaborations and partnering
2. Profession and interpersonal communication skills
3. How to market ourselves
4. Management course should be required
5. Relationship between theory, research, and practice and practice of user-centered library and information studies.
6. Students will learn how to stay current and plan for evolving technology.