

## **Biennial Narrative**

### **MS in Library and Information Science, Syracuse University**

**February 15, 2021**

This biennial narrative report to the COA presents the developments in the Master of Library and Information Science (MSLIS) program since its 2019 Biennial Narrative and Special Report dated February 28, 2020. The letter from COA on May 15, 2020 indicated that there were no specific questions to address at the time.

#### **Leadership Changes**

In May 2019, Dean Elizabeth Liddy retired after 12 years of service in this role. Dr. David Seaman, Dean of Libraries and University Librarian at Syracuse University, was appointed as the Interim Dean for the School of Information Studies. Before Dean Liddy's retirement, she appointed Dr. Jian Qin as the Program Director for LIS, which started officially on August 1, 2019.

After a national search, Dr. Raj Dewan was selected to be the new dean for the iSchool. His deanship started in January 2020. Dean Dewan made some changes to the senior leadership team during his first six months on the job: Dr. Jennifer Stromer-Galley was appointed as the Senior Associate Dean for Academic Affairs and Faculty Development, effective in July 2020, Dr. Martha Garcia-Murillo as the Senior Associate Dean for Inclusion, Diversity, Equity and Accessibility (IDEA) Initiatives, and Dr. Arthur Thomas as the Associate Dean for Career Services and Experiential Learning.

#### **COVID Impact on Teaching**

In March, 2020, Syracuse University began a number of changes brought on by the spread of the coronavirus and its particularly hard impact on New York State at the time. Effective March 13, 2020, the spring semester transitioned to online only course delivery. This move affected only the LIS campus students whose courses were then managed online via synchronous Zoom sessions, and asynchronous materials implemented in Blackboard.

Following this term, the Dean of the iSchool allowed faculty to declare their own teaching accommodation in consideration of their health and/or the health of family members. All members, except one, of the LIS faculty chose to teach online in Fall 2020, and about half continuing in this mode for Spring 2021.

All Maymester classes for 2020 were cancelled due to the pandemic because the virtual mode would not be suitable for the one-week intensive class mode. To meet students' needs to retain full-time status, two online classes were added for the summer term in 2020.

For Fall 2020 and Spring 2021, Syracuse University adjusted its calendar to mitigate exposure to the virus, and to give advance consideration on how student travel would affect exposure of all university members. In Fall 2020, campus classes started earlier in August than the usual calendar, and on-campus classes were moved online after the Thanksgiving holiday. In Spring 2021, the calendar started later and will end later in May. The University monitors COVID cases on an ongoing basis. By New York law, the campus must close again if there are more than 100 cases on campus.

The pandemic has impacted the delivering mode for LIS courses. In fall 2020, the faculty who were assigned to teach LIS core courses opted to the virtual mode, while several electives were taught in person. Currently (spring 2021), two LIS core courses and several electives are being taught in person while others are offered in the virtual and/or hybrid mode.

## **Standard I: Systematic Planning**

Systematic planning for the LIS program at Syracuse University is an ongoing process aimed at aligning the program goals and learning outcomes with the School and University's visions, goals, mission, and competency requirements. Since last biennial report, the LIS program committee (which consists of LIS faculty, one faculty representative from another graduate program, an MSLIS student representative, and iSchool staff) held two retreats solely for reviewing the state of the program and developing strategic plans for necessary changes/updates and future actions. The mini-retreat held on March 21, 2019 focused on

expanding online course offerings on the 2U platform, the feasibility of hybrid courses that blend lectures on 2U platform plus on-campus meetings, and how to enhance student learning experience for both online and campus students (see Appendix A).

At the end of 2019-2020 academic year, the LIS program committee reviewed the strategic plan from 2019 and the state of its implementation and felt strongly the need to redefine the program identity and revise the curriculum in the changed social, cultural, and technological landscape. On August 13, 2020, the LIS program committee held a virtual retreat, with three senior faculty members invited from other graduate programs within the iSchool, and reached a consensus that *information equity and justice, community engagement, and technology agility* will be the new identity of Syracuse University LIS program. Assistant Professor Beth Patin drafted a document to summarize the rationale for the new program identity and subsequent changes in program learning outcomes and curriculum revision (see Appendix B).

The LIS program director invited the members of LIS Guiding Council to provide feedback and input for our new program identity and curriculum change plan. A live meeting was held with the council on Sept. 18, 2020. The Guiding Council was pleased to see the new direction of the program and offered many suggestions (see Appendix C).

The LIS program committee continued to work on curriculum change throughout the fall 2020. The plan is to complete the curriculum change by the end of spring semester and submit the proposal of program change to the University and New York State Education Department for approval in early fall 2021.

## **Standard II: Curriculum**

II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process...

The LIS curriculum evolves and is constantly reviewed through content updates by faculty, rigorous assessment of learning outcomes, and adding new courses and removing outdated ones. The newly defined program identity and program learning outcomes were mapped with the core courses. (Appendix D).

During 2019-2021, several popular courses – IST 672 Public Library as Institution, 674 Academic Librarianship, IST 681 Metadata, and IST 682 Cultural Competency – were added in response to a need to

increase the elective options for students in the online program delivered through the 2U platform (<https://onlinegrad.syracuse.edu/2u/>). On-campus, the course IST 715 Libraries, Archives, and Museums (LAM) was completely revamped and is being offered this spring with an in-depth coverage of LAM's goals, mission, processes and functions, convergence, as well as issues of ethics and values, diversity, inclusion, and social justice that cut across all aspects LAMs.

### **Course Reviews**

II.6 The program has explicit, documented evidence of its ongoing decision-making processes ...

The core courses in the curriculum have been reviewed in light of the new identity for the LIS degree. These changes are proposed: IST 511 Introduction to the Library and Information Profession will incorporate the cultural competency topic; IST 614 Management Principles for Information Professionals (a common core for all graduate programs) will be replaced with IST 717 Library Management to serve the LIS students better.

### **New Courses in 2019-21**

Several special topic courses under the IST 600 number have been regularized, including IST 682 Cultural Competency for Information Professionals, IST 672 Public Library as Institution, and 674 Academic Librarianship.

II.2.4 Responds to the needs of a diverse and global society, including ... underserved groups  
II.2.5 Provides direction for future development of a rapidly changing field.

The newly defined program identify *Information Equity and Justice, Community Engagement, and Technology Agility* represents our response to the rapidly changing social and cultural environment and needs for librarians and information professionals with training in information equity and justice, cultural competency, and community engagement. In the effort to restructure the curriculum, the old focus areas that were organized around types of libraries and collections are now structured into seven, functional-oriented professional pathways: user services and community engagement, archives and special collections, digital

curations and services, organization and management of information and knowledge, children and youth services, digital information systems, and information research and analysis. These pathways are outlined under “professional pathways” on the School’s MSLIS degree website at: <https://ischool.syr.edu/academics/library-and-information-science-masters-degree/>.

### **Standard III: Faculty**

#### ***Retirement and New Faculty***

In June 2020, Associate Professor of Practice Jill Hurst-Wahl retired from the iSchool. She served as the program director and established the iSchool Public Library Initiative during her tenure. In August 2019, Dr. LaVerne Gray joined the iSchool as an Assistant Professor (CV, Appendix E). Dr. Gray received her Ph.D. degree in Communication and Information from University of Tennessee in 2019, LIS from Dominican University in 2005, MA Ed in educational psychology from Northern Illinois University in 2000, and a BA in rehabilitation/child development in 1993. Her dissertation title is *In a Collective Voice: Uncovering the Black Feminist Information Community of Activist-Mothers in Chicago Public Housing, 1955-1970*. She teaches IST 605 Reference Services and Information Literacy, IST 635 Collections Development, and a new course she developed on Information Justice & Community Engagement. She will also be taking over the LIS 717 library management course next year. Dr. Gray is a member of the American Library Association, Committee on Education (2020-Present), and co-convenor of the ALISE Historical Perspective Special Interest Group (2020-Present).

#### ***Adjunct Faculty***

During 2019-2020, 14 new adjunct faculty were hired to teach in the LIS program. Their qualifications and courses they are teaching are provided in Appendix F.

#### ***New Hiring***

Five searches are underway for tenure-track faculty at the iSchool with expected start dates of August 2021. One position is specifically designated for LIS, but any of those hired may contribute to the program with courses, supervision, research projects or other aspects of the LIS program. The areas of these five positions include LIS, network social dynamics, the future of work at the human-technology frontier, digital misinformation and democracy, smart city technologies and analytics, and critical design in human-computer

interaction. The search committee and subcommittees have started screening applications and selecting candidates for initial interviews.

Last spring (2020) when the pandemic started, the iSchool was in the middle of interviewing tenure-track and teaching professors. The LIS's plan to hire a teaching professor was unable to go forward due to the University's hiring freeze. In addition to hiring a tenure-track professor (open rank), the iSchool is planning to resume the search for a teaching professor for the LIS program later this year.

### ***Integrating Faculty***

The iSchool has a mentoring system for new hires to help them quickly adapt to the culture of the iSchool. Each new hire is assigned to two mentors and evaluated annually by a committee of three senior faculty members plus the mentors. Junior faculty members are also well supported by existing travel, assistantships, and the iSchool teaching and learning center.

III.1 The program has a faculty capable of accomplishing program objectives...

### ***COVID impact on faculty tenure and promotion***

Due to the considerable impact on faculty in terms of teaching, university needs and accommodations, and personal life, Syracuse University will extend the tenure clock by one year for any current tenure-track faculty member whose tenure case is scheduled to be reviewed by their department, school/college and the University in the 2020-21 academic year or later. The choice to extend is optional for all affected junior faculty. Within the School, the clock for major milestone evaluations, such as the third-year review, may also be extended as chosen by the affected faculty.

### **Standard IV: Students**

IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience.

During this reporting period, the program director held a townhall meeting with students each semester before the pre-registration time to gather students' feedback and answer questions about the program, course offerings, and issues and concerns. A student is hired as the program assistant to function as liaison between the LIS program committee and students. The program assistant regularly collects students' concerns and

brings them to the monthly program committee meeting. The student then summarizes the program committee's response and posts it to the student mailing list.

### ***Student demographics***

V.1 ... The program has policies to recruit and retain students who reflect the diversity of North America's communities.

During fall 2018-spring 2021, a total of 362 students enrolled in the LIS program with about 75% of those enrolled as online. Female students count for about 81% of the total, but the percentage of male students is higher for campus students than that of online students. The majority of LIS students are domestic. There is significant increase in the number of students from underrepresented population groups since the last reporting period: 28.7% for online students and 14.1% for campus students, which results in 23.2% for campus and online combined, compared to 17% in the last reporting period (Appendix G).

### ***Learning and research experience***

IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience.

The iSchool has a number of scholarships to award to students who have had an outstanding academic performance and expressed interest in participating in faculty research projects or in experiential learning such as working as a graduate assistant in the university libraries. During 2019-2020, eleven LIS students worked with LIS faculty in their research projects, which generated a total of ten conference papers/presentations and journal articles coauthored by faculty and students (Appendix H).

The Information Literacy Scholarship co-sponsored by the iSchool and Syracuse University Libraries pays the recipients 50% tuition and a stipend for them to be trained in information literacy (IL) instructions in the first year and participate in teaching IL classes in their second year. Ten students have been selected to receive this scholarship in the last two years.

### ***Assessment***

IV.6 The program applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation ...

IV.7 The program has explicit, documented evidence of its ongoing decision-making processes...

Syracuse University has developed a systematic assessment practice and procedure that the iSchool follows. The LIS program director and manager as well as the Director of the Faculty Center for Teaching and Learning work closely to coordinate the assessment of learning outcomes. As the LIS curriculum and program learning outcomes are being revised, the new mapping has been created and is in the process of being finalized. The plan is to start implementing the new mapping for learning outcome assessment in fall 2021.

The Assessment of all core and elective courses follows a four-year schedule but was pushed out for a year due to the impact of COVID-19:

- 2019: Fall 605 and 614; Spring 611, 972, and 973;
- 2020: Fall 612 and 616; Spring 613, 618, and 661;
- 2021: Fall 511 and 663; Spring 564 and 668; 2 of the new courses;
- 2022: Fall 635 and 662; Spring 671 and 681; 2 of the new courses (course titles and learning outcomes can be found from the course catalog page:

[http://coursecatalog.syr.edu/preview\\_program.php?catoid=25&poid=12888&returnto=3199](http://coursecatalog.syr.edu/preview_program.php?catoid=25&poid=12888&returnto=3199)).

The iSchool participates in the University level assessment process supported by the TK20 data management system. Reports submitted to the central system support assessment in all iSchool degree programs. The report for the core courses is given in Appendix I.

## **Standard V: Administration, Finances, and Resources**

V.2 The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution.

In a university-wide effort to achieve six institutional learning goals, six competency areas are identified:

- 1) Ethics, integrity, and commitment to diversity and inclusion
- 2) Critical and creative thinking
- 3) Scientific inquiry and research skills
- 4) Civic and global responsibility



5) Communication skills

6) Information literacy and technology agility (<https://provost.syr.edu/sharedcompetencies/>)

A community of practice for each of these competency areas was established that consists of faculty members from across the university. Three LIS faculty members joined the Community of Practice for Information Literacy and Technology Agility (ILTA) and one of them is the program director who serves as the co-chair with a librarian. The LIS faculty have the expertise in information literacy research and instruction and are making significant contribution to the work of this community of practice.

## Appendix A: LIS Faculty Mini-Retreat, March 21, 2019

Participants: Caroline Haythornthwaite (Director); Marilyn Arnone, Rachel Clarke, Jill Hurst-Wahl, Megan Oakleaf, Beth Patin, Jian Qin; Also attending: Martha Garcia-Murillo, Senior Associate Dean

The March 21, 2019 meeting was organized as a mini-retreat for faculty, held to discuss curriculum and support ideas to address ways to distinguish the on-campus experiences for LIS students.

### Agenda

The agenda was outlined as considering:

- course offerings for on-campus and 2U, e.g. whether we have ‘campus necessary’ courses regularly scheduled (e.g., archives, rare books)
- how we implement new electives (and continuing electives), e.g., should there always be an on-campus version in every 2 year cycle (or 1-year cycle)
- hybrid courses — 2U lectures + on-campus meetings — and whether this option useful more widely
- special events for campus students — road trips, Maymesters, other kinds of short courses, lecture series, visiting scholar positions for on-campus teaching, conference co-located events (good for others too)
- all the above then factor into advertising for the on-campus experience
- all the above also need to consider how the on and off campus education is kept comparable for accreditation purposes

### Discussion focused on the following themes

What is a ‘residential’ experience?

- Issues include MSLIS students feeling ‘left out’ of activities and faculty attention given road trips offered for undergraduates but not for LIS students, and electives increasingly implemented on 2U
- What is the difference between being an online and an on-campus student?

How work and assistantships interfere with on-campus experience

- Time at work interfering with engagement with the campus program, getting to classes on time

The importance of practice and orientation to the future LIS *profession*, and to a *graduate* student experience

- Notably that we are preparing professionals, and what we are doing is professionally oriented focusing on socialization, job placement, professional experience, and teaching
- That the education and experience is at a graduate level, with a focus on the profession, and on learning practices appropriate to a graduate level
- That the goal is to create a community of practice around the profession and graduate level learning and experience

The importance of *managing expectations*

- Including the need for orientation to the graduate experience. The following were noted with respect to this point
  - The lack of the orientation formerly associated with IST601 course was noted
  - Lack of preparation for graduate level basics such as how to write an academic paper, and what it means to create a literature review
  - Students may be expecting an on-campus experience that was like their undergraduate experience
  - Orientation to the expectation of learning theory and practice, notably learning about (1) the LIS profession (in both library and other information environments), (2) information science as a field, (3) research as a practice, and (4) the synergy and overlap between these three areas.
  - That careers from the MSLIS are diverse, including librarianship, knowledge organization, information behavior, management, etc.

How to manage the on-campus experience with respect to *electives*

- With the main issue being that student numbers drive the need for new and existing electives to be created and offered via the 2U platform, with too few on-campus students to support a wide variety of offerings
- And the question remaining of how and when to offer ‘campus-necessary’ courses, such as those needing hands on experience with materials and/or taught only by on-campus experts

## Outcome

From discussion of these themes, and further consideration of several ‘radical ideas’ for revitalizing the campus experience, the faculty in attendance came to consensus on the following:

- Implementing the MSLIS on-campus program as **one-year on campus** followed by **completion through online courses** would satisfy issues of expectations and electives
  - This model follows that already implemented for the MSLIS-SM where courses in the second year are only offered online. (Enrolment status for revenue and financial aid considerations would match that of the MSLIS-SM, where students need to have 50% or more of their courses outside 2U in order to be considered on-campus students.)
  - It was noted that while online courses could be offered through Blackboard, students prefer the 2U courses; hence, the expectation is that all elective courses would be developed and offered through the 2U platform (with the exception of some electives that require on-campus facilities, which would be offered Maymester or Summer, see below)
- Enhance the support and campus residential experience
  - To be accomplished through taking core courses offered by faculty members (wherever possible), supporting development of the cohort, and supporting the communal experience through road trips, special events, the graduate seminar and associated activities, invited lectures, and/or conference co-attendance experiences
- Rearrange the order of delivery of courses to fit the one year on-campus model
  - Of note, IST 671 Research Methods would be highly recommended possibly even required, for MSLIS students in the first year, with IST 613 Library Services Planning, Marketing & Assessment moving to the second year (a change that simultaneously responds to comments from students and faculty that this is a better way of presenting this content)(See also note below re MSLIS-SM)

- IST 671 also provides more of the orienting foundation for graduate work with its emphasis on research and academic writing, including the literature review
- Elective courses that require on-campus facilities
  - The first two semesters on-campus are to be selected to provide foundational knowledge, and thus it is not intended that students take electives during these semesters. Hence the options for courses of this type (which are primarily in the cultural heritage area) are Maymester and/or Summer course offerings.
- Internship
  - Expected to be taken during the second year to allow summer for campus-only courses
- Potential shortened time to completion
  - In two semesters a student would have completed all required courses and be set to complete the degree online. As such, this may allow students to accelerate their degree completion by starting 2U courses in the July quarter
- January admissions to be 2U only
  - A follow-up email after this meeting noted the issue of January admits. With the 1-year on-campus plan, January admissions to the on-campus program would be phased out; students starting in January would be enrolled as 2U students

## Changes

The following changes and adjustments are suggested:

- IST 511 - Introduction to the Library and Information Profession
  - To be modified to include more orientation to graduate level learning
- IST 613 - Library Planning, Marketing, and Assessment
  - To be moved to second year of program (and thus online)
- IST 671 - Foundations of Research Methods in Information Studies
  - To be included in the first year courses, and for all students recommended to be taken *before* IST 613

*[Note: at present MSLIS-SM students do not take this course because the program cannot include more courses; consideration needs to be given to how students will get the preparation that is in the course before taking IST 613]*

## Advantages

Advantages of this revised course delivery structure, and the establishment of the 'flex' program as the default for the MSLIS, are:

- 9-month residency for students, reducing time needed to be away from full-time employment
- Maymester and/or summer electives that can accelerate the time to degree
- Management of expectations regarding on-campus offerings for electives, i.e., that the expectation is that in the second year all courses would be taken online
- Enhanced on-campus engagement by centering effort on the first year experience in the MSLIS program

## To be determined

Follow-up work includes:

- Defining precisely which courses are offered in Semesters 1 and 2 in this revised delivery schedule

- Articulating how MSLIS-SM students acquire knowledge of research and academic writing that would be gained in IST 671 before taking IST 613
- Determining the tuition revenue impact of this plan

***UPDATE***

Discussion with Steve Block re financial impact suggest the loss of on-campus revenue for students is unsustainable with current numbers. However, this might be offset by increased on-campus numbers. This has still to be examined fully.

## Appendix B: Draft of: MLIS Program Identity

We envision that the reoriented MLIS program will educate leaders in the library and information profession who will become implementers and advocates for information justice and equity, community engagement, and technology agility in their communities of practice. This focus offers the opportunity to combine faculty expertise with student interest in augmenting the LIS curriculum to address more explicitly the SU competency of “Ethics, Integrity, and Commitment to Diversity and Inclusion.”

The proposed focus on Information Justice and Equity, Community Engagement, and Technology will be applied and demonstrated through our core courses focusing on access and use of information, community information use and users, cultural competence, organization of information and knowledge, evaluation of knowledge, knowledge producing, dissemination and preservation systems, leadership, advocacy, social justice, and best practices for information management. We identify the strengths of a changed program and curriculum focusing in the following areas:

- Information equity and justice
- Users and communities and community engagement
- Design & innovation & Organization
- Assessment & leadership & management
- Information Literacy & Technological agility

Information justice requires that all “persons be treated justly as seekers, sources, and subjects of information” (Mathiesen 2015 p. 198). Such justice applies across the lifecourse, regardless of race, gender, sexual orientation, ability, or other status in the community. Such coverage includes information access and use in areas such as: children’s and youth literature; adult academic, workplace, personal and pleasure reading and information use; senior access and use; diversity in collection development and outreach services. Moreover, such access and use has profound effects on outcomes relating to career, income, educational, identity and well-being. While equity addresses equal and lifecourse appropriate access to information, justice addresses the systems and consequences -- intended or unintended -- of control of information production, dissemination and use that limit success over the lifecourse. Community engagement is the process of working collaboratively with community members — be they library customers, residents, faculty, students, or partner organizations— to address issues for the betterment of the community.

The **mission of the iSchool** is to expand human capabilities by connecting people, information, and technology. The faculty and staff of the iSchool are committed to preparing students to be leaders in the information field, advancing knowledge and using information to solve problems faced by individuals and organizations. Together, the faculty, staff and students of the iSchool impact research and the information profession through our scholarship, rigorous education opportunities, and commitment to service that advances science, improves professional practice, and contributes both to communities in which we live and more broadly to society.

The vision of the iSchool library and information science program is for every iSchool LIS graduate to engage in their communities to advance ethical access, location, evaluation, and use of information in order to pursue equity and justice and effect positive change for groups and individuals in their communities.

### **MISSION:**

The mission of the **iSchool library and information science program** is to prepare information professionals for existing and emerging information-based careers by providing robust information literacy and leadership skills through experiential learning in order to advance information equity and justice in a global society.

### **Rationale and Motivation**

Information professionals and librarians today require knowledge, skills, and abilities that far surpass what traditional master's level library education has provided. New technologies, new views of what libraries can and should be, and new understandings of the active role librarians can play in their communities to advance equity and promote social justice demand that effective library programs respond to changing demands of the information professionals we prepare.

Such library and information work is rooted in both local community and wider business and societal interests. Future library leaders need to be able to communicate with community leaders; develop community champions who will advocate on behalf of the library; strengthen intersections with diverse communities and communities of color; reach out and engage with young-professional organizations for community partnerships and support; and demonstrate the collective impact of partners working together (Garmer 2014). Issues of bias in library collections, through algorithms, and in knowledge preservation, turn attention to the need to attend to and address equity in information access and use across all domains. Moreover, a growing movement addresses not just access to currently recorded information, but also embracing the different views, stories and experiences from diverse, multi-faceted communities, encouraging new voices along the library and information spectrum.

Numerous studies have shown that to accomplish library work in the 21st century, in addition to knowledge of field-specific content, librarians need expertise in communication, creativity, cultural competence, collaboration, interpersonal interaction, and problem-solving are necessary for success (Bertot, Sarin and Purcell 2015, Partridge, Lee and Munro 2010, Partridge, Menzies, Lee and Munro 2010, Saunders 2012, Saunders 2015, Saunders 2019). This emphasis on new skills crosses all institutional settings for library and information settings, public, academic, corporate, etc.. Both graduates from library programs and LIS faculty report that students need more training in soft skills and cultural competence. For example, Saunders (2019) concluded from a survey and interviews of academic librarians and LIS faculty, that “the results show a strong emphasis on interpersonal and communication skills as well as certain domain knowledge”; and the American

Library Association (2014) cites common sense, decision-making ability, people skills, vision, and integrity as necessary characteristics for library directors.

To address the competencies needed by 21st C LIS graduates, a new focus is proposed for the MSLIS. The proposed focus is *Information Justice and Equity, Community Engagement, and Technology* as applied and demonstrated through access and use of information, community information use and users, organization of information and knowledge, evaluation of knowledge, knowledge producing, dissemination and preservation systems, and leadership, advocacy and best practices for information management.

### **Program Focus Goals/Outcomes**

To prepare students to be successful in the library and information science profession and make an impact in their organizational, local, national, and global communities, the MSLIS program will emphasize information justice, equity, and community engagement and infuse these concepts throughout the curriculum. Students will learn about and engage in information processes including information representation, collection, organization, preservation, curation, access, policy creation, education, and dissemination using a multifaceted lens that acknowledges complexity, engages user communities, and seeks to repair injustice and inequity in information contexts. By the completion of their program, MSLIS students will be prepared effectively to:

1. Advance information equity and justice.
  - 1.1. Identify situations where systemic information inequality exists.
  - 1.2. Interrogate and internalize professional ethics, values, standards, and principles.
  - 1.3. Create and support policies that reflect principles of a just and equitable information society.
  - 1.4. Demonstrate a commitment to lifelong learning via engagement with users, communities, colleagues, and professional networks.
2. Understand, engage, and serve users and their communities.
  - 2.1. Assess the needs and goals of users and communities.
  - 2.2. Engage diverse users and communities with empathy and cultural competence.
  - 2.3. Elicit the voices of, advocate for, and collaborate with users as community partners in the provision of information resources and services.
  - 2.4. Provide equitable, just, and culturally responsive services and resources.
  - 2.5. Use educational theory, instructional design, and assessment to develop, implement, and evaluate education, training, and programming for a variety of learner audiences.
3. Design and innovate to create equitable, just, and engaging information artifacts, including services, systems, spaces, resources, and technologies.
  - 3.1. Apply a repertoire of design principles and practices to plan, develop, and create information artifacts.



- 3.2. Design artifacts that give users voice in decision-making regarding critical programs, services, and resources for diverse communities.
  - 3.3. Critique existing designs to expose instances of inequity and injustice and move toward mitigation and repair.
4. Lead and manage people and projects in an equitable, just, and culturally competent manner.
    - 4.1. Apply leadership and management principles and practices to direct and manage people and projects.
    - 4.2. Use positional power to advocate for information equity and justice.
    - 4.3. Apply principles of equity and justice to ensure ethical decision-making.
    - 4.4. Solve problems using empathy, evidence, and critical and creative thinking.
    - 4.5. Facilitate communication with users, colleagues, and community stakeholders.
    - 4.6. Direct and participate in responsive public relations, marketing, and development.
    - 4.7. Manage information resources through the information life-cycle, including processes of information creation, collection development, representation, organization, preservation, curation, access, and dissemination.
5. Demonstrate information literacy and technological agility.
    - 5.1. Exercise expert information literacy skills including the ability to identify information needs, search, evaluate, produce, and use information ethically.
    - 5.2. Apply knowledge of user information behavior in various contexts.
    - 5.3. Employ research methods to investigate important questions; collect, analyze, evaluate, and communicate data; and interpret results from studies in library and information science and cognate fields.
    - 5.4. Engage, evaluate, and deploy various technologies ethically and critically.

### **Alignment of the New Program to Standards, Outcomes, and Values in the LIS Field**

We have already mapped our new program outcomes to our previous outcomes and other major standards and outcomes in our field:

- LIS current outcomes <https://ischool.syr.edu/academics/library-and-information-science-masters-degree/> (click on Learning Outcomes)
- ACRL Diversity Standards: Cultural Competency for Academic Libraries <http://www.ala.org/acrl/standards/diversity>
- ALA 2009 Core Competencies <http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

- ALA2015 curriculum description in accreditation document  
[http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/standards/Standards\\_2019\\_ALA\\_Council-adopted\\_01-28-2019.pdf](http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/standards/Standards_2019_ALA_Council-adopted_01-28-2019.pdf)
- SLA 2016 <https://www.sla.org/about-sla/competencies/>
- New School Media outcomes based upon PSEL for School Librarians (which includes AASL/CAEP/YALSA/ALSC)

We are currently working to align these new program outlines to values in our field:

- iSchool Values <https://ischool.syr.edu/about/vision-and-values/>
- SU Shared Competencies <https://effectiveness.syr.edu/shared-competencies/>
- ALA Code of Ethics (reflected in Core Values)  
<http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/proethics/codeofethics/Code%20of%20Ethics%20of%20the%20American%20Library%20Association.pdf>
- ALA Core Values <http://www.ala.org/advocacy/intfreedom/corevalues>
- ALISE Position Statement on Information Ethics in LIS Education  
[https://www.alise.org/index.php?option=com\\_content&view=article&id=51](https://www.alise.org/index.php?option=com_content&view=article&id=51)
- The ALISE Ethics Guidelines Statement 2010 is for faculty, rather than our students  
[https://www.alise.org/index.php?option=com\\_content&view=article&id=31](https://www.alise.org/index.php?option=com_content&view=article&id=31)
- SLA's Enabling Competencies <https://www.sla.org/about-sla/competencies/>
- YALSA Dispositions 2017  
[http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/YALSA\\_TeenCompetencies\\_web\\_Final.pdf](http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/YALSA_TeenCompetencies_web_Final.pdf)

In the future, we will work to map our new program outcomes to:

- RUSA 2017 <http://www.ala.org/rusa/resources/guidelines/professional> (detailed competencies based on ALA's Core Competencies of Librarianship; Section 5. Reference and User Services)
- RUSA Behavioral Guidelines
  - <http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral>
  - <http://www.ala.org/rusa/resources/guidelines/professiona>
  - <http://www.ala.org/rusa/resources/guidelines/guidemultilingual>
  - <http://www.ala.org/rusa/sites/ala.org.rusa/files/content/resources/guidelines/60plusGuidelines2017.pdf>
  - <http://www.ala.org/rusa/resources/guidelines/guidespanish>
- ACRL standards <http://www.ala.org/acrl/standards/standardsguidelinestopic>
  - We could add things like this: <http://www.ala.org/acrl/standards/teachinglibrarians>
  - We'd also eventually want to tag the IL ones with <http://www.ala.org/acrl/standards/ilframework> and other documents potentially?
  - <http://www.ala.org/acrl/standards/comp4speccollect>

- [http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/Special\\_Collections\\_Ethics\\_2020.pdf](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/Special_Collections_Ethics_2020.pdf)
- [http://www.ala.org/acrl/standards/assessment\\_proficiencies](http://www.ala.org/acrl/standards/assessment_proficiencies)
- ALA Building a Diversity Plan - Strategic Planning for Diversity
  - <http://www.ala.org/advocacy/diversity/workplace/diversityplanning>
  - <http://www.ala.org/advocacy/diversity>

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## **Appendix C: Notes from the LIS Guiding Council Meeting, September 18, 2020**

### **LIS Guiding Council Meeting**

**September 18th, 2020, 9:00-11:00 am**

#### *Attendees Present*

Jian Qin (interim Chairperson, Director of MLIS program, iSchool)  
Amy Gay (Notetaker, Digital Scholarship Librarian, DHRI Community Leader, SUNY Binghamton)  
Blythe Bennett (Program Manager, iSchool)  
Cara Howe (Assistant Director, Archives & Special Collections, Upstate Medical University)  
Henry Raine (Director of Digital Projects and Library Technical Services, New York Historic Society)  
Jen Thompson (Current MLIS student)  
Karen Gardner-Athey (Executive Director, SUNY Office of Library and Information Services)  
Laura Soto-Barra (Chief Librarian, National Public Radio (NPR))  
Marc Wildman (Executive Director, Central New York Library Resource Council)  
Mary Carol Lindbloom (Executive Director, South Central Regional Library Council)  
Patrina Jackson (Director, Special Collection and Research Center, Syracuse University Libraries)  
Rachel Ivy Clarke (Assistant Professor, iSchool)  
Raj Dewan (Dean, iSchool)  
Rebecca Shaffer Mannion (Adjunct Faculty, iSchool)  
Scott Warren (Associate Dean, Research and Scholarship, Syracuse University Libraries)  
Xin Li (Associate University Librarian, Cornell University)

#### *Welcome and Review of Agenda*

Emphasis on importance of information equity. As a school we are reducing tuition by 30 percent and offer scholarships on top of that. intense marketing program to begin with 2U who hosts our online program, planning for 36 students which is larger than past years. Plan for hiring a firm to do market research, faculty working on curriculum. Our voices are important for feedback and want our up to date knowledge on current library practices as we are the outside eyes and ears for a fact check and gut check. We will focus our conversation on: What is our program identity? We are having trouble seeing clearly that this is our program; having trouble to clearly state what our program is about  
- to educate our students to be this and that.

#### *The Bylaws*

The bylaws are very straightforward and simple. The purpose is clearly stated in the first two paragraphs. Membership section lists who might be included in the membership.  
The key thing here is selecting a chairperson. The chairperson will chair the meetings, and the notes will be taken by someone else. Chairperson takes the lead on getting members more involved in running the meeting rather than running the business of the guiding council.

Changes suggested:

- Library should be libraries (plural)
- Link out to vision, mission, and diversity statement(s) - reinforces that this group is part of something bigger, not separate

### *Election of a Chairperson*

Once elected, Jian will pass on the reins of this meeting. However, the person nominated did not officially accept. Jian will chair this meeting, after nomination, and for future meetings there will be better organization for selecting a chairperson.

### *Update: MLIS Program Identity and Curriculum Change*

The LIS program has had some challenges over the last few years. Seen enrollment start to decline, which is happening (more or less) across all institutions, with the exception of two. Surveys sent to current students, graduating students, and alumni to get feedback on how to make the program better.

One of the questions raised is: What is our program identity? It was not very clear and currently looked like other programs elsewhere. Need to stand out among MLIS programs with a distinct characteristic. Did some soul searching and held discussions which led the realization that we need to change, make change, and identify what we can make of our program to be different from others. Decided on a theme: Information Justice, Equity, Community Engagement, and Technology. This will be our program identity and we will change our program based on this program identity. The information profession today requires skills that far surpass what past LIS programs have provided. There are new views of technology and what libraries should be and what active roles librarians can play, including within active and social justice demands and an ever- changing environment of needs. Current program has too many required courses which limits students to build their professional careers with these pathways.

Only shared missions, goals, program outcomes, and rough sketch of curriculum - did not want to give us the long documents and break down of every class in the curriculum.

Three areas in need of our advice:

1. Recruitment
2. Educating librarians and other information professionals
3. What the outside say about the program and how we can increase the reputation of the MLIS program at Syracuse iSchool

Value input of this group because we are in the field and leadership roles.

*Discussion: Educating future librarians and information professionals at the intersection of information justice, equity, and community engagement and information technology*

Rationale for change –

1. requirements for LIS field have changed
2. new technologies and views of what libraries should be
3. current program limits electives so we are reducing required courses

Appreciation of the EDI awareness. There are so many opportunities to connect with the community and create a trail or pathway to iSchool that may have been overlooked in the past and a lot of poverty in black and brown communities. If you are a cultural outsider, you need to go outside your groups to get to programs or internships. Need to use different ways to pull people in. Poverty in POC communities, we need to go OUT to the communities, not expect them to come in. Our institutions are not structured to invite marginalized communities. Disrupt the system. The word disruptive is important - cannot use traditional ways to approach marginalized communities.

Suggestion to only offer paid internships - see it as a social justice aspect. A lot of internships seem to be free, but that does not offer equitable opportunities and access to internships. The iSchool could encourage well-paid internships. Salaries are too low for people coming out with a Masters degree. Also, we have been predominantly white in our field, and we need to change that so applaud for offering the funding assistance. Lack of colored and ethnically diverse groups in public libraries.

Cultural competence course needs to be made a requirement. No one should be graduating without a course in cultural competency. Need to encourage students to take more technology courses. How to manage a remote workforce as this is something we may be doing for a long time (another important topic of focus). Studies and research on cultural competency, information justice, social justice, and equity by a few faculty members currently. A librarian is not fully competent if they do not understand equity and justice and cultures outside of the dominant one. These structures perpetuate inequity.

Question whether the EJCE is value versus function. Wonder whether we think too much about identity - when hired, want them to be competent. Is this skill trainable? If not, I would hire the person. If I can buy the skills, I would not want to have. If skills valued, hireable, looking for tech-savvy - looking for people that can do scripting, for example. Hope that people are still learning some of the technical skills about librarianship that will really help them get jobs.

Really want to find the talent needed and is not provided in MLIS. Current hiring of journalists and software developers or any data person who understands how to organize things.

Digital humanities/scholarship – students need design skills, new tools like open source, being able to understand the basics of coding, the language of systems, Human-centered design and Project Mgmt, and seeing the skills coming up in job postings.

Program seems to have an emphasis on soft skills - getting along with others, communication, cultural competence, preparing individuals for functioning well with many others in other organizations (Looked at a lot of research coming out from alums and employers (by Simmons) - to the top is always the soft skills). The soft skills are sometimes more important than the technical skills because if you do not have that background or ability to work with groups it can be really difficult for a person to succeed -- this cannot be under-emphasized.

Rachel's impact with design getting a push as a particular theory of librarianship that it is a design profession. Not that this is trying to push this as the one true way - let's give them design skills to help them do this work. With that idea, something from Madison would hear was not preparing us for first job but for also ten years out.

These focuses are woven in through the coursework and curriculum. Still working on the goals and the outcomes and after today's meetings these may be modified and justified. Importance of making our assignments integrate with community more.

Declining enrollment endemic, not just SU. What is driving that? Debt? Demographics? Is the curriculum pivot enough to overcome the declining enrollment? Second concern: do we know if any other programs are moving in similar directions? Will it be a unique identity after all?

Prospective program:

- Three core courses currently, two common core, internships, and currently really do not have a lot of choice to build the professional pathway you like to have
- That's why cutting required courses down to two: overall information society / community broad perspective on LIS
- Other on information lifecycle - organization, representation, and access
- Choose a more in-depth professional pathway



- Proposing a bunch of CAS to build their specialization in one particular area to show their credential to a potential employer

One thing seen in this changing workforce is mobile staff where people move to other locations and still working for their institution.

Other important skills in curriculum: Grant writing; Digital scholarship / digital humanities; Project management; Human-centered design; A class related to library and archival materials in recorded sound and a/v formats is viable since the Special Collections Research Center has a large and impressive collection of recorded sound (Belfer audio archives).

View this program from the students' perspective - how will it be a competitive edge for them in the market - give us the advantage over other programs. Exposure to practical experience beyond internships. Most important for prospective students laying out the opportunities, strengthen advising power and capacity, and design individualized career path. Love the idea of getting experience and working with Bird Library is great and maybe expand for those wanting to go into public libraries.

Consider workshops for students on salary negotiations, not to fear applying for jobs that are temporary positions or positions that they do not have 90-100% of the skills listed.

Things to think about:

- When it comes to the workforce, what does it look like to be inclusive and equitable?
- When it comes to collections, how do we make sure we are not excluding groups?
- When it comes to metadata, how do we make sure we use language to not silence voices?
- To clarify, although I'd love to see every LIS student taking cultural competency, DEI needs to be addressed in every course. How is it included in Reference Resources? Library Planning and Marketing? Cataloging? Info Policy? etc. etc.

- 

Questions Raised:

- How do discussions move to community actions?
- Like ideas being proposed but do we know if other programs are doing the same or similar moves / initiatives?
  - Identified three programs that offer coursework in cultural competency; diversity (Maryland, Washington, Rhode Island)

- None focused the program on this focus, just offered courses within the curriculum
- Can we spread this message that program is invested in promoting just equity community engagement and technology along with this financial assistance program to help boost enrollment
- Has there been any research relating to what students found they did not get in the program while students?
  - Largely coming from humanities and social sciences
  - Occasionally someone from science and computer science
  - Promoting data curation, digital scholarship, data management
- Can the iSchool offer short courses in grant writing, project management, etc.? Also learning how to cost out a project and prepare a budget.

### *Wrap Up / Next Steps*

The move to change the program is probably at the right time and much needed. Plan to share when the final proposal is written for comments sometime next year. Also, plan is to work out a proposal but do not know whether this fall will be enough time - mission and goals taken a great deal of time already - keep working on this and keep us updated once in a while.

May need to come back and clarify from notes in case Amy missed something. Send an email

along if any of us ever have internship opportunities.

## Appendix D: Mapping between new and old learning outcomes and core courses

**School/College:** School of Information Studies

**Academic Program Title:** Library & Information Science

**Degree Awarded:** MSLIS

**Purpose:** To show how student learning outcomes are addressed in the courses/experiences that make up the curriculum.

**Level (required):** The level scale represents a continuum from the beginning of the curriculum to the end of the student's experience in the academic program.

\* = introduced; \*\* = practiced/reinforced; \*\*\* = fully realized

**Measure (optional):** A short description of how the outcome will be assessed in each course (e.g., presentation, assignment, research paper, capstone, thesis) may be included.

**Emphasis (optional):** An indication of how the outcome is emphasized in a course (e.g., low, medium, high) may be included.

| 2020 Draft Learning Outcomes                                                                                                      | CURRENT LIS Learning Outcomes                                                                                                                                                                                         | IST | IST | IST | IST | IST  | IST  |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|------|------|
|                                                                                                                                   |                                                                                                                                                                                                                       | 511 | 605 | 613 | 614 | 616  | 618  |
| <b>1. Advance information equity and justice.</b>                                                                                 |                                                                                                                                                                                                                       |     |     |     |     |      |      |
| 1.1 Identify situations where systemic information inequality exists.                                                             |                                                                                                                                                                                                                       |     |     |     |     |      |      |
| 1.2. Interrogate and internalize professional ethics, values, standards, and principles.                                          | 4. Design and employ policies essential for creating and providing information services and resources guided by the values of patron privacy, equitable access, intellectual freedom, and ethical use of information. | *   | *   |     |     | *,** | *,** |
| 1.3. Create and support policies that reflect principles of a just and equitable information society.                             |                                                                                                                                                                                                                       |     |     |     |     |      |      |
| 1.4. Demonstrate a commitment to lifelong learning via engagement with users, communities, colleagues, and professional networks. |                                                                                                                                                                                                                       |     |     |     |     |      |      |
| <b>2. Understand, engage, and serve users and their communities.</b>                                                              |                                                                                                                                                                                                                       |     |     |     |     |      |      |
| 2.1. Assess the needs and goals of users and communities.                                                                         |                                                                                                                                                                                                                       |     |     |     |     |      |      |

|                                                                                                                                                                               |                                                                                                                                                                                                                                                                               |   |          |    |          |          |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------|----|----------|----------|--|
| 2.2. Engage diverse users and communities with empathy and cultural competence.                                                                                               |                                                                                                                                                                                                                                                                               |   |          |    |          |          |  |
| 2.3. Elicit the voices of, advocate for, and collaborate with users as community partners in the provision of information resources and services.                             |                                                                                                                                                                                                                                                                               |   |          |    |          |          |  |
| 2.4. Provide equitable, just, and culturally responsive services and resources.                                                                                               |                                                                                                                                                                                                                                                                               |   |          |    |          |          |  |
| 2.5 Use educational theory, instructional design, and assessment to develop, implement, and evaluate education, training, and programming for a variety of learner audiences. | 3. Apply appropriate pedagogical and learning theory principles in the design, development, implementation, and assessment of library instruction and learning that contribute towards an information and technology literate society.                                        |   | *,<br>** |    |          |          |  |
| <b>3. Design and innovate to create equitable, just, and engaging information artifacts, including services, systems, spaces, resources, and technologies.</b>                | 2. Manage information resources and the information life-cycle through the processes of collection development, representation, organization, preservation, curation, access, and dissemination in accordance with physical, virtual, and technical infrastructure and needs. |   | *        |    |          | *,<br>** |  |
| 3.1. Apply a repertoire of design principles and practices to plan, develop, and create information artifacts.                                                                |                                                                                                                                                                                                                                                                               |   |          |    |          |          |  |
| 3.2. Design artifacts that give users voice in decision-making regarding critical programs, services, and resources for diverse communities.                                  |                                                                                                                                                                                                                                                                               |   |          |    |          |          |  |
| 3.3. Critique existing designs to expose instances of inequity and injustice and move toward mitigation and repair.                                                           |                                                                                                                                                                                                                                                                               |   |          |    |          |          |  |
| <b>4. Lead and manage people and projects in an equitable, just, and culturally competent manner.</b>                                                                         |                                                                                                                                                                                                                                                                               |   |          |    |          |          |  |
| 4.1. Apply leadership and management principles and                                                                                                                           | 1. Apply the skills and attitudes of visioning, entrepreneurship, advocacy,                                                                                                                                                                                                   | * |          | ** | *,<br>** | **       |  |

|                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                               |   |       |    |  |       |    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------|----|--|-------|----|
| practices to direct and manage people and projects.                                                                                                                                                                         | planning and management to leadership in the information field.                                                                                                                                                                                                               |   |       |    |  |       |    |
| 4.2. Use positional power to advocate for information equity and justice.                                                                                                                                                   | 5. Possess the skills to respect, engage, and collaborate with a diverse community in order to advocate for and construct inclusive, meaningful, and participatory library services, programs and resources.                                                                  | * |       | ** |  |       |    |
| 4.3. Apply principles of equity and justice to ensure ethical decision-making.                                                                                                                                              |                                                                                                                                                                                                                                                                               |   |       |    |  |       |    |
| 4.4. Solve problems using empathy, evidence, and critical and creative thinking.                                                                                                                                            |                                                                                                                                                                                                                                                                               |   |       |    |  |       |    |
| 4.5. Facilitate communication with users, colleagues, and community stakeholders.                                                                                                                                           |                                                                                                                                                                                                                                                                               |   |       |    |  |       |    |
| 4.6. Direct and participate in responsive public relations, marketing, and development.                                                                                                                                     |                                                                                                                                                                                                                                                                               |   |       |    |  |       |    |
| 4.7. Manage information resources through the information life-cycle, including processes of information creation, collection development, representation, organization, preservation, curation, access, and dissemination. | 2. Manage information resources and the information life-cycle through the processes of collection development, representation, organization, preservation, curation, access, and dissemination in accordance with physical, virtual, and technical infrastructure and needs. |   | *     |    |  | *, ** |    |
| <b>5. Demonstrate information literacy and technological agility.</b>                                                                                                                                                       |                                                                                                                                                                                                                                                                               |   |       |    |  |       |    |
| 5.1. Exercise expert information literacy skills including the ability to identify information needs, search, evaluate, produce, and use information ethically.                                                             |                                                                                                                                                                                                                                                                               |   |       |    |  |       |    |
| 5.2. Apply knowledge of user information behavior in various contexts.                                                                                                                                                      |                                                                                                                                                                                                                                                                               |   |       |    |  |       |    |
| 5.3. Employ research methods to investigate important questions; collect, analyze, evaluate, and communicate data; and interpret results from studies in library and information science and cognate fields.                | 6. Perform and assess research based practices through the application of information literacy, inquiry, and research methods including data discovery, analytics and qualitative measures.                                                                                   | * | *, ** | ** |  |       | ** |
| 5.4. Engage, evaluate, and deploy various technologies ethically and critically.                                                                                                                                            |                                                                                                                                                                                                                                                                               |   |       |    |  |       |    |

## Appendix E: Dr. LaVerne Gray's CV

### LaVerne Gray

Assistant professor  
Syracuse University, School of Information Studies  
342 Hinds Hall Syracuse, NY 13244  
Lgray01@syr.edu

#### EDUCATION

Ph.D. University of Tennessee, Communication and Information, 2019.  
Dissertation: *In a Collective Voice: Uncovering the Black Feminist Information Community of Activist-Mothers in Chicago Public Housing, 1955-1970*  
M.L.I.S. Dominican University, Library and Information Science, 2005.  
M.A.Ed. Northern Illinois University, Educational Psychology, 2000.  
B.A. Wilberforce University, Rehabilitation/Child Development, 1993.

#### SUBJECT AREAS

Social Justice in Library & Information Science, Critical and Cultural Studies, Black Feminism, Community Engagement

#### ACADEMIC EXPERIENCE

*Assistant Professor*, School of Information Studies, Syracuse University: August 2019 – present.  
*Lecturer*, Department of Information Sciences, University of Tennessee: January 2019 – August 2019.  
*Graduate Assistant*, University of Tennessee: January 2014 – December 2018.

#### RELATED PROFESSIONAL EXPERIENCE

*Learning and Outreach Librarian*, Texas A&M University, January 2010 – July 2013.  
*Reference Librarian*, University of Illinois at Chicago: August 2007 – December 2009.  
*Diversity Resident Librarian*, University of Tennessee: August 2005 – July 2007.  
*Educational Volunteer*, U.S. Peace Corps, Ivory Coast West Africa: June 2001 – November 2003.

#### AWARDS/RECOGNITION

Outstanding Dissertation Award, College of Communication and Information, University of Tennessee, 2019.  
Jean Tague-Sutcliffe Doctoral Poster Competition, Second Place, 2019.

#### PUBLICATIONS

##### *Peer Reviewed Articles*

Gray, L. (2021). "Case Study Inquiry as "Resistance": Exploring the Familial in the Furtherance of LIS Social Justice Research." *The International Journal of Information, Diversity, & Inclusion*. Special Issue entitled "Intersecting Theories and Methods to Research Social Justice in LIS Scholarship."  
*(Revise-Resubmit)*

Mehra, B. & Gray, L. (2021). An "Going Against the Current of Hegemonic "White-IST" Discourse: A

Doctoral Program Journey from Critical Student + Guide Perspectives. *Journal of Education for Library and Information Science*, 62(2). (**Accepted with Revisions**)

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### **Peer Reviewed Book Chapters**

- Gray, L.** & Duan, Y . (2021). Dismantling the Master's House: Positioning Social Justice in a Black Feminist Information Activist Community Context, In B. Mehra (Ed.) *Social Justice Design and Implementation in Library and Information Science*. (**Under Review**)
- Gray, L.** (2018). The Voice of a Black Woman in Libraryland: A Theoretical Narrative, In R. L. Chou & A. Pho(Eds.), *Pushing the Margins: Women of Color and Intersectionality in LIS* (pp. 141–155). Sacramento, CA: Litwin Books, Library Juice Press.
- Brannon, R., **Gray, L.**, Morales, M., Morales, M. E., Ramírez, M. H., & Tayag, E. K. (2016). The Social Justice Collaboratorium: Illuminating Research Pathways between Social Justice and Library and Information Studies. In U. Gorham, N. Greene Taylor, P.T. Jaeger (Eds.) *Perspectives on Libraries as Institutions of Human Rights and Social Justice* (pp. 303-327). Bingley, UK: Emerald Group Publishing Limited.

### **Peer Reviewed Conference Proceedings**

- Gray, L.** (2019). Going against the current of hegemonic "white-ism" discourse: Global implications of a doctoral program journey from critical student+ guide perspectives. (Short Paper) ALISE. September 24-26, Knoxville, Tennessee.
- Gray, L.** (2015) Chicago Public Housing Library Movement, 1961-1969: A Social Network Analysis of Primary Source Documents. (Poster) 2015 iConference. March 24-27, Newport Beach California.
- Brannon, R., **Gray, L.**, Ramirez, M., Morales, M., Morales, M., & Tayag, E., (2015). The Social Justice Imperative in Library and Information Science, (Poster) iConference. March 24-27, 2015, Newport Beach, California.
- Mehra, B., and **Gray, L.** (2014). "Don't Say Gay" in the State of Tennessee: Libraries as Virtual Spaces of Resistance and Protectors of Human Rights of Lesbian, Gay, Bisexual, Transgender, and Queer

(LGBTQ) People, LGBTQ Users Special Interest Group [Theme: Addressing the Silence: How Libraries can Serve Their LGBTQ Users], *Proceedings of the World Library and Information Congress: 80<sup>th</sup> International Federation of Library Associations and Institutions (IFLA) General Conference and Council* [Conference Theme: Libraries, Citizens, Societies: Confluence for Knowledge], August 16-22, 2014, Lyon, France.

### ***Book Reviews***

**Gray, L.** (2018). Teaching for Justice: Implementing Social Justice in the LIS Classroom [Review of the book by Nicole Cooke & Miriam Sweeny, Eds.]. *International Journal of Information, Diversity, & Inclusion*, 2, 3 132-133.

**Gray, L.** (2013). Information literacy beyond library 2.0 [Review of the book by Peter Godwin & Jo Parker, Eds.]. *Journal of Academic Librarianship*, 39, 2 117-118.

**Gray, L.** (2011) Encyclopedia of Muslim-American History [Review of Book by Edward E. Curtis IV]. *Reference Reviews*, 25, 3, 20 – 21.

**Gray, L.** (2011) The George Washington Carver Digital Collection, [Review of Iowa State Library Digital Collection, <https://digitalcollections.lib.iastate.edu/george-washington-carver>]. *Reference Reviews*, 25, 5, 60.

### **PRESENTATIONS**

#### ***Invited Facilitator***

**Gray, L. & Sharp, A.** (2014). Information Literacy to Transliteracy: From Bibliographic Instruction to Digital Literacy. Chesnutt Library Fellows Information Literacy Seminar (Workshop Facilitator). December 15-17, 2014 Fayetteville State University, Fayetteville, NC

#### ***Posters (Peer Reviewed)***

**Gray, L.** (2016). Re-representing Data: Using qualitative narrative analysis to examine the journeys of African-American female LIS professionals. Poster session presented at the Association for Library and Information Science Education (ALISE) Annual Conference, January 5-8, 2016, Boston, MA.

Brannon, R., **Gray, L.**, Ramirez, M., Morales, M., Morales, M., & Tayag, E., (2015). The Social Justice Imperative in Library and Information Science, Poster presented at the iConference. March 24-27, 2015, Newport Beach, California.

**Gray, L.** (2015) Chicago Public Housing Library Movement, 1961-1969: A Social Network Analysis of Primary Source Documents. Poster presented at the iConference. March 24-27, Newport Beach California.

**Gray, L.** (2015). Push and Follow-Up: The Campaign for Library Facilities in Chicago Public Housing, 1961-1969. Poster presented at the Association for Library and Information Science Education (ALISE) Annual Conference, January 27-30, 2015, Chicago, IL.

**Gray, L.** (2014). Perceived Racial Microaggressions and Job Satisfaction Among African-American Librarians in Academic Research Libraries. Poster presented at the College of Communication and Information, 36<sup>th</sup> annual research symposium, February 26, 2014.

Brannon, R., **Gray, L.**, Ramirez, M., Morales, M., Morales, M., & Tayag, E. (2014). Transformative Pedagogy: The Social Justice Collaboratorium. Poster session presented at the World Library and Information Congress: 80<sup>th</sup> International Federation of Library Associations and Institutions (IFLA) General Conference, August 16-22, 2014, Lyon, France.



## ***Panels***

- Gray, L.** WiSE Future Professionals Program (WiSE-FPP) STEM Women Faculty Panel. Women in and Engineering, Syracuse University, November 9, 2020.
- Gray, L.** (2020) Oh! So, You Really Want to Talk about Race? Racial, Health and Environmental Justice in STEM. PR2ISM 2020 Summer Development Series, September 2, 2020, University of Washington. (Invited)
- Gray, L.** (2019). Information Abundance and Deficit: Revisiting Elfreda Chatman's inquiry of marginal spaces and populations. [Chatman revisited: A panel re-examining and resituating social theories of identity, access, and marginalization in LIS]. Association of Library and Information Science Education (ALISE) Annual Conference, September 24-27, 2019, Knoxville, TN.
- Brannon, R., **Gray, L.**, Ramirez, M., Morales, M., Morales, M., & Tayag, E. (2015). The Social Justice Collaboratorium: Illuminating Pathways between Social Justice Issues and LIS, American Library Association Mid-Winter Meeting, Saturday, January 30-February 2, 2015, Chicago, IL.
- Gray, L.** (2014). Leaders Wanted: Cultivating Diversity in LIS Education, American Library Association Annual Meeting, June 28, 2014.

## ***Conference Presentations***

- Gray, L.**, Simpson, E., & Yeon, J. (2021). Information Community Identity: Examining the Photographic Legacy of Henry Booth Settlement House in Chicago, 1900-1965. Library History Seminar XI, Spring 2021, Baton Rouge, LA. ***Accepted***
- Gray, L.** & Patin, B. (2021). Locating Activism & Memory: Reimagining 1960's Civil Rights Familial Communities in a Library and Information Context, Library History Seminar XI, Spring 2021, Baton Rouge, LA. ***Accepted***
- Gray, L.** & Patin, B. (2021). Keeping our Culture: Sharing 1960's Civil Rights Familial Stories through Digital Humanities, National Conference of African American Librarians, August, 2020, Tulsa, OK. ***Accepted***
- Gray, L.** (2020). Activist-Mothering and knowledge production in Chicago Public Housing, 1955-1970. African American Intellectual History Society Conference, March 6-7, 2020, Austin, TX .
- Gray, L.**, Simpson, E., & Yeon, J. (2020). (Re)Constructing an African American Communal Space: An Information Analysis of a Chicago Public Housing Archive, 1955-1970. 2020 SIG AH Virtual Symposium: Data Curation and Visualization in the Arts & Humanities.
- Gray, L.**, & Mehra, B. (2019). Going against the current of hegemonic "white-ism" discourse: Global implications of a doctoral program journey from critical student+ guide perspectives. Association of Library and Information Science Education (ALISE) Annual Conference, September 24-27, 2019, Knoxville, TN.
- Gray, L.** (2018). Uncovering Collective Voice: Using archives to explore community-based information environments of African-American Activist-Mothers in Chicago Public Housing, 1955-1970. World Library and Information Congress: 84<sup>th</sup> International Federation of Library Associations and Institutions (IFLA) General Conference, August 24-30, 2018, Kuala Lumpur Malaysia.
- Gray, L.** (2018). Black-Activist Mothers in Chicago Public Housing, 1955-1970: Theory building using historical case study analysis. Fourteenth International Congress of Qualitative Inquiry, May 16-19, 2018, Urbana, IL.

- Gray, L.** & Freemon, M. (2017). Now You See Me? #Blackgirlmagic through Storytelling and Support amongst African-American Women, New Directions in Critical Race and Ethnic Studies Conference, April 27-29, 2017, Knoxville, TN.
- Gray, L.** (2017). Coming to Voice: Black Feminist theoretical frame in Community-Based Information Environments, Association of Library and Information Science Education (ALISE) Annual Conference, January 17-20, 2017, Atlanta, GA.
- Gray, L.** (2016). Outsider-Within Blues: Black feminist auto-ethnographic critique of diversity librarian recruitment and retention programs, Conference on Inclusion and Diversity in Library and Information Science, October 20-21, 2016, College Park, MD.
- Gray, L.** (2015). Muted Voices: African-American Women Librarians in the Academy, Conference on Inclusion and Diversity in Library and Information Science, October 15-16, 2015, University of Maryland.
- Gray, L.** (2015). “Push and Follow-Up”: African-American female community activists’ campaign for library facilities in Chicago public housing, 1961-1969. Library History Seminar XIII, July 31-August 2, 2015, Boston, MA.
- Gray, L.** (2015). Trusting the Process: Utilizing Critical Engaged Pedagogy in Information Literacy. CAPAL 15: Canadian Association of Professional Academic Librarians, May 31 June 2, 2015, Ottawa, Ontario.
- Brannon, R., **Gray, L.**, Ramirez, M., Morales, M., Morales, M., & Tayag, E. (2015). The Social Justice Collaboratorium: Illuminating Pathways between Social Justice Issues and LIS, Association of Library and Information Science Education (ALISE) Annual Conference, January 27-30, 2015, Chicago, IL.
- Brannon, R. & **Gray, L.**, (2014). The Social Justice Imperative in Library and Information Science. IFLA Section on Education and Training 40th Anniversary Summit, August 18, 2014, Lyon, France.
- Mehra, B., and **Gray, L.** (2014). “Don’t Say Gay” in the State of Tennessee: Libraries as Virtual Spaces of Resistance and Protectors of Human Rights of Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) People, LGBTQ Users Special Interest Group [Theme: Addressing the Silence: How Libraries can Serve Their LGBTQ Users], Proceedings of the World Library and Information Congress: 80th International Federation of Library Associations and Institutions (IFLA) General Conference and Council [Conference Theme: Libraries, Citizens, Societies: Confluence for Knowledge], August 16-22, 2014, Lyon, France.

## **GRANTS/FELLOWSHIPS**

Institute of Museum and Library Services Laura Bush 21st century Early Career Development research project (\$315,383). Uncovering Black Lives Project: Investigating the information community and collections of African American Genealogists, 2021-2023. (Phase-II Review)

Institute of Museum and Library Services. Laura Bush project grant. (\$499,265). Information Justice, Equity, and Community (INJECT) Co-PIs Megan Oakleaf, Beth Patin, Rachel Clarke, Kelly Delevan. 2021-2024-Not Funded.

National Endowment for the Humanities' Digital Humanities Advancement Grants program. (\$50,000) Uncovering Inherited Resistance: Exploring 1960’s Civil Rights Familial Stories through Digital Humanities, 2021-2023(Co-PI, Dr. Beth Patin)-Not Funded.

2020 Collaboration for Unprecedented Success and Excellence (CUSE) Grant Program. (\$5,000). “Illuminating Ancestral Communities: Sharing 1960’s Civil Rights Familial Stories through Digital Humanities”, 2020-2022 (Co-PI, Dr. Beth Patin)-Not Funded

Russell Sage Pipeline Grant program for early and mid-career faculty of color (\$ 29,995.00). Collective Activism and Citizen Participation: The Legacy of African American Information Communities and Settlement Houses In early 20th Century Chicago, 2020-2022.- Not Funded

Black Metropolis Research Consortium, Short Term Summer Fellowship, 2017

American Library Association, Spectrum Doctoral Fellowship, 2013(PhD Fellowship)

Association of Research Libraries Initiative to Create a Diverse Workforce Scholar, 2004-2006 (Scholarship Recipient)

### **AFFILIATIONS**

Urban History Association(2017-Present)

Association of Library and Information Science Educators (2013-Present)

Association of College and Research Libraries (2006-Present)

American Library Association (2005-Present)

Black Caucus of the American Library Association (2005-Present)

### **TEACHING EXPERIENCE**

#### *Syracuse University*

IST 635 Collection Development and Access, Fall 2019, Spring 2020, Fall 2020, Spring 2021

IST 605 Reference and Information Literacy Services, Spring 2020, Fall 2020

IST 400 Information Justice & Community Engagement, Spring 2021

#### *University of Tennessee, Synchronous Online*

INSC 560 Development & Management of Collections, Spring 2019, Summer 2019.

INSC 530 Information Access and Retrieval, Spring 2019.

INSC 350, Race, Gender & Information Technology, Fall 2016.

INSC 102, Technologies for Information Retrieval, Fall 2015, Spring 2016.

INSC 310, Information Seeking Resources and Strategies, Fall 2014, Spring 2015.

Guest Lecturer

INSC 590, Diversity Leadership in Information Organizations, Spring 2018

EDPY 559, Introduction to Qualitative Research in Education, Fall 2017

EDPY 667, Narrative Inquiry, Spring 2016

#### *Texas A&M University*

FYS 100, Hip Hop Information Literacy, Fall 2011, Spring 2012

STLC 289, Information Research and Critical Thinking, Spring 2011

### **ADVISING/MENTORING**

**PhD Student Research Practicum Supervisor (Spring, 2020)**

Jieun Yeon

Ellen Simpson

**PhD Student Teaching Practicum Supervisor**

Katerina Stanton

**Master's Student Research Mentor**

Rachael Nutt

Tyler Youngman

**Master's Students Academic Advisor**

Breeanne Austin

Bettina Bender

Catherine Kisselstein

Heather Owen

Nora Ramsey

Danielle Sarmiento

Hannah Seraji

Grace Swinerton

Jennifer Thompson

Vivian Tompkins

Brittney waters

Tyler Youngman

Yawen Zheng

**SERVICE**

*Syracuse University iSchool*

Doctoral Programs Committee (2019-2020)

MSLIS Conference Scholarship (2019-2020)

LIS Program Committee (2019-Present)

LIS Tenure Track Faculty Search Committee (2020-Present)

*Syracuse University*

Information Literacy and Technological Agility Community of Practice (2020-Present)

*National*

American Library Association, Committee on Education (2020-Present)

Co-convenor of the ALISE Historical Perspective Special Interest Group (2020-Preseent)

## Appendix F: New Adjunct Faculty

| Name                 | Title                                          | Competence                                                                                                                                                                                                                                                                                                                                       | Dates                                     | Course Location   | Instructor Location |
|----------------------|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------------|---------------------|
| Abdul-Qadir, Yusuf S | 618 Information Policy                         | MPA International Relations<br>Syracuse University<br>Senior Strategist for Racial Justice at the New York Civil Liberties Union<br>His research centers on information policy, cybersecurity, data governance, privacy and ethics for smart cities, disinformation and misinformation, AI and machine learning, with a racial justice framework | Fall 2019,<br>Spring 2020,<br>Summer 2020 | Campus and Online | Campus              |
| Bregman, Alvan M.    | 600 Rare Book/Special Collections in Libraries | Emeritus of library administration at the University of Illinois, retired Head, Technical Services, at the University of British Columbia Library<br>Retired curator Rare Book Collection Queens University, Ontario<br>Committee Chair - Rare Book & Manuscript Section of the Association of College and Research Libraries                    | Summer 2019                               | Campus            | Campus              |
| Hochman, Jessica L   | 663 Motivating 21st Century Learning           | Ph.D. Philosophy & Cultural Studies, MA Instructional Technology, Assoc. Professor Pratt Institute focused                                                                                                                                                                                                                                       | Fall 2019                                 | Online            | Online              |

|                       |                                                    |                                                                                                                                                                                                                                                |                          |                                |        |
|-----------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------|--------|
|                       |                                                    | on youth literature, instructional technology, student teaching, literacy                                                                                                                                                                      |                          |                                |        |
| Hoffman, Jennifer D   | 613 Library Planning, Marketing, & Assessment      | LIS and Ph.D. Univ. North Texas, dissertation focus preparation of academic library administrators, Director Planning & Assessment, University Libraries, Univ. Nevada, multiple publications on assessment of libraries                       | Spring 2020, Summer 2020 | Online                         | Online |
| Johnson, Ryan Emerson | 681 Metadata                                       | LIS Syracuse University, Metadata and Digital Curation Librarian UC San Diego                                                                                                                                                                  | Summer 2020              | Online                         | Online |
| Jusic, Jasmina        | 672 Public Library as Institution                  | LIS Drexel, Ph.D. Simmons, dissertation focused on public libraries, public library administration                                                                                                                                             | Spring 2020, Fall 2020   | Online                         | Online |
| Krim, Geri L          | 616 Information Resources: Organization & Access   | LIS Long Island Univ., practicum supervisor, certified school librarian and District Administrator, LeadMyLibraryNYC Support Specialist (collection development, library management systems, professional development provider in NYC schools) | Fall 2020                | Online for NYC teachers cohort | Online |
| Louthan, Poppy R      | 612 Youth Service in Library & Information Centers | LIS Univ. Washington, youth services librarian in public libraries, school librarian                                                                                                                                                           | Fall 2019 Spring 2020    | Online                         | Online |

|                        |                                                 |                                                                                                                                                                                                                                      |                                     |                   |        |
|------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------|--------|
|                        | 661 Managing a School Library                   |                                                                                                                                                                                                                                      |                                     |                   |        |
| Ly, Pearl M            | 613 Library Planning, Marketing, & Assessment   | Doctorate Educational Leadership UC San Diego, LIS UCLA current Dean at Palomar College for planning, organizing, administering, evaluating instructional programs Former Director Learning Commons,                                 | Fall 2020                           | Online            | Online |
| Magnus, Ebony C        | 613 Library Planning, Marketing, & Assessment   | MLS U. British Columbia, Head UBC Simon Frasier Library, focus on needs assessment, planning, and development                                                                                                                        | Spring 2017                         | Online            | Online |
| Pionke, Katharine "JJ" | 564 Accessible Libraries & Information Services | MSI in Librarianship & Preservation of Info. U. Michigan, Applied Health Sciences Librarian, University of Illinois at Urbana-Champaign, multiple publications on disability, accessibility, diversity, and inclusion in the library | Summer 2019, Spring 2020, Fall 2020 | Online            | Online |
| Rollins, Tina D        | 605 Reference & Information Literacy Services   | MLS Univ. North Carolina, Library Director Hampton Univ., experience in technical services, information literacy, collection development, reference, circulation                                                                     | Spring 2020, Summer 2020            | Online            | Online |
| Sebastian, Melinda J   | 618 Information Policy                          | Ph.D. Drexel Net neutrality and gender surveillance, impact of new technologies, coauthor of                                                                                                                                         | Fall 2019, Spring 2020,             | Campus and Online | Campus |

|                    |                                                              |                                                                                                                                                         |                |        |        |
|--------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------|--------|
|                    |                                                              | <u>Network Neutrality and Digital Dialogic Communication: How Public, Private and Government Forces Shape Internet Policy</u>                           | Fall 2020      |        |        |
| Talley,<br>David W | 616<br>Information<br>Resources:<br>Organization<br>& Access | LIS Univ. Washington Multiple research projects include Dublin Core Metadata Initiative, Linked Data for Professional Educators, museum metadata schema | Spring<br>2020 | Online | Campus |



## Appendix G: Student Enrollment and Demographics

**Table 1. Number of matriculated students: fall 2018-spring 2021**

| Matric term        | Main campus | Online     | Grand Total |
|--------------------|-------------|------------|-------------|
| Fall2018           | 22          | 48         | 70          |
| Spring2019         | 2           | 60         | 62          |
| Summer2019         | 1           | 25         | 26          |
| Fall2019           | 23          | 40         | 63          |
| Spring2020         | 5           | 38         | 43          |
| Summer2020         | 4           | 16         | 20          |
| Fall2020           | 18          | 38         | 56          |
| Spring2021         | 5           | 43         | 48          |
| <b>Grand Total</b> | <b>80</b>   | <b>308</b> | <b>388</b>  |

**Table 2. Number of students enrolled from fall 2018-spring 2021**

| Term / Program                 | Main campus | Online     | Grand Total |
|--------------------------------|-------------|------------|-------------|
| <b>Fall 2018</b>               | <b>26</b>   | <b>56</b>  | <b>82</b>   |
| Library & Information Science  | 26          | 54         | 80          |
| Library and Info Sci: Schl Med |             | 2          | 2           |
| <b>Spring 2019</b>             | <b>2</b>    | <b>57</b>  | <b>59</b>   |
| Library & Information Science  | 2           | 54         | 56          |
| Library and Info Sci: Schl Med |             | 3          | 3           |
| <b>Summer 2019</b>             | <b>22</b>   | <b>25</b>  | <b>47</b>   |
| Library & Information Science  |             | 18         | 18          |
| Library and Info Sci: Schl Med | 16          | 5          | 21          |
| School Library Media           | 6           | 2          | 8           |
| <b>Fall 2019</b>               | <b>23</b>   | <b>48</b>  | <b>71</b>   |
| Library & Information Science  | 23          | 42         | 65          |
| Library and Info Sci: Schl Med |             | 6          | 6           |
| <b>Spring 2020</b>             | <b>5</b>    | <b>29</b>  | <b>34</b>   |
| Library & Information Science  | 5           | 26         | 31          |
| Library and Info Sci: Schl Med |             | 3          | 3           |
| <b>Summer 2020</b>             | <b>4</b>    | <b>12</b>  | <b>16</b>   |
| Library & Information Science  | 4           | 12         | 16          |
| <b>Spring 2021</b>             | <b>17</b>   | <b>36</b>  | <b>53</b>   |
| Library & Information Science  | 17          | 35         | 52          |
| Library and Info Sci: Schl Med |             | 1          | 1           |
| <b>Grand Total</b>             | <b>99</b>   | <b>263</b> | <b>362</b>  |

**Table 3. Enrollment breakdown by program**

| Number of students enrolled in | Main campus      | Online            | Row Total         |
|--------------------------------|------------------|-------------------|-------------------|
| MLIS                           | 77 (77.8%)       | 241 (91.6%)       | 318 (87.8%)       |
| MLIS/School Media              | 16 (16.2%)       | 20 (7.6%)         | 36 (10%)          |
| CAS in School Media            | 6 (6%)           | 2 (0.8%)          | 8 (2.2%)          |
| <b>Column Total</b>            | <b>99 (100%)</b> | <b>263 (100%)</b> | <b>362 (100%)</b> |

**Table 4. Enrollment breakdown by gender**

| Gender              | Main campus      | Online           | Row Total         |
|---------------------|------------------|------------------|-------------------|
| Female              | 74 (74.7%)       | 219 (83.3%)      | 293 (80.9%)       |
| Male                | 25 (25.3%)       | 44 (16.7%)       | 69 (19.1%)        |
| <b>Column Total</b> | <b>99 (100%)</b> | <b>263(100%)</b> | <b>362 (100%)</b> |

**Table 5. Enrollment breakdown by citizenship**

| Citizenship        | Main campus | Online    | Grand Total |
|--------------------|-------------|-----------|-------------|
| Citizen            |             | 96        | 259         |
| Non-Resident       |             | 3         | 1           |
| Perm Resident      |             |           | 3           |
| <b>Grand Total</b> |             | <b>99</b> | <b>263</b>  |

**Table 6. Enrollment breakdown by ethnicity**

| Ethnicity          | Main campus | Online     | Grand Total |
|--------------------|-------------|------------|-------------|
| Am. Indian         |             | 1          | 1           |
| Asian              | 1           | 10         | 11          |
| Black              | 3           | 23         | 26          |
| Black/African      | 1           | 7          | 8           |
| Hawaii/Pacific     | 1           |            | 1           |
| Mexican            |             | 1          | 1           |
| Mexican-Am         |             | 2          | 2           |
| Multi-race         | 5           | 29         | 34          |
| Non-Res            | 3           | 1          | 4           |
| Not Specified      | 19          | 3          | 22          |
| Unknown            | 1           | 2          | 3           |
| White              | 65          | 184        | 249         |
| <b>Grand Total</b> | <b>99</b>   | <b>263</b> | <b>362</b>  |

## Appendix H: LIS students and faculty co-authored publications and presentations

Faculty in bold, Student indicated with\*

### **Peer-Reviewed Journal Papers**

**Clarke, R. I.**, \*Amonkar, S. and \*Rosenblad, A. (2019). "Design Thinking and Methods in Library Practice and Graduate Library Education." *Journal of Librarianship and Information Science*. DOI: <https://doi.org/10.1177/0961000619871989>

**Clarke, R. I.** and \*Schoonmaker, S. (2019). "Metadata for Diversity: Identification and Implications of Potential Access Points for Diverse Library Resources." *Journal of Documentation* 76(1): 173-196. DOI: <https://doi.org/10.1108/JD-01-2019-0003>.

- Winner of the 2020 ALCTS Outstanding Publication Award
- Winner of the 2020 Jesse H. Shera Award for Distinguished Published Research

**Clarke, R. I.** & \*Kim, Y. (2018). "The More Things Change, The More They Stay the Same: Educational and Disciplinary Backgrounds of American Librarians, 1950-2015." *Journal of Education for Library and Information Science* 59(4). DOI: <https://doi.org/10.3138/jelis.59.4.2018-0001>

### **Peer-Reviewed Conference Proceedings**

**Clarke, R. I.** and \*Schoonmaker, S. (2020). "The Critical Catalog: Social Justice, Tricksterism, and Library Information Systems." In *Proceedings of ACM SIG CHI 2020*, Honolulu, Hawaii, April 25-30. DOI: <https://doi.org/10.1145/3313831.3376307>

Dobreski, B., \*J. Park, \*A. Leathers, & **J. Qin.** (2019). Remodeling Archival Metadata Descriptions for Linked Archives. In Dublin Core International Conference DC-2019 (September 23-26). <https://dcpapers.dublincore.org/pubs/article/view/4025/2227>

**Clarke, R. I.** and \*Schoonmaker, S. (2018). "The Critical Catalog: Giving Voice to Diverse Library Materials through Provocative Design." *Advances in Classification Research Online* 29(1), 23-26. DOI: <http://dx.doi.org/10.7152/acro.v29i1.15461>.

- Best SIG/CR Paper Proposal Award Winner

**Qin, J.**, & \*Zou, N. (2017). Structures and Relations of Knowledge Nodes: Exploring a Knowledge Network of Disease from Precision Medicine Research Publications. In: *iConference 2017 Proceedings* (pp. 56-65).

### **Peer-Reviewed Conference Posters**

**Qin, J.**, \*Leathers, A., and \*Tompkins, V. (2020). Linking Mechanisms in Data Repositories: A Case Study of BioSample Database. In: *Proceedings of the Association for Information Science and Technology*, <https://doi-org.libezproxy2.syr.edu/10.1002/pr2.365>.

**Clarke, R. I.** and \*Potter, N. (2019). “Exploring Design Coursework in Graduate Library Education: iSchools vs. non-iSchools.” Presented at iConference 2019, Washington, D.C., March 31 - April 3.

**Clarke, R. I.** and \*Rosenblad, A. (2019). “Library of Congress Subject Headings and Controversial Perspectives: Mapping Relationships to Reveal Meaning.” Presented at iConference 2019, Washington, D.C., March 31 - April 3.

**Clarke, R. I.** and \*Schoonmaker, S. H. (2019). “Metadata for Diversity: A Field Scan of Current Trends in Describing Library Resources.” Presented at iConference 2019, Washington, D.C., March 31 - April 3.

**Clarke, R. I.** and \*Rosenblad, A. (2018). “Visualizing Library of Congress Subject Headings in Charlottesville’s Wake: Using Kumu to Explore Relationships between *White supremacy movements* and *Racism*.” Presented at the American Library Association annual conference, New Orleans, Louisiana, June 21-26.

### **Professional Publications**

**Clarke, R. I.**, Mills, J. E., and \*Potter, N. (2019). “Designing Future Library Leaders: Takeaways from the 2018 National Forum.” White paper. <https://dfll.ischool.syr.edu/wp-content/uploads/2019/09/DFLL2018whitepaper.pdf>

Belanger, J., \*Zou, N., Mills, J. R., Holmes, C., & **Oakleaf, M.** (2015). Project RAILS: Lessons learned about rubric assessment of information literacy skills. *portal: Libraries and the Academy*, 15(4), 623-644.

**Oakleaf, M.**, Grotti, M., and \*Settimio, S. (2016, October). Learning analytics and libraries: A primer. Presented at Library Assessment Conference, Arlington, VA. Peer Reviewed Poster

**Oakleaf, M.**, \*Haynes, C., and \*Settimio, S. (2016, October). Assessment proficiencies in LIS education. Presented at Library Assessment Conference, Arlington, VA. Peer Reviewed Poster

**Oakleaf, M.**, Mills, J., Holmes, C., and \*Zou, N. (2015, March). Closing the assessment loop: lessons learned about managing the information literacy assessment cycle and acting on results. Presented at ACRL National Conference, Portland, OR. Peer Reviewed Poster

**Patin, B.**, Sebastian, M., Yeon, J., \*Bertolini, D. (2020) Toward epistemic justice: An approach for conceptualizing epistemicide in the information professions. *Proceedings of the Association for Information Science and Technology*, 2020, Volume 57, Issue 1. <https://doi-org.libezproxy2.syr.edu/10.1002/pr2.242>

## Appendix I: MLIS Program Assessment Result



## Program Review Report Undergraduate, Masters and CAS Program Reviews - 2020

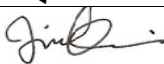
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**School or College:** School of Information Studies

**Department:** \_\_\_\_\_

**Program Reviewed:** Library & Information Science


**Department Chair:** Jian Qin

**Dept Chair Signature:** 

**Report Prepared by:** Jian Qin and Blythe Allison Bennett

**Date:** 12/9/2020

**Dean:** Raj Dewan

**Dean's Signature:** 

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### Program Catalog Description

As part of the School of Information Studies, the Library and Information Science (LIS) program provides thorough grounding in the knowledge, skills, and values of librarianship within the context of an interdisciplinary faculty. LIS coursework stresses both the theory and practice of library science. It includes educational opportunities beyond formal coursework through one-on-one interaction with the faculty; hands-on learning in libraries and information centers; exposure to leaders in the profession; and direct participation in research projects. The program is offered in both campus and online learning formats and can be completed on a full-time or part-time basis. Our LIS program graduates librarians who are prepared to assume leadership roles in the libraries, information centers, and the broader information environment.

### Three themes run through the LIS curriculum:

1. **Focus on the users of library and information services. Keeping the needs of users- and potential users-of library and information services in the foreground is a fundamental value of librarianship.**
2. **Use technology to provide exemplary library and information services. Librarians need to be able to use technology effectively to provide quality library and information services.**
3. **Manage information services and systems. Librarians in the digital era and diverse cultural environment must be competent managers of information, capable of innovation, efficiency, and leadership to meet the needs of their clientele.**

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### Analysis - Program's Four Dimensions<sup>1</sup>

#### 1. Quality

Student learning outcomes assessment results (from assessment data)

See Appendix A LIS2015.2018 AssessmentPlanningTK20

Retention and graduation rates (from OIR data)

Data are for those matriculating (entering the MSLIS degree) from 2007 to 2017. Data for seven years since matriculation are provided when available. While the number of credits a matriculated student may take will vary throughout the student's program, the data below are based on the number of credits a student takes during the

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person's first semester (0-8 credits for part-time; 9 or more for full-time). For full-time students, the MSLIS curriculum is optimized for completion in two years; Syracuse University requires that students in a master's program graduate within seven years after beginning the program. Last updated February 2020.

#### **Full-time, On-Campus**

Data based on matriculation from 2007 to 2017; 14-38 students starting full-time in each of these years.

For those starting in 2007 to 2017, 87.7% completed their degree in two years (the expected length of the degree), and 93.9% completed in three years

For those starting in 2007 to 2012, The percentage of those who completed their degree for a retention rate over the seven years permitted for completion of the degree is 94.6%.

#### **Part-time, On-Campus**

Data based on matriculation from 2007 to 2017; 3 to 7 students started part-time in each of those years.

For those starting in 2007 to 2017, 39.3% completed their degree in two years, and 63.3% completed in three years

For those starting in 2007 to 2012, The percentage of those who completed their degree for a retention rate over the seven years permitted for completion of the degree is 72.4%

#### **Full-Time, Online**

Data based on matriculation from 2007 to 2017; 0 to 6 students started full-time in each of those years.

For those starting in 2007 to 2017, 68.2% completed their degree in two years, and 93.8% completed in three years

For those starting in 2007 to 2012, The percentage of those who completed their degree for a retention rate over the seven years permitted for completion of the degree is 83.3%

#### **Part-Time, Online**

Data based on matriculation from 2007 to 2017; 18 to 48 students started part-time in each of those years.

For those starting in 2007 to 2017, 42.9% completed their degree in two years, and 71.1% completed in three years

For those starting in 2007 to 2012, The percentage of those who completed their degree for a retention rate over the seven years permitted for completion of the degree is 85.2%

#### **Tables available:**

<https://ischool.syr.edu/academics/masters-programs/library-and-information-science-consumer-information/>

#### **Post-graduate outcomes (employment, graduate school; from departmental/school/college data)**

See Graduate Employment Report:

<https://ischool.syr.edu/academics/masters-programs/library-and-information-science-consumer-information/>

#### **Certification or licensing exam pass rates (if applicable; from departmental/school/college data)**

NA

#### **External Comparisons (rankings, aspirational peers)**

The Syracuse University Library & Information Science program is highly ranked in the US News Graduate School

<https://www.usnews.com/best-graduate-schools/top-library-information-science-programs/syracuse-university-196413>

**#4 in Best Library and Information Studies Programs**

**# 2 in Information Systems**

**#4 in Digital Librarianship**



**#4 School Library Media**

**Optional Datasets/Data/Information**

- **Student engagement in curricular and co-curricular activities (e.g., internships, study abroad, service learning)**
  - **Sample Internships See Appendix B 2019 LIS Internships**
  - **Library & Information Science Student Association (LISSA)**  
<https://ischool.syr.edu/library-information-science-student-association/>
  - **See Appendix C LISSA Activities 2015.2019**
- **Special honors, awards for the program or its constituent faculty**
  - **See Appendix D LIS Grant Awards 2015.2019**
- **Other awards include:**
  - Rachel Ivy Clarke, the 2017 Doctoral Dissertation Award from the iSchools Organization*
  - Caroline Haythornthwaite, the 2017 Research in Information Science Award, Association for Information Science and Technology (ASIST) for achievements that have significant impact in the field.*
  - Megan Oakleaf, the LIRT Top 20 Library Instruction Articles of 2015 award for “Project RAILS: Lessons Learned about Collaborative Rubric Assessment.”*
  - Megan Oakleaf, Miriam Dudley Instruction Librarian Award, ACRL Instruction Section, 2019*
  - Megan Oakleaf, People’s Choice Poster Award, ACRL National Conference, 2017*
  - Megan Oakleaf, Framework Spotlight Article, ACRL, 2016*
  - Megan Oakleaf, Kent State University MSLIS Alumnus of the Year Award, 2019*
  - Jian Qin, Metadata, 2nd edition named a 2017 CHOICE Outstanding Academic Title.*
  - Jian Qin, 2020 Frederick G. Kilgour Award for Research in Library and Information Technology, Library and Information Technology Association (LITA).*
  - Barbara Stripling received the Joseph W. Lippincott Award for 2017 from the American Library Association for distinguished service to the profession of librarianship.*
- **Proportion of students admitted to graduate schools**
  - The LIS degree is considered a terminal degree, however during 2015-2019, six of our LIS alumni have enrolled in doctoral programs at highly ranked universities: Illinois, Michigan, Pittsburgh, Syracuse, Washington, and Wisconsin: Milwaukee.*
- **Curriculum is regularly assessed, revised, and improved; results of previous evaluations**
  - Accreditation documentation for 2015, 2017, and 2019 are found under the Process and Reports section of the LIS page <https://ischool.syr.edu/academics/library-and-information-science-masters-degree/> 2015 Self Study (7 year accreditation cycle)*
  - [https://ischool.syr.edu/wp-content/uploads/SU\\_iSchool\\_Abridged\\_Program\\_Presentation\\_Sept2015.pdf](https://ischool.syr.edu/wp-content/uploads/SU_iSchool_Abridged_Program_Presentation_Sept2015.pdf)*
  - 2017 Biennial report*
  - [https://ischool.syr.edu/wp-content/uploads/Syracuse\\_University\\_Biennial\\_Narrative\\_2017.pdf](https://ischool.syr.edu/wp-content/uploads/Syracuse_University_Biennial_Narrative_2017.pdf)*
  - 2019 Biennial report*
  - [https://ischool.syr.edu/wp-content/uploads/Syracuse\\_University\\_Biennial\\_Narrative\\_Jan\\_31\\_2019.pdf](https://ischool.syr.edu/wp-content/uploads/Syracuse_University_Biennial_Narrative_Jan_31_2019.pdf)*
  - Due to COVID, the next comprehensive visit is scheduled for Fall 2023.*
- **Clearly stated and publicized program student learning outcomes**
  - <https://ischool.syr.edu/academics/library-and-information-science-masters-degree/>*
  - also*
  - [https://answers.syr.edu/pages/viewpage.action?pageId=86258864#StudentHandbook:M.S.inLibraryandInformationScience\(withorwithoutSchoolMediaspecialization\)-LearningOutcomesoftheM.S.inLibraryandInformationScienceProgram](https://answers.syr.edu/pages/viewpage.action?pageId=86258864#StudentHandbook:M.S.inLibraryandInformationScience(withorwithoutSchoolMediaspecialization)-LearningOutcomesoftheM.S.inLibraryandInformationScienceProgram)*





- **Curriculum is organized to facilitate learning, is free from academic gaps and repetitions; there is coherence between lessons, courses, subject areas**  
See Appendix E LIS Curriculum Map 2016
- **Internships, research opportunities, teaching associates**  
see Appendix B 2019 LIS Internships
- **LIS Focused Centers**  
Students are involved with faculty research in the following centers in the iSchool.

#### **Center for Digital Literacy**

<https://ischool.syr.edu/research/center-for-digital-literacy/>

Our projects explore the impact having or not having information technology and media literacies has on people (particularly those from underserved populations), organizations, and society. The main project is Project ENABLE Expanding Non-discriminatory Access By Librarians Everywhere <https://projectenable.syr.edu/>  
The focus of Project ENABLE is inclusive and accessible library training and providing training and resources for patrons with autism.

#### **iSchool Public Libraries Initiative (IPLI)**

<https://ischool.syr.edu/research/ischool-public-libraries-initiative/>

As part of the Syracuse University School of Information Studies, the iSchool Public Libraries Initiative allows students to use knowledge gained in the MSLIS program, together with knowledge gained as part of the Initiative, to promote the good that libraries are doing and the innovations they are implementing. Through their work in the Initiative, students become both researchers and reporters.

#### **Library Information Investigative Team (LIIT)**

<https://ischool.syr.edu/research/library-information-investigative-team/>

Established in 2019, LIIT focuses on researching topics relevant to libraries, such as librarian education, library history, and information organization. Current projects are listed at this page and include Epistemicide, MLIS Curriculum Audit, Intersectionality of Disability and Race in Children's Literature, and The Critical Catalog: Understanding Metadata for Access to and Promotion of Diverse Library Resources.

#### **Metadata Lab**

<https://ischool.syr.edu/research/metadata-lab/>

Major focus areas are big metadata analytics and metadata modeling and linking.

See Appendix F Student and Faculty Coauthored Publications 2015.2019

- **Program accreditation, certification, or other professional recognition**  
The Library & Information Science degree, LIS (previously Master of Library Science, MLS) was first established in 1915 at Syracuse University, first accredited by the American Library Association (ALA) in 1928 and has had continuous accreditation to date.  
See ALA reports above for recent details.

## **2. Demand**

Five-year trend of student majors (undergrad) or enrollments (graduate) (from OIR data)

See Appendix G Middle States Program Review Active Plans iSchool MSLIS



**Five-year trend of degrees awarded (from OIR data)**

The OIR data did not separate the different graduate degrees on the OIR Fact Book Data\_Information Studies\_2020-11-02 spreadsheet so a query on MySlice Reports for Eligible for Grad Results Data from 2016 through Spring 2020 provides the following results. Note that ONL and ONLUC are students who were enrolled as online prior to the collaboration with 2U.

| Year        | MAIN | ONL | ONL2U | ONLUC | Grand Total |
|-------------|------|-----|-------|-------|-------------|
| 2016        | 10   | 2   |       | 4     | 16          |
| 2017        | 27   | 25  |       | 1     | 53          |
| 2018        | 18   | 15  | 42    | 1     | 76          |
| 2019        | 32   | 3   | 99    |       | 134         |
| 2020        | 16   |     | 31    |       | 47          |
| Grand Total | 103  | 45  | 172   | 6     | 326         |

**Five-year trend of applications to program (from OIR data)**

See Appendix H LISadmissions.Enrollment2016.2020

**Optional Datasets/Data/Information**

Note that the LIS online program changed from code ONL or ONLUC to ONL2U beginning with the Spring 2017 term, so the data for online students for 2016 in Appendix H indicates zero online students when there were 92 online students enrolled prior to the university transitioning to the 2U collaboration.

**3. Centrality to Mission**

**Demonstration of tie to mission and strategic plan at institution and school/college levels (narrative)**

As the cornerstone of the iSchool, a brief history of the LIS program:

1896 Syracuse University offers the first library courses in the von Ranke Library.

1915 Syracuse University establishes the School of Library Science as its eighth degree-granting entity.

1928 First accredited by the American Library Association (ALA), with continuous accreditation to date.

1974 The School of Library Science becomes the School of Information Studies. We become the first library school to embrace the broader field of information.

1993 We offer our first online learning master’s in Library and Information Science.

2015 the MLIS program received full accreditation from American Library Association and the next accreditation visit was scheduled for fall 2022, but due to COVID-19 pandemic, the accreditation date has been extended for one year to fall 2023.

2016 We started partnering with 2U for online learning and first cohort for LIS program started in 2017, which turned around the declining online learning enrollment.

2017 The US News ranked iSchool MLIS program at the fourth place nationally among 60+ MLIS programs.

iSchool Strategic Plan specifies developing three new courses by LIS faculty to benefit the school and university: IST 671 Research Methods, developed by Caroline Haythornthwaite and Rachel Clarke to address the Shared Competency: Scientific Inquiry and Research Skills.

IST 300 The Power of Information, developed by Rachel Clarke to address the Shared Competency: Information Literacy and Technological Agility.

IST 600 a course design thinking is being developed by Rachel Clarke.



In addition to the Strategic Plan, two courses were selected to be developed by LIS faculty to meet the university’s undergraduate Inclusion, Diversity, Equity and Accessibility (IDEA) requirement, and both address the Shared Competency: Ethics, Integrity and Commitment to Diversity and Inclusion;  
 400/600 Information Justice & Community developed by LaVerne Gray.  
 400/682 Cultural Competence for Information Professionals developed by Beth Patin.

**Optional Datasets/Data/Information**

Multiple scholarships named for and sponsored by alumni include:

- Estelle Wilhelm Library Leadership Award - 50% tuition award, 20 hours of research work with a professor, conference travel assistance - 5 awarded per year
- Helen Benning Regnier Graduate Scholarship - full tuition award - 1 per year plus sponsorship of three graduate seminars bringing all graduate students to campus once during their programs
- D. Whitney Coe Graduate Financial Assistance Fund - partial tuition scholarship
- Gaylord Library School Graduate Scholarship - partial tuition scholarship
- Dorothy E. Rowland Library Science Graduate Scholarship partial tuition scholarship
- Jean Goodrich Library Science Leadership Graduate Award partial tuition scholarship

**Academic Merit Awards**

- Ronnie Kasowitz Memorial Scholarship - \$2,000
- Muriel J. Rossman Scholarship - \$1,500
- Ellen G. Shay Library Science Scholarship - \$1,000
- Van Hoesen Loan Fund
- Marta Dosa Award - 3 credits
- Mautino Scholarship - \$1,000-\$2,000
- Theresa C. Huang Scholarship for \$1,000 to attend an ALA conference.

**4. Cost-Effectiveness**

Provided by School/College Budget Office and submitted as separate Excel template.

The curriculum for this program is comprised of coursework that includes the common core courses for all of our Certificate and Masters Programs and a number of other courses that are electives in our Certificate and Masters Programs. Given that, determining costs directly related to this particular program may not be possible. We would be happy to discuss alternative methods of arriving at cost data for programs such as this, which utilize subsets of courses already offered in other programs. An approximation calculated by Steve Block, Assistant Dean for Administration, who manages the school’s financial, human resource and other administrative operations.

| Cost per CR | Credits | Total       |
|-------------|---------|-------------|
| \$1,441     | 4212    | \$6,069,492 |

2019 Core courses average class size 23  
 2019 Electives average class size 17

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**Analysis of Strengths and Areas for Improvement (please describe at least one of each)**



**Faculty:** The MLIS program has a diverse faculty with expertise in a wide range of library and information science areas. They have national and international reputation in their research areas and are recognized by prestigious awards from professional associations. In 2016 there were 9 full-time faculty, primarily senior (4 full professors, 3 professors of practice, and 1 assistant professor). Next year if no new hires, there will be 6 (3 of whom are untenured) due to retirement of two senior faculty members. The shrinking faculty size puts the succession and capacity of faculty at a critical level, which can become an area of concern for ALA accreditation.

**Enrollment:** The iSchool started the partnership with 2U in 2017 to offer online learning for the graduate programs. We saw a multifold increase in MLIS enrollment for the online program during 2017-2018. The total online enrollment was 136 for 2017 and 167 for 2019, while the campus enrollment was 34 for 2017 and 30 for 2018. It is worth noting that online students have a much higher percentage from underrepresented population groups. In the last two years (2019-2020), the growth pace has slowed down a great deal, and the pandemic crisis accelerated its downturn. The campus student enrollment also reached a new low in fall 2020 due to the pandemic crisis. Although the enrollment from underrepresented population groups has improved, the total number of students from Black, indigenous, and people of color (BIPOC) population groups is still an area for improvement.

**Strategic planning:** We are currently redesigning the program with a new focus: information equity and justice and community engagement. The theme of information equity and justice is an implementation of iSchool's value (Excellence, Discovery and Innovation, Integrity, Diversity and Inclusion, and Global Citizenship and Engagement). This new program identity takes advantage of iSchool's strengths in information technology, data science, and information systems to provide a fresher yet solid curriculum for educating the future leaders who will practice information equity and justice in serving and engaging communities. We have taken some actions to address the areas for improvement, for example:

- Recruitment team collaborates with faculty to offer more opportunities for prospective students to learn about our program, e.g., prospective students visit 2U classes and meet with current students both online and on campus, faculty attend online events for recruitment.
- To address the high tuition issue, the school is offering a 30% tuition scholarship to all admitted campus students, while continuing other scholarship programs already in place.
- We are collaborating with SU Libraries to offer 4-5 MLIS students positions as graduate assistants in libraries, so that they can gain practical experience while earning a stipend. Such experiential learning and the financial aid package that comes with it can increase our competitiveness in attracting high quality students for the campus program.

Other areas for improvement include more external communication to increase the visibility of faculty and students' accomplishments, increasing the effort to recruit students from BIPOC communities, and offering more learning experiences by engaging them with professional and social activities.

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## Summary Conclusions

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any other items that the program wishes to provide. Conclusions should be based on evidence.

The LIS program has gone through a turbulent time in the last five years due to leadership changes, senior faculty departures and retirement, and a nation-wide decline in enrollment among LIS programs. Despite these challenges, the faculty maintained a high level of research productivity and teaching quality. The substantial increase in online student enrollment and the large number of courses originated by faculty for 2U platform were a success orchestrated by faculty and staff. We are proud of the learning outcomes students achieved, which are evidenced by the placement data



**and student collaborations with faculty in publications. The strategic planning exercise helped the LIS program committee identify the strategy for near- and long-term development and priorities for retaining our competitive advantages and attracting new students.**

**One of the drawbacks of the current 2U business model is the difficulty in getting the recorded lectures updated. As a result, the lectures can become out of date while faculty are unable to update recordings due to administrative obstacles. The financial configuration of 2U contract relies on adjunct faculty to cover live sessions to lower the cost, but the program needs to balance the financial advantage of having adjunct faculty lead the weekly synchronous (live) sessions on 2U (using faculty created materials for the asynchronous portion), with the need for equality in full-time faculty representation in the on-campus and online delivery of courses (a requirement for ALA accreditation), particularly for core courses. Since the 2U business model relies on scale and adjunct faculty, it would lose the advantage if these two conditions are not met. As the initial spike for online enrollment subsides, it becomes critically important to find ways to maintain and grow both online and campus enrollment.**

**As we continue to find ways to increase both online and campus enrollment, we realize that high tuition for LIS program does not match well with the market salary for entry level jobs. The school is offering 30% tuition scholarship for all admitted campus students as one of the solutions for 2021 recruitment. We have also updated the marketing materials by providing more explicit guidance on professional career pathways a list of sample jobs and elective courses under each professional pathway. Coordination has also strengthened between 2U marketing & advising and MLIS program & iSchool recruitment.**

**During the strategic planning exercise, we developed a new program identity, that is, information equity and justice and community engagement. This overarching theme is further elaborated into five areas of program outcomes, which are then mapped with ALA accreditation standards. As a work in progress, the LIS curriculum is being revised and aligned with the new program outcomes. Our hope is that a clearer program identity will more effectively convey to our prospective students and colleagues in the filed the message about who we are and why they should come to Syracuse for LIS.**

## **Appendices**

**Appendix A LIS2015.2018 AssessmentPlanningTK20**

**Appendix B 2019 LIS Internships**

**Appendix C LISSA Activities 2015.2019**

**Appendix D LIS Grant Awards 2015.2019**

**Appendix E LIS Curriculum Map 2016**

**Appendix F Student and Faculty Publications 2015.2019**

**Appendix G Middle States Program Review Active Plans iSchool MSLIS**

**Appendix H LISadmissions.Enrollment2016.2020**