Biennial Narrative Report

MS in Library and Information Science, Syracuse University

February 15, 2023

This biennial narrative report to the COA presents the developments in the Master of Library and Information Science (MSLIS) program since its 2021 Biennial Narrative. The letter from COA on April 22, 2021, indicated that there were no specific questions to address.

Numerous changes have occurred since February 2021. Highlights include:

- Multiple leadership changes throughout the School of Information Studies.

- Retirements of two LIS faculty members and the hiring of two new LIS faculty.

- Curriculum changes involving three core courses to better support student learning of the new program learning outcomes.

- A new, cohort-based student population focused on teacher-librarians in New York City.

Standard I: Systematic Planning

Systematic planning in the School of Information Studies has been impacted by continuing challenges related to numerous leadership changes. At the University level, several key leadership positions have changed. Gretchen Ritter joined Syracuse University in October 2021 and is the Vice Chancellor, Provost, and Chief Academic Officer at Syracuse University. In the School of Information Studies, more key leadership positions have changed. First, the Dean of the School stepped down. Former Dean Raj Dewan stepped down in May 2022. Syracuse University Libraries Dean David Seaman is serving as interim dean during the 2022-23 academic

year; Dr. Seaman also served as interim dean previously in 2021. A committee has been established to guide a national search for the new dean. Second, the LIS Program Director role was handed over from Jian Qin to Megan Oakleaf in July 2022. Several key staff positions changed as well, including the Program Manager for LIS role (July 2021), the Director for Graduate Admissions and Recruitment (September 2022), and the Director of Finance and Administration (February 2021 and again in September 2022).

The new Provost Gretchen Witmer has initiated a university-wide strategic planning process. The School of Information Studies has participated in several ways. For example, a School of Information Studies faculty member served on a university-wide planning committee in the spring of 2022 on the process to plan for the university's strategic planning work and School of Information Studies faculty served as representatives on two of the university's strategic planning committees during the 2022-2023 academic year. Within the School, the co-chairs of the strategic planning committee (Ingrid Erickson and Sarah Weber) have participated in the university-wide coordinating committee that is sharing ideas and drafts across the colleges and units and the university's plan. The new strategic plan is anticipated to be finalized in 2023, and the School continues to ensure alignment with the larger vision of the university. In related work, the School of Information Studies was actively involved in 2021-2022 in the discussion of a university-wide diversity, equity, inclusion, and accessibility (DEIA) strategic plan, which culminated in the hiring of the university's first Vice President of DEIA, Mary Grace Alamandrez.

Standard II: Curriculum

Pursuant to the new curricular focus on information justice, equity, community engagement, and technology (INJECT) and the articulation of five new program outcomes, several curricular changes occurred. First, IST 614, *Information Technology Management and Policy*, was removed as a core requirement and replaced with IST 717, *Library Leadership and Management*. Students are still permitted to take IST 614 during terms when IST 717 is not offered. By fall 2023, IST 717 will be available multiple times per year in both the campus and online programs, and the shift from IST 614 to IST 717 will be complete. Second, IST 618, *Information Policy*, was dropped from the LIS core courses; information policy content was integrated into several existing courses to increase the connection between policy and practice of various elements of librarianship. Third, IST 773, *Reflective Portfolio*, has been added as a core LIS requirement; this course will be taken in the final semester of students' coursework. IST 773 is in development at the time of this writing and will be offered both on campus and online in fall 2023, (Appendix A).

Along with these course additions and sunsets, existing courses are being iteratively updated to reflect the core values of the school. The LIS faculty worked together to create updated curriculum maps, (Appendix B) which reflects the ways in which both core and elective courses meet the new program outcomes. For example, IST 511 was redesigned to provide a foundation for the INJECT foci of the LIS program. Formerly titled *Introduction to the Library and Information Profession*, the course is now titled *Cultural Foundations of Information Studies*. IST 605, *Reference and Information Literacy Services*, was likewise revised to strengthen its focus on the new curricular focus of the program. The process of updating the LIS curriculum map helped identify areas where INJECT concepts could be better introduced or reinforced

throughout the core and elective courses, and this work is ongoing as each course is revised to teach in subsequent terms. A new course designed during 2021-23 is IST *626 Information Justice and Community Engagement* .The syllabi for new IST 626 and IST 773, and revised 511, 605, 717 are found in supplementary materials, (Appendix C).

In addition to helping to revise and create course content, the curriculum map also supports ongoing assessment of the program. In Spring 2023 the first program outcome will be assessed across core LIS courses; outcome #5 **Demonstrate information literacy and technological agility**, [courses 511, 605, 613, 616, 773, 626, 662, 671, 676, 681, 682, 715] was selected for this first assessment cycle using the new program outcomes. In subsequent terms, additional outcomes will serve as foci for assessment, establishing a continuous assessment cycle driven by program outcomes and cutting across core and elective courses in ongoing cycles. Results of these assessments will be used for curricular and program improvement and logged in the Syracuse University assessment process supported by the TK20 assessment management system. Overall, this plan will lead to ongoing revision of courses as well as providing an overview of the ways in which courses fulfill program outcomes for students. Taken together with the outputs of IST 773, LIS faculty will have improved data and evidence to assess and assure continuous improvement of the program over time.

The curriculum for the Library and Information Science: School Media specialization and Certificate of Advanced Studies in School Media are being aligned with the new LIS program changes approved by the New York State Education Department (NYSED) for Fall 2022. There are some course changes, alignment of learning outcomes, and adherence to upcoming NYSED requirements for the School Media specialization in the new curriculum proposal. NYSED is

changing the requirements for all students earning any area of certification by increasing

internship hours as of Fall 2023. For students who do not already hold prior teacher

certification, in Fall 2023 internship hours will double from 240 to 480. For certified teachers,

the hours are reduced from 120 to 50. This change is anticipated to have a major impact on

enrollment in the School Media masters and CAS for people who do not hold prior teaching

certification. Information related to this change.

Two courses will be removed, IST 661, *Managing a School Library,* and IST 663

Instructional Leadership for School Librarians. Those courses will be replaced with IST 717,

Library Leadership and Management and IST 662, *Instructional Strategies and Techniques for*

Information Professionals, both which can be focused on school libraries if the student is in the

School Media Specialization. Certified teachers may omit IST 662 and take an elective in its

place. Campus students may take a School of Education course in Children's and Adolescent

Literature in place of IST 612, *Youth Services in Libraries and Information Centers,* if IST 612 is

not offered at a time that fits their schedule before graduation. As these curriculum changes

have solidified, the LIS program has established an "anticipated" course calendar for both

campus and online programs. Intended to facilitate advance student planning of their

coursework, this process has also enabled future planning to balance faculty workloads,

accommodate research leaves, and other positive planning outcomes (Appendix D).

Standard III: Faculty

Since the last biennial report, two senior LIS faculty have retired: Caroline

Haythornthwaite (2021) and Marilyn Arnone (2021). Two new LIS faculty have been hired. In

July 2021, Sebastian Modrow joined the faculty. Dr. Modrow received a doctorate in Ancient

History from the University of Rostock, Germany, an Exam of the State degree (masters equivalent) in History and Latin from the University of Greifswald, Germany, and a MLIS and a CAS in Cultural Heritage Preservation from Syracuse University. He teaches courses on *Cultural Heritage Preservation*, the intersections among libraries, archives, and museums, and on special collections librarianship. His scholarship focuses on access and use of primary sources and explores the intersection of history, heritage, and memory studies within the realms of libraries and archives, (Appendix E).

In August 2022, Renate Chancellor joined the faculty. Dr. Chancellor received a Ph.D. in Information Studies and MLIS from UCLA. She teaches courses on *Cultural Competence for Information Professionals*, *Public Libraries,* and *Cultural Foundations of Information Studies*. Her research focuses on critical cultural information studies and social Justice and equity, diversity, and inclusion in LIS. Dr. Modrow and Dr. Chancellor's detailed qualifications and courses taught are provided in her CV, (Appendix F). In addition to these full-time faculty hires, 9 new adjunct faculty were hired to teach in the LIS program. Their qualifications and courses they are teaching are provided in supplementary materials, (Appendix G). At this time, no new faculty are scheduled to be hired in 2023; however, the hiring of a new Dean (anticipated to start in late 2023 or early 2024) may bring with it new faculty hiring opportunities.

Several LIS faculty earned a variety of awards during the biennial period, (Appendix H). These awards include both research and teaching honors.

Standard IV: Students

Since the last biennial report, the program director for the LIS program has changed, and new norms are being established. While graduate student support for the program director

was ceased due to post-Covid budget changes, the LIS program has sought new ways to ensure student engagement in LIS program decision-making. In Fall 2022, two LIS graduate students were added to the LIS Program Committee; one student is an online LIS student, the other is from the campus LIS program. These students are invited to share their perspectives on all agenda items and have presented on some topics. In the past, the graduate student for the program director solicited feedback monthly from students for discussion at the LIS program committee meetings. While this practice was terminated, the program director posted an anonymous survey link to the LIS online student guide (https://ischoolsyr.libguides.com/newsyoucanuse) which is continuously available. Students are reminded at least once a month to keep student communication flowing to the program committee through this survey. The program director has also instituted monthly "Zooming with the LIS Program Director" meetings that include program announcements and reminders, short programs relevant to students (I.e., soliciting letters of reference, preparing conference poster proposals), and open Q&A time.

During Spring 2021-Fall 2022, a total of 265 students enrolled in the LIS program. Approximately 81% of these students enrolled in the online program. Eighty-four percent of the overall student population identifies as female; the percentage of male-identifying students is the same in the online and campus populations at 19% for both. Demographic percentages are available in the supplementary material (Appendix I).

In addition to existing cohorts of online and campus-based LIS students, a new memorandum of understanding established a "Teacher 2 Librarian" program, a cohort-based student group beginning in July 2022. This program is a collaboration between the New York

City Department of Education (NYCDOE), New Visions (a non-profit organization that provides leadership and support to NYC schools), and Syracuse University to provide a cohort model for teachers to earn their LIS with the School Media Specialization. The 23 students in the July 2022 cohort are on track to graduate in December 2023. The application for the July 2023 cohort is underway with selections of teachers to be completed in April 2023. This program follows the model of prior collaborations with the NYCDOE with cohorts in 2004, 2006, 2014, and 2019. There are almost 200 Syracuse University School Media alumni serving as school librarians in New York City schools as a result of these cohorts.

LIS students continue to engage rigorously in research and leadership positions alongside LIS faculty. More than 40 presentations and publications co-authored by LIS students and faculty (Appendix J).

Standard V: Administration, Finances, and Resources

As described in the previous biennial report, the LIS faculty continue to engage in the University's effort to structure learning around six broad institutional learning goals, especially the goal focused on information literacy and technological agility (ILTA). Three LIS faculty participated in the community of practice group that developed a rubric for assessing ILTA learning across the university. Two of the faculty also participated and provided leadership in the ILTA "Academy" program introducing the rubric to other faculty and serving as the first pilot test using artifacts of student learning from courses across the institution.

Likewise, the MSLIS program continues to connect with its Guiding Council annually for feedback and guidance, (Appendix K). In 2023, a school library media representative will be added to the makeup of the Council since the School Media Governing Council was dissolved.

Conclusion

The MSLIS program remains strong as it enters its accreditation process this year. While several changes have occurred post-Covid, including significant leadership changes, the new curriculum has provided a driving force that has reinvigorated the faculty and resonated with the students. We look forward to progressing in our continuous assessment processes to ensure the program persists in its tradition of preparing students to be driving forces for information justice, equity, community engagement, and technological agility that are the foundation of our profession's future.

Application to Change or Adapt a Registered Professional Education Program

Form Instructions:

- Prior to implementing **any changes** in a program leading to a professional license or a related field, please contact the Professional Education Program Review Unit at OPPROGS@mail.nysed.gov.

- Use this form to request program changes that require approval by the State Education Department.[1]

- For programs that are registered jointly with another institution, all participating institutions must confirm their support of the changes.[2]

- If the change involves offering an existing registered program at a new location, or creating a dual-degree program from existing programs, complete a new registration application for the proposed program.

Section I: General Information	
Institution name and address	Syracuse University School of Information Studies 343 Hinds Hall Syracuse, NY 12104 *Additional information*: ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: Master of Science in Library and Information Science Award (e.g., B.A., M.S.): M.S. Credits: 36 HEGIS code: 1601.00 Library Science, General Program code(s): 08604 LIBRARY AND INFORMATION SCIENCE 93218 LIBRARY AND INFORMATION SCIENCE
Contact person for this proposal	Name and title: Jian Qin, Professor and Director of MSLIS program Telephone: 315-443-5642 Fax: 315-443-5806 E-mail: jqin@syr.edu
CEO (or designee) **approval**	Name and title: Raj Dewan, Dean Signature and date:
	If the program will be registered jointly[2] with another institution, provide the following information:

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[1] **CUNY and SUNY** institutions: contact System Administration for guidance.

[2] If the partner institution is non-degree-granting, see CEO Memo 94-04 at
http://www.highered.nysed.gov/ocue/documents/ceo94-04.pdf.

Signature affirms the institution's commitment to support the program as revised.	Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:

Section II: Identify the Proposed Changes.

Check all the changes that apply and complete the required section that follows:

☐ **Discontinuing a Program.** Indicate the effective date: [3]

☐ **Change in Program Title.** Indicate the proposed new title:

☐ **Change in Program Award.** Indicate the proposed new award:
Note: This may require altering the liberal arts and science content, as defined in Section 3.47(c)(1-4) of **Regents Rules**.

☐ **Format Change(s).** Indicate the proposed new format(s):
Note: if the change involves adding a **distance education format** to a registered program, please complete the **distance education application**.

☒ **Curricular Change(s)**

☐ **Other Change(s).** Please specify:

Section III: Describe the Proposed Changes.

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[3] If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

In a brief narrative explain the rationale for the changes.
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. 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. Both graduates from library programs and LIS faculty report that students need more training in soft skills and cultural competence. To address the competencies needed by LIS graduates, we propose a new focus for the Syracuse University MLIS program, that is, Information Justice and Equity, Community Engagement, and Technology that will be applied and demonstrated through access and use of information, community information use and users, organization of information and knowledge, evaluation of knowledge, knowledge producing, cultural heritage preservation, dissemination and preservation systems, and leadership, advocacy and best practices for information management.

Information justice requires that all persons be treated justly as seekers, sources, and subjects of information. 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 have 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 reoriented MSLIS program aligns with vision, value, and mission of SU School of Information Studies on Excellence, Discovery and Innovation, Integrity, Diversity and Inclusion, Global Citizenship and Engagement. The proposed curriculum changes not only address the need for educating future leaders in information justice and equity, community engagement, and technology, but also augments the MSLIS curriculum to address explicitly the American Library Association's Core Competency of Librarianship (revised version in 2021).

1. **Describe the plan for implementing the proposed changes, including the effective date and the impact on the currently enrolled students.**

Proposed changes will begin with Fall 2022 incoming students. Currently enrolled students are able to take the new/revised courses and petition for them to substitute for currently required courses. Any student who chooses to take the current courses will still have that option until the students enrolled in prior terms have been "taught out".

2. **For Format Change(s),**

    1) Describe availability of courses and any change in faculty, resources, or support services related to the change. Faculty have been eager to make the updates to the curriculum and have expanded availability of the new courses for campus based and online students.

    2) Use Table 1 to provide a sample program schedule to show the sequencing and scheduling of courses in the new format.

3. **For Curricular Change(s),**

    1) Use Table 2 to provide a side-by-side comparison of the existing and newly modified program plan as shown in the College's Catalog.

    2) For each new or modified course, provide a syllabus. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

    3) For each new course, list the name, qualifications, and relevant experience of faculty teaching the course.

Table 1: For **format change(s)**, use/adapt the table below to show how a typical student may progress through the program. Expand the table as needed.

Indicate academic calendar type: ☐ Semester ☐ Quarter ☐ Trimester ☐ Other (describe)

Term:			Term:		
Course Number and Title	**Credit**	**R/E***	**Course Number and Title**	**Credit**	**R/E***
Term Credit Total:					

* Required or Elective

Table 2: For **curricular change(s)**, use/adapt the table below to compare the existing and newly modified program plan. Expand the table as needed.

Current Program			**New Program**		
Course Number and Title	**Credit**	**R/E***	**Course Number and Title**	**Credit**	**R/E***
Introductory Core (3 credits)			**Introductory Core (3 credits)**		
IST 511 Introduction to the Library and Information Profession	3	R	IST 511 Cultural Foundations of Information Studies (new title)	3	R
Information Resource Core (9 credits)			**Information Resource and Service Core (9 credits)**		
IST 605 Reference and Information Literacy Services	3	R	IST 605 Reference and Information Literacy Services	3	R
IST 613 Library Planning, Marketing, and Assessment	3	R	IST 613 Library Planning, Marketing, and Assessment	3	R
IST 616 Information Resources: Organization and Access	3	R	IST 616 Information Resources: Organization and Access	3	R
Management and Policy Core (6 credits)			Management Core (3 credits)		
IST 614 Management Principles for Information Professionals	3	R	IST 717 Library Leadership and Management (new title)	3	R
IST 618 Information Policy	3	R			
Exit Requirement (3 credits)			**Exit Requirement (3 credits)**		

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IST 973 Internship (changed to be elective. See below)	3	R	<mark>IST 773 Reflective Portfolio (new course)</mark>	3	R
Graduate Immersion Milestone Event	0	R			
ELECTIVES			ELECTIVES		
IST 553 Information Architecture for Internet Services	3	E	IST 553 Information Architecture for Internet Services	3	E
IST 556 Mobile Network Services	3	E			
IST 558 Technologies in Web Content Management	3	E			
IST 564 Accessible Library & Information Services	3	E	IST 564 Accessible Library & Information Services	3	E
IST 585 Knowledge Management	3	E			
IST 601 Information and Information Environments	3	E			
IST 604 Cataloging of Information Resources	3	E	IST 604 Cataloging of Information Resources	3	E
			<mark>IST 607 – Digital Humanities for Librarians, Archivists, & Cultural Heritage Workers</mark>	<mark>3</mark>	<mark>E</mark>
IST 611 Information Technologies in Educational Organizations	3	E	IST 611 Information Technologies in Educational Organizations	3	E
IST 612 Youth Services in Libraries and Information Centers	3	E	IST 612 Youth Services in Libraries and Information Centers	3	E
			IST 615 Cloud Management	3	E
IST 617 Motivational Aspects of Information Use	3	E	IST 617 Motivational Aspects of Information Use	3	E
IST 619 Economics of Digital Transformation	3	E	IST 619 Economics of Digital Transformation	3	E
IST 622 Introduction to Preservation of Cultural Heritage	3	E	IST 622 Introduction to Preservation of Cultural Heritage	3	E
IST 624 Preservation of Library and Archival Collections	3	E	IST 624 Preservation of Library and Archival Collections	3	E
IST 625 Enterprise Risk Management	3	E	IST 625 Enterprise Risk Management	3	E

IST 626 Business Information Resources and Strategic Intelligence (removed)	3	E	<mark>IST 626 – Information Justice & Community Engagement (new course)</mark>	3	E
IST 628 Organization/Management of Archival Collections	3	E	IST 628 Arrangement and Description of Archival Collections	3	E
IST 631 Theory of Classification and Subject Representation	3	E	IST 631 Theory of Classification and Subject Representation	3	E
IST 632 Management and Organization of Special Collections	3	E	IST 632 Management and Organization of Special Collections	3	E
IST 635 Collection Development and Access	3	E	IST 635 Collection Development and Access	3	E
IST 638 Indexing and Abstracting Systems and Services	3	E	IST 638 Indexing and Abstracting Systems and Services	3	E
IST 639 Enterprise Technologies	3	E			
IST 641 User-Based Design	3	E	IST 641 User-Based Design	3	E
IST 642 Electronic Commerce	3	E			
IST 645 Managing Information Systems Projects	3	E	IST 645 Managing Information Systems Projects	3	E
IST 646 Storytelling for Information Professionals	3	E	IST 646 Storytelling for Information Professionals	3	E
IST 649 Human Interaction with Computers	3	E	IST 649 Human Interaction with Computers	3	E
			IST 651 Scripting for Enterprise Data Systems	3	E
IST 653 Telecommunications and Enterprise Network Management I	3	E			
			IST 654 Information Systems Analysis	3	E
IST 656 Telecommunications and Enterprise Network Management II	3	E			
IST 657 Basics of Information Retrieval Systems	3	E			
IST 659 Data Administration Concepts and Database Management	3	E	IST 659 Data Administration Concepts and Database Management	3	E
IST 661 Managing a School Library	3	E	IST 661 Managing a School Library	3	E

IST 662 Instructional Strategies and Techniques for Information Professionals	3	E	IST 662 Instructional Strategies and Techniques for Information Professionals	3	E
			IST 663 Instructional Leadership for School Librarians	3	E
IST 664 Natural Language Processing	3	E	IST 664 Natural Language Processing	3	E
IST 667 Information Technology for Libraries and Information Centers	3	E			
IST 668 Literacy Through School Libraries	3	E	IST 668 Literacy Through School Libraries	3	E
			IST 671 Foundations of Research Methods in Information Studies	3	E
			IST 672 Public Library as Institution	3	E
IST 673 Strategic Planning in an Information-Based Organization	3	E			
IST 674 Academic Librarianship	3	E	IST 674 Academic Librarianship	3	E
IST 676 Digital Data and Services in Libraries	3	E	IST 676 Digital Data and Services in Libraries	3	E
IST 679 Electronic Commerce Technologies	3	E			
			IST 681 Metadata	3	E
			IST 682 Cultural Competence for Information Professionals	3	E
IST 685 Social Networks in Libraries	3	E			
			IST 687 Intro. to Data Science	3	E
IST 707 Applied Machine Learning	3	E	IST 707 Applied Machine Learning	3	E
IST 715 LAMS: Libraries, Archives, Museums	3	E	IST 715 LAMS: Libraries, Archives, Museums	3	E
IST 717 Advanced Library Management	3	E	IST 717 Library Leadership and Management now required (see above)	3	R
			IST 719 Information Visualization	3	E
IST 735 Copyright for Information Professionals	3	E	IST 735 Copyright for Information Professionals	3	E

IST 753 Telecommunications and Enterprise Network Management III	3	E			
			IST 772 Quant. Reasoning Data Sci	3	E
			IST 776 Research Methods	3	E
IST 973 Internship	3	R	IST 973 Internship (now elective)	3	E

* Required or Elective

Submit the application electronically to OPPROGS@nysed.gov. Please note: if it is determined to be necessary, a hard copy may be requested.

Program title: Library & Information Science
Degree awarded: MS
Brief description of program revisions: Revised and renamed core courses (IST511 and IST717), new exit requirement Reflective Portfolio (IST773), removal of two required courses (IST614 and 618) updated list of electives (added courses, removed discontinued courses)

Current Program			New Program		
Course Number and Title	Credit	R/E*	Course Number and Title	Credit	R/E*
Introductory Core (3 credits)			**Introductory Core (3 credits)**		
IST 511 Introduction to the Library and Information Profession	3	R	IST 511 Cultural Foundations of Information Studies (new title)	3	R
Information Resource Core (9 credits)			**Information Resource and Service Core (9 credits)**		
IST 605 Reference and Information Literacy Services	3	R	IST 605 Reference and Information Literacy Services	3	R
IST 613 Library Planning, Marketing, and Assessment	3	R	IST 613 Library Planning, Marketing, and Assessment	3	R
IST 616 Information Resources: Organization and Access	3	R	IST 616 Information Resources: Organization and Access	3	R
Management and Policy Core (6 credits)			Management Core (3 credits)		
IST 614 Management Principles for Information Professionals	3	R	IST 717 Library Leadership and Management (new title)	3	R
IST 618 Information Policy	3	R			
Exit Requirement (3 credits)			**Exit Requirement (3 credits)**		
IST 973 Internship (changed to be elective. See below)	3	R	IST 773 Reflective Portfolio (new course)	3	R
Graduate Immersion Milestone Event	0	R			
ELECTIVES			ELECTIVES		
IST 553 Information Architecture for Internet Services	3	E	IST 553 Information Architecture for Internet Services	3	E
IST 556 Mobile Network Services	3	E			
IST 558 Technologies in Web Content Management	3	E			
IST 564 Accessible Library & Information Services	3	E	IST 564 Accessible Library & Information Services	3	E
IST 585 Knowledge Management	3	E			
IST 601 Information and Information Environments	3	E			
IST 604 Cataloging of Information Resources	3	E	IST 604 Cataloging of Information Resources	3	E

			IST 607 – Digital Humanities for Librarians, Archivists, & Cultural Heritage Workers	3	E
IST 611 Information Technologies in Educational Organizations	3	E	IST 611 Information Technologies in Educational Organizations	3	E
IST 612 Youth Services in Libraries and Information Centers	3	E	IST 612 Youth Services in Libraries and Information Centers	3	E
			IST 615 Cloud Management	3	E
IST 617 Motivational Aspects of Information Use	3	E	IST 617 Motivational Aspects of Information Use	3	E
IST 619 Economics of Digital Transformation	3	E	IST 619 Economics of Digital Transformation	3	E
IST 622 Introduction to Preservation of Cultural Heritage	3	E	IST 622 Introduction to Preservation of Cultural Heritage	3	E
IST 624 Preservation of Library and Archival Collections	3	E	IST 624 Preservation of Library and Archival Collections	3	E
IST 625 Enterprise Risk Management	3	E	IST 625 Enterprise Risk Management	3	E
IST 626 Business Information Resources and Strategic Intelligence (removed)	3	E	IST 626 – Information Justice & Community Engagement (new course)	3	E
IST 628 Organization/Management of Archival Collections	3	E	IST 628 Arrangement and Description of Archival Collections	3	E
IST 631 Theory of Classification and Subject Representation	3	E	IST 631 Theory of Classification and Subject Representation	3	E
IST 632 Management and Organization of Special Collections	3	E	IST 632 Management and Organization of Special Collections	3	E
IST 635 Collection Development and Access	3	E	IST 635 Collection Development and Access	3	E
IST 638 Indexing and Abstracting Systems and Services	3	E	IST 638 Indexing and Abstracting Systems and Services	3	E
IST 639 Enterprise Technologies	3	E			
IST 641 User-Based Design	3	E	IST 641 User-Based Design	3	E
IST 642 Electronic Commerce	3	E			
IST 645 Managing Information Systems Projects	3	E	IST 645 Managing Information Systems Projects	3	E
IST 646 Storytelling for Information Professionals	3	E	IST 646 Storytelling for Information Professionals	3	E
IST 649 Human Interaction with Computers	3	E	IST 649 Human Interaction with Computers	3	E
			IST 651 Scripting for Enterprise Data Systems	3	E

IST 653 Telecommunications and Enterprise Network Management I	3	E			
			IST 654 Information Systems Analysis	3	E
IST 656 Telecommunications and Enterprise Network Management II	3	E			
IST 657 Basics of Information Retrieval Systems	3	E			
IST 659 Data Administration Concepts and Database Management	3	E	IST 659 Data Administration Concepts and Database Management	3	E
IST 661 Managing a School Library	3	E	IST 661 Managing a School Library	3	E
IST 662 Instructional Strategies and Techniques for Information Professionals	3	E	IST 662 Instructional Strategies and Techniques for Information Professionals	3	E
			IST 663 Instructional Leadership for School Librarians	3	E
IST 664 Natural Language Processing	3	E	IST 664 Natural Language Processing	3	E
IST 667 Information Technology for Libraries and Information Centers	3	E			
IST 668 Literacy Through School Libraries	3	E	IST 668 Literacy Through School Libraries	3	E
			IST 671 Foundations of Research Methods in Information Studies	3	E
			IST 672 Public Library as Institution	3	E
IST 673 Strategic Planning in an Information-Based Organization	3	E			
IST 674 Academic Librarianship	3	E	IST 674 Academic Librarianship	3	E
IST 676 Digital Data and Services in Libraries	3	E	IST 676 Digital Data and Services in Libraries	3	E
IST 679 Electronic Commerce Technologies	3	E			
			IST 681 Metadata	3	E
			IST 682 Cultural Competence for Information Professionals	3	E
IST 685 Social Networks in Libraries	3	E			
			IST 687 Intro. to Data Science	3	E
IST 707 Applied Machine Learning	3	E	IST 707 Applied Machine Learning	3	E
IST 715 LAMS: Libraries, Archives, Museums	3	E	IST 715 LAMS: Libraries, Archives, Museums	3	E
IST 717 Advanced Library Management	3	E	IST 717 Library Leadership and Management now required (see above)	3	R

			IST 719 Information Visualization	3	E
IST 735 Copyright for Information Professionals	3	E	IST 735 Copyright for Information Professionals	3	E
IST 753 Telecommunications and Enterprise Network Management III	3	E			
			IST 772 Quant. Reasoning Data Sci	3	E
			IST 776 Research Methods	3	E
IST 973 Internship	3	R	IST 973 Internship (now elective)	3	E

Syracuse University
Graduate Curriculum Map

School/College: School of Information Studies
Academic Program Title & Degree: Library and Information Science MS

Purpose: To show how student learning outcomes are addressed in the courses/experiences that make up the academic program's curriculum.
■

1.a Learning Outcomes		CORE IST 511	CORE IST 605	CORE IST 613	CORE IST 616	CORE IST 717	CORE IST 773	IST 622	IST 626	IST 635	IST 662	IST 671	IST 676	IST 681	IST 682	IST 715
1. Advance information equity and justice by applying professional ethics, values, and standards to work towards a just and equitable information society.	2. Insert "I," "R," or "M"	R	I, R	R	R	I, R	M	R	I, R, M	I, R	I, R	R, M	I, R	R	M	I, R, M
	3. Insert potential assessments	Philosophy and Goals of Librarianship - writing & reflection	Ref Scen Part B: User Description; Part C: Source Collection and Analysis; Part D: Exec Summary; Part F: Portfolio Markup; Part G: Reflection; Reference Scenario	Final Report	Final project policy design	Guest Speaker Facilitation; Group Presentation; Reading Report; Case Studies; Letter to Self; Choose Your Own Adventure	Portfolio	Discussion Lead; Case Study/Reflection	Personal Narrative; Weekly Journaling/Reflections on Readings; Information Justice Visualization, Summarative Assignment	Challenged Book Letter; Collection Policy; Community Analysis Activity	Discussion Lead Assignment; Final Presentation; Final Paper; Case Study/Reflective Essay	CITI training; final proposal	Labs 1 & 2; Assignment 1	Final Project	Responsive Librarianship in Action; Final Project	Comparative Institution Portrait
2. Connect, engage, and collaborate with users and their communities through the provision of inclusive resources, services, and spaces.	2. Insert "I," "R," or "M"	R	I, R	R	R		M		R	I, R, M		R	R	R	M	
	3. Insert potential assessments	Responsive Librarianship in Action; Final Project	Ref Scen Part B: User Description; Part C: Source Collection and Analysis; Part F: Portfolio Markup; Part G: Reflection; Reference Transcript Analysis	Final Report	Final project policy design		Portfolio		Interview	Collection Evaluation/Development; Community Assesment Activity; Collection Evaluation/Development Assignment		Interview	Assignment 1 & 2, Lab 2 & 3, final project	Final Project	Responsive Librarianship in Action; Final Project	
3. Design and innovate to create equitable, just, and engaging information artifacts, including services, systems, spaces, resources, and technologies.	2. Insert "I," "R," or "M"	R		R	I, R		M	R	M	I	R		R, M	R, M	M	
	3. Insert potential assessments	Responsive Librarianship in Action; Final Project		Final Report	A1 Record comparision; A2 Authority control & access points; A3 Subject		Portfolio	Final Paper	Information Justice Visualization, Summative Assignment	Collection Development Policy Assignment	Final Paper		Lab 2-4, assignment 1-2; final project	assignments 1-3; final project	Responsive Librarianship in Action; Final Project	
4. Lead and manage people and projects in an equitable, just, and culturally responsive manner.	2. Insert "I," "R," or "M"	R	I, R	R	I, R	I, R	M				R				M	
	3. Insert potential assessments	Philosophy and Goals of Librarianship - writing & reflection	Ref Scen Part B: User Description; Part C: Source Collection and Analysis; Part E: Professional Librarian Opinion; Part F: Portfolio Markup; Part G: Reflection; Reference Scenario Part D: Exec Summary; Reference Transcript Analysis	Final Report	A1 Record comparision; A2 Authority control & access points; A3 Subject indexing; Final project policy design	Guest Speaker Facilitation; Group Presentation; Reading Report; Case Studies; Letter to Self Choose Your Own Adventure	Portfolio					final proposal; lightning talk			Responsive Librarianship in Action; Final Project	
5. Demonstrate information literacy and technological agility.	2. Insert "I," "R," or "M"	R	I, R	R	I, R	I, R	M	R	M		R	R, M	R	R, M	M	I, R
	3. Insert potential assessments	Responsive Librarianship in Action; Final Project	Ref Scen Part D: Exec Summary; Part G: Reflection;Reference Scenario Part B: User Description; Part C: Source Collection and Analysis; Reference Transcript Analysis	Final Report	A1 Record comparision; A2 Authority control & access points; A3 Subject indexing		Portfolio	Case Study/Reflection	Justice Website Analysis Assignment		Case Study/Reflective Essay; Final Presentation; Final Paper	proposal part 3 (literature review); peer review; final proposal	Labs 1-5, assignemnts 1-2, final project	assignments 1-3; final project	Responsive Librarianship in Action; Final Project	final paper

Syracuse University
Graduate Curriculum Map

School/College: School of Information Studies
Academic Program Title & Degree: Library and Information Science
MS: School Media Specialization
NOTE: Effective Fall 2023
Purpose: To show how student learning outcomes are addressed in the courses/experiences that make up the academic program's curriculum. ▪

1.a Learning Outcomes		CORE IST 511	CORE IST 564	CORE IST 605	CORE IST 611	CORE IST 612	CORE IST 613	CORE IST 616	CORE IST 717	CORE IST 662	CORE IST 668	CORE IST 972	Elective IST 635	Elective IST 682
1. Advance information equity and justice by applying professional ethics, values, and standards to work towards a just and equitable information society.	2. Insert "I," "R," or "M"	R	I, R	I, R			R	R	I, R	I, R		R, M	I, R	M
	3. Insert potential assessments	Philosophy and Goals of Librarianship - writing & reflection	Library Accessibility Evaluation; Assisstive Technology Report; Final Project;	Ref Scen Part B: User Description; Part C: Source Collection and Analysis; Part D: Exec Summary; Part F: Portfolio Markup; Part G: Reflection; Reference Scenario			Final Report	Final project policy design	Guest Speaker Facilitation; Group Presentation; Reading Report; Case Studies; Letter to Self; Choose Your Own Adventure	Discussion Lead Assignment; Final Presentation; Case Study/Reflective Essay		Internship Projects/ Activities	Challenged Book Letter; Collection Policy; Community Analysis Activity	Responsive Librarianship in Action; Final Project
2. Connect, engage, and collaborate with users and their communities through the provision of inclusive resources, services, and spaces.	2.. Insert "I," "R," or "M"	R	I, R, M	I, R	I, R	I, R, M	R	R			I, R	R, M	I, R, M	M
	3. Insert potential assessments	Responsive Librarianship in Action; Final Project	Library Accessibility Evaluation; Assisstive Technology Report; Final Project;	Ref Scen Part B: User Description; Part C: Source Collection and Analysis; Part D: Exec Summary; Part F: Portfolio Markup; Part G: Reflection; Reference Transcript Analysis	Individual Technology Project;Teaching Webinar; Coding in the Library; Collaborative Technology Project	Genre Study; Booktalks; Creative Programming & Evaluation	Final Report	Final project policy design			Literacy Lessons; Literacy Project/Program; Personalized Literacy Approach	Internship Projects/ Activities	Collection Evaluation/Development; Community Assesment Activity; Collection Evaluation/Development Assignment	Responsive Librarianship in Action; Final Project
3. Design and innovate to create equitable, just, and engaging information artifacts, including services, systems, spaces, resources, and technologies.	2. Insert "I," "R," or "M"	R	I, R, M		I, R	I, R, M	R	I, R		R	I, R	R, M	I	M
	3. Insert potential assessments	Responsive Librarianship in Action; Final Project	Library Accessibility Evaluation; Assisstive Technology Report; Final Project;		Individual Technology Project;Teaching Webinar; Coding in the Library; Collaborative Technology Project	Genre Study; Booktalks; Creative Programming & Evaluation	Final Report	A1 Record comparision; A2 Authority control & access points; A3 Subject indexing Final project policy design		Final Paper	Literacy Lessons; Literacy Project/Program; Personalized Literacy Approach	Internship Projects/ Activities	Collection Development Policy Assignment	Responsive Librarianship in Action; Final Project
4. Lead and manage people and projects in an equitable, just, and culturally responsive manner.	2.. Insert "I," "R," or "M"	R		I, R		R	I, R	I, R				R, M		M
	3. Insert potential assessments	Philosophy and Goals of Librarianship - writing & reflection		Ref Scen Part B: User Description; Part C: Source Collection and Analysis; Part E: Professional Librarian Opinion; Part F: Portfolio Markup; Part G: Reflection; Reference Scenario Part D: Exec Summary; Reference Transcript Analysis		Final Report	A1 Record comparision; A2 Authority control & access points; A3 Subject indexing Final project policy design	Guest Speaker Facilitation; Group Presentation; Reading Report; Case Studies; Letter to Self Choose Your Own Adventure				Internship Projects/ Activities		Responsive Librarianship in Action; Final Project
5. Demonstrate information literacy and technological agility.	2. Insert "I," "R," or "M"	R	R	I, R	R, M	R	I, R		R	I, R	R, M		M	
	3. Insert potential assessments	Responsive Librarianship in Action; Final Project	Assistive Technology Report	Ref Scen Part D: Exec Summary; Part G: Reflection;Reference Scenario Part B: User Description; Part C: Source Collection and Analysis; Reference Transcript Analysis	Individual Technology Project;Teaching Webinar; Coding in the Library; Collaborative Technology Project	Booktalks; Creative Programming & Evaluation	Final Report	A1 Record comparision; A2 Authority control & access points; A3 Subject indexing	Case Study/Reflective Essay; Final Presentation; Final Paper	Literacy Lessons; Literacy Project/Program; Personalized Literacy Approach	Internship Projects/ Activities		Responsive Librarianship in Action; Final Project	

Syracuse University
Graduate Curriculum Map

School/College: School of Information Studies
Academic Program Title & Degree: Library and Information Science
School Media Specialization CAS
NOTE: Effective Fall 2023
Purpose: To show how student learning outcomes are addressed in the courses/experiences that make up the academic program's curriculum. ⬛

1.a Learning Outcomes		CORE IST 564	CORE IST 611	CORE IST 612	CORE IST 662	CORE IST 668	CORE IST 972	Elective IST 635	Elective IST 682
1. Advance information equity and justice by applying professional ethics, values, and standards to work towards a just and equitable information society.	2. Insert "I," "R," or "M"	I, R			I, R		R, M	I, R	M
	3. Insert potential assessments	Library Accessibility Evaluation; Assisstive Technology Report; Final Project;			Discussion Lead Assignment; Final Presentation; Final Paper; Case Study/Reflective Essay		Internship Projects/Activities	Challenged Book Letter; Collection Policy; Community Analysis Activity	Responsive Librarianship in Action; Final Project
2. Connect, engage, and collaborate with users and their communities through the provision of inclusive resources, services, and spaces.	2.. Insert "I," "R," or "M"	I, R, M	I, R	I, R, M		I, R	R, M	I, R, M	M
	3. Insert potential assessments	Library Accessibility Evaluation; Assisstive Technology Report; Final Project;	Individual Technology Project;Teaching Webinar; Coding in the Library; Collaborative Technology Project	Genre Study; Booktalks; Creative Programming & Evaluation		Literacy Lessons; Literacy Project/Program; Personalized Literacy Approach	Internship Projects/Activities	Collection Evaluation/Development; Community Assesment Activity; Collection Evaluation/Development Assignment	Responsive Librarianship in Action; Final Project
3. Design and innovate to create equitable, just, and engaging information artifacts, including services, systems, spaces, resources, and technologies.	2. Insert "I," "R," or "M"	I, R, M	I, R	I, R, M	R	I, R	R, M	I	M
	3. Insert potential assessments	Library Accessibility Evaluation; Assisstive Technology Report; Final Project;	Individual Technology Project;Teaching Webinar; Coding in the Library; Collaborative Technology Project	Genre Study; Booktalks; Creative Programming & Evaluation	Final Paper	Literacy Lessons; Literacy Project/Program; Personalized Literacy Approach	Internship Projects/Activities	Collection Development Policy Assignment	Responsive Librarianship in Action; Final Project
4. Lead and manage people and projects in an equitable, just, and culturally responsive manner.	2.. Insert "I," "R," or "M"						R, M		M
	3. Insert potential assessments						Internship Projects/Activities		Responsive Librarianship in Action; Final Project
5. Demonstrate information literacy and technological agility.	2. Insert "I," "R," or "M"	R	I, R	R, M	R	I, R	R, M		M

3. Insert potential assessments	Assistive Technology Report	Individual Technology Project;Teaching Webinar; Coding in the Library; Collaborative Technology Project	Booktalks; Creative Programming & Evaluation	Case Study/Reflective Essay; Final Presentation; Final Paper	Literacy Lessons; Literacy Project/Program; Personalized Literacy Approach	Internship Projects/Activities	Responsive Librarianship in Action; Final Project

IST 511 Cultural Foundations of Information Studies

Instructor: Beth Patin	**Phone**:
Office: 332 Hinds	**Email**: bjpatin@syr.edu
Office Hours: TBD	
Course Time: TBD	**Classroom**: TBD

Course Description:

Librarianship is rapidly evolving field. This course introduces established structures and practices and directions in which we are moving. Survey of the professional, social, ethical, and legal issues affecting information service professionals and organizations and prepares students to deal with these issues and work with a diverse community.

Additional Course Description

The course introduces:

- librarianship, libraries, and the library profession—past, present and future,
- a participatory perspective on information science
- key components of the library and information field;
- the skills and values of the profession;
- major issues facing the profession;
- the literature of librarianship and other cognate fields;
- the communities you will work with as an information professional;
- the contexts in which library and information science professionals typically work; and
- the place of librarianship and other information professions in the evolving information infrastructure of the 21st century.

Above all, 511 is designed to encourage you to think about the profession you are entering andthe communities you will work with to give you a foundation for the rest of your graduate studies at Syracuse. While working toward these goals you will also get practice in analytical and critical thinking skills at the professional level, developing cultural competence, as well as the ability to communicate orally, in writing, and through various media.

Prerequisite / Co-requisite:

Audience:

Graduate students and undergraduates with permission

Credits:

3

Course Fees and/or Costs

None

Learning Objectives:

After taking this course, the students will be able to:
1. Articulate the basic concepts and vocabulary of library and information studies.
2. Consider the values, ethics, and responsibilities of information professionals in real-world situations and develop your own philosophical stance.
3. Identify and explore issues, opportunities, or challenges appropriate to your area of interest of the library and information professions.
4. Recognize facets of cultural responsiveness, particularly in relation to U.S. library and information services.
5. Demonstrate cultural responsiveness in location, selection, evaluation, and development of resource collections and in the design of services and programs.
6. Implement strategies for using various resources and services to meet information needs.
7. Engage in respectful and informed discussion of and deliberations about issues related to culture and library and information studies.
8. Create a more equitable environment for your library community.

Required Texts / Supplies:

None

Course Requirements and Expectations:

My expectations are that this course will provide a safe environment to discuss candidly and respectfully salient issues in relation to cultural competence, equity, and inclusion. I expect that you will develop cross-cultural competence skills through engaged and on-time completion of readings and assignments as well as participation in the discussions. I expect you to become part of a challenging learning community in which we are pushed to consider new ideas or develop different perspectives. I expect you to have dialogue successfully in your small group. I expect 'higher level analytic' thinking and writing. I expect for you to abide by our inclusivity statement. I expect you to become familiar with and/or acquire the technology and technology skills required to successfully participate in this online course. I expect you to let me know immediately if you have any problem with course content, management, or technology. In addition, I expect that you will gain or reinforce skills in relation to collection development, information services, and outreach as valuable means to develop cultural competence.

In turn, you can expect from me that I will make every effort to provide a safe environment where all of us can discuss candidly and respectfully salient issues in relation to culture. In other words, I hope to create an equitable cultural environment for you that I hope in turn you will create for patrons and people with whom you work. I will respond promptly to any problems you bring to my attention with course content, management, and technology; I will make changes where they are possible or explain carefully why I cannot. I expect to share my relevant knowledge and experience while I am learning with and from you. I will participate in the learning community that will form. I will provide feedback on assignments within a week if possible or always let you know how much longer it will take if that is not possible. Most of all, I plan to do all I can to make this a memorable, challenging, and rewarding learning experience for everyone involved.

Grading:

Assessment	Points	Learning Objectives
Philosophy and Goals of Librarianship	100	Learning Objective 1 & 2
Responsive Librarianship in Action: Advocacy Essay or Project	150	Learning Objective 4, 5, 6, 7, & 8
Elevator Pitch	100	Learning Objective 1, 2, & 5
Participation and Discussion	150	Learning Objective 3, 7, & 8

Each assignment will have its own rubric in the course website. In general, work is assessed using the following criteria:
- Following assignment directions;
- Accurate citation and quotation style, giving proper acknowledgement to all ideas not your own;
- Good organization, coherence, rhetorical structure;
- Good communication skills: grammar, style, spelling, clarity;
- Appropriate thoroughness and completeness for the assignment;
- Most importantly (at the graduate level): Evidence of analytical and critical thinking.

At the end of the semester, a final grade will be assessed for each student. The chart below shows how letter grades will be assigned based upon cumulative points earned for all assignments.

Grading Table

Letter Grade	Grade points /credit	Percentage Range	Total Points
A	4.000	100-98%	500-490
A-	3.667	97-93%	489-465
B+	3.333	92-90%	464-450
B	3.000	89-86%	449-430
B-	2.667	85-84%	429-420
C+	2.333	83-82%	419-401
F	0	75% and Below	400 and Below

Philosophy and Goals of Librarianship **(100 points)**
Write your philosophy of librarianship, including your beliefs, vision, and your expected goals in the future. This is a short, reflexive paper where you will build on your own beliefs and the foundational principles and values of the field. You are not expected to have already developed a final philosophy, but it is beneficial to think deeply about what you believe as you enter the field of library and information science. Your paper should be about 1,000 words.

Responsive Librarianship in Action: Advocacy Essay or Project **(150 Points)**
For this assignment your goal is to select an intersectional population and advocate for them in your library or information organization. Once you select and understand your population, you will then advocate for library and information services, resources, or programming for them.
For example, imagine you are an outreach/special collections librarian and you want your library to earmark funds and personnel for a new initiative that will focus on resources for the LGBTQIA teens in your community. In order to secure buy-in from the powers that be, you have to convince your department chair/director/dean/board of trustees/principal, etc. of the importance of your project and convince them to fund your project.

Directions for your Essay:
1. Research your community so you are well-versed in the history of it, the major entities involved on all sides of the issue and the current status of the issue. The more knowledge you have, the better prepared you will be when it comes to write. Make sure you research your community and your library so you can make a compelling case for the programs or resources for which you are advocating.
2. State the issue you are advocating clearly in an introductory paragraph. Give the general background of your issue and why the readers should care about it. Your introduction will provide a general outline for your essay, and the rest of the paper will provide details. For example, you might note that there has been a growth in a specific population using census data and use that to help persuade why you should design programming for this particular community.
3. Provide added depth, background story and details about your cause in the body of the essay. As you explain a particular point, bring it back to the goal of getting the readers involved in your cause. For example, if you are writing on behalf of resources for abused women, you could provide the statistics behind documented spousal abuse incidents in the country and then mention that women's shelters rely on the funding from volunteers to function and are lacking supporting resources.
4. Provide resources and citations for the facts that you use in your essay. Your piece has more legitimacy if you quote facts and statistics from known and respected entities in your field than if you simply give your own opinion.
5. Conclude your essay with an emotional appeal to the readers to emphasize the difference one person can make in the cause, either financially or through the devotion of time. Your conclusion should quickly review the issues you have already discussed and leave readers with a final statement to stick in their heads about how they can join your cause.
6. Include a page of references showing where all of your facts came from. Alphabetize it by last name of the original author. This can also give your readers resources where they can learn more.

<u>Paper Guidelines</u>
- Your paper should be no more than 5 pages, double-spaced, in 12 pt. Arial.
- Writing should use correct spelling, grammar, and punctuation.
- You may select any community or intersectional community to focus on for this paper; just make sure you make a persuasive argument for why it is important to focus on this specific group.

Please be prepared to advocate for your community in class on 12/9. Each person will have 10 minutes to present their idea and receive feedback from their classmates. You do not have to create slides or a visual presentation for class but you may.

Alternatively, if you have an idea for a different type of project, such as creating a lib guide, a video, or another idea that would be more relevant to your experience and demonstrate responsiveness in action, a project can be submitted in lieu of an essay.

Elevator Pitch   **(100 points)**
Write an elevator speech to convince a recruiter or director to give you an interview for a specific position you are targeting in his or her organization. You will need to bring together research about the organization, specific information about the competencies required for the position, and an understanding of your own strengths and competencies. You will share your pitch with the class.

Participation and Discussion   **(150 Points)**
Course participation is a highly valued requirement because it is only when we engage with the material, and each other, that we truly begin to understand. While the instructor has important information to impart, each member of the class has knowledge to contribute which can inform everyone's learning experience.

Your class participation grade reflects the quality of your discussion both in the synchronous and asynchronous portions of this class. You are expected to read, watch lectures, and respond to course prompts. Discussion will take place both in the course discussion board and in our live class sessions. Your participation should indicate that you have listened to the lectures, read the course materials, or considered content related to our course from other sources. Participation helps make you accountable for engaging with the course materials and helps us create an environment in which we can learn from understanding each other's perspectives.

To earn all of your points, you are expected to post three times per week. For example, you might initiate one discussion, based on the readings, and follow-up with at least two posts on discussions initiated by other group members. You can earn a total of 15 points for discussion each week for a totalof 150 points for the entire quarter.

Course Specific Policies on attendance, late work, make up work, examinations if outsidenormal class time, etc.:

There are four major assignments you need to complete to pass this course. No late assignments accepted without a previous arrangement. The syllabus includes brief explanations of the assignments. Longer explanations, examples, and rubrics (when available) will be available on the course website.

Syracuse University Policies

Syracuse University has a variety of policies designed to guarantee that students live and study in a community respectful of their needs and those of fellow students. **The policies and services are listed on the new Syracuse University Senate approved syllabus appendix titled, '*Syracuse University Student Policies and Services'*. These statements are an official part of this course syllabus.**

Course Schedule

Week/Lecture	Topic	Assignment
1	History of Library Values, Advocacy, & Activism	
2	Information, Information Equity, Justice, & Technology	
3	Intellectual Property, Cultural IP, and Designing Community Engagement	
4	Oppression , Identity, Intersectionality, & Epistemicide	Philosophy and Goals of Librarianship
5	Cultural Competence, Humility, & Culturally Responsive Librarianship	
6	Serving Racially Diverse Communities Part 1	
7	Serving Racially Diverse Communities Part 2	
8	Serving the LGBTQIA+ Community	
9	Ageism, Ableism, and Accessibility	Responsive Librarianship in Action: Advocacy Essay or Project
10	Mental Health and Social Work; Veterans; Prisoners; Homelessness; Addiction	
11	Elevator Pitches Course Conclusion	Elevator Pitch

School of Information Studies
SYRACUSE UNIVERSITY

IST 605
Reference and Information Literacy Services

Course Catalog Description
The use of information resources and service provision in libraries. Assumes an integrated approach, combining print and electronic resources and comprehensive services in a broad range of contexts.

Course Purpose
Reference and information literacy services are core to all forms of librarianship and take center stage in all types of libraries: academic, public, school, and special. This course introduces students to the essential ethics, values, techniques, and tools related to communicating with users via a variety of information services. It hones students' information search, evaluation, and use skills—skills that are of critical importance to students' future professional careers.

Prerequisite/Corequisite
There are no prerequisites or corequisites for this course.

Audience
Graduate students pursuing an MSLIS degree.

Credits
IST 605 is a 3-credit course.

Learning Outcomes
By the end of this course you will be able to:

A. Inventory professional skills, values, and ethics associated with information services; apply them to current practice; formulate a plan for the future of acquisition of outstanding skills; and articulate and reflect upon a personal and professional philosophy of information services.

B. Define information literacy personally and professionally and develop expert information literacy practices in alignment with professional expectations.

C. Communicate with users effectively, empathically, and with cultural humility; demonstrate facility with reference interview best practices and instructional approaches relevant to information services; and provide equitable, just, and culturally responsive information services and sources.

D. Identify, understand, and fulfill user information needs by applying knowledge of user information behavior, user needs assessment, user communities, and information sources, structures, and ecosystems.

E. Develop a broad knowledge of and a critical approach toward information sources, including expert knowledge of information creation, format, and access; advanced search strategies; rigorous evaluation processes; and canonical reference sources.

F. Engage rigorously as a class member, teammate, and leader, and communicate professionally and collegially with peers and library professionals.

Relevant MSLIS Program Outcomes: Current
#6 Can perform and assess research-based practices through the application of information literacy, inquiry, and research methods, including data discovery, analytics, and qualitative measures.

Relevant MSLIS Program Outcomes: Anticipated
1.0 Advance information equity and justice by applying professional ethics, values, and standards to work toward a just and equitable information society.*

1.1 Identify situations where systematic information inequality exists.

1.2 Interrogate and internalize professional ethics, values, standards, and principles.*

1.4 Demonstrate a commitment to lifelong learning via engagement with users, communities, colleagues, and professional workers.

2.0 Connect, engage, and collaborate with users and their communities through the provision of inclusive resources, services, and spaces.*
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.

4.0 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.
4.3 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.*

5.0 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.

*Assessed through course assignments

Course Materials
The *required* texts are available through SU Libraries.

Wong, M., & Saunders, L. (Eds.). (2020). *Reference and information services: An introduction* (6th ed.). ABC-CLIO, LLC.
        Appears in course materials as **RIS6**.
Cooke, N. A. (2017). *Information services to diverse populations: Developing culturally competent library professionals.*
        Libraries Unlimited. Appears in course materials as. **ISDP**.
Ross, C. S., Nilsen, K., & Radford, M. L. (2019). *Conducting the reference interview* (3rd ed.). ALA Neal-Schuman.
        Appears in course materials as **CRI3**.
Tolley, R. (2020). *A trauma-informed approach to library services*. ALA Editions. Appears in course materials as **TIALS**.

Additional readings are available in the course site, library databases, or the open web. As future librarians, you are expected to locate these readings independently or, if stymied, ask for assistance.
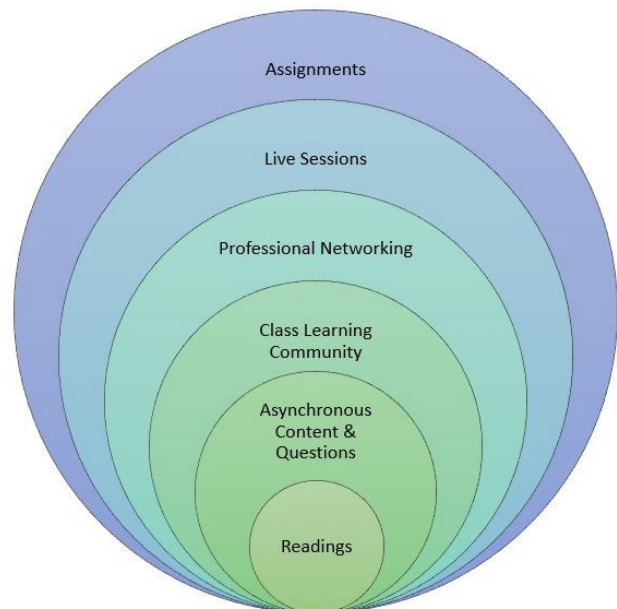
Instructional Strategies and Structures

In order to achieve course learning outcomes, the instructor employs the following instructional strategies:

- Readings
- Asynchronous lecture, activities, and discussion
- Synchronous lecture, activities, and discussion
- Library/librarian networking
- Hands-on activities
- Professional-level assignments

In order to be successful in this course, students should expect to:

- Read and view all course content.
- Complete all assignments in accordance with requirements, in detail, and on time.
- Engage rigorously in discussion and dialogue with classmates and the instructor.
- Communicate professionally and disagree respectfully with classmates, the instructor, and library practitioners.
- Overcome any learning challenges by proactively seeking assistance from the instructor.
- Overcome any technology barriers by proactively seeking help from Student Support.

The course is structured around weekly units. **Assignments are due one hour before the start of your weekly live session.** (Please see Assignment Requirements and Late Assignments sections of this syllabus.)

Course structures and strategies build upon each other, and students are expected to engage rigorously in all learning opportunities provided in the course.

SU Libraries

The liaison librarian for the iSchool is Brenna Helmstutler. Brenna can be contacted by phone (315-443-1100) or email (bhelmstu@syr.edu). Feel free to reach out to her with questions about research for course projects or library services. Reference staff is also available at https://library.syr.edu/help/askus.php. In addition, two research guides have been prepared to support your work in this program:

- LIS Research Guide, http://researchguides.library.syr.edu/library_science
- Resources for Online and Distance Students Research Guide, http://researchguides.library.syr.edu/onlinestudents

Assignment Descriptions

There are six main assignments to complete in IST 605:

1. Final Reference Scenario (40% of total course grade)
2. Reference Scenario Drafts (10% of total course grade)
3. Reference Transcript Analysis (10% of total course grade)
4. Reference Librarian Interview (10% of total course grade)
5. Participation (30% of total course grade)

Final Reference Scenario (40% of total course grade)

For this multipart assignment, you will begin with a reference scenario provided by the instructor. The reference scenario will include a description of a user, an information need conveyed via a reference query, and additional contextual information. The deliverables (Parts A–G) for the assignment should be presented in a portfolio with a table of contents.

Part A: Tailored Scenario *(2 points)*

For this part of the assignment, you will create a tailored scenario with additional specifics (user needs analysis, library type, method of contact, etc.). The integrity of the original scenario must be maintained; questions about adding details to the scenario should be directed to the instructor. This tailored scenario serves as a guiding focus as you complete the rest of the assignment deliverables and should be approximately 1–2 pages, single spaced, in length.

You have 11 choices of starting points for your tailored scenario; it is up to you to develop the details. The scenario you select and augment will shape your deliverables for this assignment. The starting points for your scenario are below. You should expect to revise your scenario iteratively as you proceed through the rest of the reference scenario assignment.

School Library

> Scenario 1: A student in [grade] is completing an assignment for [class/subject]. His/her teacher has asked him/her to prepare a persuasive presentation to deliver to their class on an issue the student cares deeply about. She/he needs a variety of resources to use and cite in his/her presentation.

> Scenario 2: A [class/subject and grade level] teacher is developing a weeklong instructional unit on [a Common Core standard] (see http://www.corestandards.org/). She/he needs background materials to prepare his/her lesson plans as well as a variety of resources in print and other formats (visual, audio, ephemera) to use with students for textbook extension, pleasure reading, classroom displays, and support of individual student interests.

Public Library

> Scenario 3: A community member is researching health options for her/his [friend, colleague, family member] who has been diagnosed with [illness]. She/he needs resources that can be shared with the patient, the patient's family, and possibly the patient's physician as part of ongoing treatment, care, and planning for the future.

> Scenario 4: A community member is considering starting a small business, specifically [type of business]. She/he has never owned a business and needs information on local regulations, writing business plans (in order to secure a small business loan), and general information on [other businesses of this type] to help refine his/her approach, grow over time, and avoid common pitfalls.

> Scenario 5: A community member is reentering the workforce and needs to get up to speed on [their industry] as well as job application procedures. She/he needs resources on potential employers, research on individual

companies, cover letter writing, interview preparation, and the like.

Academic Library

Scenario 6: A student in [major] is completing a [capstone paper, honors thesis, dissertation] on [topic]. His/her task is to develop a literature review of resources that would ground a research project on that topic.

Scenario 7: A faculty member is writing a grant proposal to fund a project on [topic] for [a major funding agency or organization]. As a part of the proposal, the faculty member needs to identify current resources that demonstrate the need for the project and provide an impressive "works cited" section of the proposal.

Scenario 8: A senior leader in a higher education institution is making decisions about how to allocate financial resources in the institution in order to [achieve institutional goal/mission/strategic priority]. She/he needs resources and data on which to base his/her decisions as well as "quotable" information for speeches and publications.

Special Library

Scenario 9: A nurse administrator is creating a professional development program for his/her nursing staff on [topic]. She/he needs to investigate best practices for development programs, identify any off-the-shelf training materials that might be available, and also investigate the efficacy of similar programs held at other hospitals.

Scenario 10: A businessperson is preparing a presentation to deliver to potential clients. She/he needs to identify the client's major competitors, their strengths and weaknesses, large-scale trends in the client's market, and specific examples of strategies that have been employed in similar situations (to good or questionable effect).

Create Your Own

Scenario 11: To be decided. If you wish to write your own scenario, you must have it approved by the instructor.

This section of the assignment is intended to help you practice envisioning real-world user queries. Your work in this section should evidence deep and detailed evidence of your learning.

Part B: User Description *(5 points)*

In addition to selecting and adapting one of the scenarios above, you must also include detailed information about your user, including responses to the following questions, provided in prose (narrative) format. Questions in **bold** must be addressed.

- **Who is the user? Describe the user in detail.**
  - **What characteristics does she/he have?** Consider a variety of factors, including but not limited to:
    - Age
    - Race
    - Gender
    - Family
    - Occupation/job status
    - Education level
    - Typical information sources
    - Differing abilities
    - Relevant life experiences

- o **What cultural considerations might be relevant for responding to this user?** Consider a variety of factors, including but not limited to:
  - Lived experience
  - Language
  - Nationality
- **What does the user need to know?**
  - o **What is the information need?**
    - Describe in detail what the user knows with regard to his/her/their information need.
    - Anticipate what the user might not yet realize he/she/they needs to fulfill his/her/their information need.
    - List any parameters around the kind or type of information the user needs (e.g. date range, content scope, reading level, intended audience, length, availability/accessibility).
  - o **Is the information need arising from an imposed query?**
    - If so, by whom?
    - If not, what are the origins of the query?
- **How has the user posed the reference query?**
  - o What other information might you glean from a reference interview?
  - o How will you deliver (conversationally, physically, conceptually) the resources? What preferences has the user expressed or does she/he require?
- **What might the user already know or have done to fulfill his/her/their information need?** Consider a variety of factors, including but not limited to:
  - o Strategies
  - o Sources
  - o Motivations
- **What other information might you glean from a reference interview with the user?**
- **What is known about the information-seeking behavior of users like yours?**
  - o Describe the information-seeking behavior of users like yours. Cite your sources; use in-text citations as well as a reference list.
  - o Explain how awareness and knowledge of the information-seeking behaviors of users like yours will influence your approach to serving your user.

  Note: To learn about user information-seeking behaviors, search a library literature database via SU Libraries such as Library Literature and Information Science Full Text; explore information about user information behavior in a subject-specific database that reflects the user you envision; or conduct other research. Other research might include professional blogs written by librarians, interviewing librarians or users like your scenario user, and so forth. Cite your sources, including personal communications.

This section of the assignment is intended to help you practice envisioning and empathizing with realistic user contexts and needs. Your work in this section should reveal deep and detailed evidence of your learning.

Part C: Source Collection and Analysis *(15 points)*

For this part of the assignment, you will develop a collection of 15 sources* that address the reference query. The collection must include:

1. A print book located using a library catalog (AWA Week 1, 7)
2. An almanac, handbook, manual, encyclopedia, directory, or yearbook (AWA Week 1-3; Chapter 17)
3. A dictionary, ideally subject specific (AWA Week 2; Chapter 18)
4. A database or index, ideally subject specific ** (AWA Week 4)
5. A scholarly article located using a library database** (AWA Week 4)
6. A popular article located using a library database (AWA Week 4)
7-9. Reference sources from three of the following seven categories:

- o Gazetteer, map collection, or atlas (AWA Week 5; Chapter 24)
- o Biographical or genealogical source (AWA Week 5; Chapter 25)
- o Government document (AWA Week 8; Chapter 26)
- o Reader's advisory source (AWA Week 7; Chapter 21)
- o Business source (AWA Week 3; Chapter 28)
- o Health or medicine source (AWA Week 3; Chapter 29)
- o Legal source (AWA Week 3; Chapter 31)
10. A data or statistics source (AWA Week 6; Chapter 27)
11. A primary or archival source (AWA Week 8; Chapter 30)
12. A website (not a collection of web documents)
13. An audio/visual/multimedia source (AWA Week 7)
14. A source that represents and includes viewpoints, perspectives, and/or experiences that are missing from the other sources in this section. In selecting this source, you should reflect upon and describe in detail the voices missing from your other sources. Whose viewpoints, perspectives, and/or experiences are silenced or omitted by the other sources you included in this section? What are the inherent biases presented by the other sources you included? While thinking about these questions, strive to be aware of how your own biases or assumptions may be influencing your evaluations of the other identified sources. After detailed consideration, select a source that includes underrepresented viewpoints, perspectives, and/or experiences.
15. One additional source of any type

Notes:

* Where an *RIS6* chapter heading is included in the list above, please consult the "List of Sources" at the end of each chapter. These sources are considered well known in the profession, and you are encouraged to become familiar with them through this assignment. If the sources listed do not adequately address your topic, you may use another source of the same type.

** If possible, use a database from the table of "Major Subject-Oriented Indexes" on page 474 or the "List of Sources" on pages 482–485 in *RIS6*.

AWA = Answers with Anne, found in the weekly asynchronous modules.

Provide a detailed analysis of each source. Each source must be accessed **directly and in total, either in hand or online,** and the analysis must include **all** of the following components:

- **Source type** (identify)
- **APA citation**
- **Photo or screenshot**: Photos and screenshots should provide evidence that you located and explored the source in full. Examples include photos of print sources and/or screenshots showing full text access to online sources.
- **Search process**: Description of the search process required to locate the source. Search process descriptions should be detailed and reveal expert, rather than novice, search techniques. They should demonstrate your search skills, so be descriptive; consider a play-by-play approach. Explain why you made the decisions you did, what worked, and what didn't. Describe how you chose what "bucket" to search in, the search techniques that powered your search, the strategies you used to choose among results on a list, and the patterns of iterative, cyclical searching you engaged in. You are encouraged to use, where relevant (i.e., any search in which you are using keywords and search functionality), the chart below to document your work; if you do, use narrative as well do explain your process. Maximize the demonstration of your search skills for sources that are not identified via textbook lists. For sources listed on textbook lists, focus on the process of selecting that source from the broader list as well as the process of procuring it in full text form.

Keyword/Phrase	AND	Keyword/Phrase	AND	Keyword/Phrase

	OR			OR			OR
	OR			OR			OR
	OR			OR			OR

Record your initial and follow-up search statements in the space below. Demonstrate and/or describe your search strategies (e.g., Boolean terms, truncation, phrase searches, faceted search limits).

Describe how you iterated your search. Did you change search terms or strategies? Did you check for subject/thesaurus terms to use as new terms for your next search; look for an author who writes multiple pieces on your topic; identify a journal or other source that tends to publish on your topic; or conduct any citation tracing?

What "buckets" (i.e., information containers, collections, or repositories) did you search and why?

How did these "buckets" limit your search? What limitations (e.g., language, subject, author, format, geographical region) does the bucket impose on your search? What limitations might you have introduced into the search on your own through your choices (e.g. word selection, bucket selection)?

- **Discernment**: Description of two example sources that were located in the same way as your selected source but ultimately discarded in favor of the selected source. Include citations for the de-selected sources. Provide a detailed rationale for your decision to use the listed source over the discarded sources. Demonstrate avoidance of choosing the first, rather than the best, appropriate source. Provide citations for both example sources.
- **Evaluation**: Detailed evaluation of the source based on criteria appropriate and customized to the source type. Use at least six criteria for each source; criteria in **bold** are required for all sources.

- o Some criteria include:
  - **Authority**
  - **Objectivity, perspective, inclusiveness, and bias**
  - Content
  - Scope and comprehensiveness
  - Accuracy
  - Currency
  - Format
  - Purpose
  - Audience
  - Newness and uniqueness
  - Accessibility and usability
  - Physical attributes
  - Arrangement
  - Interface, access points, and indexing
  - Usage data
  - Cost and licensing
  - **Limitations** (e.g., access and use barriers including cost, technology, time, censorship, location, accessibility, paywalls and passwords, "membership" or administrative requirements (e.g., membership within employment, education, library, or other organizations), library infrastructure and platforms, library jargon or communication, bibliographic description, resource scope, representation, awareness gaps, skill gaps, psychological barriers, cultural conflict)
- o Match the evaluation criteria to your source type. Source evaluations should use the criteria provided in Chapter 14, the chapter of *RIS6* from which the source is taken, "Evaluating Reference Books" (found in course Files), or additional appropriate course content. For the database/index source, analyze the database using instructor-provided materials as well as the evaluation criteria listed in Chapters 14 and 15. The **evaluation criteria must match the source type; do not use "generic" criteria lists** for all source types.
- o Each evaluation criterion should be described, analyzed, and evaluated separately and in detail. For each criterion, complete and describe your rigorous analysis in detail and then **write a thorough evaluative statement** responding to these questions:
  - What are the source's strengths in the context of each criterion? Weaknesses?
  - How is the source different from, better than, or complementary to other sources?
  - How does the source round out the strengths and weaknesses of (or gaps left by) other sources on your list?
  - How did your analysis of the source influence, bolster, or undercut your rationale for selecting the source?

  Be sure to provide evidence of not only your evaluative analysis according to each criterion but also the evaluative decision-making you employed. It is not enough to *describe* a source in the context of a criterion; you must also *critically assess* the source within that context.
- o Review sources may be used to augment your evaluation, but they should not replace your own analysis. Review sources must be properly cited.
- **Content addressing the user need**: Identification of specific content extracted that addresses the user need; this is the "answer" to the user's question that this source provides. Answering information should not be limited to vague descriptions or identifications of relevant source sections; rather, the specific information answering the question should be identified and provided. What, exactly, does the source say that answers your user's information need? Do not describe the answering information; explicitly state it. Be wary of plagiarism in paraphrasing or quoting; cite your source.

This section of the assignment is intended to help you practice using expert information literacy skills, including iterative and advanced search strategies and thorough and critical evaluation processes; it is also intended to solidify your

knowledge of reference resource genres, expose you to canonical reference sources, and stimulate your awareness of limitations of and/or bias present in information sources. Your work in this section should demonstrate deep and detailed evidence of your learning.

Part D: Executive Summary *(5 points)*

For this part of the assignment, you will write an executive summary of the answer to the reference query, written appropriately for the user and reflecting awareness of the user's information-seeking behavior. The executive summary should provide a complete and detailed answer to the user's question. As the name suggests, an executive summary should *summarize* the content gleaned from sources, but it should not take a position, make an argument, or give advice in the content area (this is particularly true for medical and legal content; in such cases, explicitly state that the summary does not substitute for a professional medical or legal opinion). An executive summary also should not describe the search process, but it should provide evidence of a comprehensive, methodical research reflecting sources from Part C. If the "Identification of Specific Content" sections of Part C are completed properly, this executive summary will draw heavily on that information; however, the executive summary is not an annotated bibliography, therefore the answer to the question should be presented logically based on the content, not source by source. The executive summary is a genre of professional writing and should be formal in tone; it is not a "letter" to the user. Remember to include in-text citations for paraphrased or quoted information from sources; your executive summaries should include **at least 10 of the sources listed in Part C**. Most executive summaries are one page, single spaced, in length.

This section of the assignment is intended to help you ascertain what content *that responds to and answers your user's query* can be gleaned from the sources you amassed and fortify you against the tendency of many librarians to focus exclusively on the process of an information search, to the exclusion of the product. The latter is often the main goal of the user, and effective librarians understand that a query isn't answered by a selection of sources but rather the provision of actual content that fulfills the user's needs. This section of the assignment also provides an opportunity for you to practice the genre of a "executive summary," which is often required of special librarians and periodically of other librarians. Your work in this section should document deep and detailed evidence of your learning.

Part E: Professional Librarian Opinion *(3 points)*

For this part of the assignment, you will describe the advice provided by a practicing, degreed/certified librarian about the methods, tools, or approach she/he/they might take if faced with the same reference query. The professional librarian opinion should be formatted as a narrative (not as a transcript of the conversation).

After summarizing the professional librarian's opinion, reflect on their response. Was their response thorough and illuminating? What more could they have included in their response? What questions did they answer? What questions do you still have and wish you could learn more about? Do you plan to incorporate their ideas into your work for this assignment? In what ways would you depart from their suggestions?

You are strongly encouraged to engage with the librarian(s) you observed for the Reference Librarian Interview assignment, but you may also contact another librarian; you should explain your assignment and share your current status as a library and information science graduate student. If your initial engagement with a librarian does not provide you with sufficient professional-level advice, please seek out a second or even third librarian with which to discuss the methods, tools, or approach for the reference query in your tailored scenario.

This section of the assignment is intended to give you an experienced practitioner's perspective on how they might approach a similar user query, including tools, methods, strategies, and sources. This additional insight might confirm the work you have already accomplished, identify gaps that you might close, or otherwise inform your thinking. Your work in this section should record the additional advice you receive as well as provide your reflection on the librarian's suggestions as well as the overall interaction.

Part F: Portfolio Markup *(5 points)*

For this part of the assignment, you will mark up the reference scenario assignment using a key or legend, including a minimum of 3-5 relevant library standards, ethics, theories, and practices covered in the course. Provide the key in this section; then mark, using footnotes, highlighting, or margin annotations, the relevant sections of Parts A–E of this assignment in which you demonstrate or incorporate those elements. Be as detailed and specific as possible.

Examples of documents that describe standards, ethics, theories, and practices you should demonstrate evidence of and mark up in your portfolio include but are not limited to:

- Instructional Strategies for Digital Reference: Methods to Facilitate Student Learning (ISDR, http://meganoakleaf.info/instructstratdigref.pdf)
- RUSA Guidelines for Behavioral Performance of Reference and Information Service Providers (http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral)
- RUSA Professional Competencies for Reference and User Services Librarians (http://www.ala.org/rusa/resources/guidelines/professional)
- RUSA Health and Medical Reference Guidelines (http://www.ala.org/rusa/resources/guidelines/guidelinesmedical)
- RUSA Guidelines for Business Information Responses (http://www.ala.org/rusa/resources/guidelines/business)
- AALL Ethical Principles (https://www.aallnet.org/about-us/what-we-do/policies/public-policies/aall-ethical-principles/)
- Competencies for Information Professionals (https://www.sla.org/about-sla/competencies/)
- Diversity Standards: Cultural Competency for Academic Libraries (http://www.ala.org/acrl/standards/diversity)
- Framework for Information Literacy for Higher Education (http://www.ala.org/acrl/standards/ilframework)
- CILIP Definition of Information Literacy (https://infolit.org.uk/ILdefinitionCILIP2018.pdf)

This section is intended to allow you to demonstrate how you have included professional library standards, values, theories, practices, and so forth in your reference scenario assignment by explicitly calling them out. This process is also intended to reinforce your metacognition and reflection by reminding you of professional practices that you can strive to incorporate in your future professional work. As you complete this section, you may discover that you have missed opportunities or omitted practices that you now realize you could incorporate; please make those changes and revise your work as necessary.

Part G: Reflection *(5 points)*

For this part of the assignment, you will share a reflective description of learning transfer, responding to these broad questions:

- What do you know now about reference work involving users, services, sources, and so on that you didn't know at the start of the course?
- What do you realize you still don't know about reference work involving users, services, sources, and so forth that you'll need to learn beyond this course?
- Course assignments have academic purposes, but in a professional program, they should have practical outcomes as well. What did you learn from the experience of completing this assignment that you will apply to your professional practice? Consider:
  - What did you learn about working with others (colleagues and users) in reference work that will influence your behavior in the future?
  - What did you learn about reference services that will inform your future library work? What did you learn about reference sources that you can apply in the future?
  - What did you learn about your personal and professional values? How will you enact your values in your future reference work?
- More broadly, how has your experience in completing this assignment impacted your future ability to:

- Understand, engage, and serve users and their communities.
- Leverage your knowledge of user information behavior in various contexts and commit to expanding your knowledge of diverse user groups.
- Provide and advocate for equitable, just, and culturally responsive services and resources.
- Apply principles of equity and justice to ensure ethical decision-making.
- Solve user problems using empathy, evidence, and critical and creative thinking.
- Communicate effectively and empathetically with users, colleagues, and community stakeholders.
- Exercise and expand your expert information literacy skills, including the ability to identify information needs, search, evaluate, produce, and use information ethically.
- Commit to lifelong learning via engagement with users, communities, colleagues, and professional networks.

This section of the assignment is intended to help you engage in metacognition and reflect about your experience in creating this assignment in order to cement your learning and make a plan to continue your development into future courses and the profession. Your work in this section should reflect deep and detailed consideration of your learning.

Reference Scenario Drafts (10% of total course grade)

For this assignment, you will prepare and submit drafts of Sections A–E of the Reference Scenario. Because these are expected to be rough drafts that will undergo substantial revision, they will be scored based on completion, not quality. These drafts will be viewable and available for comment by the instructor and other students. The point distribution is as follows:

Draft of *Parts A and B: Tailored Scenario and User Description* (2 points)
Draft 1 of *Part C: Source Collection and Analysis* (2 points); draft must include complete analysis of 3 sources:
- Source #1, A print book located using a library catalog
- Source #2, An almanac, handbook, manual, encyclopedia, directory, or yearbook (AWA Week 1-3; Chapter 17)
- Source #3, A dictionary, ideally subject specific (AWA Week 2; Chapter 18)

Draft 2 of *Part C: Source Collection and Analysis* (2 points); draft must include complete analysis of three additional sources:
- Source #1, A print book located using a library catalog
- Source #2, An almanac, handbook, manual, encyclopedia, directory, or yearbook (AWA Week 1-3; Chapter 17)
- Source #3, A dictionary, ideally subject specific (AWA Week 2; Chapter 18)
- Source #4, database or index, ideally subject specific ** (AWA Week 4)
- Source #5, A scholarly article located using a library database** (AWA Week 4)
- Source #6, A popular article located using a library database (AWA Week 4)

Draft of *Part D: Executive Summary* (2 points)
Draft of *Part E: Professional Librarian Opinion* (2 point)

Draft assignments are intended to encourage continuous progress on this assignment, enable iterative improvement, prevent procrastination, and elicit questions far in advance of final deadlines. Drafts that are not submitted on time will not receive instructor feedback. Drafts that are submitted on time may be revised and resubmitted for additional feedback before the Week 9 live session; resubmitted drafts will be reviewed on a first come, first served basis, and additional feedback is not guaranteed. No resubmitted drafts will be accepted after the Week 9 live session.

Reference Transcript Analysis (10% of total course grade)

For this assignment, you will work with virtual reference transcripts. You will select and read at least 20 transcripts from a large, real-world pool provided by OCLC Research. From these 20 transcripts, you will analyze and rewrite three. As

you read through the transcript pool, notice how many transcripts are substantive (or not), where librarians made the most of an interaction (or not), and when technology was a help (or not). Choose transcripts that:

- Are of sufficient length and subject depth. Do not select transactions that are simply directional or procedure/policy related.
- Represent a range of queries. Do not pick more than two transcripts that are "locate/search" requests, no more than two that are "evaluate" requests, no more than two that are requests for instruction, and so forth.
- Allow you to demonstrate your range of reference skill. Select transcripts that, in your revision, will allow you to show your ability to conduct a thorough, relevant, and precise search session; demonstrate strategies for evaluating sources; instruct users on a new skill, strategy, or disposition; promote understanding of bias and consequences of exclusion, and so forth.
- Are *not* "prank" transactions.

As you rewrite the librarian and user roles of each of the three transcripts, apply two documents: (1) "Instructional Strategies for Digital Reference: Methods to Facilitate Student Learning" (ISDR, http://meganoakleaf.info/instructstratdigref.pdf) and (2) the RUSA Guidelines for Behavioral Performance of Reference and Information Service Providers (http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral). Code each change you make to the transcript with the strategies or guidelines you applied to improve the transaction and the outcome. For example, you might code a change as "ISDR Strategy 1" or "RUSA Guideline 2.1.1" either parenthetically or as a footnote. To demonstrate your learning, include a wide variety of ISDR strategies and RUSA guidelines. If you make changes that are related to another professional guide to best practice or set of standards, you may include those as notations as well. Note: In addition to ISDR and the RUSA Guidelines, you may choose to apply additional applicable standards found at https://www.ala.org/tools/guidelines/standardsguidelines.

As you rewrite each transaction, use SU Library resources and your imagination to elaborate on the librarian's recommendations and guidance for the user as well as the user's responses to the librarian. In some cases, you may be starting with a very rudimentary original transcript and will need to augment the user's question substantially in order to provide a librarian response that demonstrates your skills and abilities.

For each transcript, include in this order:

1. The original transaction
2. 100–200 words describing deficiencies of the original transaction (including critiques of both resources and process)
3. An explanation (500–1000 words) of how and why you revised and improved each transaction
4. The full text of each rewritten transaction (including your ISDR and RUSA markup). You do not need to replicate time stamps; rewritten transactions are likely to run longer than the original transactions.

For clarity, for each of the transcripts, use the following headings: (1) Original Transaction Transcript, (2) Deficiencies of Original Transaction, (3) Explanation of Improvement, and (4) Rewritten Transaction. At the end of your assignment, cite any resources you used, including ISDR, RUSA, and the transcripts themselves. Copy and paste the following citation into your assignment:

Radford, M. L., Connaway, L. S., & Shah, C. (2011–2013). *Cyber synergy: Seeking sustainability through collaboration between virtual reference and social Q&A sites*. Institute for Museum and Library Services (IMLS) National Leadership Grant project LG-06-11-0342-11. https://www.oclc.org/research/areas/user-studies/synergy.html http://www.oclc.org/research/activities/synergy.html

This assignment is intended to provide real-world experiences with librarian–user communication strategies. In the transcripts, you will observe best practices in some interactions, and in others you will become aware of missed opportunities. By identifying areas for improvement and envisioning how you might engage users more effectively and empathetically using professional standards and guides, you can solidify positive and productive patterns to employ in

your future professional practice. Your work on this assignment should demonstrate deep and detailed internalization and implementation of your learning.

Reference Librarian Interview (10% of total course grade)

For this assignment, you will interview a librarian who has an MLS-equivalent degree or school library certification and is substantially engaged in reference work. For the interview, select a librarian who provides reference service. Your goal is to find out as much as you can about how she/he provides reference service to his/her users.

Note: It is very important that the librarian you choose actually performs reference service as a major facet of his/her job. (If you wish to interview a librarian at Bird Library, please contact Brenna Helmstutler at bhelmstu@syr.edu first. Availability of Bird Library librarians for this assignment is limited.)

Your interview report should be organized around the most significant reference themes or "takeaways" that emerged during the interview and reflect upon how those themes connect to IST 605 course content. Content should be arranged thematically and demonstrate evidence of deep reflections on what you've learned through the interview process. Content should not be arranged chronologically, conversationally, in Q&A, or in transcript format. Example themes might include concepts such as values/ethics/standards, diversity/equity/inclusion/accessibility, instructional roles of reference, impact/influence of technology, and marketing/outreach/advocacy. Note these are illustrative examples of themes only; you should discern and describe your own themes. Interweave connections to IST 605 course content into each thematic section.

For your report, use the following headings: Introduction, Theme 1, Theme 2, Theme 3 (and so on), and Reflection. Your introduction must include the librarian's name, title, organizational affiliation (e.g., name of library or information organization) and location, contact information, and a basic description of the community served. The reflection should describe the learning transfer resulting from the interview, responding to these broad questions:

- What do you know now about reference work involving users, services, sources, and so on that you didn't know before the interview?
- What do you realize you still don't know about reference work involving users, services, sources, and so forth that you'll need to learn beyond this experience?

Before the interview, do some "homework" on your librarian and the questions you plan to ask first so that you appear professional and prepared. Possible questions are listed below. Required questions must be asked during your interview.

Required

- How do you provide reference service to your user population? In other words, what does reference service "look like" in your information environment?
- What types of reference questions do you receive? What are some specific examples?
- Describe a recent reference transaction you had with a patron. What went well? What didn't? What would you change if you could?
- How does cultural competence and knowledge of users play a role in your work?
- What are the reference resources you use most often?
- What are the reference resources you feel a "rookie" librarian must know to work at the reference desk alone?
- How do you decide which reference resources are best for different types of users in your environment? That is, what criteria do you use to evaluate reference resources?
- How do you ensure equitable access to reference resources? How does equitable access play a role in making selection decisions for reference resources?
- What are your goals for your reference service?
- What instructional strategies do you use at the reference desk?

- How do you evaluate your reference service overall? What statistics do you keep?
- I'm considering becoming a librarian in an environment or library similar to the one you work in. What do you think I should focus on as I complete my graduate program?
- How has your library adapted reference services during the current public health emergency?

Optional

- What is your definition of "reference service"? (Note: Be ready with your own definition.)
- What kinds of users do you like working with the most? Why?
- By what modes do you typically deliver reference service (in-person, email, chat, text, phone, etc.)?
- How useful do you find the following reference resource types? (Add list.)
- Why did you choose to become a librarian in this environment or library type?
- Besides reference service, what are the other main components of your job?
- What do you think I should consider when I begin to look for jobs?
- Can you recommend anyone else you think I should talk to about reference services?

This is not an exhaustive list of questions, nor are the questions above sequenced in any way. You will need to make your own plan for the interview.

Note: Be sure to maintain the confidentiality of library patrons in your assignment.

This assignment is intended to connect you with library professionals who enact the knowledge, skills, abilities, content, and dispositions you are learning in their daily practice. This connection will help you build a network within the library community, which is useful for assignments you will encounter in subsequent courses and essential for support in professional practice. Your work on this assignment should provide evidence of deep and detailed consideration of the librarian's perspective, connections between their real-world experiences and course content, and your own personal and professional reflection on the experience.

Participation (30% of total course grade)

You are expected to attend, participate, and engage rigorously in both synchronous and asynchronous lectures, activities, discussions, and assignments. Participation may include the following activities:

- Discuss class assignments, including approaches, strategies, best practices, and so forth.
- Review, summarize, and discuss course readings and suggest additional resources of interest.
- Provide, request, and receive feedback, suggestions, and constructive critique on class experiences and assignments.
- Identify connections among activities, readings, assignments, and the libraries and librarians you observe and interview.
- Explore, exchange, and share experiences with and discoveries of reference resources.
- Learn from classmates' library/librarian experiences and/or prior knowledge.
- Pool ideas relevant to coursework.
- Troubleshoot common obstacles.
- Provide, request, and receive support and encouragement.
- Build your own and your classmates' confidence.
- Identify and communicate issues that arise (questions about content, assignments, etc.) to the instructor.
- When confusion, frustration, and/or doubt arises, initiate communication with the instructor.
- Build community with classmates.
- Maintain a positive and professional tone.
- Focus on maintaining trust, observing boundaries, and managing what is working (or fixing what is not working).
- Maintain confidentiality, especially with regard to libraries/librarians.

A few additional notes on participation . . .

Connection to Libraries: Throughout the term, it will be necessary to cite relevant experiences with libraries/librarians. Be mindful when sharing sensitive information in discussion and seek permission to post any content that may be confidential, private, or proprietary, including employee names or other items that a library may not want you to convey. At the same time, you should not reveal identifying information that you learn about your classmates' library/librarian experiences outside this course.

Connection to Course Content and Readings: In order to maximize your learning, you should weave content from other activities, readings, assignments, and so forth into your discussions. Be sure to cite the authors to give credit where credit is due. This not only complies with academic honesty policies but also makes your opinions, points, or thoughts even stronger.

Focus on Analysis, Synthesis, and Evaluation: Strive to demonstrate higher-order thinking skills in discussions. Below are two illustrations of Bloom's Taxonomy, a model that conveys lower- and higher-order thinking skills. While knowing, comprehending, and applying new information is very important, stretch yourself! Gear your engagement toward analyzing, synthesizing, and evaluating what you learn.

(Image source: http://social.chass.ncsu.edu/slatta/hi216/learning/bloom.htm)
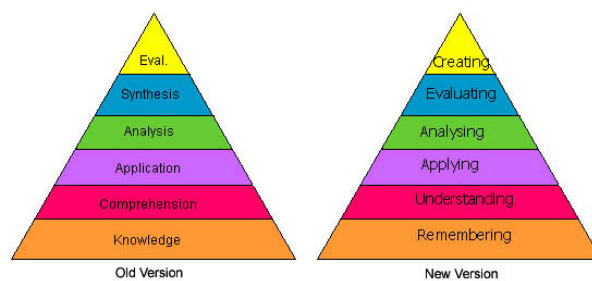
For example, repeating content from the readings may indicate that you have a *knowledge*-level understanding of content, which is very important. However, you should also be able to *apply* what you've learned from the course to your understanding of libraries/librarians. You could move further up the taxonomy by *analyzing* a library problem using content you've learned. You could also show your higher-order skills by *synthesizing* many content examples into a new product or by *evaluating* the final product and identifying areas for continuing improvement.

Professional Tone: ***Always maintain a professional and polite tone in your course conduct.*** Remember also that comments often come across more forcefully than you intend, and jokes aren't always universally funny; this is particularly true in written communication. It's a good idea to think about what you say and/or reread what you type in advance of sharing. Keep in mind that your classmates are also here to learn, and while differences of opinion are natural and productive in learning environments, they should be handled diplomatically. As you engage, ask yourself: Does this comment represent me as an information professional? How will it be perceived by my colleagues? Would I be embarrassed if this comment were read/heard by my future employers? It is not too soon to practice the professionalism you'll be expected to demonstrate as an information professional.

A few additional guidelines can help us connect with each other in discussions.

- Respect others' rights to hold opinions and beliefs that differ from your own. When you disagree, challenge or criticize the idea, not the person.
- Listen carefully to what others are saying, even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.
- Be courteous. Don't interrupt or engage in private conversations while others are speaking. Use attentive, courteous body language.

- Support your statements. Use evidence and provide a rationale for your points.
- Share responsibility for including all voices in the discussion. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
- Recognize that we are all still learning. Be willing to change your perspective, and make space for others to do the same.*

*These guidelines are borrowed from http://www.crlt.umich.edu/examples-discussion-guidelines

Outcomes to Assignment Crosswalk

	COURSE OUTCOME	PROGRAM OUTCOME	ASSIGNMENT
A.	Inventory professional skills, values, and ethics associated with information services; apply them to current practice; and formulate a plan for future of acquisition of outstanding skills.	1.0 1.2 4.3	• Reference Scenario Part F: Portfolio Markup • Reference Scenario Part G: Reflection
B.	Define information literacy personally and professionally, and develop expert information literacy practices in alignment with professional expectations.	5.0 5.1	• Reference Scenario Part C: Source Collection and Analysis • Reference Scenario Part G: Reflection
C.	Communicate with users effectively, empathically, and with cultural humility; demonstrate facility with reference interview best practices and instructional approaches relevant to information services; and provide equitable, just, and culturally responsive information services and sources.	2.0 2.2 4.4 4.5 5.2	• Reference Scenario Part D: Executive Summary • Reference Scenario Part G: Reflection • Reference Transcript Analysis
D.	Identify, understand, and fulfill user information needs by applying knowledge of user information behavior, user needs assessment, user communities, and information sources, structures, and ecosystems.	2.0 2.1 2.2 2.4 4.4 4.7 5.2	• Reference Scenario Part A: Tailored Scenario • Reference Scenario Part B: User Description • Reference Scenario Part C: Source Collection and Analysis • Reference Scenario Part G: Reflection • Reference Transcript Analysis
E.	Develop a broad knowledge of and a critical approach toward information sources, including expert knowledge of information creation, format, and access; advanced search strategies; rigorous evaluation processes; and canonical reference sources.	2.0 2.4 4.4 4.7	• Reference Scenario Part C: Source Collection and Analysis • Reference Scenario Part G: Reflection
F.	Engage rigorously as a class member, teammate, and leader, and communicate professionally and collegially with peers and library professionals.	4.5	• Reference Scenario Part E: Professional Librarian Opinion • Reference Librarian Interview • Participation

Assignment Requirements

General assignment requirements are as follows:

File Types

Submit assignments as directed via the course site. Major assignments should be submitted as .pdf or .doc/.docx for text documents and .ppt or .pptx for presentations. *Important*: If I cannot open your files, they will be considered unsubmitted until you supply a file I can open, and the late policy will apply. Do not email assignments to my syr.edu email address unless directed.

Writing Expectations

Assignments should be prepared with a professional tone and with correct grammar, spelling, mechanics, and so forth. Citations should be formatted according to APA style. SU Libraries links to useful citation resources can be found at https://researchguides.library.syr.edu/citation. Assignments should be formatted in Arial, Helvetica, Times, Calibri, or similar font with main text in 12-point font with 1-inch margins and page numbers. Assignments may be either single or double spaced.

Late Assignments

You are expected to complete graded assignments by the deadlines listed in course materials. Late assignments **drop one letter grade** each day they are late. Note: **Use the course site to submit late assignments** so that they are accurately time-stamped.

Assignment Grading Scale

The course assignments add up to 100 points. Use this grading scale to monitor your course grade.

A	95–100
A−	90–94
B+	87–89
B	83–86
B−	80–82
C+	77–79
C	73–76
C−	70–72
F	69 and below

General Schedule of Topics and Readings *(*May be updated throughout the term, so watch for changes!)*
Note: This course is structured around weekly units.

Online Week	Unit	Readings	Begin Working On . . .	Deadlines
1	**Foundations of Information Services**	RIS6, Chapter 14, Selection and Evaluation of Reference Sources RIS6, Chapter 17, Ready Reference Sources	Reference Scenario	
2	**User Information Behavior**	RIS6, Chapter 18, Dictionaries RIS6, Chapter 19, Encyclopedias ISDP, Chapter 2, Developing Cultural Competence ISDP, Chapter 3, A Sampling of Diverse Populations TIALS, Chapter 3, Trauma-Informed Care and Libraries Elturk, G. (2003). Diversity and cultural competency. *Colorado Libraries*, *29*(4), 5–7. https://libezproxy2.syr.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=502915354&site=ehost-live Hall, T. D. (2020). Race and place: A personal account of unequal access. *American Libraries, 38*(2), 30–33. https://americanlibrariesmagazine.org/2020/04/23/race-place-unequal-access/ Hodge, T. (2019). Integrating cultural humility into public services librarianship. *International Information & Library Review, 51*(3), 268–274. https://www-tandfonline-com.libezproxy2.syr.edu/doi/full/10.1080/10572317.2019.1629070 Pho, A., & Chou, R. L. (2017). Intersectionality at the reference desk: Lived experiences of women of color librarians. *The Feminist Reference Desk.* https://escholarship.org/uc/item/30r7s9nw	Reference Librarian Interview	
3	**Information Literacy**	RIS6, Chapter 13, Introduction to Information Creation and Dissemination RIS6, Chapter 28, Business Sources RIS6, Chapter 29, Health and Medicine Sources RIS6, Chapter 31, Legal Sources		Reference Scenario Draft of Parts A and B (Tailored Scenario and User Description)

4	**Information Search**	RIS6, Chapter 16, Search Strategies for Online Sources RIS6, Chapter 22, Indexes and Abstracts Laera, E., Gutzman, K., Spencer, A., Beyer, C., Bolore, S., Gallagher, J., Pidgeon, S., & Rodriguez, R. (2021). Why are they not accessing it? User barriers to clinical information access. *Journal of the Medical Library Association* : JMLA, *109*(1), 126–132. https://doi.org/10.5195/jmla.2021.1051 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7772983/ Ugah, A. D. (2007). Obstacles to information access and use in developing countries. *Library Philosophy and Practice*. 160. https://digitalcommons.unl.edu/libphilprac/160 https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1161&context=libphilprac		Share contact information for the librarian you are interviewing to the course wall (respond to the instructor post on this topic). Reference Scenario Draft 1 of Part C (Source Collection and Analysis)
5	**Advanced Information Search and Information Evaluation**	RIS6, Chapter 23, News Sources RIS6, Chapter 24, Geographical Sources RIS6, Chapter 25, Biographical and Genealogical Sources		Reference Scenario Draft of Part E (Professional Librarian Opinion)
6	**Advanced Information Evaluation**	RIS6, Chapter 27, Data and Statistical Sources Bull, A. C., MacMillan, M., & Head, A. (2021, July 21). Dismantling the evaluation framework. *In the Library with the Lead Pipe*. https://www.inthelibrarywiththeleadpipe.org/2021/dismantling-evaluation/ Caulfield, M. (2021). Information literacy for mortals. *Project Information Literacy Provocation Series*, *1*(5). https://projectinfolit.org/pubs/provocation-series/essays/information-literacy-for-mortals.html Cooke, N. A. (2021). Tell me sweet little lies: Racism as a form of persistent malinformation. *Project Information Literacy Provocation Series*, *1*(4). https://projectinfolit.org/pubs/provocation-series/essays/tell-me-sweet-little-lies.html		Reference Librarian Interview due

| 7 | **The Reference Interview, Part I** | CRI3, Chapter 1, Why Bother With a Reference Interview?

RIS6, Chapter 12, Reference Services for Diverse Populations
RIS6, Chapter 20, Bibliographic Sources
RIS6, Chapter 21, Readers' Advisory Services and Sources

Barr, R. B., & Tagg, J. (1995). From teaching to learning: A new paradigm for undergraduate education. *Change, 27*(6), 12–25. http://www.jstor.org/stable/40165284 or https://commons.pratt.edu/ctl/wp-content/uploads/sites/304/2018/12/barrandtaggfromteachingtolearning.pdf

Vileno, L. (2007). From paper to electronic, the evolution of pathfinders: a review of the literature. *Reference Services Review*, *35*(3), 434-451. https://doi-org.libezproxy2.syr.edu/10.1108/00907320710774300

Barker, A., & Hoffman, A. (2021). Student-Centered Design: Creating LibGuides Students Can Actually Use. *College & Research Libraries*, *82*(1), 75. https://doi.org/10.5860/crl.82.1.75 | Reference Transcript Analysis | Reference Scenario Draft 2 of Part C (Source Collection and Analysis) |
| 8 | **The Reference Interview, Part II** | TIALS, Chapter 2, A Trauma-Informed Approach to Service
TIALS, Chapter 8, Collaboration and Mutuality

Plett, H. (2015, March 11). What it means to "hold space" for people, plus eight tip on how to do it well. *Heather Plett.* https://heatherplett.com/2015/03/hold-space/
Plett, H. (2015, March 18). How to hold space for yourself first. *Heather Plett.* https://heatherplett.com/2015/03/how-to-hold-space-for-yourself-first/
Plett, H. (2015, June 3). On holding space when there is an imbalance in power or privilege. *Heather Plett.* https://heatherplett.com/2015/06/on-holding-space-when-there-is-an-imbalance-in-power-or-privilege/

Futterman, M. (2008, October 15). Find the underserved: Close examination using market segmentation can reveal useful surprises about the people your library is leaving behind. *Library Journal.* SU Access

Kumbier, A., & Starkey, J. (2016). Access is not problem solving: Disability justice and libraries. *Library Trends, 64*(3), 468–491. doi:10.1353/lib.2016.0004. SU Access

RIS6, Chapter 26, Government Information
RIS6, Chapter 30, Primary and Archival Sources | | Reference Scenario Draft of Part D (Executive Summary) |

9	**Managing and Assessing Information Services**	TIALS, Chapter 9, Empowerment, Voice, and Choice TIALS, Chapter 11, Assessing Organizational Readiness TIALS, Chapter 13, Becoming a Trauma-Informed Library Workforce Leonard, E. (2018). Managing up as a positive, collaborative approach. *Reference & User Services Quarterly, 58*(2). https://journals.ala.org/index.php/rusq/article/view/6924/9351 Jolivet, L. (2021, October 3). It's not us, it's them: Characteristics of anti-racist supervisors and managers in the library profession. *WOC+ Lib*. https://www.wocandlib.org/features/2021/10/12/its-not-us-its-them-characteristics-of-anti-racist-supervisors-and-managers-in-the-library-profession Mathiesen, K. (2015). Informational justice: A conceptual framework for social justice in library and information services. *Library Trends, 64*(2), 198–225. https://muse-jhu-edu.libezproxy2.syr.edu/article/610076		Reference Transcript Analysis due
10	**Continuing Your Learning**	No readings this week.		
11	**Semester Reflections**	No readings this week.		Reference Scenario due

Syracuse University Policies

Syracuse University has a variety of policies designed to guarantee that students live and study in a community respectful of their needs and those of fellow students**. The policies and services are listed on the new Syracuse University Senate approved syllabus appendix titled "Syracuse University Student Policies and Services." These statements are an official part of this course syllabus.**

*Syllabus Change Policy

The instructor reserves the right to update or alter this syllabus with sufficient notice to students.

Syllabus Attribution Statement

This syllabus was designed by Dr. Megan Oakleaf, professor of record for IST 605. Selected readings were adopted from Dr. LaVerne Gray's IST 605 syllabus.

Instructor	LaVerne Gray, PhD	Phone	TBA
Office	342 Hinds Hall	E-mail	lgray01@syr.edu
Office Hours	By appointment		

Course Description:

Course examines interrelation of social justice and community engagement in online and naturalistic communities. Areas of emphasis will explore how gender, race, class, and community location (On and Off-line) affect and are affected by information.

Additional Course Description

To do this, we will consider the digital divide, what role social justice movements using information technologies, the messages we receive and transmit through the media, and technology as it relates to socioeconomic status. Throughout the course, we will be looking at the assumptions behind information use and transmission in various communities. The course also explores the impact of information design, availability, accessibility and uses in marginal communities. We will address these issues and more.

The course is structured to make it a rewarding learning experience that will also have meaning for you both for your subsequent education, and in your future professional life. Students are expected to demonstrate critical thinking skills as well as commitment and involvement with discussions and your assignments. Learning is not a passive process; it is about a student's actively engaging the material through reading, thinking, discussing, questioning, practicing skills, and ultimately understanding. Bring your best efforts, a positive outlook, energy, and curiosity to each of the class sessions. Together we can make the class as interesting, relevant, and exciting as possible.

Prerequisite / Co-requisite:

N/A

Audience:

This course is a graduate level seminar/discussion. Graduate students from all disciplines can be served by the course.

Credits:

3

Course Fees and/or Costs

N/A

Learning Objectives:

After taking this course, students will be able to...

1. Define concepts of information justice and social justice through course readings and discussions.
2. Explain community engagement from an informational perspective through course readings by interview/engagement with a community-based information professional.
3. Identify the digital justice activities and give specific examples of how it impacts various members of society by articulating thoughts through reflective journaling.
4. Evaluate racial and gender justice practices in online environments through course readings and class discussions.
5. Analyze digital productions in relation to social justice of online collectives/communities through gender and race by examining various online and social media informational products.
6. Critique online informational structures using course discussions, lectures, and insights through the completion of a creative community engagement product.

Required Texts / Supplies:
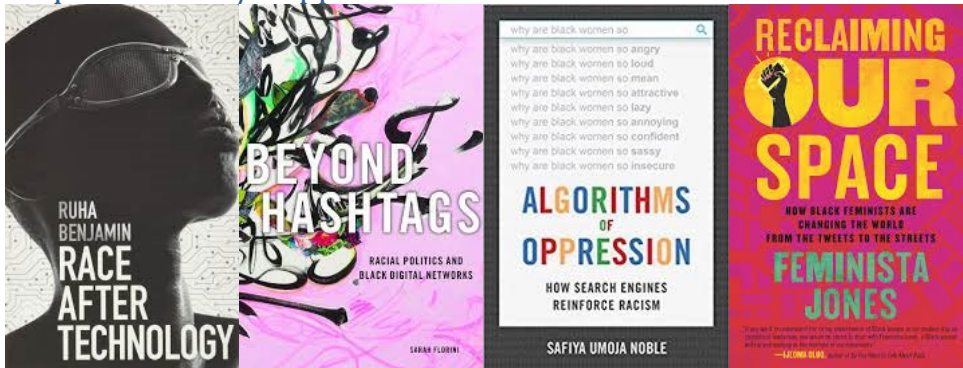
Benjamin, R. (2019). Race after technology: Abolitionist tools for the new jim code. *Social Forces*. ISBN: 978-1-509-52640-6 (Print); 978-1-509-52643-7 (E-Book)

Florini, S. (2019) *Beyond hashtags: Racial politics and Black digital networks*. Vol. 19. New York, NY: NYU Press. ISBN: 9781479813056; 9781479881178 (E-Book)

Jones, F. (2019). *Reclaiming Our Space: How Black Feminists are Changing the World from the Tweets to the Streets*. Beacon Press.

Noble, S. U. (2018). *Algorithms of oppression: How search engines reinforce racism*. NYU Press. ISBN: 9781479837243 (Paperback); 9781479866762 (E-Book)

Course Requirements and Expectations:

- **Do all assigned reading prior to attending each class session.** The lecture will assume that you know the information that is in the readings and will build upon it.

- **Complete all assignments** and submit them on time, using the format and procedure specified by the instructor.

- **Participate actively in the class by giving your best effort to the interactive activities** using the blog tool. In addition, treat your colleagues with courtesy and respect by reading and reflecting on their online comments, and responding to them appropriately.

- **Timely attendance is required**. The course schedule below lists which class sessions you should complete at your convenience during each week. It is essential that you keep up by attending the sessions in the proper week, so that you can complete assignments as scheduled.

GRADING:

Evaluation is based on performance for each of the responsibilities listed above. The final grade is based on the following assignments: you must complete them to earn a grade in this class.

Item	% of total grade
Reflection Journal (10)	20%
Personal Narratives 1 and 2	20% (10% Each)
Interview	15%
Website/Social Media Analysis	15%
Final Project	20%
Attendance & participation	10%
TOTAL	100%

Grading Table

Grades	Grade Points /Credit	Percentage Range
A	**4.000**	96-100
A-	**3.66**	92-95
B+	**3.33**	88-91
B	**3.00**	84-87
B-	**2.66**	80-83
C+	**2.33**	78-79
C	**2.00**	74-77
C-	**1.66**	70-73
F	**0**	Below 70

[1]Grades of D and D- may not be assigned to graduate students.
Use Graduate syllabus template with the appropriate grading table

Course Specific Policies on attendance, late work, make up work, examinations if outside normal class time, etc.:

Late Assignments:
Assignment due dates are in the assignment descriptions. Late assignments are discouraged, and the severity of an assignment's lateness will impact its grade. If you run into difficulty with an assignment which would cause you to turn it in late, please discuss the situation with the instructor before the assignment is due.

Attendance:
Attendance in classes is expected in all courses at Syracuse University. This applies both to in-person and online class meetings. I will be flexible in accommodating students who cannot attend class due to illness. Students who do not attend classes starting with the first scheduled meeting may be academically withdrawn as not making progress toward degree by failure to attend.

Communication
The best way to contact me is through email. My email is lgray01@syr.edu. I check my email at least once a day; usually more often, and I will respond to your email as quickly as possible, most likely within 48 hours.

ASSIGNMENTS:
Reflection/Journal (Ongoing)
You will write responses to questions or situations posed in the readings/discussion and lectures. These questions will not require you to do further reading or research; the answers will be either asking for your opinion related to something you will already have read or done, or a reflection based on your own experiences, or a thought-provoking exercise in creative problem solving. Each reflection will be 200-300 words.

Personal Narrative (Exploring Identity): Parts 1 & 2
At the beginning of the semester and at the end of the semester you will be writing an Autobiography that gives insight into your feelings, attitudes and experiences related to ideas of information, justice and community in your life. The first one will reflect your experiences as the semester is starting, the second one will reflect any new thoughts or ideas you have had since starting the class. This autobiography will be private.

Interview:
As we look into the information justice and community engagement it is important to see how issues have changed. For this assignment, you will perform an interview of someone working within community-based social justice organization (On or Offline).

Social Media/Website Analysis:
For this assignment, you will be analyzing websites/blogs/social media that relate to topic related to social justice and community engagement. You'll be selecting the site(s) for comparison and analyze them using guidelines.

Final Project Information Community Engagement:
This project should reflect what you have learned in the class and how it applies to a topic of interest to you. The final product will be description and analysis of online representation of an institutional or online information community advocacy agency. Areas how this agency deals with information (Digital, information artifacts, person-to-person).

Course Delivery:
This course involves the use of Syracuse University's Blackboard system to manage communications, assignments, and potential asynchronous activities. Class meetings will be in person on campus. The Blackboard environment is composed of several elements that will help you be successful in both your current coursework and your lifelong learning opportunities. To access Blackboard, use your Syracuse University NetID & Password. This specific course will appear in your course list.

To search for answers to your Blackboard questions, visit the Answers self-help knowledge. If you have problems logging in or need assistance with Blackboard, contact the ITS Service Center at: help@syr.edu or 315.443.2677. The Syracuse University Blackboard support team will assist you.

Course Schedule:

Note: The instructor reserves the right to make changes to this syllabus/schedule when necessary. Such changes will be communicated to the students as soon as possible.

Week	Topics	Assignments
1	Introduction Review syllabus, policies, assignments	
UNIT I: Defining Information, Justice, & Community		
2	Information & Justice	Autobiography Part 1
3	Race & Gender: Concepts in Information	Reflection #1
4	Community Perspectives of Information	Reflection #2
UNIT II: Locating Information Injustice		
5	Identity Communities Online: Race, Ethnicity, and Gender	Reflection #3 Social/Media Website Analysis
6	Digital Partitions	Reflection #4
7	Advocacy and Activism	Reflection #5
UNIT III: Talking Race		
8	Critical Race/Digital Environs	Reflection #6 Interview Due
9	Techno-Discrimination	Reflection #7
10	#Hashtag Warriors/Online Mobilization	Reflection #8
UNIT IV: Digital Feminist Futures		
11	Reclaiming Space/Intersectional Imaginings	Reflection #9
12	Online Feminist Communities	Reflection #10
13	Global perceptions and cultures of race and gender in IT	Project Presentations
14	TBA	Autobiography Part 2

Recommended Readings:
Rooksby, E. (2006) *Information technology and social justice*. IGI Global, 2006.

Kafai, Y. B., Richard, G. T., & Tynes, B. M. (2017). *Diversifying Barbie and Mortal Kombat: Intersectional perspectives and inclusive designs in gaming*.

Other Readings (Working List):
Buckland, M. K. (1991). Information as thing. *Journal of the American Society for information science*, *42*(5), 351-360.

Mehra, B., Rioux, K. S., & Albright, K. S. (2017). Social justice in library and information science. In *Encyclopedia of library and information sciences* (pp. 4218-4234). CRC Press.

Morales, M., Knowles, E. C., & Bourg, C. (2014). Diversity, social justice, and the future of libraries. *portal: Libraries and the Academy*, *14*(3), 439-451.

Noble, S. U., Austin, J., Sweeney, M. E., McKeever, L., & Sullivan, E. (2014). Changing course: Collaborative reflections of teaching/taking" Race, Gender, and Sexuality in the Information Professions". *Journal of Education for Library and Information Science*, 212-222.

Selwyn, N. (2004). Reconsidering political and popular understandings of the digital divide. *New media & society*, *6*(3), 341-362.

Meinrath, S., & Pickard, V. (2008). Transcending net neutrality: Ten steps toward an open Internet. *Education Week Commentary*, *12*(6), 1-12.

Carney, N. (2016). All lives matter, but so does race: Black lives matter and the evolving role of social media. *Humanity & Society*, *40*(2), 1

Syracuse University Policies

Syracuse University has a variety of policies designed to guarantee that students live and study in a community respectful of their needs and those of fellow students**. The policies and services are listed on the new Syracuse University Senate approved syllabus appendix titled, '*Syracuse University Student Policies and Services'*. These statements are an official part of this course syllabus.**

iSchool Values
Excellence; Discovery & Innovation; Integrity; Diversity & Inclusion; Global Citizenship and Engagement
https://ischool.syr.edu/about/vision-and-values/

Trigger Warning
Potentially, because of the nature of the topics covered in this class, the course readings or class discussions may generate intellectual and emotional discomfort. These responses are natural parts of intellectual growth. If, however, your emotional response becomes acute psychological distress (triggering), please communicate with me. I invite you to contact me if you have concerns in this regard.

IST717 Library Leadership and Management
Spring 2021

Instructor   Megan Oakleaf   Phone   NA
Office   Zoom   E-mail   moakleaf@syr.edu

Office Hours   By appointment

Course Description:

Management of academic, public, and special libraries. Relationship between library and its parent institution; internal organization and operation; library information policies; library financing; legislation affecting libraries.

Additional Course Description

Most librarians find themselves in management roles early in their careers. Some manage volunteer or student staff, some manage paraprofessional staff, and others manage other librarians. Management roles require librarians to have a special ability set including planning, organizational, decision-making, leadership, interpersonal, budgetary, and other skills. This course seeks to provide students with knowledge and experiences that will prepare them to apply these skills in a variety of library contexts.

Prerequisite / Co-requisite:

N/A

Audience:

Graduate students pursuing an MSLIS degree.

Credits: 3

Course Fees and/or Costs

NA

Learning Objectives:

A. Articulate the role of management and leadership in library contexts; internalize and personalize ways to embody and/or advance that role.

B. Acquire experience and/or develop existing expertise in management skills and strategies.

C. Prepare for professional entrance into library management positions.

Required Texts / Supplies:

Moran, B. B., & Morner, C.J. (2019). *Library and Information Center Management*. Denver: ACRL. ***Available via SU Libraries here:*** https://libezproxy-syr-edu.libezproxy2.syr.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1627219&site=ehost-live&ebv=EB&ppid=pp_Cover

Texts / Supplies – Additional:

Additional readings are available in Blackboard, library databases, or the open web. As future librarians, you are expected to locate these readings independently or, if stymied, ask for assistance.

Course Requirements and Expectations:

In order to be successful in this course, students should expect to:

- read and view all course content
- complete all assignments in accordance with requirements, in detail, and on time
- engage rigorously in discussion and dialogue with classmates and the instructor
- communicate professionally and disagree respectfully with classmates, the instructor, and library practitioners
- overcome any learning challenges by proactively seeking assistance from the instructor
- overcome any technology barriers by proactively seeking help from the instructor

Grading:
1) Library Management Reading(s) Report (10% of total course grade)
2) Guest Speaker Facilitation (25% of total course grade)
3) Case Study Facilitation (10% of total course grade)
4) Discussion Lead with Plan and Facilitation (25% of total course grade)
5) Participation (30% of total course grade)

Grading Table

A	95–100
A-	90–94
B+	87–89
B	83–86
B-	80–82
C+	77–79
C	73–76
C-	70–72
F	69 and below

You are expected to attend, participate, and engage rigorously in lectures, activities, discussions, and assignments. You are expected to complete graded assignments by the deadlines listed in course materials. Assignments are due one hour before the start of your weekly live session. Late assignments **drop one letter grade** each day they are late. Note: **Use the Digital Learning Platform to submit late assignments** so that they are accurately timestamped.

Course Schedule:

Week/Lecture	Topic	Required Reading and Assignment
1 Getting Started	Case #1 – teacher supplied	Claim Speaker for Guest Speaker Facilitation
2 Introduction to Library Management	LICM9 Ch 1 – Managing in Today's Libraries LICM9 Ch 2 – The Evolution of Management Thought LICM9 Ch 3 – Change: The Innovative Process Case #2 – teacher supplied	Claim Reading(s) for Library Management Reading(s) Report Claim Topics and Week for Discussion Lead Assignment Guest Speaker(s) #1
3 Planning	LICM9 Ch 4 – Strategic Planning, Decision Making, and Policy Case #3 – teacher supplied	Claim Skeleton Case for Case Discussion Assignment Guest Speaker(s) #2
4 Planning	LICM9 Ch 5 – Planning and Maintaining Library Facilities	Library Management

Week/Lecture	Topic	Required Reading and Assignment
	LICM9 Ch 6 – Marketing Information Services Case #4 – teacher supplied	Reading(s) Report (and mini-presentations) Due Discussion Lead #1 Discussion Lead #2 Guest Speaker(s) #3
5 Organizing	LICM9 Ch 7 – Organizations and Organizational Culture	Discussion Lead #3 Guest Speaker(s) #4
6 Organizing	LICM9 Ch 8 – The Fundamentals of Organization: Specialization and Coordination LICM9 Ch 9 – Designing Adaptive Organizational Structures Case #5 – peer supplied	Case #5 Discussion Lead #4 Guest Speaker(s) #5
7 Human Resources	LICM9 Ch 10 – Staffing the Library Case #6 – peer supplied	Case #6 Discussion Lead #5 Guest Speaker(s) #6
8 Human Resources	LICM9 Ch 11 – The Human Resources Functions in the Library LICM9 Ch 12 – Other Issues in Human Resources Management Case #7 – peer supplied	Case #7 Discussion Lead #6 Guest Speaker(s) #7
9 Leading	LICM9 Ch 13 – Motivation in the Workplace LICM9 Ch 14 – Organizational Leadership Case #8 – peer supplied	Case #8 Discussion Lead #7 Guest Speaker(s) #8
10 Coordinating	LICM9 Ch 18 – Evaluating Organizational Performance Case #10 – peer supplied	Case #10 Discussion Lead #9 Guest Speaker(s) #10
11 Semester Reflections	LICM9 Ch 21 – Managers: The Next Generation	Discussion Lead #11 Discussion Lead #12 Guest Speaker(s) #12

See separate appendix document for:

Syracuse University Policies
Diversity and Disability
Religious Observances Notification Policy
Orange Success
Academic Integrity
Use of Turnitin

IST 773: Reflective Portfolio

Day/Time TBA

Instructor	Dr. Rachel Clarke	Phone	315.443.2086
Office	222 Hinds Hall	E-mail	rclark01@syr.edu
Office Hours	TBA		

Course Description:

Creation of an online reflective portfolio that demonstrates successful achievement of all program learning outcomes for the MSLIS degree.

Additional Course Description

IST 773: Reflective Portfolio replaces IST 973: Internship as an exit requirement for the MSLIS program to better align with program themes and objectives as well as serve as culmination of work that IST 973 did not fulfill due to its timing in the program. Students are expected to take IST 773 in the final term of

the MSLIS program to facilitate a holistic, comprehensive, and reflective demonstration of the competencies they've learned in the program by drawing from across their classes and experiences to show what they have learned.

Although support for job seeking and career placement is certainly a secondary benefit of a cumulative portfolio, the primary purpose of this course is to allow students to reflect on their body of work (a fundamental component of design, thus reinforcing one of the program themes and objectives), and make explicit connections among coursework, experience, etc. in relation to the renewed program focus.

The course includes lecture components to help educate students about how to build a quality portfolio, as well as iterative feedback from peers and instructors to help develop an excellent product.

IST 773 builds on the precedents of portfolios as culminating experiences in numerous other MLIS and equivalent programs across the U.S. and Canada, and also serves as a powerful component of program assessment for internal and external entities (e.g. ALA accreditation).

Prerequisite / Co-requisite:

In order to enroll in IST 773, a student must have a GPA of 3.0 and have no unresolved incompletes. It is possible to take other classes along with IST 773.

Audience:

Graduate students in their final term of the MSLIS program.

Credits:

3

Course Fees and/or Costs

Students may opt to select a paid service for hosting their online portfolio. Any costs for paid services will be the responsibility of the student.

Learning Objectives:

After taking this course, students will be able to:
- Demonstrate how they have achieved the MSLIS program outcomes through a combination of coursework, experiential learning, internships, extracurricular activities, work experience, and/or other means.
- Showcase an organized collection of evidence in a clear and professional product

Learning Objectives (Outcomes)	Graded Assignment
Demonstrate how they have achieved the program outcomes through a combination of coursework, experiential learning, internships, extracurricular activities, work experience, and/or other means	Final portfolio
Showcase an organized collection of evidence in a clear and professional product	Final portfolio

Required Texts / Supplies:

Students will be required to use an online content management platform of their choice. Students may opt to use a paid service or a free platform. Suggestions for platform options will be discussed in class.

Readings, such as articles, book chapters, and blog posts will be supplied. These materials will be found in Blackboard or via SU Libraries. Instructions for accessing specific materials will be provided with those materials.

Texts / Supplies – Additional:

Students will need access to prior coursework documents, such as completed assignments, as well as other documentary materials.

Course Requirements and Expectations:

The deliverable for this course is a completed reflective portfolio demonstrating how the student has achieved the MSLIS program objectives. Students will collect evidence of achievement for each individual objective, reflect on how their collected

evidence supports and demonstrates achievement of that objective, and synthesize that evidence and reflective thought in a written statement of competency.

The MSLIS program objectives students must demonstrate are as follows:

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.

At a minimum, the portfolio will consist of the following sections:

1. Introduction and statement of professional philosophy (approx. 500 words)
2. Resume or CV
3. Five statements of competency: one for each of the program outcomes. Statements must include the following:
   a. Your understanding of the objective; that is, what does the specific program objective mean to you?
   b. Presentation and discussion of evidence. This may include coursework, work experience, extracurricular activities, or evidence from other means that prepared you to understand and meet the competency.
   c. Discussion of learning transfer, responding to the broad question: What did you learn from these experiences that shows how you have achieved this particular outcome, and how will you apply this achievement to your professional practice?
   d. On average, statements will range from 1000-2000 words, not including evidence.
4. Conclusion,
   a. The conclusion should include a holistic summary and reflection, and future goals and action plan (approx.. 500 words).
5. (Optional) For public portfolios, an attestation that you have either a) removed all personally identifying information from evidence (such as names of group members, interviewees, institutions, etc.) OR b) secured permission to include personally identifying information. (This is not required for private portfolios that will be password-protected and viewable only by the instructor and not be made publicly accessible.)

Course meetings will focus on 1) discussion of expectations for the portfolio, including what constitutes strong evidence of achievement and how to present such evidence; 2) discussions regarding the meaning and interpretations of each program outcome, how to connect evidence to each outcome, and how to craft a thoughtful reflection that demonstrates achievement; 3) iterative working sessions involving writing, peer review, and instructor feedback.

More details about the portfolio, including specific expectations for each section, will be covered in class.

Grading:

Because it is the culminating experience for the MSLIS degree program, this course is pass/fail. Failure to complete any portion of the portfolio will result in a failing grade.

Participation: Participation in class discussions and activities is expected and mandatory. If you miss a class meeting, it is your responsibility to cover the missed material and any in-class activities. Too many absences are sufficient cause to lower the final course grade. Exceptions will be made for emergencies and other extenuating circumstances provided they are verified by documentation appropriate to the circumstances.

Conduct of discussion: It is expected that students will behave professionally both in language and attitude when responding to discussions during class sessions and online (if applicable). Public disparagement of your fellow students in this course is unacceptable and may result in disciplinary action. Additionally, discussions should model your ability to think critically about course topics and articulate ideas clearly. If you have any concerns regarding conduct of discussion, please contact the instructor.

Communication: Students will be responsible for all materials covered, handed-out (in- person or virtually), announced, etc. in class unless told otherwise. Attempts will be made to place important announcements on Blackboard.

Assignments and grading: Assignment due dates are in the assignment descriptions and course schedule. Assignments are due at the time indicated in the schedule, unless specified otherwise, and will be annotated with feedback.

Due to the iterative nature of this course and the built-in feedback structure, late submissions are unwelcome and will not receive feedback from instructors and peers. If you run into difficulty which would cause you to turn in a submission late, please discuss the situation with the instructor before the due date. It is much easier to arrange accommodations before the due date than after.

Syllabus changes: This syllabus (including course requirements, due dates, etc.) may be changed with sufficient notice. If you have any type of disability that may require additional time or special consideration, please let me know.

Course Schedule:

Week/Lecture*	Preparatory Readings (tba)	Lecture/Discussion Topic	What's due?
Module 1		Introduction to the portfolio & portfolio platform options Understanding the program objectives & collecting evidence	
Module 2		Working session	**Students commit to specific digital platform for hosting their portfolio and begin preliminary setup**
Module 3		Introduction materials, resume/CV, professional philosophy	
Module 4		Working session	**Draft of intro & philosophy for review and feedback**
Module 5		Discussion about objective 1: Advance information equity and justice	
Module 6		Working session	**Draft of objective 1 for review and feedback**
Module 7		Discussion about objective 2: Understand, engage, and serve users and their communities	
Module 8		Working session	**Draft of objective 2 for review and feedback**

Week/Lecture*	Preparatory Readings (tba)	Lecture/Discussion Topic	What's due?
Module 9		Discussion about objective 3: Design and innovate to create equitable, just, and engaging information artifacts, including systems, services, spaces, resources, and technologies	
Module 10		Working session	**Draft of objective 3 for review and feedback**
Module 11		Discussion about objective 4: Lead and manage people and projects in an equitable just, and culturally competent manner	
Module 12		Working session	**Draft of objective 4 for review and feedback**
Module 13		Discussion about objective 5: Demonstrate information literacy and technological agility	
Module 14		Working session	**Draft of objective 5 for review and feedback**
Module 15		Conclusion materials	
Finals week			**Full portfolio due**

Note that sessions may not align to specific weeks but will occur at regular intervals over a full term.

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Application to Change or Adapt a Registered Professional Education Program

Form Instructions:

- Prior to implementing **any changes** in a program leading to a professional license or a related field, please contact the Professional Education Program Review Unit at OPPROGS@mail.nysed.gov.

- Use this form to request program changes that require approval by the State Education Department.[1]

- For programs that are registered jointly with another institution, all participating institutions must confirm their support of the changes.[2]

- If the change involves offering an existing registered program at a new location, or creating a dual-degree program from existing programs, complete a new registration application for the proposed program.

Section I: General Information	
Institution name and address	Syracuse University School of Information Studies 343 Hinds Hall Syracuse, NY 12104 *Additional information*: ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: Master of Science in Library and Information Science Award (e.g., B.A., M.S.): M.S. Credits: 36 HEGIS code: 1601.00 Library Science, General Program code(s): 08604 LIBRARY AND INFORMATION SCIENCE 93218 LIBRARY AND INFORMATION SCIENCE
Contact person for this proposal	Name and title: Jian Qin, Professor and Director of MSLIS program Telephone: 315-443-5642 Fax: 315-443-5806 E-mail: jqin@syr.edu
CEO (or designee) **approval**	Name and title: Raj Dewan, Dean Signature and date:
	If the program will be registered jointly[2] with another institution, provide the following information:

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[1] **CUNY and SUNY** institutions: contact System Administration for guidance.

[2] If the partner institution is non-degree-granting, see CEO Memo 94-04 at
http://www.highered.nysed.gov/ocue/documents/ceo94-04.pdf.

Signature affirms the institution's commitment to support the program as revised.	Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:

Section II: Identify the Proposed Changes.

Check all the changes that apply and complete the required section that follows:

☐ **Discontinuing a Program.** Indicate the effective date: [3]

☐ **Change in Program Title.** Indicate the proposed new title:

☐ **Change in Program Award.** Indicate the proposed new award:
Note: This may require altering the liberal arts and science content, as defined in Section 3.47(c)(1-4) of **Regents Rules**.

☐ **Format Change(s).** Indicate the proposed new format(s):
Note: if the change involves adding a **distance education format** to a registered program, please complete the **distance education application**.

☒ **Curricular Change(s)**

☐ **Other Change(s).** Please specify:

Section III: Describe the Proposed Changes.

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[3] If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

In a brief narrative explain the rationale for the changes.
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. 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. Both graduates from library programs and LIS faculty report that students need more training in soft skills and cultural competence. To address the competencies needed by LIS graduates, we propose a new focus for the Syracuse University MLIS program, that is, Information Justice and Equity, Community Engagement, and Technology that will be applied and demonstrated through access and use of information, community information use and users, organization of information and knowledge, evaluation of knowledge, knowledge producing, cultural heritage preservation, dissemination and preservation systems, and leadership, advocacy and best practices for information management.

Information justice requires that all persons be treated justly as seekers, sources, and subjects of information. 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 have 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 reoriented MSLIS program aligns with vision, value, and mission of SU School of Information Studies on Excellence, Discovery and Innovation, Integrity, Diversity and Inclusion, Global Citizenship and Engagement. The proposed curriculum changes not only address the need for educating future leaders in information justice and equity, community engagement, and technology, but also augments the MSLIS curriculum to address explicitly the American Library Association's Core Competency of Librarianship (revised version in 2021).

1. **Describe the plan for implementing the proposed changes, including the effective date and the impact on the currently enrolled students.**

Proposed changes will begin with Fall 2022 incoming students. Currently enrolled students are able to take the new/revised courses and petition for them to substitute for currently required courses. Any student who chooses to take the current courses will still have that option until the students enrolled in prior terms have been "taught out".

2. **For Format Change(s),**

   1) Describe availability of courses and any change in faculty, resources, or support services related to the change. Faculty have been eager to make the updates to the curriculum and have expanded availability of the new courses for campus based and online students.

   2) Use Table 1 to provide a sample program schedule to show the sequencing and scheduling of courses in the new format.

3. **For Curricular Change(s),**

   1) Use Table 2 to provide a side-by-side comparison of the existing and newly modified program plan as shown in the College's Catalog.

   2) For each new or modified course, provide a syllabus. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

   3) For each new course, list the name, qualifications, and relevant experience of faculty teaching the course.

Table 1: For **format change(s)**, use/adapt the table below to show how a typical student may progress through the program. Expand the table as needed.

Indicate academic calendar type: ☐ Semester ☐ Quarter ☐ Trimester ☐ Other (describe)

Term:			Term:		
Course Number and Title	**Credit**	**R/E***	**Course Number and Title**	**Credit**	**R/E***
Term Credit Total:					

* Required or Elective

Table 2: For **curricular change(s)**, use/adapt the table below to compare the existing and newly modified program plan. Expand the table as needed.

Current Program			New Program		
Course Number and Title	**Credit**	**R/E***	**Course Number and Title**	**Credit**	**R/E***
Introductory Core (3 credits)			**Introductory Core (3 credits)**		
IST 511 Introduction to the Library and Information Profession	3	R	IST 511 Cultural Foundations of Information Studies (new title)	3	R
Information Resource Core (9 credits)			**Information Resource and Service Core (9 credits)**		
IST 605 Reference and Information Literacy Services	3	R	IST 605 Reference and Information Literacy Services	3	R
IST 613 Library Planning, Marketing, and Assessment	3	R	IST 613 Library Planning, Marketing, and Assessment	3	R
IST 616 Information Resources: Organization and Access	3	R	IST 616 Information Resources: Organization and Access	3	R
Management and Policy Core (6 credits)			Management Core (3 credits)		
IST 614 Management Principles for Information Professionals	3	R	IST 717 Library Leadership and Management (new title)	3	R
IST 618 Information Policy	3	R			
Exit Requirement (3 credits)			**Exit Requirement (3 credits)**		

5

IST 973 Internship (changed to be elective. See below)	3	R	IST 773 Reflective Portfolio (new course)	3	R
Graduate Immersion Milestone Event	0	R			
ELECTIVES			ELECTIVES		
IST 553 Information Architecture for Internet Services	3	E	IST 553 Information Architecture for Internet Services	3	E
IST 556 Mobile Network Services	3	E			
IST 558 Technologies in Web Content Management	3	E			
IST 564 Accessible Library & Information Services	3	E	IST 564 Accessible Library & Information Services	3	E
IST 585 Knowledge Management	3	E			
IST 601 Information and Information Environments	3	E			
IST 604 Cataloging of Information Resources	3	E	IST 604 Cataloging of Information Resources	3	E
			IST 607 – Digital Humanities for Librarians, Archivists, & Cultural Heritage Workers	3	E
IST 611 Information Technologies in Educational Organizations	3	E	IST 611 Information Technologies in Educational Organizations	3	E
IST 612 Youth Services in Libraries and Information Centers	3	E	IST 612 Youth Services in Libraries and Information Centers	3	E
			IST 615 Cloud Management	3	E
IST 617 Motivational Aspects of Information Use	3	E	IST 617 Motivational Aspects of Information Use	3	E
IST 619 Economics of Digital Transformation	3	E	IST 619 Economics of Digital Transformation	3	E
IST 622 Introduction to Preservation of Cultural Heritage	3	E	IST 622 Introduction to Preservation of Cultural Heritage	3	E
IST 624 Preservation of Library and Archival Collections	3	E	IST 624 Preservation of Library and Archival Collections	3	E
IST 625 Enterprise Risk Management	3	E	IST 625 Enterprise Risk Management	3	E

IST 626 Business Information Resources and Strategic Intelligence (removed)	3	E	<mark>IST 626 – Information Justice & Community Engagement (new course)</mark>	3	E
IST 628 Organization/Management of Archival Collections	3	E	IST 628 Arrangement and Description of Archival Collections	3	E
IST 631 Theory of Classification and Subject Representation	3	E	IST 631 Theory of Classification and Subject Representation	3	E
IST 632 Management and Organization of Special Collections	3	E	IST 632 Management and Organization of Special Collections	3	E
IST 635 Collection Development and Access	3	E	IST 635 Collection Development and Access	3	E
IST 638 Indexing and Abstracting Systems and Services	3	E	IST 638 Indexing and Abstracting Systems and Services	3	E
IST 639 Enterprise Technologies	3	E			
IST 641 User-Based Design	3	E	IST 641 User-Based Design	3	E
IST 642 Electronic Commerce	3	E			
IST 645 Managing Information Systems Projects	3	E	IST 645 Managing Information Systems Projects	3	E
IST 646 Storytelling for Information Professionals	3	E	IST 646 Storytelling for Information Professionals	3	E
IST 649 Human Interaction with Computers	3	E	IST 649 Human Interaction with Computers	3	E
			IST 651 Scripting for Enterprise Data Systems	3	E
IST 653 Telecommunications and Enterprise Network Management I	3	E			
			IST 654 Information Systems Analysis	3	E
IST 656 Telecommunications and Enterprise Network Management II	3	E			
IST 657 Basics of Information Retrieval Systems	3	E			
IST 659 Data Administration Concepts and Database Management	3	E	IST 659 Data Administration Concepts and Database Management	3	E
IST 661 Managing a School Library	3	E	IST 661 Managing a School Library	3	E

IST 662 Instructional Strategies and Techniques for Information Professionals	3	E	IST 662 Instructional Strategies and Techniques for Information Professionals	3	E
			IST 663 Instructional Leadership for School Librarians	3	E
IST 664 Natural Language Processing	3	E	IST 664 Natural Language Processing	3	E
IST 667 Information Technology for Libraries and Information Centers	3	E			
IST 668 Literacy Through School Libraries	3	E	IST 668 Literacy Through School Libraries	3	E
			IST 671 Foundations of Research Methods in Information Studies	3	E
			IST 672 Public Library as Institution	3	E
IST 673 Strategic Planning in an Information-Based Organization	3	E			
IST 674 Academic Librarianship	3	E	IST 674 Academic Librarianship	3	E
IST 676 Digital Data and Services in Libraries	3	E	IST 676 Digital Data and Services in Libraries	3	E
IST 679 Electronic Commerce Technologies	3	E			
			IST 681 Metadata	3	E
			IST 682 Cultural Competence for Information Professionals	3	E
IST 685 Social Networks in Libraries	3	E			
			IST 687 Intro. to Data Science	3	E
IST 707 Applied Machine Learning	3	E	IST 707 Applied Machine Learning	3	E
IST 715 LAMS: Libraries, Archives, Museums	3	E	IST 715 LAMS: Libraries, Archives, Museums	3	E
IST 717 Advanced Library Management	3	E	IST 717 Library Leadership and Management now required (see above)	3	R
			IST 719 Information Visualization	3	E
IST 735 Copyright for Information Professionals	3	E	IST 735 Copyright for Information Professionals	3	E

IST 753 Telecommunications and Enterprise Network Management III	3	E			
			IST 772 Quant. Reasoning Data Sci	3	E
			IST 776 Research Methods	3	E
IST 973 Internship	3	R	<mark>IST 973 Internship (now elective)</mark>	<mark>3</mark>	<mark>E</mark>

* Required or Elective

Submit the application electronically to OPPROGS@nysed.gov. Please note: if it is determined to be necessary, a hard copy may be requested.

Application to Change or Adapt a Registered
Professional Education Program

Form Instructions:

- Prior to implementing **any changes** in a program leading to a professional license or a related field, please contact the Professional Education Program Review Unit at OPPROGS@mail.nysed.gov.

- Use this form to request program changes that require approval by the State Education Department.[1]

- For programs that are registered jointly with another institution, all participating institutions must confirm their support of the changes.[2]

- If the change involves offering an existing registered program at a new location, or creating a dual-degree program from existing programs, complete a new registration application for the proposed program.

Section I: General Information	
Institution name and address	**Syracuse University** *Additional information*: ▪ Specify campus where program is offered, if other than the main campus: **campus and online**
Identify the program you wish to change	Program title: School Library Media Award (e.g., B.A., M.S.): MS Credits: 36 HEGIS code: 0899.01 Program code(s): 27274, 27275
Contact person for this proposal	Name and title: Jenny Stromer-Galley Telephone: Fax: E-mail: jstromer@syr.edu
CEO (or designee) **approval** *Signature affirms the institution's commitment to support the*	Name and title: Signature and date:
	If the program will be registered jointly[2] with another institution, provide the following information:
	Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:

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[1] **CUNY and SUNY** institutions: contact System Administration for guidance.

[2] If the partner institution is non-degree-granting, see CEO Memo 94-04 at http://www.highered.nysed.gov/ocue/documents/ceo94-04.pdf.

program as revised.	

Section II: Identify the Proposed Changes.

Check all the changes that apply and complete the required section that follows:

☐ **Discontinuing a Program.** Indicate the effective date: [3]

☐ **Change in Program Title.** Indicate the proposed new title:

☐ **Change in Program Award.** Indicate the proposed new award:
Note: This may require altering the liberal arts and science content, as defined in Section 3.47(c)(1-4) of **Regents Rules**.

☐ **Format Change(s).** Indicate the proposed new format(s):
Note: if the change involves adding a **distance education format** to a registered program, please complete the **distance education application**.

X☐ **Curricular Change(s)**

☐ **Other Change(s).** Please specify:

Section III: Describe the Proposed Changes.

1. **In a brief narrative explain the rationale for the changes.** The curriculum for the Library and Information Science: School Media program is being aligned with the new LIS program changes approved by NYSED for Fall 2022. There are some course changes, alignment of learning outcomes, and adherence to upcoming NYSED requirements (internship hours) in the new curriculum proposal.

2. **Describe the plan for implementing the proposed changes, including the effective date and the impact on the currently enrolled students.** Changes are planned to be in effect for Fall 2023. We will be transitioning some older courses to more updated courses covering similar content, implementing the changes required by NYSED, and accepting some School of Education courses to replace literacy courses for students who do not already hold prior teaching certification. A transcript review for certified teachers will be used to determine if they may waive up to three required courses in lieu of LIS electives. Students who do not already hold prior teaching certification will be required to take all the LIS and school media core courses and one elective. Currently enrolled students will either continue with the program requirements that were in place when they enrolled in the program, or they may petition to comply with the new program requirements. Two courses planned to be sunset will have alternatives in place if the students haven't already taken them during the transition.

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[3] If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

3. For Format Change(s),

1) Describe availability of courses and any change in faculty, resources, or support services related to the change.

2) Use Table 1 to provide a sample program schedule to show the sequencing and scheduling of courses in the new format.

4. For Curricular Change(s),

1) Use Table 2 to provide a side-by-side comparison of the existing and newly modified program plan as shown in the College's Catalog. **See attached side-by-side**

2) For each new or modified course, provide a syllabus. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

3) For each new course, list the name, qualifications, and relevant experience of faculty teaching the course. **INSERT TABLE**

Table 1: For **format change(s)**, use/adapt the table below to show how a typical student may progress through the program. Expand the table as needed.

Indicate academic calendar type: ☐ Semester ☐ Quarter ☐ Trimester ☐ Other (describe)

Term:			Term:		
Course Number and Title	**Credit**	**R/E***	**Course Number and Title**	**Credit**	**R/E***
Term Credit Total:					

* Required or Elective

Table 2: For **curricular change(s)**, use/adapt the table below to compare the existing and newly modified program plan. Expand the table as needed.

Current Program			New Program		
Course Number and Title	**Credit**	**R/E***	**Course Number and Title**	**Credit**	**R/E***
See attached side-by-side					
Term Credit Total:					

* Required or Elective

Submit the application electronically to OPPROGS@nysed.gov. Please note: if it is determined to be necessary, a hard copy may be requested.

Program title: Library & Information Science School Media

Degree awarded: MS

Brief description of program revisions: Revised and renamed core courses (IST511 and IST717), removal of three required courses (IST 618, 661, and 663) updated list of required courses and electives, doubling 972 for non-teachers

Current Program			New Program		
Course Number and Title	Credit	R/E*	Course Number and Title	Credit	R/E*
Introductory Core (3 credits)			**Introductory Core (3 credits)**		
IST 511 Introduction to the Library and Information Profession	3	R	IST 511 Cultural Foundations of Information Studies (new title)	3	R
Information Resource Core (9 credits)			**Information Resource and Service Core (9 credits)**		
IST 605 Reference and Information Literacy Services	3	R	IST 605 Reference and Information Literacy Services	3	R
IST 613 Library Planning, Marketing, and Assessment	3	R	IST 613 Library Planning, Marketing, and Assessment	3	R
IST 616 Information Resources: Organization and Access	3	R	IST 616 Information Resources: Organization and Access	3	R
Management and Policy Core (6 credits)			**Management Core (3 credits)**		
IST 661 Managing a School Library	3	R	IST 717 Library Leadership and Management (new title)	3	R
IST 618 Information Policy	3	R			
School Media Specific Core (15 credits)			**School Media Specific Core (9 credits)**		
IST 564 Accessible Library & Information Services	3	R	IST 564 Accessible Library & Information Services	3	R
IST 611 Information Technologies in Educational Organizations	3	R	IST 611 Information Technologies in Educational Organizations	3	R
IST 612 Youth Services in Libraries and Information Centers	3	R	IST 612 Youth Services in Libraries and Information Centers * or RED512 Children's and Adolescent Literature or prior course with approval	3	R
IST 663 Instructional Leadership for School Librarians	3	R	IST 662 Instructional Strategies and Techniques for Information Professionals* (not required for certified teachers who may take extra elective)	3	R
IST 668 Literacy Through School Libraries	3	R	IST 668 Literacy Through School Libraries	3	R
Exit Requirement (3 credits)			**Exit Requirement (3-6 credits)**		
IST 972 School Media Practicum	3	R	IST 972 School Media Practicum (for	6	R

			non-certified teachers one section for 240 hours elementary, one section of 240 hours for secondary) **or** IST 773 if minimum one academic year as school librarian		
ELECTIVES (none)			**ELECTIVES (3-9 credits)**		
			IST 626 – Information Justice & Community Engagement	3	E
			IST 635 Collection Development and Access	3	E
			IST 671 Foundations of Research Methods in Information Studies	3	E
			IST 672 Public Library as Institution	3	E
			IST 674 Academic Librarianship	3	E
			IST 682 Cultural Competence for Information Professionals	3	E
			IST 773 Reflective Portfolio	3	E
			Approved courses from School of Education examples: RED512 Children's and Adolescent Literature Others with Program Director approval		

Program title: Library & Information Science School Media

Degree awarded: CAS

Brief description of program revisions: Removal of two required courses (IST 661 and 663), adding second section of internship due to NYSED requiring double student teaching hours, and updated list of required courses and electives

Current Program			New Program		
Course Number and Title	Credit	R/E*	Course Number and Title	Credit	R/E*
School Media Specific Core (18 credits)			**School Media Specific Core (15-18 credits)**		
IST 564 Accessible Library & Information Services	3	R	IST 564 Accessible Library & Information Services	3	R
IST 611 Information Technologies in Educational Organizations	3	R	IST 611 Information Technologies in Educational Organizations	3	R
IST 612 Youth Services in Libraries and Information Centers	3	R	IST 612 Youth Services in Libraries and Information Centers * or RED512 Children's and Adolescent Literature or prior course with approval	3	R
IST 661 Managing a School Library	3	R			
IST 663 Instructional Leadership for School Librarians	3	R	IST 662 Instructional Strategies and Techniques for Information Professionals	3	R
IST 668 Literacy Through School Libraries	3	R	IST 668 Literacy Through School Libraries	3	R
Exit Requirement (3 credits)			**Exit Requirement (3-6 credits)**		
IST 972 School Media Practicum (240 hours: 120 elementary, 120 secondary)	3	R	IST 972 School Media Practicum (one section 240 hours elementary, and one section 240 hours secondary) or IST 773 if minimum one academic year as school librarian, and elective	6	R
ELECTIVES (none)			**ELECTIVES (0-3 credits)**		
			IST 626 – Information Justice & Community Engagement	3	E
			IST 635 Collection Development and Access	3	E
			IST 671 Foundations of Research Methods in Information Studies	3	E
			IST 672 Public Library as Institution	3	E
			IST 674 Academic Librarianship	3	E
			IST 682 Cultural Competence for	3	E

			Information Professionals		
			IST 773 Reflective Portfolio	3	E
			Approved courses from School of Education examples:		
			RED512 Children's and Adolescent Literature		
			Others with Program Director approval		

Dr. Sebastian Modrow – Curriculum Vitae

Assistant Professor, School of Information Studies, Syracuse University
Syracuse, NY - smodrow@syr.edu - 315-350-8175

Education

2015	**Master of Library and Information Science and Certificate of Advanced Study in Cultural Heritage Preservation** Syracuse University, Syracuse, NY
2014	**Doctor philosophiae in Ancient History** University of Rostock, Rostock, Germany
2007	**State Examination (Staatsexamen, MA equivalent with additional teaching component)** University of Greifswald, Greifswald, Germany Majors: History, Latin Minor: Classical Archaeology

Additional Education

2021	Reference Sources for Researching Rare Books with Joel Silver, Rare Book School
2017-18	Courses and workshops related to the Society of American Archivists' Arrangement and Description Certificate

Employment

2021-	**Assistant Professor** School of Information Studies, Syracuse University, Syracuse, NY
2018-2021	**Curator for Rare Books and Manuscripts** Syracuse University, Syracuse, NY
2016-2018	**Assistant Archivist/Senior Assistant Librarian** Syracuse University, Syracuse, NY
2015-2016	**Temporary Assistant Archivist / Coordinator of the *Marcel Breuer Digital Archive*** Syracuse University, Syracuse, NY
2013-2015	**Faculty Assistant for Prof. Kenneth Lavender** Syracuse University, Syracuse, NY School of Information Studies

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Courses:
IST 624: Preservation of Archival and Special Collections Material
IST 622: Introduction to Cultural Heritage Preservation
IST 632: Management and Organization of Special Collections

Graduate Processing Assistant
Syracuse University, Syracuse, NY
Special Collections Research Center

2011-2013 **Teacher for History and Latin**
Evangelical Gymnasium, Doberlug-Kirchhain, Germany

2010-2011 **Memoria Romana International Doctoral Fellow**
Max Planck Institute

2009-2010 **Oldfather Research Fellow**
University of Illinois, Urbana-Champaign, IL

2007-2009 **Lecturer for Latin**
University of Greifswald, Greifswald, Germany

Publications

Monograph

2017 *Vom punischen zum römischen Karthago. Konfliktreflexionen und die Konstruktion römischer Identität* (*From Punic to Roman Carthage: Conflict Reflections and the Construction of Roman Identity*), Heidelberg: Verlag Antike

Translations

Forthcoming New translation of the Medieval Latin chronicle *Arnoldi Chronica Slavorum* for the *Freiherr von Stein Gedächtnisausgabe* (in cooperation with Prof. Oliver Auge (Kiel, Germany) Prof. Christian Lübke (Leipzig) and Prof. Matthias Hardt (Leipzig) for Wissenschaftliche Buchgesellschaft Darmstadt (forthcoming end of 2023)

2022 Modrow, Sebastian & Melissa Smith. A new translation of the papal bull *Inter Ca*etera, May 4, 1494 with introduction and annotations; https://doctrineofdiscovery.org/inter-caetera/.

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Book Chapters

Forthcoming   Stawarz, John & **Sebastian Modrow**, "Transformative Role Playing: Embracing Non-Library Instructional Opportunities to Enrich Professional Identities." In *Instructional Identities and Information Literacy: Transforming Our Profession, Our Institutions, Our Programs, and Ourselves*. Edited by Amanda Nichols Hess (ACRL, forthcoming 2023).

2021   "Classical Antiquity." In *Libraries, Archives, Museums: An Introduction to Cultural Heritage Institutions Through the Ages*, edited by Suzanne M. Stauffer, 17-40. Lanham-London: Rowman & Littlefield, 2021.

Invited Article

2018   "Maintaining and Sharing a Haudenosaunee Identity: Onondaga Collective Memory and Social Media." *International Information & Library Review* 50:2, 129-141, DOI: 10.1080/10572317.2018.1449425

Review Essay

2018   "What's New in Ancient Archives? Part I: The Ancient Near East," *Archival History News*, Spring 2018 (https://archivalhistorynews.wordpress.com/2018/05/23/whats-new-in-ancient-archives-part-i-the-ancient-near-east/)

Conference Proceedings

2022   Youngman, Tyler, **Sebastian Modrow**, Melissa Smith, Beth Patin. "Epistemicide on the Record: Theorizing Commemorative Injustice and Reimagining Interdisciplinary Discourses in Cultural Information Studies." Proceedings of the Association for Information Science and Technology. https://doi.org/10.1002/pra2.759 (peer-reviewed)

     Modrow, Sebastian & Melissa Smith. "Edwards dreams of Alexandria: Library history in the service of public library activism." *Proceedings of the Annual Conference of CAIS / Actes Du congrès Annuel De l'ACSI*. https://doi.org/10.29173/cais1239. (peer-reviewed)

Reviews

Forthcoming   Hesekamp, Ingrid. *Das Bild von Africa in der augusteischen Dichtung: Poetische Konstruktionen eines geographischen Raumes (Vergil, Aeneis – Horaz – Properz)*. (Berlin-Boston: De Gruyter, 2021), for *The Classical Review* (rough translation of the title: *The Image of Africa in Augustan poetry: poetic constructions of a geographic space (Vergil, Aeneid – Horace – Propertius)*).

2022   Claire Strom & Rachel Walton, "Engaging History Majors in Intensive Archival Research: Assessing Scaffolded Curricula for Teaching Undergraduates Primary Source Literacy Skills," (Case Studies on Teaching with Primary Sources) Society of American Archivists, review for *American Archivist Reviews*; https://reviews.americanarchivist.org/2022/02/16/engaging-history-majors-in-intensive-archival-research-assessing-scaffolded-curricula-for-teaching-undergraduates-primary-source-literacy-skills/.

2021   Simon Lentzsch, *Roma victa: Von Roms Umgang mit Niederlagen* (Stuttgart: Springer, 2019). ISBN 978-3-476-04830-1, for H-Soz-Kult, 04.10.2021, www.hsozkult.de/publicationreview/id/reb-28853.

2020   Steven K. Galbraith, *A Brief History of the Book*, for BookArtsWeb/The Bonefolder, https://bonefolderextras.blogspot.com/2020/12/a-brief-history-of-book-by-steven-k.html

2019   Olde Hansen, *Hannibal Minor. Die Geschichte Karthagos* (epubli, 2018) for *Antike Welt*

Blog Posts

2020   "Rehousing the American Book Company Illustrations;" SCRC Blog, https://library-blog.syr.edu/scrc/2020/06/24/rehousing-the-american-book-company-illustrations/

"Printing the Middle Ages: A Renaissance Edition of Bernard of Clairvaux;" SCRC Blog, https://library-blog.syr.edu/scrc/2020/10/06/printing-the-middle-ages-a-renaissance-edition-of-bernard-of-clairvaux/

2019   "From Clay Tablet to Cyber Space: A Semester Full of Library and Archives History;" SCRC Blog, https://library-blog.syr.edu/scrc/2019/06/18/from-clay-tablet-to-cyber-space-a-semester-full-of-library-and-archives-history/

Conference Reports

2021   ICHORA 2020, DAY 2: BOOK LAUNCH and CELEBRATION of Richard J. Cox, *Archival History News*, https://archivalhistory.news/2021/02/22/ichora-2020-day-2-book-launch-and-celebration-of-richard-j-cox/

ICHORA 2020, DAY 2: Nick Pavlik, "Evolution of Archivists' Roles," *Archival History News*, https://archivalhistory.news/2021/02/22/ichora-2020-day-2-nick-pavlik-evolution-of-archivists-roles/

ICHORA 2020, DAY 2: Jane Zhang, "Analog to Digital: The Special Olympics' World Games," *Archival History News*, https://archivalhistory.news/2021/02/22/ichora-2020-day-2-jane-zhang-analog-to-digital-the-special-olympics-world-games/

ICHORA 2020, DAY 2: Patrick Egan, "Enriching Metadata for Irish Traditional Music," *Archival History News*, https://archivalhistory.news/2021/02/22/ichora-2020-day-2-patrick-egan-enriching-metadata-for-irish-traditional-music/

ICHORA 2020, DAY 2: Hannah Turner, "Cataloging Culture…in an Ethnographic Museum," *Archival History News*, https://archivalhistory.news/2021/02/22/ichora-2020-day-2/

ICHORA 2020, DAY 2: Ciaran Trace, "Archives, Classification, and the Digital World," *Archival History News*, https://archivalhistory.news/2021/02/22/ichora-2020-day-2-ciaran-trace-archives-classification-and-the-digital-world/

ICHORA 2020, DAY 2: Evanthia Samaras, "Digital Visual Effects' Records and Archiving," *Archival History News*, https://archivalhistory.news/2021/02/22/ichora-2020-day-2-evanthia-samaras-digital-visual-effects-records-and-archiving/

Peer Reviewer

2017   *Journal of Archival Organization*

Public Scholarship

2022/23   Contributions to *The Land You're On: Acknowledging the Haudenosaunee*;

https://www.waer.org/podcast/the-land-youre-on/2023-01-04/the-land-youre-on-the-map

https://www.waer.org/podcast/the-land-youre-on/2023-01-11/the-land-youre-on-the-letter

https://researchguides.library.syr.edu/theLand/participants; https://www.waer.org/podcast/the-land-youre-on

Research Projects

Book project

Archives and Record Keeping in the Roman Republic

Translation projects

Papal bull *Dum Diversas* (1452) for the Doctrine of Christian Discovery Working Group, sponsored by the Indigenous Values Initiative, https://indigenousvalues.org/ (in collaboration with Melissa Smith and upon

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invitation of Philip Arnold, Associate Professor of Religion and Founding Director of the Skä·noñh—Great Law of Peace Center and Adam Brett, Grant & Event Coordinator of the Doctrine of Discovery Project)

Article-length projects

Modrow, Sebastian & Katya Mueller. "On the Origins of Public Libraries in Antiquity: The Case of Peisistratus Reconsidered."

Modrow, Sebastian & Melissa Smith. "On the Evolution of the Carnegie Library Philanthropy Model."

Modrow, Sebastian & Tyler Youngman. "Toward Cultural Heritage Informatics: Theorizing Heritage and Memory at the Information Intersections."

Conference Papers and Invited Talks

2022	Youngman, Tyler, **Sebastian Modrow**, Melissa Smith, Beth Patin. "Epistemicide on the Record: Theorizing Commemorative Injustice and Reimagining Interdisciplinary Discourses in Cultural Information Studies," October 2022 https://www.asist.org/am22/am22-papers/.
	Modrow, Sebastian & Melissa Smith. "Edwards dreams of Alexandria: Library history in the service of public library activism." Annual Conference of Canadian Association of Information Science, Mai 2022 (peer-reviewed); https://www.cais2022.ca/talk/23.modrow/.
2018	**Modrow, Sebastian** & Andrew Saluti. "Natural enemies or natural allies? A Test Case for Archivist-Curator-Collaboration." Mid-Atlantic Regional Archives Conference (MARAC), April 2018.
2012	Modrow, Sebastian. Response to Kelly Shannon's (Oxford) "Aitiology of the 'Other': Foreign Cults in Tacitus' Histories", at the international meeting "Telling Origins. The Structures of Aitiological Narratives" at the University of Rostock, July 2012
2012	Modrow, Sebastian. "Karthagos verfluchter Fluch. Gedächtnisarbeit zwischen Wiederaufbau und Neugründung" ("Carthage's 'damned' curse: Re-Shaping Collective Memory between Re- and New Foundation"), at the Altertumswissenschaftliches Kolloquium, University of Rostock, Mai 2012
2011	Modrow, Sebastian. "Colonia Iulia Concordia Karthago: Re-Shaping Collective Memory between Re- and New Foundation," at the international meeting "Forms of Settlement in North Africa: Continuity and Change." of the University of Heidelberg, Oct/Nov. 2011
2011	Modrow, Sebastian."The Concept of Moral Decline in Roman Historiography – Some Thoughts on Sallust's *Histories*." William Abbott Oldfather Lectures on "Reorganizing the Past: Popular Politics and Roman Republican Historiography" (in cooperation with Mathias Hanses, Columbia University), University of Illinois at Urbana-Champaign, April 2011

2010	Modrow, Sebastian.”From Punic to Roman Carthage: Reflections about a Conflict and their Contribution to the Construction of Roman Identity.” presentation of the dissertation project, Memoria Romana Colloquium for Dissertation Fellowship Recipients, Rome, October 2010
2010	Modrow, Sebastian. "Carthage in the Roman Memory." William Abbott Oldfather Lecture, University of Illinois at Urbana-Champaign, April 2010
2008	Modrow, Sebastian.“Vergil, Karthago und die Bienen.” (“Virgil, Carthage and the Bees.”) Altertumswissenschaftliches Kolloquium, Ernst-Moritz-Arndt-University of Greifswald, June 2008
	Modrow, Sebastian.“Vergil, Karthago und die Bienen.” (“Virgil, Carthage and the Bees.”) Meeting of the German Philological Teacher Association of Mecklenburg-Vorpommern, Rostock, March 2008
2003	Modrow, Sebastian.“Limen super inferumque: Eine Passage in Plautus’ *Mercator* und ihre religiöse Konnotation.” (“*Limen super inferumque*: A Passage in Plautus’ *Mercator* and its Religious Connotation.”), at the Latinistisches Kolloquium, Greifswald, June 2004

Teaching Experience

Syracuse University

Credit-bearing Courses:

> IST 715 LAM: Libraries, Archives, Museums (on campus)
>
> IST 715 LAM: Libraries, Archives, Museums (2U/online)
>
> IST 600 History of Libraries and Archives in the Western World
>
> IST 600 History of the Book (Maymester)
>
> IST 622/MUS 600 Introduction to Cultural Heritage Preservation

Special Collections Liaison Work:

> Various sessions for REL 301 Ancient Near Eastern Religions and Cultures (Prof. James Watts) as part of SCRC’s Faculty Fellows Program, Fall 2019
>
> SCRC liaison for IST 600: Rare Book and Special Collections Librarianship (Prof. Alvan Bregman), Maymester 2019

Special Collections One-Shot Sessions (In-person or Online):

2017-2021	Numerous sessions in collaboration with Syracuse University faculty ranging from Classics to News Writing

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Guest Lectures in classes at Syracuse University

"Ancient Archives and Libraries" for Honors 340 Writing Scripture Law (Prof. James Watts), Fall 2019, Spring 2022

"The American Book Company Metadata Project" for IST 676 Fundamentals of Digital Data (Prof. Jian Qin), Summer 2018

"North Africa in the Classical Period: Carthage" for ANT 300 The Lost Civilizations of Africa (Prof. Christopher DeCorse), Spring 2016

"North Africa in the Classical Period: Rome" for ANT 300 The Lost Civilizations of Africa (Prof. Christopher DeCorse), Spring 2016

"From Writing to Printing: A Short History of the Book" as well as on "The Giunti: A Case Study in Renaissance Publishing" for IST 632 Management and Organization of Special Collections (Prof. Kenneth Lavender), Fall 2014

"George Catlin's Crying Chiefs and Weeping Romans: 'Misremembering' in Context" (on collective memory theory in the context of cultural heritage preservation) for IST 622 Introduction to Cultural Heritage Preservation (Prof. Kenneth Lavender and Prof. Emily Stokes-Rees), Fall 2014

Evangelical Gymnasium Duberlug-Kirchhain

2011-2013   Middle/high school teacher for Latin language/literature and history (7th - 12th grades)

University of Illinois at Urbana-Champaign

2010   taught an advanced undergraduate and graduate course in Classical Civilization on "Carthage and Her Relations with Greece and Rome" (CLCV 491) during Oldfather Research Fellowship year

University of Greifswald

2007-2009   Latin 101, Latin 102, Latin 103, Undergraduate course in Latin composition; Introduction to Latin Literature (Cicero); Introduction to Latin Literature (Virgil's *Aeneid* book I), Introduction to Latin Literature (Silius Italicus' *Punica* book I), undergraduate Seminar (Virgil's *Aeneid*), graduate reading course in Latin Literature (Livy book I), graduate reading course in Latin Literature (Plautus' *Poenulus*)

Exhibitions and Events

2021	Contributions to: "Explore and Connect: Selections from the Special Collections Research Center," https://library.syr.edu/scrc/programs/exhibitions/exhibit/2021-08-Explore-and-Connect.php
2020	"'Let the reader emerge!' Milestones of the Syracuse University Libraries;" digital exhibit, https://digitalexhibits.syr.edu/sul-milestones/
	"'Let the reader emerge!' Milestones of the Syracuse University Libraries;" physical exhibit in the Learning Commons of Syracuse University's Bird Library, https://library.syr.edu/scrc/programs/exhibitions/exhibit/2020-02-History-of-SU-Libraries.php
2019	"What's New in SCRC?" organization of the annual new acquisitions show-and-tell event
	"Dante at SCRC," pop-up exhibit in Bird Library's Spector Room in collaboration with the Italian Studies Department accompanying the Lecture "Studying Dante's religious culture and the problem of the beatific vision: Questions of method" by Zygmunt G. Barański (Cambridge-Notre Dame)
	"SCRC Materials related to Boccaccio and the Italian Revolution," pop-up exhibit in Bird Library's Spector Room in collaboration with the Italian Studies Department and the Humanities Center accompanying the Lecture "From Boccaccio to Pico, and Garibaldi: The Virtual Humanities Lab at Brown University" by Massimo Riva (Brown University)

Awards

2013-2015	EuroAsia Scholarship of the School of Information Science at Syracuse University
2010-2011	Memoria Romana International Doctoral Fellowship (Max Planck International Research Prize in the Humanities)
2010	List of Teachers Ranked as Excellent by their Students, University of Illinois at Urbana-Champaign (Class. Civ. 491)
2009-2010	Oldfather Research Fellowship of the University of Illinois at Urbana-Champaign

Service to the School, the University and the Profession

2022-	PhD Program Committee
2022	Research Practicum with PhD student Tylor Youngman (Fall)
	Research Practicum with PhD student Shannon Crooks (Fall)
	Teaching Practicum with PhD student Leah Dudak (Fall)
	Teaching Practicum with PhD student Tylor Youngman (Spring)
2021-	Library and Information Science Program Committee

Assistant Professor, School of Information Studies, Syracuse University
Syracuse, NY - smodrow@syr.edu - 315-350-8175

2020-2021	Chair, Archival History Section, Society of American Archivists
2019-2020	Vice Chair, Archival History Section, Society of American Archivists
2019	Member, search committee for a Music Cataloger
2018-2019	Steering committee member, Archival History Section, Society of American Archivists
2016-2017	Member, Digital Library Program Background Team
2016	Member, search committees (for the positions of University Archivist, Digital Preservation and Projects Coordinator, Pan Am 103 Archivist/Assistant University Archivist, Audio/Audiovisual Archivist, and Chief Curator)
2014	Volunteer work at the Erie Canal Museum, Syracuse (accession and inventory of the museum's map collection, conservation of photographs and maps)

Professional Memberships

2022-	Association for Information Science and Technology (ASIS&T)
2022-	American Library Association (ALA)
2017-	Association of Ancient Historians (AAH)
2014-15, 2018, 2021	Mid-Atlantic Archives and Records Conference (MARAC)
2014-	Society of American Archivists (SAA)

Renate L. Chancellor, Ph.D.

Syracuse University
School of Information Studies
229 Hinds Hall
Syracuse, NY 13244
Email: rlchance@syr.edu
Tel. 315-443-1069

Qualifications

Ph.D. Information Studies, Department of Information Studies, Graduate School
of Education and Information Studies, University of California Los   Angeles.

M.L.I.S. University of California Los Angeles, with Distinction.

B.A.   Point Loma Nazarene College (now Point Loma Nazarene University) Major: History
        and Political Science, Minor: Criminal Justice.

Academic Experience

Associate Professor, Syracuse University School of Information Studies, August 2022-

Associate Professor and Chair, Department of Library and Information Science, Catholic
University of America, August 2020-August 2022.

Associate Professor, Department of Library, and Information Science, August 2017-present.

Assistant Professor, Department of Library, and Information Science, 2009-2017.

Lecturer, San Jose State University, School of Library, and Information Science,
2007-2009.

Research Interests

Equity, Diversity and Inclusion in library and information services, Library and Information Science Education, Social Justice in LIS, Human Information Behavior.

Scholarship

Books

Chancellor, R.L. (under contract). *Breaking the Glass Ceiling: Clara Stanton Jones and the Detroit Public Library*.

Chancellor, R.L. (2020). *E.J. Josey: Transformational Leader of the Modern Library Profession.* Rowman & Littlefield, Lanham, MD.

Papers

Cooke, A., **Chancellor, R.L.**, Dahlen, S., Gibson, A.N., Shorish, Y. (2022). Once More for

Those in the Back: Libraries are Not Neutral. *Publishers Weekly.*
www.publishersweekly.com

Chancellor, R.L. (2022). Clara Stanton Jones: Stirring the Waters in the Detroit Public Library.
Libraries, Culture, History and Society, 81-101.

Chancellor, R.L., DeLoach, P., Dunbar, T., Lee, S., & Singh, R. (2021). From Protests to
Practice. Confronting Racism in LIS. *Education for Information. 37* (2), 173-186.

Ndumu, A. & **Chancellor, R.L.** (2021). Du Mont, 35 years later: HBCUs, LIS education and
institutional discrimination. *Journal of Education and Library and Information
Science,* 62, (2).

Gibson, A.N., **Chancellor, R.L.,** Cooke, N.A., Dahlen, S., Patin, B. & Shorish, Y. (2020).
Struggling To Breathe: COVID-19, Protest, and the LIS Response. Equality, Diversity,
and Inclusion: An International Journal, 39.
https://www.emerald.com/insight/content/doi/10.1108/EDI-07-20200178/full/html.

Chancellor, R.L. (2020). E.J. Josey: Transformational Leader. *Library Journal, 145* (*2), 18-21.

Chancellor, R.L. (2019). Racial Battle Fatigue: The Unspoken Burden of Black Women Faculty
in LIS. *Journal of Education and Library and Information Science,* 60 *(*3), 182-189,
doi.org/10.3138/jelis.2019-0007.

Chancellor, R.L. (2019). Communities in the Crossfire: Models for Public Library Action
Collaborative Librarianship. Vol. 11: Iss. 1, Article 9. Available at:

https://digitalcommons.du.edu/collaborativelibrarianship/vol11/iss1/9.

Chancellor, R.L. (2018). Crossing the Globe: Why Studying Abroad is Essential to the Future of LIS Education. *Journal of Education and Library and Information Science*. 59(3). 4152, <u>DOI:</u> <u>10.3138/jelis.59.3.2018-0012.</u>

Chancellor, R.L. (2018). Expanding LIS Abroad: Opportunities and Strategies for Developing Global Study Programs. *Proceedings for the Association for Library and Information Science Education (ALISE) 2018 Annual Conference.* Denver, Colorado, February 6-9, 2018.

Lee, S., **Chancellor, R.L.,** Cooke, N., Sanchez, J. (2018). F-That: Why Fake News and the Weaponization of Information are Good for LIS. *Proceedings for the Association for Library and Information Science Education (ALISE) 2018 Annual Conference.* Denver, Colorado, February 6, 2018.

Chancellor, R.L. (2017). Libraries as Pivotal Community Spaces in Times of Crisis. *Urban Library Journal, 23* (1). Retrieved from http:academicworks.cuny.edu/ulj/vol23/iss1/2 .

Gibson, A. N., **Chancellor, R. L**., Cooke, N. A., Dahlen, S. P., Lee, S. A., & Shorish, Y. L. (2017). Libraries on the frontlines: Neutrality and social justice. *Equality, Diversity and Inclusion*, *36*(8), 751-766. DOI: <u>10.1108/EDI-11-2016-0100</u>.

Chancellor, R. Lee, S. (2016). Storytelling, Oral History and Building the Library Community. *Journal of Storytelling, Self, and Society,* Special Issue: Storytelling in Libraries, 12:1.

Lee, S., **Chancellor, R**., Chu, C. Rodriguez-Mori, H., Roy, L., (2015). *Igniting Diversity: Actionable Methods and Ideas for Advancing Diversity in LIS Education in the U.S.* Journal of Library and Information Science Education, 56(1), S47-S60.

Chancellor, R. (2015). *Getting it from the Source: Report on What Librarians Think About Lawyer Search Behavior*. Law Library Journal, 107(2), 287295.

Chancellor, R. (2012). Practice What You Preach: Exploring the Role of the Catholic Church in the Development of the Library Profession. *Proceedings of the 2ⁿᵈ Annual International Conference on Information and Religion,* Kent State University, Ohio, May 19, 2012.

Chancellor, R. (2011). Transformative Leadership: E.J. Josey and the Modern Library Profession. *Journal of History and Culture*, 1(4), 9-29.

Chancellor, R. (2010). Legal Information Seeking in a Time-Constrained Environment: A Conceptual Model for Lawyers, *International Journal of Legal Information,* 38(3), 282294.

Book Chapters

Chancellor, R.L. (2023) The Hill We Climb: Towards Equity and Inclusion in Library and Information Science. *Library Without Borders Special Edition.*

Chancellor, R. (2019). Roots Miniseries 1976: A Model for Oral Culture and History. *50 Events in African American History: An Encyclopedia of the American Mosaic*. ABCCLIO.

Chu, C.M., Absher, L.U., **Chancellor, R**., Downing, K.E., Lee, S., Vang, T. (2017). Race as Multidimensional in the Library and Information Field. *Advances in Librarianship Book Series.* Eds. Paul T. Jaeger and John Carlo Bertot. Emerald Group Publishing.

Chancellor, R., & Wiggins, H. (2016). Digital Rights Management and Copyright Law: What Librarians Need to Know. Chapter in, *Digital Rights Management: A Librarians Guide.* Rowman & Littlefield Publishers, Inc.

Chancellor, R. (2010). Copyright in the Information Age. *Special Topics in Intellectual Property, American Chemical Society Symposium Serie*s, 1055, Chapter 2**,** 5-12.

Book Reviews

Chancellor, R. L. (2020). Review of Educating librarians in the contemporary university: An essay on iSchools and emancipatory resilience in library and information science. Joacim Hansson. *Journal of Education for Library and Information Science* 61, 2, DOI: 10.3138/jelis.2019-0054.

Chancellor, R. (2019). Review of The Desegregation of Public Libraries in the Jim Crow South: Civil Rights and Local Activism? Wayne A. Wiegand and Shirley A. Wiegand. *Journal of Interdisciplinary History. 49 (4),* pp. *27-28.*

Chancellor, R. (2014). Review of *Libraries and the Reading Public in Twentieth Century America.* Edited by Christine Pawley and Louise S. Robbins. Wisconsin: The University of Wisconsin Press. Society for the History of Authorship, Reading and Publishing, Sharp News.

Chancellor, R. (2014). Review of *Law Librarianship in the Twenty-First Century, 2d. Edition.* Edited by Roy Balleste, Sonia Luna-Lamas, Lisa Smith-Butler. Retrieved:

Last Updated 1/15/2023

http://www.aallnet.org/blogs/spectrum-blog.

Chancellor, R. (2008). Review of Law Libraries and the Formation of the Legal Profession in the Late Middle Ages by Stanley Chodorow, Libraries, and the Cultural Record, 43, 2.

Conference Presentations, Papers, Posters (Peer-Reviewed)

Chancellor, R., Lee, S., (2023), Social Justice Design: Actional strategies for igniting critical research in LIS. iConference, Barcelona, Spain, March 28, 2023.

Dunbar, T., **Chancellor, R**., Day G., S., Gray, L, Kumasi, K (2022). Critical Race Theory as Innovative Pedagogy in LIS. ALISE Innovative Pedagogies SIG, October 24-26, 2022.

Chancellor, R.L., Knox, E., Collins, S., Confronting the Myth of Neutrality: Academic Libraries, Advocacy, and Free Speech. ALA Annual Conference, June 24, 2021.

Chancellor, R.L., Kazmer, M., Lankes, D. (2020). *Bias in student evaluations of teaching.* ALISE Equity and Social SIG, October 20, 2020.

Chancellor, R.L., Burnett, K, Mehra, B. (2020). *EDI in Leadership*. ASIS&T Annual Conference. October 23, 2020.

Chancellor, R.L., Lee, S., et. al. (2020). Innovative teaching strategies and conventional approaches for enhanced learning in a global environment. *ALISE Annual Meeting*. October 19, 2020.

Chancellor, R.L., Lee, S., Sanchez, J., Singh, R., Dunbar, A., DeLoach, P. (2020). Racism in America: Policing, Protests and LIS. *ALISE Webinar* July 30, 2020.

Singh, R., **Chancellor, R.L**., Lee, S. (accepted). Information-as-Weapon: A wrinkle in information literacy research and practice. European Conference on Information Literacy (ECIL), Bamberg, Germany September 21-24, 2020.

Chancellor, R.L., Lee, S., Singh, R. (accepted). Information-as-Weapon: A wrinkle in information literacy research and practice. RAILS Conference, Canberra, AU, October 28-29, 2019.

Kawooya, D., **Chancellor, R.L**., Hussey, L., Jenny, E.B., Luetkemeyer, J., Radford, M., Thompson, K., (2019). How effective is study abroad as a pedagogical and experiential learning tool in LIS education? ALISE Annual Conference, Knoxville, TN, September 26, 2019.

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Ndumu, A., **Chancellor, R.L.,** Abdullahi, I., Jones, A.. (2019). HBCUs and LIS Education: Moving Forward. ALISE Annual Conference, Knoxville, TN, September 2426, 2019.

Lee, S. & **Chancellor, R.L.** (2019). Spilling the Tea: LIS Professionals Speak Out on the Good, the Bad, and the Ugly in LIS Education. ALISE Annual Conference, Knoxville, TN, September 24-26, 2019.

Chancellor, R.L., Furman, A. (2018). Going Global: Studying Religious and Cultural Artefacts in *Italy.* University Research Day. Catholic University of America., April 19, 2018.

Chancellor, R.L., Atlas, N., Nickels, T., Johnson, T., Scott, L., Smith, J. (2018). Soldier Stories: Preserving Oral Histories of Combat Veterans Oral History of the Mid-Atlantic Region Conference. American University, March 15, 2018.

Chancellor, R.L. (2018). Expanding LIS Abroad: Opportunities and Strategies for Developing Global Study Programs. ALISE Annual Conference, Denver, Colorado, February 7, 2018.

Lee, S., **Chancellor, R.L.,** Cooke, N., Sanchez, J. (2018). F That: Why Fake News and the Weaponization of Information are Good for LIS. ALISE Annual Conference, Denver, Colorado, February 7, 2018.

Cooke, N., Sutherland, T., Patin, B., **Chancellor, R.L.,** Franklin, Gibson, A., Sanchez, J., Mehra, B., Aguirre, M., Irvin, V. (2018). A Critical dialogue: Faculty of Color in Library and Information Science. MEHC SIG. ALISE Annual Conference, Denver, Colorado, February 8, 2018.

Chancellor, R. and Lee, S. (2017). Storytelling for Social Justice: Oral History, Libraries and Communities in Crisis. Oral History in the Mid-Atlantic Region Conference, Columbia University, New York, NY, April 29, 2017.

Chancellor, R, Lee, S., Cooke, N., Dahlen, S., Gibson, A. (2017). Communities in Crisis: What Everyday Acts of Terrorism Tell Us About Social Responsibility in LIS. (Convener and Panelist). ALISE Annual Conference, Atlanta, Georgia January 18, 2017.

Chancellor, R., and Lee, S. (2017). Storytelling for Social Justice: Classrooms, Communities and Everywhere in Between. *ALISE SIG Program - Historical Perspectives SIG: Patron Engagement Through Library Spaces, Collaborative Selection, and Storytelling*. ALISE Annual Conference, Atlanta, Georgia January 18, 2017.

Chancellor, R., Lee, S. Cooke, N., Gibson, A., Shorish, Y., Dahlen, S. (2016). Caught in the Crossfire: A Conversation on Libraries and Communities in Distress. National Diversity in Libraries Conference, Los Angeles, California, August 10, 2016.

Bobb, J.J., **Chancellor, R.**, Hume, L.H. (2016). Pre-Law Advising Today: Shifting Dynamics Southwestern Social Science Association, Las Vegas, NV, March 25, 2016.

Chancellor, R., Lee, S., Rioux, K., Mehra, B. (2016). Strategies for Change: Qualitative LIS Research Methods and Furthering Social Justice. Juried Panel, ALISE Annual Conference, Boston, MA, January 8, 2016.

Chancellor, R. Lee, S., Hirsh, S., Altman, S., Wellstead, P. (2016). The Global Classroom: Strategies for Designing Innovative Cultural Immersion Programs in Library and Information Science Education. Panelist for the International Library Education SIG. ALISE Annual Conference, Boston, MA, January 6, 2016.

Chancellor, R. (2013). Timing is Everything!: Information Seeking Behavior of Lawyers. Chinese and American Forum on Legal Information and Law Libraries. Third International Conference, Shanghai, China, June 10-12, 2013.

Chancellor, R**.**, (2013). "Strategies for Incorporating Diversity in a Core Course: Foundations of Library and Information Science". Conference Presenter for: What of Diversity? (Always the Beautiful, and Essential, Question): An Ignite Session on Ideas You Can Use to Advance Diversity. *The Association of Library and Information Science Education (ALISE) Annual Conference*, January 24, 2013.

Chancellor, R., Lee, S. Kim, S., Salinas, R. (2012). Joint Conference of Librarians of Color (JCLC). Bridge Over Troubled Waters: Connecting LIS Research to Practice. *Joint Conference of Librarians of Color*. Kansas City, MO., September 19-23, 2012.

Chancellor, R. (2012). Invited Speaker, The American Library Association, Library History Roundtable *Libraries and the Civil Rights Movement.* The American Library Association Annual Conference, Anaheim, CA, June 24, 2012.

Chancellor, R. (2011). Moderator, Diversity in Action, Part I: The Challenges and   Making it Happen in LIS Administration, Teaching and Research, *Presidential Program on Diversity*, Association *for Library and Information Science Education (ALISE) Annual Conference*, San Diego, CA, Jan 4-7, 2011.

Chancellor, R. Dunbar, R. Porter, R. (2010). Presenter and Panel Convener, Exploring Black Identity in 21st Century America: Legal, Education and Critical Race Information Theory. The Association for the Study of African American Life and History 95th Annual Convention, Raleigh-Durham, North Carolina, October 2, 2010.

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Chancellor, R. (2009). Presenter, *Law Librarianship: Intellectual Property Law Education*. 238th American Chemical Society National Meeting. Washington, DC, August 19, 2009.

Chancellor, R. (2009). Presenter, *E.J. Josey: A Transformative Leader in the Modern Library Profession.* Bridging the Spectrum: A Symposium on Scholarship and Practice in Library and Information Science, Catholic University of America School of Library Science, Washington, DC, January 31, 2009.

Chancellor, R. (2009). Invited Speaker and panelist, E.J. Josey Spectrum Doctoral Institute, pre-ALISE conference, Denver, Colorado, January 20-21, 2009.

Chancellor, R. (2008). Presenter, Black Librarians: Keeping Our Stories: E.J. Josey Challenges the Status-Quo Paper, the Association for the Study of African American Life and History 93rd Annual Convention, Birmingham, Alabama, October, 2008.

Chancellor, R. (2008). Panelist, Intersectionality and Interdisciplinarity: Information Studies and Studies of the "Other" iConference 2008 ~ *Futures: Systems, Selves, Society*, UCLA, Los Angeles, February 2008.

Chancellor, R. (2008). Presenter, Authentic Voices: Using Oral History as a Method to Study E.J. Josey. Fourth Annual Forum on Library Education: The Ph.D. Experience: Research into Practice, ALA Mid-Winter, Philadelphia, Pennsylvania, January 2008.

Chancellor, R., Lee, S., Hardy, C. (2007). Panel Convener, Historical Perspectives on Libraries, Leadership and Literacy: Lessons from E.J. Josey, Jessie Carney Smith and the Oakland Unified School District. *Sixth National Conference of African-American Librarians, Fort* Worth, Texas, August 2007.

Chancellor, R. (2007). Poster, *Reflections on E.J. Josey: Activism in the Modern Library Profession*, (Poster Session) Association for Library and Information Science Education (ALISE) Conference – Seattle, Washington, January, 2007.

Chancellor, R. (2006). Panelist, *Assessing the Role of the Black Caucus of the American Library Association*, (Panelist) Joint Conference of Librarians of Color (JCLC) Conference (Panel Session entitled *Looking Back to the Future: Reflections on Old Concepts with New Outcomes*), Dallas, Texas, October 2006.

Chancellor, R. (2004). Panelist, *Reference Services to Ethnic Minorities: An intercultural exchange***,** California Association of Research Libraries Annual Conference, Pasadena, CA, April 2004.

Chancellor, R. (2004). Panelist, *PRAXIS: Converging Multicultural Practice and Research as a*

Step to Doctoral Studies, ALISE Annual Conference, San Diego, CA, January 14-17, 2004.

Chancellor, R. (2003). Panelist, *PRAXIS: A Pre-Doctoral and Recruitment Program for Tomorrow's Culturally Diverse Information Studies Faculty and Leaders*, American Library Association Annual Conference, Toronto, Canada, June 2003.

Invited Lectures and Presentations

Black Librarianship: Past, Present, and Future. Keynote, Southern Maryland Library Association, February, 7, 2022.

The Hill We Climb: Towards Equity & Inclusion in Library and Information Science. Keynote Speaker. Library History Seminar IV, June 10, 2021

The Truth Will Set You Free: Combating Misinformation in Today's Information-Driven Media Landscape. McLean Center for the Study of Culture and Values. Spring Colloquy Series. Catholic University of America, March 10, 2021.

E.J. Josey: Transformative Leaders of Library and Information Science. Queens College Library and Information Science, March 10, 2021.

Leading for Change: What Librarians Need to Know About E.J. Josey. Augusta Baker Lecture Series. University of South Carolina School of Information Science, March 4, 2021.

Chancellor, R.L., Agbasegbe-Demerson, B., Hayes, N., Lyles, R. (2021). *Celebrating Black History During the Pandemic.* UC Berkeley, February 26, 2021.

Libraries, Leadership and Social Justice: Lessons from E.J. Josey. Library Association of the University of California Davis. February 10, 2021.

Racial Equity in the Library: The Transformational Leadership of E.J. Josey   *University of Nevada Las Vegas Libraries*, December 3, 2020.

E.J. Josey Transforms the Library Profession: From Standing Up to ALA to the Founding of BCALA and Beyond. *Queens Public Library System Staff Development Webinar.* October 13,2020.

E.J. Josey's 1964 Charge: 'Keep on Pushing.' ALA Virtual Event: BCALA Program, June 27, 2020.

Last Updated 1/15/2023

50 Years Later: What We Can Learn from E.J. Josey. BCALA Virtual
　　　Summit 2020: Connecting, Cultivating & Collaboration. May 15-16, 2020.

E.J. Josey: Transformational Leader, *Love Your Library Month* speaker.
　　　Prince George County Maryland Library Services. April 1, 2020.

Chancellor, R. L., Hegarty, L., Khan, S. (2018). *Public Knowledge: Reimaging the Public
　　　Library*. Gensler Research Institute. Washington, DC., November 15, 2018.

Keynote Speaker, Black Caucus AALL Scholarship Dinner. Balancing the Scales: Propaganda,
　　　Protests, and Alternative Facts in a Lawless Information Environment. Baltimore,
　　　Maryland, July 14, 2018.

Chancellor, R.L., Spearman, L., Wellington, R. (2017). Invited Panelist, Brother Corry
　　　Roundtable on Social Justice and the Information Professions. *Sports and the Infosphere.*
　　　St. John's University Division of Library and Information Science, Jamaica Queens,
　　　New York December 7, 2017.

Speaker, Library Luminaries: Exemplars for Advocacy and Community Engagement. The
　　　American Library Association Washington Office, October 3, 2017.

Panelist, On the Other Side of the Tenure Track: Promotion and Retention of Law Librarians of
　　　Color. Diversity in Law Librarianship. LLSDC, Washington, DC., April 13, 2017.

Keynote, Public Library Luminaries: Keeping the Torch Alive. Friends of the Mount Pleasant
　　　Public Library Annual Meeting. Washington, DC, April 11, 2017.

What Do Law Schools Want? And What Should You Want? Catholic University of America,
　　　Honors Program, October 17, 2016.

Upperclassmen Advising Forum, Catholic University of America, Honors Program, October
　　　12, 2016.

Post-Show Talkback Panel. Selma65, Catholic University of America, Drama Production,
　　　September 26, 2015.

When the Past Comes A-Knockin': Libraries, E.J. Josey and the Fight for Social Justice. The
　　　Library of Congress. Washington, DC., February 18, 2015.

Seminar on Legal Information Seeking Behavior: Best Practices. The Law Offices of
　　　WilmerHale. Washington, DC., November 13, 2014.

Information Literacy: Essential Skills for the Twenty-First Century. St. John's University. Jamaica, Queens, New York. November 7, 2014.

Speaker, ProQuest Internal Team Meeting. Respondent to *Are Aggregators an Endangered Species?* ProQuest, Bethesda, Maryland. May 15, 2014.

Speaker, CUA Honors Program. *Navigating the Ins and Outs of Law School Can be a Challenge.* February 28, 2014.

Speaker, Washington, DC Public Library. *E.J. Josey: A Transformative Leader.* Monthly Speaker Series at the Martin Luther King Branch, March 20, 2012.

Speaker, U.S. State Department: Institute of International Education Information program on the Modern Library. *Information Literacy in the 21st Century.* Presented to Visiting Librarians from Russia, June 13, 2011.

Chancellor, R., et. al. (2006). Public Library Forum, UCLA. Facilitated world café discussion and research seminar.

Chancellor, R. et. al. (2005). Research Roundtable Focus Group CLA Conference in Pasadena, CA.

Interviews

Chancellor, R., and Chu, C. (2007). Ask Dr. Chu: An Interview with a Peruvian-born Chinese Canadian Living in the U.S. *InterActions: UCLA Journal of Education and Information Studies.* 3, 2.

Features

✦ The Activist Life of E.J. Josey: Josey Scholar Discusses the Trailblazer's Impact on The Library World: https://americanlibrariesmagazine.org/2020/11/02/activist-life-e-j-josey/ (November 2020).

✦ Favorite books about libraries and librarians: http://www.ilovelibraries.org/article/ourfavorite-booksabout-libraries-and-librarians (July 28, 2020).

✦ Keep on Pushing: Celebrating the Life of E.J. Josey. *American Libraries:* https://americanlibrariesmagazine.org/blogs/the-scoop/keep-on-pushing/ (June 27, 2020).

◆ Research to Practice. E.J. Josey: Transformational Leader in the Modern

Library Profession. *Professional Development Digest.* Black Caucus of the American Library Association. Available: https://mailchi.mp/f0e08cd527e2/february-bcalaprofessional-developmentdigest-1521028?utm_source=bc_ala&utm_medium=twitter&utm_campaign=PD_Digest. (May 14, 2020).

◆ Featured in, *African American Librarians in the Far West: Pioneers and   Trailblazers.*

Edited by Binnie Tate Wilkins. Maryland: The Scarecrow Press Inc. p. 291-292. (2006).

Courses Taught

School of Information Studies, Syracuse University

- ❖ IST 382 (Cultural Competence for Information Professionals (undergraduate students)
- ❖ IST 511 (Introduction to Library & Information Professionals)
- ❖ IST 672 (The Public Library as Institution)
- ❖ IST 682 (Cultural Competence for Information Professionals)

 Department of Library and Information Science, Catholic University of America, (2009-2022):

◆ Advanced Legal Research

◆ Human Information Behavior

◆ Information Professions in Society

◆ Information Sources and Services

◆ Legal Research

◆ Oral History

◆ Storytelling

◆ Visions of Italy Study Abroad Course

School of Library and Information Science, San Jose State University, (2007-2009).

◆ Library and Information Science (INFO 200)

Professional Activities and Service

The Catholic University of America
   - Academic Council (2020-2022)

The Catholic University of America – Department of Library and Information Science

- ✦ Department Chair, August 2020-2022

- ✦ Law Library Advisory Committee (Chair), 2010-2022

- ✦ Colloquium/Symposium Committee (Chair) 2016-2018

- ✦ Scholarship Committee 2014-2016 (Chair), 2018-2020, 2022

- ✦ Curriculum Committee, 2009-2015, 2018-2020

- ✦ Recruitment Committee, 2011-2012

- ✦ Admissions Committee, 2010-2012, 2016-2018

- ✦ Faculty Search Committee, 2009-2010

Association for Library and Information Science Education (ALISE)

- ✦ ALISE Innovative Pedagogies SIG (Convener) 2019-2021

- ✦ ALISE Nominating Committee, 2012, 2017

- ✦ ALISE/Norman Horrocks Leadership Award, Chair, 2014

- ✦ ALISE Diversity Task Force, 2010-2013

- ✦ ALISE Membership Committee, 2010-2011

- ✦ ALISE SIG (Convener) - Multicultural, Ethnic and Humanistic Concerns, 2009-2012

American Library Association (ALA)

- ✦ Eliza Gleason/Library History Book Award, Chair, 2013-2016

- ✦ Eliza Gleason/Library History Book Award, Committee Member, 2010-2013

Editorial Positions

- ✦ Library Quarterly (Editorial Board, 2020-)

13

- ✦ Education for Information (Guest editor, Racial Justice series, 2020-2021)

- ✦ Education for Information (Editorial Board, 2020-present)

- ✦ Open Information Science Journal (Guest editor, *Fake News in LIS* (2019).

Referee/Reviewer:

- ✦ Libraries, Culture, History, and Society, 2023

- ✦ International Journal of Information, Diversity & Inclusion, 2020

- ✦ Book Proposal, Rowman & Littlefield, 2020, 2022

- ✦ Book Proposal, Routledge Research Monographs, 2019

- ✦ Journal of the American Society for Information Science and Technology

- ✦ Journal of Education for Library and Information Science

- ✦ Encyclopedia of Library and Information Sciences, Third Edition, 2008

- ✦ *InterActions*: *UCLA Journal of Education and Information Studies* (Book Review Editor), 20062008

- ✦ IMLS Pre-Professional and Programs Review Panel, 2010

- ✦ IMLS Laura Bush 21st Century Librarian Grant Review Panel, 2019

Dissertation Committees

- ✦ Kevin McDonald, "Hearing the American Civil Rights Movement in the Music of Max Roach," Catholic University, Rome School of Music, Drama, and Art, April 2021.

- ✦ Kimberly Conway, "Experience of Adult Children Caring for Aging Parents." Catholic University Conway School of Nursing, March 2020.

- ✦ Stephanie Felder, "The Life Course of Homeless Female Veterans: A Qualitative Study." National Catholic School of Social Services, Catholic University of America, November 2018.

Program Committee/Reviewer:

- ✦ ALISE Program Committee, 2019

- ◆ iConference Papers, 2016-2020

- ◆ Library History Roundtable Research Forum, 2016

Significant Administrative Duties

Chair, Department of Library and Information Science, Catholic University of America, 2020-2022.

Provided academic leadership to the Department and fosters high academic standards.

- ◆ Responsible for the programs of the Department, its course offerings, and methods of instruction.

- ◆ Oversee faculty appointments, reappointments, promotions, and tenure

- ◆ Assign faculty duties fairly and equitably, ensuring that necessary time is provided for the development of new courses, direction of dissertations, research, and laboratory, editorial, administrative, or supervisory work

- ◆ Planned for the future development of the Department

- ◆ Prepared and manage the budget of the Department

- ◆ Prepared an annual report to the Dean on the state of the Department

- ◆ Supervised departmental employees

- ◆ Presided at monthly meetings of the Department

University Pre-Law Advisor, Catholic University of America, 2013 – 2020

- ◆ Advised undergraduate students on their options for law school

- ◆ Founder and faculty advisor of the Pre-Law Society

- ◆ Lead break-out sessions for CUA Admissions Open Houses

- ◆ Organize LSAT preparatory sessions

- ◆ Mock Trial Faculty Advisor

Professional Experience

- ◆ Assistant Librarian**,** United States Court of Appeals Library, Pasadena,

CA; conducted reference and research for judicial staff and library users, 2001-2004.

✦   Assistant Librarian, Christensen Miller, et al. LLP, Los Angeles, CA; conducted legal research for attorneys and managed electronic resources, 2000-2001.

✦   Assistant Librarian**,** Manatt, Phelps & Phillips, LLP, Los Angeles, CA, conducted legal research acquired books and electronic resources and trained attorneys on online legal research databases, 1999-2000

Professional Affiliations
American Library Association, 2002-present
Association for Library and Information Science Education, 2006-present
Black Caucus of the American Library Association, 2000-present
Association for Information Science & Technology, 2022-

Name	Status	Title	Competence	Dates	Campus/Online	Instructor Location
Bratt, Sarah	Adjunct Faculty	IST671 Foundations of Research Methods in Information Studies	LIS, PhD Candidate research data management, scholarly communication, digital scholarship, survey instrument design	Spring 2022	Online	Campus
Cannell, Jennifer	Adjunct Faculty	IST661 Managing a School Library	MLS, ED, School Building Leader, BOCES Library Director, NYLA President, 10+ years school librarian	Fall 2021, Fall 2022, Spring 2023	Online	Remote
Fox, Violet	Adjunct Faculty	IST616 Information Resources: Organization and Access	MLS, Metadata Librarian, Cataloging, Dewey Decimal Classification Editor Library of Congress	Summer 2022, Spring 2023	Online	Remote
Harandi, Mahboobeh	Adjunct Faculty	IST671 Foundations of Research Methods in Information Studies	PhD candidate Information Systems, data collection/analysis methods, data mining	Spring 2021	Online	Campus
Hoover, Chelsea	Adjunct Faculty	IST604 Cataloging of Information Resources	Music Cataloger, expertise in RDA, AACR2, authority control, classification	Fall 2022	Campus	Campus
Jackson, Lorin	Adjunct Faculty	IST682 Cultural Competence for Information Professionals	MLIS, User Services Academic Library, School Librarian, Public Services Librarian, multiple DEI committees	Spring 2022, Spring 2023	Online	Remote

Myhill, William	Adjunct Faculty	IST564 Accessible Library & Information Services	JD, Disability Civil Rights, Special Education, Accessible Information Technology, Inclusive Education	Spring 2021, Fall 2021, Spring 2022, Spring 2023	Campus/ Online	Campus
Schomberg, Jessica	Adjunct Faculty	IST564 Accessible Library & Information Services	MLS, 15+ years Library Diversity & Inclusion Committee, collection development focused on diversity related resources, scholarly research on disabilities and accommodations in libraries	Spring 2021, Summer 2021	Online	Remote
Vargas, Kiera	Adjunct Faculty	IST 682 Cultural Competence for Information Professionals	JD, MLIS, equity, diversity, inclusion focus	Fall 2021	Online	Remote
Watts, John	Adjunct Faculty	IST662 Instructional Strategies and Techniques for Information Professionals	MLS, academic librarian 10+ years, information literacy instruction	Spring 2022, Fall 2022, Spring 2023	Online	Remote

LIS Faculty Awards Jan 2021-Jan 2023

Clarke, Rachel

2020 - 2022

- Robert Benjamin Junior Faculty Research Award, School of Information Studies, Syracuse University

Gray, LaVerne

2022
- Special Collections Research Center Faculty Fellows Grant, Syracuse University Libraries' Special Collections Research Center (SCRC) to explore how culture(s), class designation, gender, and community location are fashioned in a Black informational perspective.

2022
- Meredith Teaching Recognition Award for Early Performance, Syracuse University Teaching Recognition Awards for Early Performance may be presented to faculty who have completed two years of teaching at Syracuse University and, where applicable, are not yet in their tenure review year. Teaching Recognition Award for Early Performance recipients receive $3,000 for professional development. The funds may be used for expenses they may incur in furthering their professional development, such as the purchase of equipment, materials, or travel.

Oakleaf, Megan

2021
- ALA Library Instruction Round Table (LIRT) Librarian Recognition Award, American Library Association to acknowledge a librarian's contribution to the development, advancement, and support of information literacy and instruction. https://www.ala.org/rt/lirt/librarian-recognition-award

2021
- Horizon Report Teaching and Learning Edition Project Recognition (CLLASS Project), EDUCAUSE

Patin, Beth

2022

- ALISE Best Conference Paper Award 2022. "The Sankofa Intervention: Combatting the Epistemicide of Parasitic Omission Through Civil Rights Literacy in Community Information Contexts" explores how building civil rights literacy can help correct generational harm.

- Robert Benjamin Junior Faculty Research Award, School of Information Studies, Syracuse University

2021
- Meredith Teaching Early Excellence Award, Syracuse University

- Annual ASIS&T SIG-IEP Best Information Ethics and Policy Paper, The Association of Information Science & Technology (ASIS&T)

Appendix I Student Enrollment and Demographics

This data includes New Matriculations Spring 2021 (includes Winter and Spring matriculated students) to Fall 2022.

Table 1. Number of students enrolled

Matric Term	Program	Campus	Online	Grand Total
Spring 2021	Library & Information Science	5	15	20
	Library and Info Sci: School Media		3	3
Summer 2021	Library & Information Science		20	20
Fall 2021	Library & Information Science	20	31	51
	Library and Info Sci: School Media		2	2
Spring 2022	Library & Information Science	4	34	38
	Library and Info Sci: School Media		3	3
Summer 2022	Library & Information Science	1	27	28
	Library and Info Sci: School Media		24	24
	School Library Media CAS		1	1
Fall 2022	Library & Information Science	20	49	69
	Library and Info Sci: School Media		6	6
	Grand Total	**50**	**215**	**265**

Table 2. Program breakdown

Program	Campus	Online	Grand Total
Library & Information Science	50	176	226
Library and Info Sci: School Media		38	38
School Library Media CAS		1	1
Grand Total	**50**	**215**	**265**

Table 3. Gender breakdown Note: university data gathered does not offer other options

Gender	Campus	Online	Grand Total

Female	42	181	223
Male	8	34	42
Grand Total	**50**	**215**	**265**

Table 4. Citizenship breakdown

Citizenship	Campus	Online	Grand Total
Citizen	46	212	258
Non-Resident	4	1	5
Permanent Resident		2	2
Grand Total	**50**	**215**	**265**

Table 5. Ethnicity breakdown

Ethnicity	Campus	Online	Grand Total
Asian	2	4	6
Black	1	14	15
Hawaii/Pac		1	1
Hispanic		4	4
Mexican-Am		3	3
Multi	5	29	34
Non-Resident	4	1	5
Not Specified		9	9
Puerto Ric		3	3
White	38	147	185
Grand Total	**50**	**215**	**265**

Faculty/Student co-authors Jan 2021-Jan 2023

Faculty in bold, Student indicated with*

Publication

[1] **Clarke, R.I.,** Grimm, A.*, Zhang, B.*, & Stanton, K.L.. (accepted for publication). Time, tasks, and toll: Changes in library work during the COVID-19 pandemic. *Journal of Library Administration*.

[2] **Clarke, R. I.,** Stanton, K. L., Grimm, A.*, & Zhang, B*. (2022). Invisible labor, invisible value: Unpacking traditional assessment of academic library value. *College & Research Libraries, 83*(6), 926-945.

[3] Honick, B.*, Polley, K.*, & **Qin, J.** (2022). Entification of metadata for knowledge-graph-guided discovery. *Proceedings of 85ᵗʰ ASIST Annual Meeting,* Pittsburgh, PA, *59*(1), 111-120. https://doi.org/10.1002/pra2.609

[4] Tompkins, V.*, Honick, B.*, Polley, K.*, & **Qin, J.** (2021). MetaFAIR: A metadata application profile for managing research data. *Proceedings of 84ᵗʰ ASIST Annual Meeting*, Salt Lake City, UT, *58*(1), 337-345. https://doi.org/10.1002/pra2.461

[5] Polley, K.*, Tompkins, V.*, Honick, B.*, & **Qin, J.** (2021). Named entity disambiguation for archival collections: Metadata, Wikidata, and Linked data. *Proceedings of 84ᵗʰ ASIST Annual Meeting,* Salt Lake City, UT, *58*(1), 520-524. https://doi.org/10.1002/pra2.490

[6] Youngman, T., **Modrow, S.**, Smith, M.*, & **Patin, B.** (2022). Epistemicide on the record: Theorizing commemorative injustice and reimagining interdisciplinary discourses in cultural information studies. *Proceedings of the Association for Information Science and Technology, 59*(1), 358-367. https://doi.org/10.1002/pra2.759

[7] **Modrow, S.,** & Smith, M.* (2022). Edwards dreams of Alexandria: Library history in the service of public library activism. *Proceedings of the Annual Conference of CAIS / Actes Du congrès Annuel De l'ACSI*. https://doi.org/10.29173/cais1239.

[8] **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 Conference,* Pittsburg, PA*, 57*(1)*.* https://doi.org/10.1002/pra2.242

[9] Yeon, J., Smith, M.*, **Patin, B.**, & Youngman, T. (in production) Towards Critical International Librarianship. *The International Journal of Information, Diversity, & Inclusion*.

[10] **Patin, B**, Sebastian, M, Yeon, J., Bertolini, D*, & Grimm, A.* (2021). Interrupting epistemicide: A practical framework for naming, identifying, and ending epistemic injustice in the information professions. *Journal of the Association for Information Science and Technology*, *72*(10), 1– 13. The Annual ASIS&T SIG-IEP Best Information Ethics and Policy Paper of 2021. https://doi.org/10.1002/asi.24479

[11] **Gray, L.**, **Patin, B.**, Youngman, T., & Nutt, R.* (2023). Locating activism and memory: Reimagining 1960s civil rights familial communities in a library and information context. In Knowlton, S. A, Pozzi, E., Sly, J. S., & Spunaugle, E. D. (Eds.), *Libraries without Borders*. ALA Editions.

[12] **Gray, L.** & Duan, Y.* (2022). 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*, 103-115.

[13] Duan, Y.*, Hemsley, J., Smith, A. O.*, **Gray, L**., & Gandhi, D. (2022). Who talked about what regarding Derek Chauvin's trial: A work-in-progress analysis. *Proceedings of the Association for Information Science and Technology*, 59(1), 681-683.

[14] **Patin, B.**, Smith, M*., Youngman, T., Yeon, J., and Kambara, J.*. (2022). Anti-blackness and epistemicide in libraries and archives. In Black, K. & Mehra, B. (Eds.), *Antiracist Library and Information Science*. Emerald.

[15] **Patin, B**., Sebastian, M., Yeon, J. Bertolini, D.*, & Grimm, A.* (2021). The miseducation of the librarian: Addressing curricular injustice in the LIS classroom through social justice pedagogy. In Mehra, B (ed.), *Social Justice Design and Implementation in Library and Information Science.* Routledge. DOI: 10.4324/9781003129219-16.

[16] Smith, M.* & **Patin, B.** (2022). Back on the map: Using reparative storytelling to unsilence the history of the Dulcina DeBerry Branch in Huntsville, Alabama," at the 2022 LHRT Research Forum: The Silent Histories of Libraries

Translation

[1] **Modrow, S.** & Smith, M.* (2022). A new translation of the papal bull *Inter Caetera*, May 4, 1494 with introduction and annotations. https://doctrineofdiscovery.org/inter-caetera/.

Magazine/Trade Publication

[1] **Clarke, R. I.,** Grimm, A.*, Zhang, B.*, Stanton, K. L. (2022). Work made visible: What's lost when we obscure labor. *American Library Association*. https://americanlibrariesmagazine.org/2022/01/03/work-made-visible/

[2] **Clarke, R. I.,** Stanton, K.L., Grimm, A.* & Zhang, B*. (2021). Calculating the true value of library labor. *Library Journal*,

https://www.libraryjournal.com/?detailStory=Calculating-the-True-Value-of-Library-Labor-Peer-to-Peer-Review

In Progress

[1] **Gray, L.,** Nutt, R.*. Assessing anti-racist resources online: Developing a framework for examining institutions' online anti-racist outreach and engagement.

[2] **Gray, L.**, Simpson, E.*, Yeon, J., & Nutt, R*. Information community identity: Examining the photographic legacy of Henry Booth Settlement House in Chicago, 1900-1965.

[3] Duan, Y.*, Hemsley, J., Smith, A.O.*, **Gray, L.** (2023) Left and right retweets! Curation logics during Black History Month. iConference, Barcelona, Italy March 27-29(Accepted).

[4] **Gray, L.**, Choi, J.*, Crooks, S.*, Cook, A.*. (2023). Locating black information lives: "Scoping" the literature on African American genealogical researchers iConference, Barcelona, Italy March 13-27 (In Press).

[5] **Gray, L.** & Shoshani, A.* (2023). The black past: Chicago's New Negro Intercollegiate Club and the Wonder Books, 1927-1929.(Conference Presentation-Under Review)

[6] **Gray, L.** & Shoshani, A.* (2023). The (Re)Imagined black past: Chicago's New Negro Intercollegiate Club and the Wonder Books, 1927-1929.(Conference Presentation-Submitted)

Presentation

[1] **Clarke, R., Gray, L., Tacheva, J.**, **Zhang, M.**, Sebastian, M., Yeon, J., Stanton, K., Youngman, T., Jolicoeur, K.*, Owens, H.*, Grimm, A.*, & Nutt, R.* (2021, March- April). *Exploring collective voices online: creating an interactive website of a historic black feminist information community* [seminar presentation]. Library History Seminar XI, Baton Rouge, LA, United States.

[2] Nutt, R.* & **Gray, L.,** (2022, June 7-10). *Assessing anti-racist resources online: developing a framework for examining institutions' online anti-racist outreach and engagement*. Canadian Association for Information Science, virtual.

[3] **Gray, L.**, Nutt, R.*, Leidel, M.*, Nasher, R.*, Ardent, A.*, & Choi, J.*(2022, April 4-6). *The black information experience: Libraries, lives, and communities*. Syracuse University National Library Week Symposium.

[4] **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, June 2021.

[5] **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.

[6] **Clarke, R. I.,** Caico, M.*, & Dudak, L.*. (2023, January 25-26). *Reference repertoire: You know more than you know* [conference presentation]. Wild Wisconsin Winter Web Conference, virtual.

[7] **Clarke, R. I.,** Dudak, L.* & Caico, M.* (2022, June 22-27). *Reference repertoire: You know more than you know* [conference presentation]. The American Library Association Annual Conference, Washington, DC, United States.

[8] Akman, J., **Clarke, R. I.**, Grimm, A.*, Siler, V., Stanton, K., & Wacker, A. (2021, June 24-29). *Seamless library services: Invisible labor as the thread* [conference presentation]. The American Library Association Annual Conference, Chicago, IL, United States.

[9] **Oakleaf, M.**, & Owen, H.C.* (2022, June 1-3). *Backwards design: A critical approach to instructional design* [conference presentation]. NELIG (New England Library Instruction Group) Annual Conference, virtual.
https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1193&context=acrl_nec_conf

[10] Croxton, B., **Oakleaf, M.**, Belanger, B., Jones, J., Brown, E.*, & Owen, H.C.* (2022, November). *Their challenges are our challenges too: Librarian involvement in the grand challenges in assessment project* [conference presentation]. Library Assessment Conference, virtual.

[11] **Oakleaf, M.**, Watts, J., Owen, H.C.*, & Johnson, T. (2022, March). *Design for engagement, inclusion, and impact: Data literacy lesson planning to make a difference.* Research Data Access and Preservation (RDAP) Summit, virtual.

[12] **Oakleaf, M.**, Watts, J., Briggs, C., Owen, H.C.*, (2021, October). *Lesson plans for learning in the library*. Texas Library Association Library Instruction Round Table Summit, virtual.

[13] **Oakleaf, M.**, Owen, H.C.*, & **Gray, L.** (2021, September). *There's a standard for that: Aligning academic aspirations, professional standards, and ALA accreditation* [conference presentation]. ALISE Virtual Annual Conference, virtual.

[14] Polley, Katherine*, Tompkins, Vivian*, Honick Brendan*, **Qin, Jian**. (2021, November 2). Named entity disambiguation for archival collections: Metadata, Wikidata, and Linked Data. Research Paper Presentations ASIST.

[15] Tompkins, Vivian*, Honick, Brendan*, Polley, Katherine*, **Qin, Jian**. (2021, November 1) *MetaFAIR: A metadata application profile for managing research data*. Research Paper Presentations ASIST.

[16] **Clarke, R. I.,** Caico, M.*, & Dudak, L.* (2022, October 24-26). *Exploring the role of repertoire in library reference* [conference presentation]. The Association for Library and Information Science Education conference, Pittsburgh, Pennsylvania, United States.

[17] **Clarke, R. I.,** Caico, M.*, & Dudak, L.* (2022, October 21). *Exploring the role of repertoire in library reference* [conference presentation]. Central New York Regional Library Council annual conference, Syracuse, New York, United States and virtual.

[18] **Clarke, R. I.,** Stanton, K.L., Grimm, A.* & Zhang, B.* (2021, October 22). *True value: Calculating and communicating the value of library labor* [conference presentation]. Central New York Regional Library Council annual conference, Syracuse, New York, United States and virtual.

[19] **Clarke, R. I.**, Stanton, K.L., Grimm, A.* & Zhang, B.* (2021, September 21-23). *True value: Calculating and communicating the value of library labor* [conference presentation]. The Association for Library and Information Science Education conference, virtual.

[20] Stanton, K.L., Grimm, A.*, Zhang, B*. & **Clarke, R. I.** (2021, September 21-23). *Rarely acknowledged and often unrecognized: Exploring emotional labor across library work tasks* [conference presentation]. The Association for Library and Information Science Education conference, virtual.

[21] Youngman, T.*, **Modrow, S.**, Smith, M.*, **Patin, B.** (2022, October 31) *Epistemicide on the record: Theorizing commemorative injustice and reimagining interdisciplinary discourses in cultural information studies*. Annual Conference of the Association for Information Science and Technology.

[22] **Modrow, S.** & Smith, M.* (2022, Mai 9) *Edwards dreams of Alexandria: Library history in the service of public library activism*. Annual Conference of the Canadian Association of Information Science.

Media Appearances and Interviews

[1] **Clarke, R.**, Stanton, K.L., Grimm, A.*, Zhang, B.* (2021, Décembre). *Rendre visible la valeur du travail en bibliothèque publique avec le true value calculator*. S. Granger, Le Bulletin des bibliothèques de France (BBF) 2021-2: Enjeux informationnels: la bibliothèque sans filtres? https://bbf.enssib.fr/consulter/BBF-2021- 2_3_Clarke-and-co.pdf

<div align="center">

LIS GUIDING COUNCIL AGENDA
May 20, 2022, Friday, 10:00-12:00 a.m. ET
Zoom link:
https://syracuseuniversity.zoom.us/j/4623094250?pwd=dDRxY2JtbWQxbFAxdHRONkUrbDJrdz
09

</div>

10:00 a.m.   **Welcome and review of the agenda** (Jian Qin)
Welcome at 10:02

10:05 a.m.   **Member introductions**
                    In attendance: Amy Gay, Blythe Bennett, Cara Howe, Dane Dell, Heather
                    Owen, Jian Qin, Laura Soto-Barra, Patrina Jackson, Scott Warren,
                    Shauntee Burns-Simpson, Xin Li

10:20 a.m.   **The bylaws** (Jian Qin)
                    Is there anything that needs to be modified?
                    Scott suggested the bylaws be revised to say the chair of the meeting
                    should be selected prior to the meeting and it is a year-long position.
                    Petrina asks to do the election via email. Cara says bylaws don't require a
                    chair so Jian should be able to do the chair today. *maybe Megan would
                    like to change this for next year with approval

10:25 a.m.   **Election of a chairperson**
                    No nominations/self-nominations so Jian chaired meeting

10:30 a.m.   **Report on the new MLIS curriculum and ALA accreditation self-study
                    plan** (Jian Qin)

10:50 a.m.   **Discussion (See summary after Council Member list)**
                    1. How can we promote the newly changed MLIS program to
                        prospective students, especially to the BIPOC communities?

                    2. How can we draw community's input for the ALA accreditation prep
                        process?

                    3. Seeking input on other pressing priorities for education of librarians
                        and other information professionals
                        4. school reputation — what the outside world says about the
                            iSchool program, and how to increase the reputation of the
                            program

11:55 a.m.   Wrap up, next steps

In this document:
     List of Guiding Council members

Included in the email:
     Guiding Council Bylaws
     New MLIS program earning outcomes
     New MLIS curriculum learning outcomes

LIS GUIDING COUNCIL MEMBERS

Name	Title	Organization
Amy Gay	Digital Scholarship Librarian, DHRI Community Leader	SUNY Binghamton Library
Blythe Bennett	Manager, LIS Program	Syracuse University
Cara Howe	Assistant Director, Archives & Special Collections	Upstate Medical University Health Sciences Library
Dane Dell	Director of Library Information Systems	Onondaga County Public Library
Heather Owen	ALA/SLA/LISSA Leadership Team	Syracuse University
Jian Qin	Director, LIS Program	Syracuse University
Laura Soto-Barra	Chief Librarian	National Public Radio (NPR) (hiring audio archivists)
Marc Wildman	Executive Director	CLRC
Mary-Carol Lindbloom	Executive Director	South Central Regional Library Council
Patrina Jackson	Executive Director and Librarian	Schlesinger Library of the Harvard Radcliffe Institute
Raj Dewan	Dean of iSchool	Syracuse University
Rebecca Shaffer Mannion	Adjunct Faculty	Syracuse University
Scott Warren	Associate Dean, Research and Scholarship	Syracuse University

Shauntee Burns-Simpson	Manager, School Support & Outreach, School Support (SSP) MyLibraryNYC Youth Education Services; President of ALA Black Caucus	The New York Public Library
Xin Li	Associate University Librarian	Cornell University

Discussion:

1. How can we promote the newly changed MLIS program to prospective students, especially to the BIPOC communities?

- Related to removing the internship as a requirement, several members stated that unpaid internships advantages students who have the financial means to forgo a salary. That privileges folks with generational wealth which often excludes BIPOC students.
- Student member said many students voiced they don't like having to pay for internships for course credits, and they would do the internship for work experience.
- NPR is paying interns now and most internships are remote
- State organizations cannot pay interns (SUNY is example)
- Big financial burden, especially for online students, pandemic closed many internship possibilities
- Shauntee: NALCo (National Association of Librarians of Color), often students of color get to internship stage and have bad experiences, don't finish program, BCALA had their first leadership institute this past April to support students and early career librarians https://www.bcala.org/leadership-institute
- The requirement of 18 credits completed was a barrier for some, having to pay for the course, additional burden for international students for paperwork/legal
- Xin: glad internship is still optional, Cornell has changed wording on internship postings to make them more inclusive – i.e. preferred vs. required experience
- Scott: Bird Library tries to hire early in student career, not only at the end, the library has now budgeted for our students. We increasingly look for potential and a willingness to learn and adapt depending on the situation. Not expecting someone will be perfect from the get-go or know everything coming in.
- Cara: we've made many similar changes in our recruitment practices, especially around requiring previous supervisory experience. We are more interested in demonstrated leadership at many levels
- Petrina: Harvard created a panel to familiarize students in a virtual open house, to break down barriers, active recruitment

2. How can we draw community's input for the ALA accreditation prep process?
- Volunteers from the council: Scott Warren, Xin Li, Amy Gay, Cara Howe

3. Seeking input on other pressing priorities for education of librarians and other information professionals

- Laura – students getting good at advocating, NPR doing racial reckoning with staff
- 773 Reflective Portfolio: Assessment is critical part of program so reflective portfolio – helps students build something for interviews, use for program assessment
- Extended discussion about civil service/public libraries Dane asked how does iSchool inform students how to work in public libraires – not familiar with the civil service, member libraries vs. nonmember – have a yearly public library process
  Heather said CLRC offered to do a session but it didn't work out for the current academic year, so the incoming LISSA president Valerie Craig and CLRC Ex. Director Marc Wildman will be connected (completed June 3). Petrina suggested: Can this civil service exam event be routinized and done every semester as a workshop for students?
- Extended discussion about student need to be familiar/proficient with technical issues including:
  - Dane: have students interested in public facing work can still be tech savvy, computer literacy, helping patrons with their own devices – tech training
  - Petrina: any archives program needs digital archive component, arrange/describe collections, analog and digital
  - Cara: archival courses have to be relevant, all jobs require digital component, especially metadata, EAD. I think recruitment practices for MSLIS programs have to expand to include those with tech backgrounds, and not focus only on our more traditional sources of English, history, education as we have done. Many students don't even conceive of the level of tech literacy librarians need to use in most/all positions these days. It doesn't occur to many of my students interested in archives how much encoding, digitization/metadata, databases, systems infrastructure, etc.
  - Scott: copyright and legal issues understanding contractual language, even if librarian doesn't DO the technical work, they need to understand it, especially managerial level, where in curriculum do we talk about what is your NEXT job, not just the first one? Understand accessibility, collections needs to reflect the full lifecycle of selection, implementation, discovery, etc. required to support eresources. Selecting only marks the first step to make resources actually usable for our community.
  - Laura: rights management (music, author, etc.) archive including Twitter and Instagram – learning how to organize/preserve social media – data translation digital preservation/archiving, the more technical skill the librarian has, the higher the salary usually, one of the threats in special libraries are software developers who develop apps, she sees recent graduates are good with data and can work with software developers, the more students understand technical aspects, the better- product/librarian/archivist understand how data is managed, express needs to developers what is needed. Our ideal recruit would be an MIS with a software engineering degree! The more technical the librarian the higher salaries are!

https://medium.com/@allisonjaiodell/why-i-left-academic-libraries-26e2a63c8bf2

- o Amy: open source products, project mgmt. needed, SCRUM, UX design, coding, R, Python, accessibility of digital content, using the ACRL DSS EDI toolkit resources to try and improve my area's practices but still have a ways to go: https://dsseditoolkit.hcommons.org/resources/
- o Xin: working with faculty on design – metadata and discovery expected of technical services staff. Web collection is part of the technical services as well as collection development, discovery of digital resources is awful – need to make that expensive product accessible, findable, info retrieval
- o Heather: reported fear among students about technology and avoid electives, try to encourage them to taking data science classes, maybe more tech in the mgmt. course? 616? 676? LISSA tries to bring in tech focused speakers. Reported that iSchool teaches R in Intro to Data Science and Information Visualization. She saw a strength of our program in being able to get the CAS in Data Science

4. School reputation — what the outside world says about the iSchool program, and how to increase the reputation of the program

Program Director updates:
Megan Oakleaf will be the new Program Director as of July 1, 2022
David Seaman will serve as interim dean as of June 30, 2022
Renate Chancellor hired beginning Fall 2022

Meeting ended at 12:00