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SWOT Analysis - Library Certificate Program

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Prepared by: Library Curriculum Committee
    Matthew Regan, Instructional Services Program Leader
    Scott Young, User Experience & Assessment Librarian
    Doralyn Rossmann, Head, Digital Library Initiatives
    Sara Mannheimer, Data Librarian
    Hannah McKelvey, Electronic Resources & Discovery Services Librarian

Overview

This report contains a description and analysis of a SWOT activity conducted by the Library faculty at the 10 July 2019 faculty meeting and facilitated by the Curriculum Committee. For this activity, faculty responded to the following prompt:

> "What are the strengths, weaknesses, opportunities, and threats (SWOT) of library faculty offering a 9-14 credit undergraduate certificate in Information in Society?"

Faculty were asked to consider the impact of a library certificate program on different communities by responding to this prompt from four different perspectives: personal/individual, the library organization, the university, and students. The workshop was attended by 20 faculty.[1]

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[1] This includes 13 tenure-track faculty and 7 non-tenure-track faculty: Jason Clark, Jan Zauha, Star Bradley, Natalie Bond, Sophia Phillips, Sara Mannheimer, Matthew Regan, Anika-Anzum Prima, Meghan Salsbury, Christina Trunnell, Leila Sterman, Kris Johnson, Rachelle McLain, Venice Bayrd, Mary Anne Hansen, Anne Angus, Amy Foster, Doralyn Rossmann, Scott Young, and Hannah McKelvey.

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Thematic Summary

The SWOT activity revealed a number of key insights.

First, in the areas of strengths and opportunities, the library faculty expressed an interest in teaching credited courses, working more in depth with students, and expanding the current scope of our librarianship practice through pedagogy and curriculum development. We see an opportunity to bring information studies to students in ways that can connect learners more deeply with information concepts and skills which will be directly applicable to students' future jobs and careers. As faculty we can each integrate our unique perspectives on information and teaching, e.g. ethics, diversity, inclusion, equity, information literacy, information systems, and critical pedagogy for a co-designed curriculum. Such a curriculum could complement other departments on campus, align with broader university culture, and help MSU achieve its teaching mission. Thinking longer term and beyond a certificate, a fully-developed curriculum could positively impact library fiscal resources.

There are some notable challenges as well. Not every faculty member is interested in teaching credited courses. Questions of faculty autonomy were prominent, especially with regard to librarianship assignments. Many expressed concern that workloads and current service offerings are already at full capacity, and that the pressures on non-tenure-track faculty and staff to conduct teaching or library operations should be thoughtfully addressed. Some noted that we have yet to search for or see a clearly demonstrated need or interest from students for a certificate.

Recommended Next Steps

The results of the SWOT analysis indicate a motivation among the faculty in continuing to develop a certificate curriculum, with a few key provisos that should be addressed by the Curriculum Committee and Library Administration—namely: staffing models for ongoing library operations, needs assessment for students and campus-wide curricula, an opt-in approach that respects faculty autonomy, and attunement to resource availability and workload pressures for all stakeholders, including tenure-track faculty, non-tenure-track faculty, and library staff.

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Workshop Description

Rationale for a Participatory Approach

The Curriculum Committee asked the faculty to engage in a participatory SWOT activity for three key reasons:
- *An inclusive vision*: to co-design our future
- *An equitable practice*: to include more voices equally in decision-making
- *A clear direction*: to strengthen and clarify our plan related to curriculum development and implementation

Terms

- *Strength*: the positive elements of the idea that are controlled by you
- *Weakness*: the negative elements of the idea controlled by you
- *Opportunity*: the positive elements of the idea that are controlled by forces/people external to you
- *Threat*: the negative elements of the idea that are controlled by forces/people external to you

Workshop Structure

Please see Appendix A for workshop handouts and participant instructions.

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Outcomes

This section presents the main themes of the SWOT analysis, followed by the full data presentation.

	Main Themes	
	Opportunities + Strengths	**Threats + Weaknesses**
For us *personally*	○ Rewarding opportunities for Professional development ○ Existing expertise ○ Existing buy-in, especially from library administration ○ Increased student engagement and interaction ○ Teaching is rewarding ○ We like collaboration ○ Ties in with mission	○ Potentially reduced autonomy ○ Uncertain need and untested process ○ Time and resource constraints
For the *Library*	○ Higher profile and status ○ Knowledge exchange and community building ○ Innovate the practice ○ Potential for funding	○ Potentially no $ or no student interest ○ Could produce a "class system" where teaching is valued more than librarianship ○ Lack of capacity ○ No culture of teaching
For the *University*	○ Information Studies aligns with university mission ○ New partnerships within MSU and MUS ○ Brings new value to students for learning and career placement ○ Higher profile for the university ○ Could bring in more students	○ Competition with other departments ○ Teaching space ○ Not a clearly demonstrated need and potential lack of student interest ○ Labor dynamics, especially the potential for overreliance on NTTs and staff ○ Funding

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For *Students*	○ Raising career visibility for information studies ○ Employment value of information studies ○ Exposes students to a wider range of topics related to information	○ Certificate might be too shallow or brief to be meaningful ○ Degraded library services

Full Data

Below are the transcripts for each individual sticky note, organized by perspective and SWOT dimension. Please see Appendix B for images of sticky notes and theming.

Students

- Opportunities
    - Increased recognition of librarians' teaching role and value on campus
    - Good PR for library and for individuals who haven't taught previously
    - Brings positive light to the library. Highlights importance of librarianship. What librarians can offer to support university mission.
    - An opportunity for library to mirror an activity other campus departments do.
    - Share knowledge amongst our faculty in new ways
    - A chance to change our internal structure: teaching faculty and functional specialties
    - Would/could get opportunity to get $ for students in Cert. program
- Strengths
    - More intentional mutually-agreed-upon approaches to instruction
    - We can have control over curriculum development
    - Library could take lead in experimenting with new teaching strategies and models
- Threats
    - Would adequate number of students be interested in pursuing this certificate? ROI
    - Fiscal resources are tight, so we'll have to tighten belt and demonstrate need/benefit prior to$$$ coming in

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- ○ One or two people may end up with bulk of work; someone ends up not having time, etc.
  - ○ Small faculty already spread thin
  - ○ Parity of teaching and librarianship could be further questioned if teaching outcomes are more heavily weighted/prioritized by Provost, etc.
  - ○ Could "diminish" value of traditional librarianship in eyes of those outside library—P&T
  - ○ Who decides course approach/content? Do faculty have the opportunity to shape pedagogy for classes they teach?
- ● Weaknesses
  - ○ Less time and resources for other projects; things continually get pushed back
  - ○ Does library have capacity to add this additional workload to the current staffing level? Too few faculty.
  - ○ Capacity—enough people to cover teaching load?
  - ○ We haven't been in under this expectation, so existing faculty may not want to do it. New, incoming faculty under new system easier.
  - ○ This is not in the history of our library culture. Changing culture is difficult and slow.

Students

- ● Opportunities
  - ○ Address technical and critical learning about technology and information outside of computer science
  - ○ Makes career in information studies more visible/accessible
  - ○ Better chance at getting a job in an archive
  - ○ More options for students interested in information-related careers
  - ○ New course topics to support knowledge and job opportunities
  - ○ Become more well-informed and see how information is used
  - ○ Apply course ideas to more projects
  - ○ Connects students to information resources (both within/outside of library)
- ● Strengths
  - ○ Enable students to connect with info and technology questions from an ethical lens

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- ○ Confidence that they have a credential they need for their subject area (if designed that way)
  - ○ Students may learn skills that can help them in other classes/areas
  - ○ More credits, become more well-rounded
  - ○ More choices of courses
- Threats
  - ○ Employer doesn't understand value of "certificate" vs. major/minor
  - ○ Overlap with computer science BA and offering too many options for students
  - ○ Potential to take away/reduce day-to-day services to students (if faculty occupied with teaching)
  - ○ Might not be applicable to their majors
- Weaknesses
  - ○ Take up time from major, job, personal life
  - ○ Certificate doesn't allow enough depth of study for a rich topic (info + society)
  - ○ Students may not understand what the purpose of the certificate is
  - ○ confusion/resentment: why do I have to do this? Do i have to do this?

University

- Opportunities
  - Increased job expectation
  - Teaching is part of job—ties to Gen. Ed. expectations
  - Critical thinking and digital citizenship are huge talking points in Gen. Ed. nationwide
  - Respect for the program/dept
  - Partnering with other MUS institutions to create dynamic program
  - Existing programs (library media?)
  - Embedded practices across disciplines
  - Teaching is new (credit-based)
- Strengths
  - Enhanced course offerings and program offerings for students
  - Desire to prepare students for successful careers—most will need info. Lit. skills
  - People think they want stacked credentials

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- ● Demonstrate IL value in student success
- ● Increased student enrollment
- ● Threats
    - ● Competition between rival institute
    - ● Funding for faculty
    - ● Library does not get funding for a certificate
    - ● Certificate does not drive enrollment
    - ● Disinterest in student body for such a program
    - ● Lack of understanding of importance by outside stakeholders
- ● Weaknesses
    - ● Lack of convenient classroom space
    - ● Lack of classroom space. Lack of faculty teaching experience.
    - ● There is no demonstrated need
    - ● Respect for the program/need
    - ● Overreliance on NTT to teach or do certain kinds of work

Personal

- ● Opportunities
    - ○ Teaching is interesting
    - ○ Teaching in fun
    - ○ Interaction with students
    - ○ Staying with one group of students throughout the semester = build on ideas and concepts
    - ○ A new certificate offering would bring positive light to the importance of information science
    - ○ Library and librarians more integrated int teaching mission across campus
    - ○ This is a chance for the library to have a real, solid teaching mission. Will help with reputation in regards to faculty status.
    - ○ Being seen by university as "equal
    - ○ Collaborate more with faculty in department
    - ○ Collaborate more with faculty outside the library as curriculum is developed
    - ○ Connect with faculty across campus
    - ○ Possibly co-working with faculty from other departments across campus

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- ○ New funding based on students/college. Library would potentially get funds for teaching from university budget
  - ○ Could get more faculty lines for teaching courses?
  - ○ More $ coming into the library
  - ○ Administrative buy-in to development curriculum
  - ○ We are already instructors
  - ○ Integrate EID into library instruction
  - ○ Engage in critical pedagogy to connect community with collecting scope in meaningful ways
  - ○ Explore new subject
  - ○ To design specific courses toward a certificate for students in a degree area—integrated with their curriculum
- ● Strengths
  - ○ Opportunity to teach in new topic areas
  - ○ Developing new and exciting course content
  - ○ Engage with students on a deeper level and teach more than just basics
  - ○ Learn student perspectives on subject
  - ○ Get to work with and know class of students over the course of the semester
  - ○ Contribute to the university's and library's mission and vision in a more integrated, in-depth teaching role
  - ○ Access to and awareness of information resources
  - ○ Integration of information technology and teaching practices into courses
  - ○ Way to introduce new technologies and instruction methods (online modules)
  - ○ Empower faculty
  - ○ Ability to connect practice of librarianship to teaching
  - ○ New task in librarianship
  - ○ Increase teaching experience
  - ○ Potential to co-teach/collaboratively develop materials
  - ○ I have a previous background in this. I could contribute my knowledge.
  - ○ I am a supporter of this so can assist in its advocacy
  - ○ Greater use of our expertise and recognition/understanding of it
  - ○ Already teaching lots of classes
  - ○ Background in teaching credit-bearing courses in other disciplines
  - ○ For those interested in teaching, this would be good

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- ○ Any one person would not be in control of teaching
- ● Threats
  - ○ Unrelated to project. Takes time away.
  - ○ Fiscal resources are tight, so something will have to be selected to go on backburner in order to launch
  - ○ Teaching loads. Removing librarians from the practice of librarianship. More pressure on library staff to carry out this work.
  - ○ How does this include/exclude NTT? Disempower?
  - ○ Potential for further divide between all things data/digital and more practical aspects of library/archives work
  - ○ Articulating the value of information instruction
  - ○ We already have value
  - ○ Buy-in from departments?
  - ○ Lack of interest or low enrollment (may impact how you structure assignments)
  - ○ What if 5 people enroll?
  - ○ How to find out if students and other departments want this cert?
  - ○ How does this certificate fit with majors?
  - ○ Enough faculty?
  - ○ I've been an actual teacher, but have moved on from that professionally. I might be asked to move into that again, but am not interested.
  - ○ Forcefully assigned courses
  - ○ Not controlling content creation
  - ○ Library could be more vulnerable to upper admin judgement/expectations
  - ○ Individuals should not be required to teach courses they don't want to teach
  - ○ People wanting to teach/share the workload
  - ○ Would not want to be required to teach
  - ○ I am already teaching
- ● Weaknesses
  - ○ Time management. Need to manage time for both teaching and other projects
  - ○ Less flexible time away from work for PL/VL
  - ○ Poor time management
  - ○ Time constraints (not enough time to do it all)
  - ○ Time constraints. Losing time to focus on other projects/day-to-day duties
  - ○ Time and responsibilities—what will be given up?

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- ○ Already full workload. No time to teach nor interested.
- ○ Time it takes to integrate technology or create online tutorials
- ○ Time constraints
- ○ Current workload or position doesn't allow for teaching
- ○ Too few faculty to do the teaching with our current assignments?
- ○ New faculty = uncertain expectations
- ○ Want to change direction of class but find it's too late
- ○ Personal unfamiliarity with subject
- ○ Wasn't what you though it would be
- ○ Certificates may not be valuable to students
- ○ There is no demonstrated need for a certificate

Appendices

Appendix A

Workshop handouts and participant instructions.

Appendix B

Images of sticky notes and theming

Appendix C
Images of workshop participants

Appendices begin below

Prompt:

What are the strengths, weaknesses, opportunities, and threats (SWOT) of library faculty offering a 9-14 credit undergraduate certificate in Information in Society?

Session Outline

- **Introductions and session overview** with outline and outcomes - 5 minutes
- **Individual work** - 10 minutes
  - Each participant writes 1-2 sticky notes for personal SWOT, and 1-2 sticky notes for their group's impact area (see related handouts for definitions and direction)
- **Small group work** - 25 minutes
  - Review and discuss personal SWOT
  - Review and discuss group's impact area
  - Identify themes or patterns
- **Large group sharing** - 15 minutes
  - Each small group speaks for 4-5 minutes, presenting highlights/themes/patterns
- **Wrap-up and next steps** - 5 minutes

Session Outcomes

- Vision: Co-design our future
- Practice: Include more voices equally in decision-making
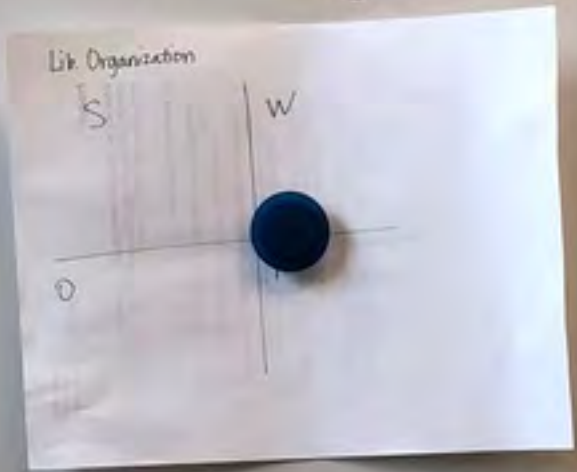- Product: Strengthen and clarify our plan related to curriculum development and implementation

Prompt:

What are the strengths, weaknesses, opportunities, and threats (SWOT) of library faculty offering a 9-14 credit undergraduate certificate in Information in Society?

For Library Faculty:

- **Strength**: the positive elements of the idea that are controlled by you
    - e.g. experiment with new types of teaching

- **Weakness**: the negative elements of the idea controlled by you
    - e.g. competition for time on other projects/activities

- **Opportunity**: the positive elements of the idea that are controlled by forces/people external to you
    - e.g. it's easy for university admin and other faculty to understand the value of teaching credited courses

- **Threat**: the negative elements of the idea that are controlled by forces/people external to you
    - e.g. having courses assigned to me rather than selected; having to teach at all

Prompt:

What are the strengths, weaknesses, opportunities, and threats (SWOT) of library faculty offering a 9-14 credit undergraduate certificate in Information in Society?

For the Library Organization:

- **Strength**: the positive elements of the idea that are controlled by the Library
    - e.g. existing motivation towards teaching credited-courses

- **Weakness**: the negative elements of the idea controlled by the Library
    - e.g. not all faculty necessarily want to teach credited-courses; increased reliance on staff; reduced capacity for library projects

- **Opportunity**: the positive elements of the idea that are controlled by forces/people external to the Library
    - e.g. more in line with faculty in other departments

- **Threat**: the negative elements of the idea that are controlled by forces/people external to the Library
    - e.g. loss of autonomy; increased exposure to the provost

Prompt:

What are the strengths, weaknesses, opportunities, and threats (SWOT) of library faculty offering a 9-14 credit undergraduate certificate in Information in Society?

For the University:

- **Strength**: the positive elements of the idea that are controlled by the university
    - e.g. existing desire to increase student enrollment

- **Weakness**: the negative elements of the idea controlled by the university
    - e.g. lack of quality jobs for faculty; lack of classroom space

- **Opportunity**: the positive elements of the idea that are controlled by forces/people external to the university
    - e.g. connecting with job expectations

- **Threat**: the negative elements of the idea that are controlled by forces/people external to the university
    - e.g. a similar program at a rival institution

Prompt:

What are the strengths, weaknesses, opportunities, and threats (SWOT) of library faculty offering a 9-14 credit undergraduate certificate in Information in Society?

For Students:

- **Strength**: the positive elements of the idea that are controlled by students
    - e.g. gaining an additional credential

- **Weakness**: the negative elements of the idea controlled by students
    - e.g. requirements of current major don't leave time to take 9-14 credits outside that major

- **Opportunity**: the positive elements of the idea that are controlled by forces/people external to students
    - e.g. more interaction with people outside my (student's) major - more perspectives

- **Threat**: the negative elements of the idea that are controlled by forces/people external to students
    - e.g. how the certificate translates to future career

Lib. Org.

S

O

W

NO CAPACITY

NO CULTURE OF TEACH

Lib Organization

S | W
O |

higher
profile
&
Status

knowledge
exchange
+
community

Innovate
the
Practice

$

no $
no students
interest?
$?

I

CLASS SYSTEM
≠ LIB.
TEACH

iO
S: More intentional, mutually agreed upon approach to instruction

We can have control over curriculum development

Library could take lead in experimenting with new teaching strategies and models.

Increased recognition of librarians' teaching role and value on Campus

no $
no students

interest??
$?.

I

CLASS SYSTEM
≠ LIB.
≠ TEACH

Would adequate number of students be interested in pursuing this Certificate? = ROI

Fiscal resources are tight. So will have to tighten belt + demonstrate need/benefit prior to $$$ coming in.
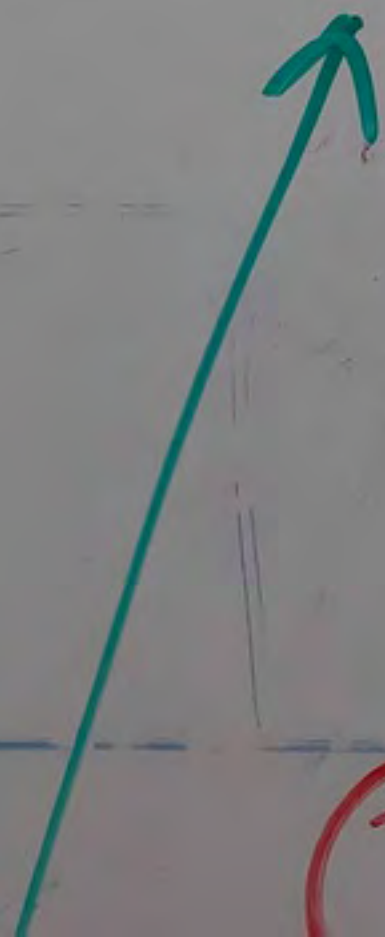
One or two people may end up w/ bulk of work; someone ends up not having time etc.

Small faculty already spread thin.

Parity of teaching & librarianship could be further questioned if teaching outcomes are more heavily weighted/prioritized by Provost, etc.

Could "diminish" value of traditional librarianship in eyes of those outside library - P&I

LO:
T: Who decides course approach/content?
Do faculty have the opportunity to shape pedagogy for classes they teach?

NO CAPACITY W

NO CULTURE OF TEACH...

less time for resources for other projects; things continually get pushed to backburner

Does library have capacity to add this additional workload to the current staffing level? Too few faculty

LO:
W: Capacity — enough people to cover teaching load?

We haven't "hired in" under this expectation, so existing faculty may not want to do it. New, meaning faculty under new system easier.

This is 1st in the history of our library culture. Changing culture is difficult/slow

CLASS SYSTEM

PERSONAL

S | O | W | T (SWOT analysis)

Time & Resources

Autonomy

labor

inaccurate expectations

interest + need

Value of discipline

Freedom / Autonomy

prof. develop.

collab.

expertise

buy-in exists already

Areas to Awareness of information resources

Lib & Univ. mission

Student Interaction

Like teaching

Teaching is FUN!

WE ARE ALREADY INSTRUCTORS

I AM ALREADY teaching

Yellow notes (top row):

- ...a student. Learn student perspectives on subject. Get to work with and know a class of students over the course of the semester

- Contribute to the university's & library mission and vision in a more integrated, in-depth teaching role

- new task in librarianship. Increase teaching experience

- I could contribute my knowledge base. I am a supporter of this & can assist in its advocacy. Greater use of our expertise + recognition/understanding of it

- ...teaching credit. bearing courses in other disciplines. For those interested in teaching. This would be good

Green marker annotations:
- Freed... Auton...
- Prof...
- collab.
- Collab.
- Like teaching
- STUDENT INTER-ACTION
- Lib & uni mission

White/cream notes:

- A new certificate offering would bring positive light to the importance of information science

- Teaching is interesting. TEACHING IS FUN

- Interaction with students. S: Staying with one group of students throughout the semester = build on ideas & concepts

- Library & librarians more integrated in teaching mission across campus. This is a chance for the library to have a real, solid teaching mission. Will help w/ reputation in regards to faculty status. Being seen by university as "equal"

- Collaborate more w/ faculty in depts. Collaborate more with faculty outside the library as curriculum is developed. Connect with faculty across disciplines. possibly co-working w/ faculty from other departments across campus

- New funding based on students/college. Library would potentially get funds for teaching from university budget. O: Could get more faculty lines for teaching courses? O: More $ coming into the library

- administrative buy-in to development of curriculum. WE ARE ALREADY INSTRUCTORS

- Integrate EID into Library instruction. Engage in critical pedagogy to connect community w/ & collecting scope in meaningful ways. Explore new subject. To design specific courses toward a certificate for students in a degree area — integrated w/ their curriculum

New opportunities / rewarding

experts

Student engagement

prof. develop

expertise

buy-in exists

[S] (red boxed)

[O] (red boxed)

Freedom Autonomy

collab.

prof dev

Opportunity to teach in new topic areas

Developing new and exciting course content

Engage with students on a deeper level & teach more than just basics

Learn student perspectives on subject

Get to work with and know a class of students over the course of the semester

Access to & awareness of information resource

Integration of technology & teaching practices into courses

Way to introduce new technologies and instruction methods (online modules)

Contribute to the university's & library's mission and vision in a more integrated, in-depth teaching role.

A new certificate offering would bring positive light to the importance of information science

Library & librarians more integrated in teaching mission across campus

Empower faculty

Ability to connect practice of librarianship to teaching

new task in librarianship

Increase teaching experience

Collaborate more w/ faculty in depts

Collaborate

Potential to co-teach / collaboratively develop materials

I have a previous background in this. I could contribute my knowledge.

I am a supporter of this. Can assist in its advocacy. greater use of our expertise + recognition / understanding of it

Already teaching — lots of classes.

background in teaching credit-bearing courses in other disciplines

For those interested in teaching: This would be good

ANY ONE PERSON WOULD NOT BE IN CONTROL OF TEACHING

Teaching is interesting

interaction with students

New funding

Integrate EID

AL

W (boxed, red)

Time management Need to manage time for both teaching and other projects.

Time constraints. Losing time to focus on other projects/ day to day duties.

time it takes to integrate technology or create online tutorials

new faculty = uncertain expectations

• bare. personal unfamiliar with subject

Too few faculty to do the teaching with our current assignments?

Time management Need to manage time for both teaching and other projects.

poor time management

Time and responsibilities - what will be given up?

time constraints

Want to change direction of class but find it's too late

Wasn't what you thought it would be; want to

W: Less flexible time away from work for PL / VL

Time Constraints (not enough time to do it all)

Already full workload - no time to teach - nor interested.

Current workload of position doesn't allow for teaching

labor (green)

inaccurate expectations (green)

Time & Resources (green)

CERTIFICATES MAY NOT BE VALUABLE TO STUDENTS

THERE IS NO DEMONSTRATED NEED FOR A CERTIFICATE

• unrelated to project - takes time away

Teaching loads Removing librarians from the practice of librarianship ↓ pressure on

How does this include/exclude NII?

T (boxed, red)

interest + need (green)

Students

NON-CS Tech. Awareness

CREDENTIALS/JOBS

MORE OPTIONS

S. More choices of courses

Group 2 - Students

S   U

O   T

cert. is too shallow/brief to be meaningful

visibility of LIS

VALUE! Application of content?

topic obscure to employers

dept. competition / too many options

degrades library services

More credits, become more well-ranked

Visibility of LIS

G

?

VALUE!
Application of content?

Address technical and critical learning about technology & information outside of Computer Science

Makes career in information sciences more visible/accessible

Better chance at getting a job in an archive

More options for students interested in information related careers

O: New course topics to support knowledge + job opportunities

• Apply course ideas to many projects

Connects students to information resources (both within/outside of library)

• Become more well-informed and see how information is used

NON-CS

Tech-ness
AWARENESS

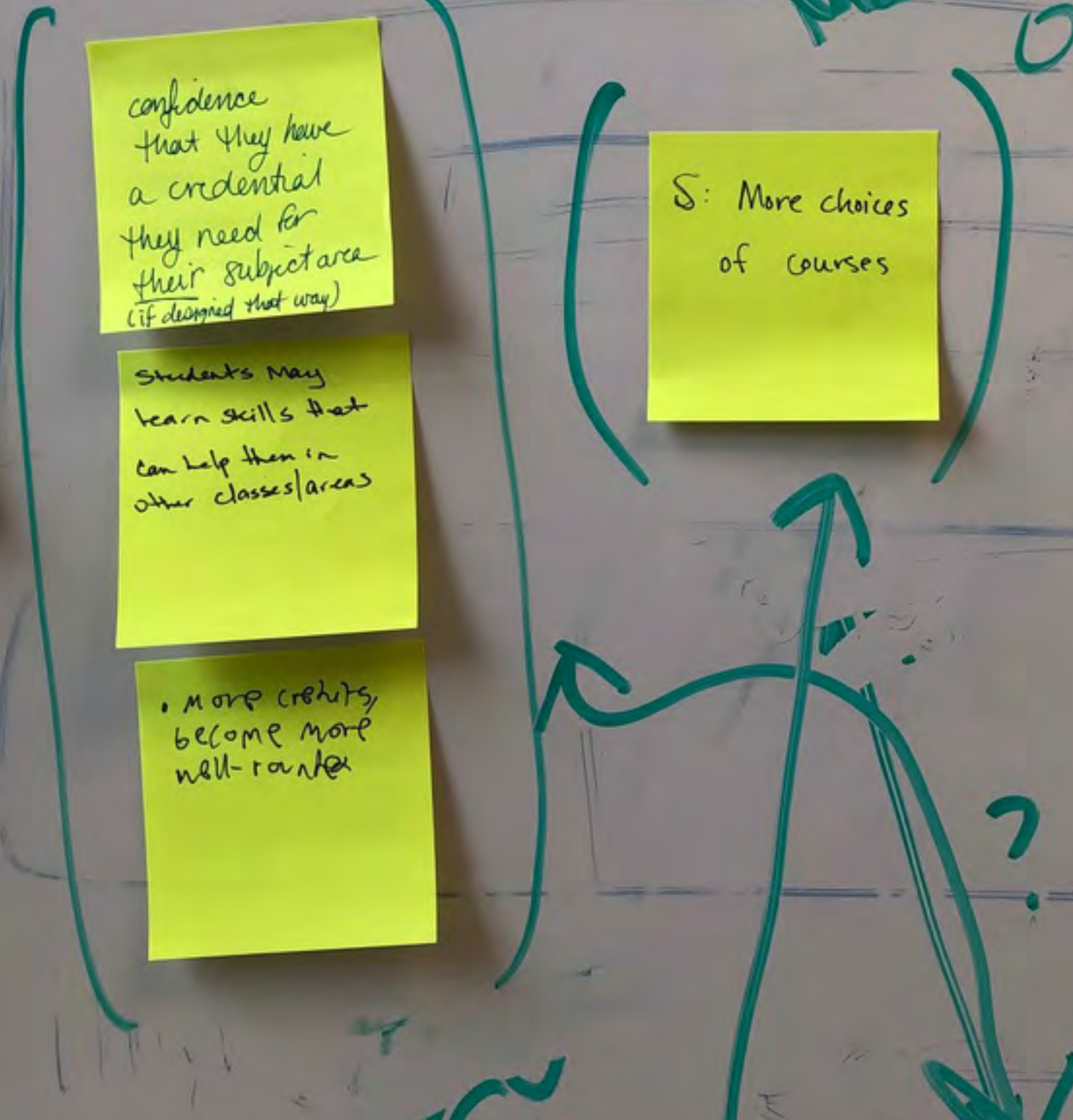# S CREDENTIALS/JOBS

MORE OPTIONS

Enable students to connect with info and technology questions from a critical lens

confidence that they have a credential they need for their subject area (if designed that way)

Students may learn skills that can help them in other classes/areas

• More credits, become more well-rounded

S: More choices of courses

?

to be meaningful

**Employer doesn't understand value of "certificate" vs major/minor**

Overlap with Computer Science BA and offering too many options for students

Potential to take away/ reduce day to day services to students (if faculty occupied w/ teaching)

might not be applicable to their major/interests

topic obscure to employers
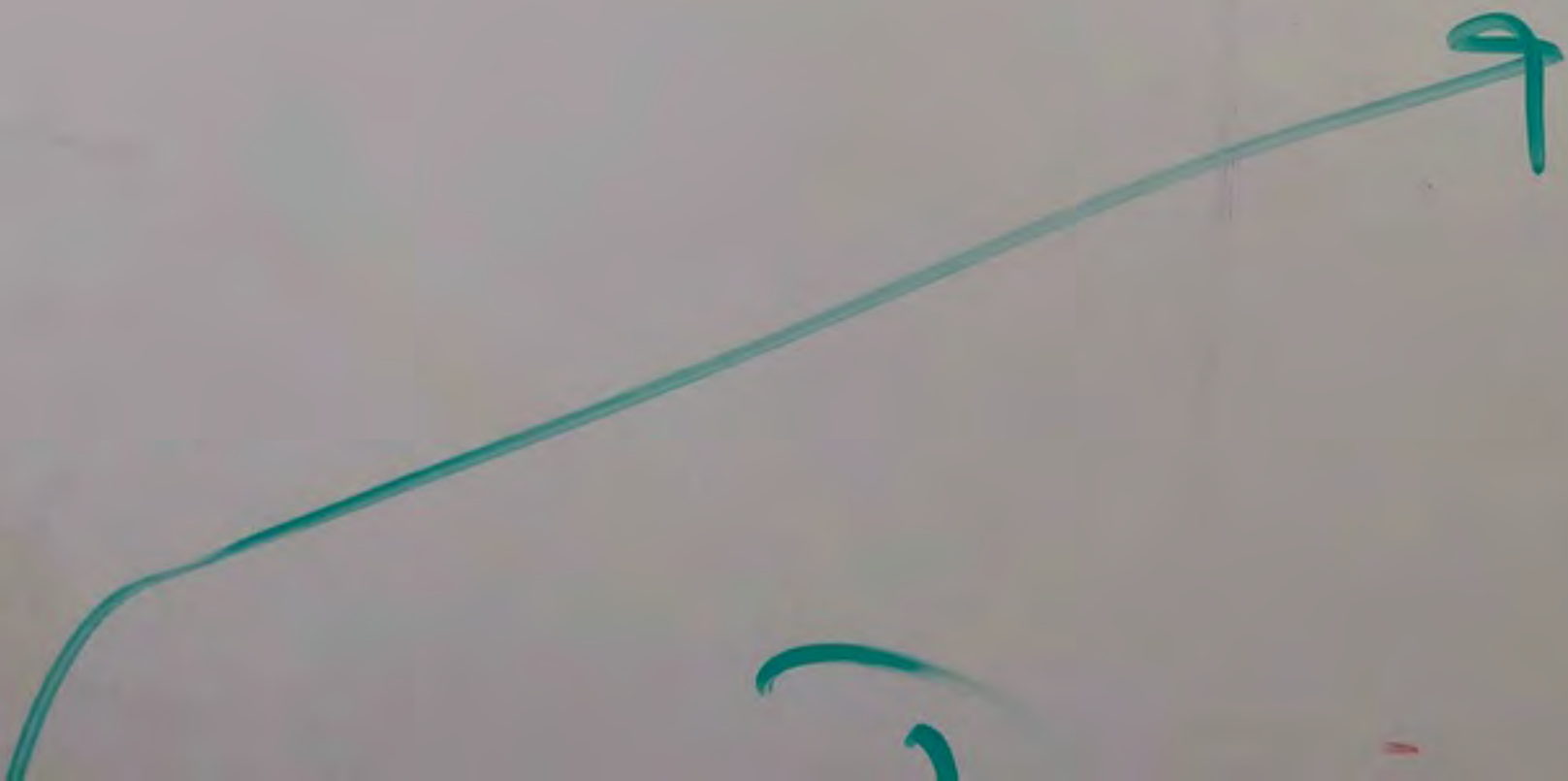
dept. competition ; too many options

degrader library services
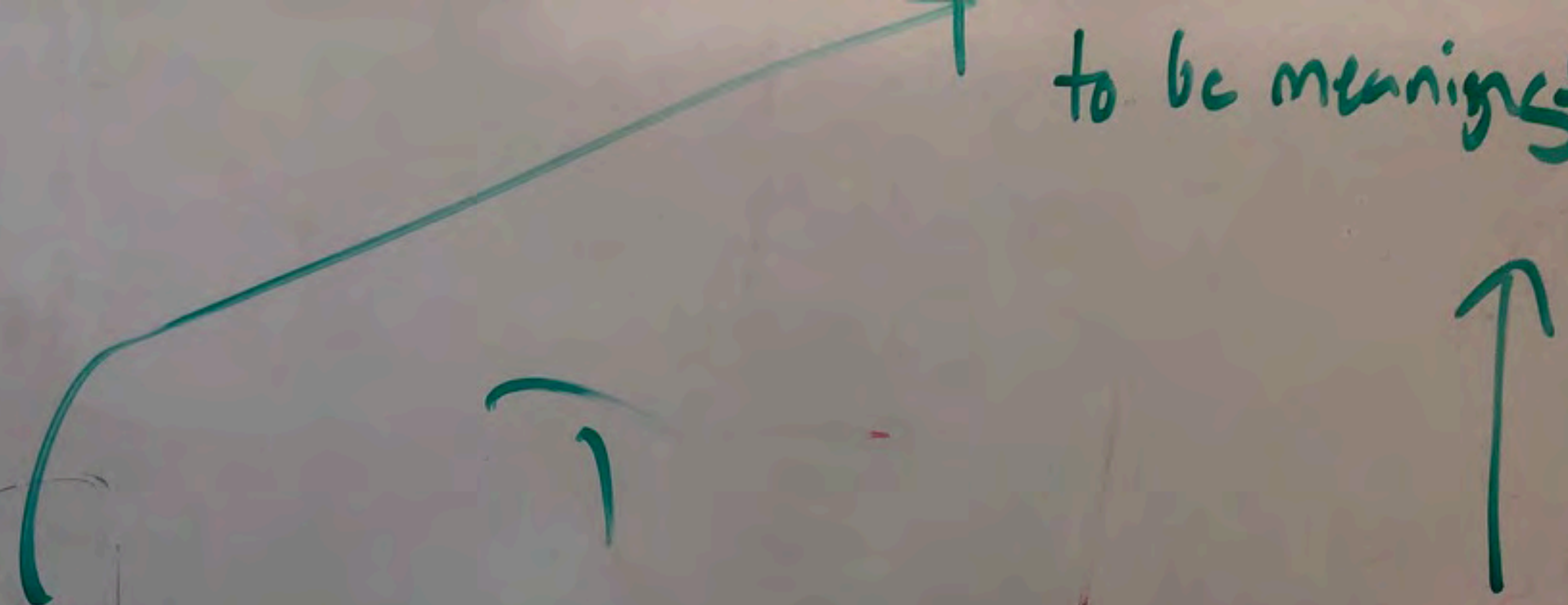
- take up time from major/ job, personal life

Students may not understand what the purpose of the certificate is

Certificate doesn't allow enough depth of study for a rich topic (Info + Society)

Confusion/resentment: why do I have to do this?? do I have to do this

cert. is
too shallow/brief
to be meaningful

space   need   I   ⅃

I

Competition between Rival institute

funding for faculty &

CERTIFICATES DO NOT DRIVE ENROLLMENT

Disinterest in Student body for such a program

Lack of understanding of importance by outside stakeholders

LIBRARY DOES NOT GET FUNDING FOR A CERTIFICATE

competition

funding

lack of Student interest

info. studies marganilized

** κ**

lack of convenient Classroom space

THERE IS NO DEMONSTRATED NEED

Over-reliance on NTT to teach or do certain kinds of work

lack of Classroom space

lack of faculty teaching experience

Respect for the Program/need

classroom space

demonstrated need

teaching labor