ORIGINAL

RE-02-05-0069

Simmons College, Graduate School of Library and Information Science

Face Sheet

1. Applicant Organization
Simmons College

2. Institutional Mailing Address
300 The Fenway

3. City	**4. State**	**5. Zip Code**
Boston	MA	02115-5898

6. Web Address www.simmons.edu   **7. DUNS Number** 07 952 2819

8. TIN Number
███████████

9. Name and Job Title of Project Director ☐ Mr. ☐ Ms. ☑ Dr.   **10. Business Phone of Project Director**
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Daniel S. Cheever, Jr.   617-521-2070

19. Authorizing Official Mailing Address
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Boston	MA	02115-5898

23. E-mail Address of Authorizing Official
daniel.cheever@simmons.edu

24. Sponsoring institution if applicable (e.g., municipality, state, or university)
☐ check if this entity will manage funds if an award is made. Name and address:

25. Is the applicant organization university controlled? ☐ yes ☐ no

26. Priority addressed in this application (check only one):
☐ Priority 1: Master's Level Programs
☑ Priority 2: Doctoral Level Programs
☐ Priority 3: Pre-Professional Programs
☐ Priority 4: Research
☐ Priority 5: Programs to Build Institutional Capacity
☐ Priority 6: Continuing Education

27. Project Title PhD in Managerial Leadership in the Information Professions

28. AMOUNT REQUESTED $ 780,465   **29. Amount of Matching Funds $ 612,450**

CONTINUE TO ITEM NO. 30

30. Grant Period   (Starting Date) <u> 07 </u> / <u>01</u> / <u>05</u>   —   <u> 06 / 30 </u> / <u>08</u>   (Ending Date)

31. In the space below, include names of any organizations that are official partners of the project.

32. Check governing control of applicant (select one)   ☐ State   ☐ Municipal   ☐ County
☑ Private Non-Profit   ☐ Tribal Government   ☐ Other, please specify _____

33. Check Type of Organization (select one)
     ☐ Public Library
     ☐ Research Library/Archives
     ☐ School library or school district applying on behalf of a school library or libraries
     ☐ Museum library
     ☐ Library Association
     ☐ Academic Library
     ☐ Special Library
     ☐ Library Consortium
     ☐ State Library Agency
     ☐ Institutions of Higher Education other than listed below:
        ☑ Graduate school of library and information science
        ☐ Four Year College
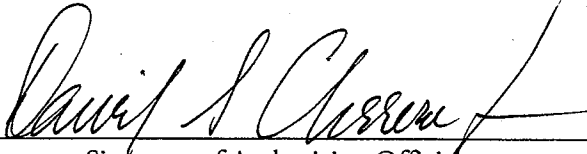   ☐ Community College
     ☐ Other, please specify: _____

CONTINUE TO ITEM NO. 34

34. Institution Name _____ Simmons College _____

35. In the space below, summarize the project activities (200 word maximum).

The Graduate School of Library and Information Science at Simmons College seeks to establish a PhD program that specializes in managerial leadership in the information professions. An opportunity exists to address an urgent need for new models of leadership as library managers and directors retire in unprecedented numbers over the next ten years. Tomorrow's leaders will need to cope with increasingly complex organizations, organizational settings, and the environment of globalization. The intended focus of the proposed PhD in managerial leadership is on the knowledge, skills, competencies, and personal traits applicable to leadership in libraries, other nonprofit organizations, and other information intensive enterprises. The program will cater to those who may not be able to interrupt their employment to gain a degree, and will be offered with non-traditional scheduling to a small, highly selective student body. Faculty will include a Professor of Practice who will bring practical experience and a national or international reputation. Among the benefits will be a pool of well screened and qualified individuals to lead libraries and information organizations into the future; a body of scholarly and practice-based research disseminated to the profession, and an ongoing updating and examination of leadership issues in information-related organizations.

36. Certification _____   12/10/2004

Signature of Authorizing Official   Date
Daniel S. Cheever, Jr., President

PhD in Managerial Leadership in the Information Professions

The Graduate School of Library and Information Science at Simmons College seeks to establish a PhD program that specializes in managerial leadership in the information professions. An opportunity exists to address an urgent need for new models of leadership as library managers and directors retire in unprecedented numbers over the next ten years. Tomorrow's leaders will need to cope with increasingly complex organizations, organizational settings, and the environment of globalization.

The intended focus of the proposed PhD in managerial leadership is on the knowledge, skills, competencies, and personal traits applicable to leadership in libraries, other nonprofit organizations, and other information intensive enterprises. The program will cater to those who may not be able to interrupt their employment to gain a degree, and will be offered with non-traditional scheduling to a small, highly selective student body. Faculty will include a Professor of Practice who will bring practical experience and a national or international reputation.

The goals of the program are to:
- Prepare individuals for careers as change agents and leaders in managing libraries, media centers, nonprofit organizations, and other information-related organizations in an environment of globalization and convergence of disciplines;
- Create a leading environment in which inquiry and critical questioning are valued and individual strengths are enhanced;
- Engender in students an ability to engage in critical thinking and problem solving;
- Establish a culture that nurtures the advancement and dissemination of new knowledge related to managing libraries as complex organizations;
- Provide students with a conceptual understanding of organizations and behavior within them;
- Help students develop competencies in interpersonal and communication skills, leadership, and facilitation; and
- Foster an understanding of the role of technology in the management of change.

The major activities are to:
- Form alliances with other Simmons departments and external organizations
- Identify and engage the Professor of Practice
- Select faculty; determine release time
- Create individual course outlines/syllabi
- Determine selection criteria for admitting students
- Create a communications plan and promotion materials
- Recruit students from the current DA program and through national and international channels
- Welcome first cohort, January 2006
- Plan for expansion of program to new geographic areas, partnerships.

Anticipated results:
Among the benefits will be a pool of well screened and qualified individuals to lead libraries and information organizations into the future, a body of scholarly and practice-based research disseminated to the profession, and an ongoing updating and examination of leadership issues in information-related organizations.

Project Title: PhD in Managerial Leadership in the Information Professions

IMLS Librarians for the 21st Century Grants
Priority 2: Doctoral programs: Develop the next generation of library leaders

Introduction

The Graduate School of Library and Information Science (GSLIS) at Simmons College, Boston, seeks to establish a PhD program that specializes in managerial leadership in the information professions. A compelling opportunity exists to address an urgent need for new models of leadership as library managers and directors retire in unprecedented numbers over the next ten years. Tomorrow's leaders will need the knowledge, experience, and skills to cope with increasingly complex organizations, organizational settings, and the environment of globalization.

Leadership institutes are offered on a regular or occasional basis by professional or academic agencies and state library agencies (see under "Competition"), but there is no sustained program of higher education that specifically addresses the need to prepare the next generation of leaders with the intellectual and experiential tools they will require. The proposed program at Simmons has a clear market niche, one in which there is no competition.

The Simmons approach is a doctoral program of education, practice, and research in preparation for managerial leadership in libraries, other nonprofit organizations, and other information intensive enterprises. It will rely on and encourage independent learning. Prospective manager leaders will develop technical, human, and conceptual skills that will position them to achieve organizational goals and mission, guide the growth and use of information technology, maintain governance, and develop policies and procedures.

Faculty for the program will draw on the expertise and reputations of the current Simmons GSLIS faculty as well as proposed new faculty members with backgrounds in aspects of management and leadership. In addition, a Professor of Practice will bring knowledge, experience, and standing to the program. The program will begin at the Boston campus, but will extend to other locations in the third year.

Outline of the Proposed Doctoral Program

The PhD in managerial leadership will cater to those who hold full-time positions and may not be able to interrupt their employment to gain a degree. The flexible, partially self-directed program will be offered with non-traditional scheduling to a small, highly selective student body. Courses will be offered on Fridays and weekends, and in intensive clusters at convenient times during the academic year.

Applicants to the program will be required to provide evidence of career goals and ability to engage in critical thinking and problem solving. In support of their applications, students will write a 1000-2000 word essay on how they believe the program will be of value to them and their career progression. In that essay, they must address their competency in oral and written communication, critical thinking, listening and memory, leadership, innovation, and motivating others as part of leadership.

The Committee on Doctoral Studies (with additional membership as appropriate to a prospective candidate's area of interest) will interview each applicant. The applicant will deliver a 30-minute oral presentation to the Committee, elaborating on the competencies outlined in the application essay.

Once admitted, each student's course requirements will be based on previous degree attainment. Students with a master's in library and information science and a relevant other master's degree or degrees will fulfill a 36-semester-hour program. Students with only one master's degree, either in library and information science or another relevant field, will be required to take a 48-semester-hour program. In addition to required courses and electives, each student will complete a capstone course, two required projects—a Management Research Paper and an Issue Analysis—and an examination. Students will keep a portfolio of their work, to be reviewed by the Committee annually, prior to planning the next range of course electives. Contents will include courses taken

toward the degree, along with grades and copies of materials completed for the courses, presentations, manuscripts, and papers submitted or published.

Students will be required to maintain a grade-point average of 3.33 or higher on a scale of 4.0, and will be expected to exhibit steady progress on domain knowledge, critical thinking, engagement in research and scholarship, and presentation/communication skills. This progress will be assessed through course performance, portfolio review, and other assessment activities.

A visiting Professor of Practice will bring practical experience and a national or international reputation to the classroom and the program. This well-known individual from industry or higher education will be someone at the top of his or her profession. The Professor of Practice might be involved in a series of leadership institutes related to the program of study. Those institutes may attract individuals outside the PhD program, in competition with other leadership institutes. An example of the caliber of leaders who might be solicited for this position can be seen in Donald Riggs, Vice President for Information Services and Dean of Libraries at Nova Southeastern University. People of broad reputation and status will be considered for the position. No one has as yet been contacted.

Assessment of Need

The accelerating need for such a program arises from 1) the expanding complexity of organizations, 2) rapidly changing organizations in which knowledge and intellectual capital are critical for success, and 3) the well-documented reality that the current generation of leaders in the library and information professions will be retiring in significant numbers in the next decade.

In their recent book, *The Next Library Leadership* (Libraries Unlimited, 2003), Hernon, Powell, and Young refer to several studies of the future of leadership capabilities in libraries of all types. They quote J.M. Matarazzo, former dean of Simmons' GSLIS, who has observed that half of the library-related workforce retires every 20 years, and that two-thirds of librarians currently employed fall into the 40–65 age category.

Hernon, Powell, and Young review the turnover in Association of Research Libraries (ARL) member libraries. Between 1994 and 2000, 69 people took leadership positions in ARL libraries. Between January 2000 and September 2001, 25 directorships were vacant, 60 percent of them due to retirements. Stanley Wilder, formerly assistant dean of Rochester libraries, studied the demographics of ARL directors and found that 91 percent of them were 50 years old or older in 1998 and 28 percent were 60 years old or older.

In looking at the problems facing people charged with hiring the next generation of leaders, Hernon, Powell, and Young say, "Those making the hiring decisions increasingly want successful candidates to demonstrate a broad array of managerial leadership qualities, defined as the desired knowledge, skills, abilities, personality traits, and attributes".

A feature article in *Library Journal* (Hernon, Powell, & Young, "Your Library's Future," October 15, 2004, pp. 38-40) states the problem. "The profession is asking who will run the libraries when this talent [the baby boomers] leaves. The answer is simple. Libraries will be run by people identified by current managers as both qualified and trainable and who are given the right opportunities to develop the needed skills". The authors call this "development of bench strength." They offer a brief toolkit for succession planning. Among the elements in the toolkit are understanding "the changing demographics and how they will impact the organization" and providing a "well-documented training and development program". Simmons plans to offer just such a program.

The need for comprehensive library leadership training was addressed by the Simmons GSLIS faculty members who first introduced the concept of a PhD in managerial leadership. The strong responses from both formal and informal surveys and from institutional leadership and faculty formed the foundation for moving forward. Among the questions addressed were:

- Is such a program feasible (within acceptable cost and work load) to Simmons?

- What partnerships might be created at Simmons and in the Boston area?
  - What types of relationships between potential partners and collaborators should be created? What are the expectations of the parties? Partnerships would have to add to program credibility and strength. Less formal relationships/collaborations should be considered as well.
- How can a strong relationship between the doctoral and master's programs be forged?
- Will professional associations add their support and talent? (See letters of support, Appendix I)
- What reorganization of GSLIS priorities will the program require?
- How many students are needed in the program for year one and beyond?

At the same time, project leaders conducted formal and informal surveys and opinion from students and alumni of the current Doctor of Arts (DA) program, alumni of the GSLIS, the professional community and their employers in New England, and noted professionals outside the region. Generally, survey respondents saw Simmons as having no competition for the program. They viewed it as a solid opportunity for the school and for the profession. One misconception to be overcome in introducing a PhD in managerial leadership is that a PhD program is traditionally aimed at those professionals seeking teaching positions. While GSLIS may introduce a PhD program with this orientation at a future date, the proposed PhD in managerial leadership is not such a program.

Competition

Through the proposed program, Simmons would be "first to market" with a managerial leadership program.

Twenty-eight of the 56 institutions with accredited programs in library and information science have doctoral programs. Some are interdisciplinary and/or offered jointly with other departments within the university. The only ones that might be considered competition for the PhD in managerial leadership would be two dual degree programs at the School of Library & Information Studies, Dalhousie University, Nova Scotia—a joint MLIS/MBA (master's in business administration) and a joint MLIS/MPA (master's in public administration). Gross numbers of graduates of all programs, without an indication of areas of specialization, indicate that there is interest in obtaining a doctorate in the field of library and information science. Both the Association for Library and Information Science Education's *Library and Information Science Education Statistical Report* (2003) and the annual *Survey of Earned Doctorates* conducted for the federal government by the National Opinion Research Center support this interest.

Although library leadership training opportunities and leadership institutes are offered on a regular basis by professional or academic agencies and state library agencies, there is no sustained program of higher education that specifically addresses the need to prepare the next generation of leaders with the intellectual and experiential tools they will require. The Simmons program has a clear market niche, one in which there is no competition.

Among the most notable leadership training opportunities are the Association of College and Research Libraries (ACRL)/Harvard Leadership Institute, University of California at Los Angeles (UCLA)'s Senior Fellows Program, and the Frye Leadership Institute. All three are focused on the needs of academic library leaders.

- The ACRL/Harvard Leadership Institute is offered once a year for five days. Participants are in leadership and decision-making positions in academic libraries. The curriculum focuses on leadership, organizational strategy, financial management, transformational learning, and planning. (http://www.gse.harvard.edu~ppe/programs/acrl/program/html)

- UCLA's Senior Fellows Program was established in 1982 with support from what is now the Council on Library and Information Resources (CLIR). Held biennially in a three-week session, it focuses on policy matters as well as "current issues in higher education, inter-organizational issues, how to lead change, and impact of technology on information access and development." Participation is limited to 15 senior-level academic librarians. (http://is.gseis.ucla.edu/seniorfellows)

- The Frye Leadership Institute also was initiated with support from CLIR as well as EDUCAUSE and Emory University. It provides "training to prepare leaders who will create opportunities from the challenges facing higher education institutions in managing scholarly information...." It trains up to 60 individuals per year through a two-week seminar at Emory and a year-long practicum on the home campus of each participant. (http://www.fryeinstitute.org).

Other short-term, nondegree leadership programs include the noted Snowbird Leadership Institute and its Canadian counterpart, Northern Exposure, and the Executive Leadership Institute sponsored by the Urban Libraries Council. Regional consortia, such as PALINET and SOLINET provide training opportunities. State libraries and associations in Illinois, Massachusetts, New York, Ohio, Michigan, Texas and several other states offer leadership training of varying frequency and duration.

Impact

The scholar's home organization will reap the most important benefits from the PhD program by having trained, qualified professionals to move the organization forward into the future. At the same time, broad dissemination of the research generated by students and faculty will benefit multiple institutions. A portion of the program is self-directed, giving each applicant the opportunity to customize the studies and research to address the unique environment and needs of an individual organization and the community it serves.

In the proposed curriculum, each student completes a Management Research Paper and an Issues Analysis project. Both projects will involve research that includes input from the practical experiences of people currently in the field. The results of the research will be shared with the profession through articles in professional journals and programs at professional conferences and meetings (see also under "Dissemination").

The Simmons' PhD program in managerial leadership in the information professions will have the potential to change the way libraries and other information-related organizations prepare for management succession without the need for conducting extensive in-house training programs. The team of experts in post-graduate education provided by Simmons, along with the Professor of Practice, gives each participating organization access to a storehouse of knowledge and experience, and relieves the need to commit resources to organize and provide programs locally.

Audience

As mentioned earlier, the program of courses and experience will be designed to fit into the working life of those already on the management track. Flexibility and applicability without sacrifice in quality will be hallmarks of the PhD in managerial leadership.

Target groups include:
- Directors, department heads, and associate/assistant/deputy directors in institutions which are members of ARL;
- Directors, department heads, and other high level administrators in institutions which are members of ACRL;
- Directors, department heads and other top administrators in large urban public libraries; and,
- Director/supervisor level professionals in K-12 education who need to focus on information management in an environment where greater emphasis is placed on the integration of technology in the classroom.

Diversity

Simmons has a strong history of espousing a climate of diversity in its student body (see Appendix II for its Diversity Action Plan). For examples, we back the ALA Spectrum scholarships and we hold an annual Diversity Summit. The PhD program will embrace those same commitments. Since the proposed program allows students to customize study and research to their career needs and/or the needs of employing organizations, specific workplace diversity situations will form part of the student experience.

GSLIS is actively implementing a Diversity Action Plan, the product of a strategic planning process culminating in a daylong retreat. The Plan has the goal of encouraging diversity among students and faculty, and throughout the curriculum. In a recent example of the GSLIS commitment to diversity issues, four full-time students in the GSLIS received scholarships through the Bill and Melinda Gates Foundation. The scholarships were awarded to students committed to working in public libraries in low-income areas of Massachusetts.

The PhD in managerial leadership builds on the school's commitment to international involvement in graduate education for information professionals. International students from more than 80 countries have attended the GSLIS in past years. A brochure titled "Simmons: A Century of International Engagement, Graduate School of Library and Information Science," (see Appendix III) is now available in English and Spanish, with additional languages in the planning stages. In addition to welcoming international enquiries, the brochure provides details of the variety of international programs at GSLIS:

- Since 1987 two students drawn from former Soviet republics have studied at GSLIS each year through the Muskie/FREEDOM Support Act Graduate Fellowships awarded by the American Councils for International Education.
- In 1993, Simmons and Harvard University's Benching Institute began a special program to offer a master of science in library and information science to Vietnamese librarians. The original program brought six librarians per year for three years to train in Boston. Since then the program has continued to grow, with financial support from the Starr and Luce foundations.
- The school has started offering a program of courses to Iraqi librarians and archivists under a grant received from the National Endowment for the Humanities in 2004. The two-year program is a partnership with Harvard University. In June 2004, faculty from both institutions began working with their Iraqi colleagues.
- In a similar vein, the GSLIS has secured a State Department grant to support the training of librarians from Kosovo in 2005.

Project Methodology and Evaluation Plan

The intended focus of the proposed PhD in managerial leadership is on the knowledge, skills, competencies, and personal traits applicable to leadership in libraries, other nonprofit organizations, and other information intensive enterprises.

Program Goals

The goals of the program are to:
- Prepare individuals for careers as change agents and leaders in managing libraries, media centers, nonprofit organizations, and other information-related organizations in an environment of globalization and convergence of disciplines;
- Create a leading environment in which inquiry and critical questioning are valued and individual strengths are enhanced;
- Engender in students an ability to engage in critical thinking and problem solving;
- Establish a culture that nurtures the advancement and dissemination of new knowledge related to managing libraries as complex organizations;
- Provide students with a conceptual understanding of organizations and behavior within them;
- Help students develop competencies in interpersonal and communication skills, leadership, and facilitation; and
- Foster an understanding of the role of technology in the management of change.

Outcomes

Upon completion of the program, students will have gained mastery of a number of areas and attributes.

- Leadership
  Able to analyze and solve problems, demonstrate team-building skills, articulate direction for the organization, function effectively in a political environment, manage and shape change as well as the library's culture, create an environment that fosters accountability, show reasonable risk-taking skills. Demonstrates emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skill (see D. Goleman, "What Makes a Leader?", Harvard Business Review, 82(1), January 2002, pp. 82-91).
- Communication skills
  Able to communicate effectively with staff, public, political leaders, and other leaders in the profession, able to "think on one's feet."
- Administrative skills
  Able to manage fiscal resources and budgets, develop a range of sources of funds, set goals, ask the "right" questions.
- Knowledge base
  Has a broad knowledge of issues, including but not limited to scholarly communication, financial management, planning in a political context, information technology, collection management and development, outcomes assessment, user needs analysis, intellectual property rights, fund-raising, marketing, evaluation research.
- Library (or applicable cognate area) knowledge
  Able to anticipate the needs of various constituencies, create and implement systems that enhance the value of the library to its public and stakeholders. Demonstrates a service orientation.

Outcomes Assessment and Measurement

Success is defined in terms of reaching stated goals and outcomes, retention rate, the quality of the applicant pool and of students in the program, and intangibles such as the visibility they create for the program and the College.

Outcomes based evaluation, as described in and supported by the IMLS Outcomes Based Evaluation program, will be used, along with other processes of evaluation, to ensure that the focus of the program meets its goals and that the program is realistic and achievable. At regular intervals throughout the three years of the IMLS grant, and beyond, formal and informal surveys, focus groups, and other tools will be used to identify successes and communicate value. Benefits to participants, including achievements and changes in skills, knowledge, attitudes, and behavior, will be assessed.

Peter Hernon, a Simmons GSLIS faculty member, has published and spoken widely on outcomes assessment and is also a renowned researcher. His expertise and that of faculty colleague and co-author Candy Schwartz will be invaluable in achieving effective evaluation of the program. Recent relevant publications include:

- *Action Plan for Outcomes Assessment in Your Library*, with R. E. Dugan (ALA, 2002)
- *Next Library Leadership: Attributes of Academic and Public Library Directors*, with R.R. Powell and A. P. Young (Libraries Unlimited, 2003)
- *Outcomes Assessment in Higher Education: Views and Perspectives*, with R. E. Dugan (Libraries Unlimited, 2004)
- *Revisiting Outcomes Assessment in Higher Education*, with R. E. Dugan and C. Schwartz (Libraries Unlimited, to appear in 2006)

The GSLIS faculty is already committed to the implementation of outcomes assessment for all programs, including doctoral programs. Learning outcomes for master's students are in place, and the following survey of assessment measures developed for faculty discussion serves as a focus for ongoing work.

- Direct measures
  - o Course-based measures
    - Course-embedded projects, assignments, or exam questions that directly link to program-level expected learning outcomes and are scored using established criteria

- Observations of field work, internship experiences; evaluations of student knowledge and skills from internship supervisors, faculty overseers, students
- Group problem-solving tasks
  - "Culminating" experiences
    - Portfolios (e.g. art, writing, case studies), with scoring rubrics and external and internal assessment
    - Capstone experience (course, thesis, field project) (should be linked with objectives and use internal and external evaluation teams; expectations must be made clear to students all the way along; might be done in association with baseline data gathered at program entry)
  - Methods applicable in courses or culminating experiences
    - Self-reflection
    - Moral/ethical choice exercises
    - Simulated task performances - students must identify and solve typical problems within a case setting with responses directly observed by assessors, or by means of an essay or debriefing
    - Qualitative internal and external juried reviews of projects/papers
- Indirect measures
  - Surveys and interviews
    - Employer surveys, Alumni surveys
    - Current and former student surveys which ask students to self-report knowledge gains, changes in skill levels, and levels of involvement in the learning process
    - Open-ended interviews with individuals or groups, focus groups
  - Student logs, e.g., reflections on teamwork experience
  - Syllabus review (by other than person responsible for course)
  - Data gathering
    - Tracking student groups over time to determine term-to-term persistence, program completion, course passage rates, grade point performance
    - Job placement data
    - Retention/graduation rates

Planning Activities

In creating a unique, sustained program of PhD-level education, focused on preparing the next generation of leaders in libraries and information-related organizations, the following activities will be an essential part of the planning and implementation process:

- Form alliances with other Simmons departments and external organizations of like interests (see under "Partnerships").
- Determine needs and expectations and solicit input on program goals, objectives, and content.
- Conduct formal and informal surveys to update information gathered in the original planning phases of the program.
- Identify and engage the Professor of Practice.
- Select faculty; determine release time.
- Create individual course outlines/syllabi.
- Determine selection criteria for admitting students.
- Create a communications plan and promotional materials.
- Recruit students through national and international channels; professional networking.
- Evaluate available information resources and enhance them through purchases, partnerships, etc.
- Analyze space needs and assign physical facilities.
- Prepare outcomes assessment and other evaluation tools.
- Welcome first cohort, January 2006.
- Plan for expansion of program to new geographic areas, partnerships.

12

Project Resources

The PhD in managerial leadership will draw on the full faculty and adjunct faculty of the GSLIS. The following positions will develop and administer the program:

      2 Principle Investigators, Professors Peter Hernon and Candy Schwartz
      1 Project Coordinator (half-time), to be designated

The Committee on Doctoral Studies has overall responsibility for doctoral programs at GSLIS, and reports to the faculty of the School. The Committee will continue to consist of the Dean and Program Coordinator as ex-officio members and three members appointed by the Dean. The function of the Committee in the case of the PhD in managerial leadership will be to handle the admissions process, assist in the interviewing of adjunct faculty who will teach in the program, provide policy guidance, assess students in the program, conduct examinations, and review the attainment of outcomes. The Committee may invite relevant additional members as appropriate. Currently both principal investigators serve on the Committee.

There is interest in integrating leadership into academic studies across many departments at Simmons College. There is strong commitment from a supporter of GSLIS to provide the College funds for an endowed chair of leadership, with a professor that would be active in many of the schools in the College. That commitment is expected to be a reality within a year, and would be of considerable advantage to the proposed PhD in managerial leadership (and vice versa). Strong institutional support for academic activities related to leadership is expected to continue for the foreseeable future.

Budget

Additions to the faculty represent a major cost factor, including the visiting Professor of Practice for three years, and buyout of faculty and adjunct faculty with expertise in aspects of management and leadership for program development and delivery. Simmons GSLIS will contribute one new faculty line in this area. Creation and maintenance of online components of courses are included in the budget (Simmons College uses WebCT course authoring software), as are costs of program marketing (including costs of preparing and mailing paper and digital brochures, and related costs for marketing materials). Costs of offering courses in remote locations (room rental, transportation and accommodations, site administration, buyout of faculty and adjunct faculty, etc.) have also been factored in to the budget.

Among Simmons GSLIS contributions will be the expansion of library resources, including costs and methods of delivery of digital information resources to students off-campus, and access to research-level resources outside the strengths of the libraries of the College. Program space is provided in the two-year-old, state-of-the-art building in which the GSLIS is housed.

Scholarship/tuition waivers are a cost/budget factor.

Partnerships/Collaborations

Although Simmons will not be seeking formal operating partners in the PhD in managerial leadership, several potential collaborators have been suggested. Within the Simmons community, the School of Management has an outstanding reputation for training women, and to some extent men, to achieve management and leadership positions in organizations. The many schools of management in the Boston area (Harvard University, MIT, Boston University, Boston College, Babson College, to name a few) will provide standards by which the Simmons program will be evaluated. Professional associations, such as ACRL, ARL, the Public Library Association, and the Urban Libraries Council, will be approached for assistance in finalizing program content, publicizing the program, and recruiting students and scholars.

Simmons envisions offering the PhD in managerial leadership at the Boston campus initially. In the third year, the plan is to expand to other sites in urban population centers such as New York, Chicago, Los Angeles, or Miami. International locations that build on Simmons' expertise and experience with international students and

international programs will also be explored. For example, the possibility of expansion to London or an appropriate center in the Far East could be considered, as the flexibility of the program lends itself to these exciting possibilities. Collaborations with renowned library leaders at prestigious academic institutions in metropolitan centers (for example, the Dean of Libraries at Columbia University in New York) will attract international attention and enhance the national ranking of Simmons' programs. No one has yet been contacted about this proposal.

Dissemination

A communications plan will include introduction to the program, recruitment of students, and sharing of research results and other products generated by program participants. Among the elements of the plan will be:

- Press releases to the library and information media,
- Feature articles placed in professional journals of a wide variety of organizations in the library and information disciplines,
- Book topics, based on program outcomes, placed with professional publishers,
- Conference and professional meeting presentations by faculty and students, and,
- A Web presence to share news, information, profiles of students, results of research, and any other pertinent current material.

Sustainability

A Doctor of Arts degree program has been in place since 1973, representing evidence of the Simmons commitment to sustaining programs that it initiates. The degree, conceived with the support of the Carnegie Foundation, requires 48-60 credits of graduate course work. The program maintains the view that management is an applied discipline that requires both academic preparation and substantial work experience. The Doctor of Arts was designed to meet the ongoing needs of administrators of libraries, information centers, and information systems. Graduates of the program are increasingly branching into such areas as knowledge management, resource management, and systems development. The PhD in managerial leadership is a logical extension and advancement of the D.A.

The PhD in managerial leadership was first introduced as a concept in Fall 2001, when the faculty discussed a white paper on the concept, and passed a motion "accepting, in principle, the concept of a PhD degree (in managerial leadership) for the information and related professions." The faculty asked the Committee on Doctoral Studies to continue its planning efforts, which the Committee has done, despite being somewhat diverted by a move to a new building, a search for and hiring of new dean, a successful accreditation process, and the arrival of six new faculty members. Support for the PhD program remains high. Dean Michele Cloonan has outlined the conditions of continuation of the program beyond the three-year IMLS grant period (see Letter of Support in Appendix I), and also confirms institutional support for sustaining the program at beginning levels, and expanding it beyond the Boston campus in future years.

Endorsements of the program, the philosophy behind it, and the contributions and successes of participants in it will be important to ongoing marketing efforts. Self-improvement and self-learning will be stressed when attracting individual students. Other efforts will be directed at current library directors, to encourage them to support their upper level staff in attaining the PhD in managerial leadership in the information professions.

The Synergy Between GSLIS and the Program

The cohesive PhD program in managerial leadership concentrates on the Simmons experience: a comprehensive understanding of diverse issues and a strong foundation in critical thinking; problem solving; practice-based research; and effective writing, learning, and oral presentation; students enabled to explore their potential in a supportive, nurturing environment of individualized study that combines technological applications, research focusing on managerial leadership, change, and political realities with management and leadership theory and practice.

The proposed program fills an important gap in library education. Students will engage in research and contribute to the scholarly literature. They will be prepared to assume significant managerial leadership positions at a time when there is great concern about training and motivating the next generation of leaders in the library and information professions. Their education should enrich the present master's program by inspiring master's students, broadening their awareness of career and self-development opportunities, and introducing them to future leaders in the profession.

The program will have strong long-term benefits to Simmons GSLIS. It offers a sustained educational experience and creates greater national and international visibility for the College and the School. There is synergy with the potential for developing a teaching PhD in the future. Interaction among the faculty and students on the master's and PhD levels will enrich both programs. A high quality, nationally known faculty will attract and retain students and create funding opportunities. Simmons GSLIS competes with schools at doctoral-granting universities for faculty and recognition as one of the world's premier schools of library and information science. An innovative, high profile post-graduate program will attract significant faculty to the Simmons team. Alumni have shown strong commitment to and support of the school in the past. That affiliation will be strengthened as they support an innovative program and assist in the nurturing process for fellow professionals.