

2023



# Self-Study

Syracuse University

School of Information Studies

Master of Science in Library and Information Science

**SCHOOL OF INFORMATION STUDIES  
SYRACUSE UNIVERSITY**

REQUIRED INFORMATION:

<b>Unit organized and maintained for the purpose of graduate education in library and information studies:</b>	School of Information Studies
<b>Parent Institution:</b>	Syracuse University
<b>Chief Executive Officer, Syracuse University:</b>	Kent Syverud, Chancellor
<b>Chief Academic Officer, Syracuse University:</b>	Gretchen Ritter, Vice Chancellor, Provost and Chief Academic Officer
<b>Principal Administrator, School of Information Studies:</b>	Andrew Sears, Dean
<b>Degree Brought Forward for Re-Accreditation:</b>	Master of Science in Library and Information Science
<b>Principle Administrator, Master of Science in Library and Information Science Program:</b>	Megan Oakleaf, Program Director
<b>Regional Accrediting Agency and Status:</b>	Syracuse University is accredited by the Middle States Association of Colleges and Secondary Schools, reaccredited in June 2018.
<b>Title and version of the <i>Standards</i> addressed in the Program Presentation:</b>	<i>Standards for Accreditation of Master's Programs in Library and Information Studies, 2015</i>

## **Brief Description of the Program Seeking Accreditation**

The Syracuse University School of Information Studies offers the Master's of Science in Library and Information Science (MSLIS) degree.

The 36-credit Library and Information Science (LIS) program is generally completed in eighteen months to two years by students who are seeking to be prepared for their first or next position in academic, public, or special libraries, as well as other information environments. The foundation of the LIS program at Syracuse University is comprised of six core courses (18 credits) and six electives (18 credits).

Students seeking to work in the K-12 environment complete the MSLIS with School Media Specialization (36-credits total). The MSLIS: School Media degree adheres to the certification requirements of the New York State Education Department. School Media students take the same core courses as the other LIS students and also take 18 credits of required courses to complete their specialization.

The LIS program at Syracuse University is one of seven MSLIS programs in New York State. The program has been continuously accredited since 1928/29. Its last review was in 2015.

**SCHOOL OF INFORMATION STUDIES  
SYRACUSE UNIVERSITY  
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## List of Acronyms

<b>Acronym</b>	<b>Term/Organization</b>
2U	Educational Technology Partner
AALL	American Association of Law Libraries
AAP	Annual Assessment and Action Plan
AASL	American Association of School Libraries
ACRL	Association of College & Research Libraries
ADA	American Disabilities Act
ADS	Applied Data Science
ALA	American Library Association
ALCTS	Association for Library Collections and Technical Services
ALDEIA	Academic Leadership for Diversity, Equity, Inclusion and Accessibility group
ALISE	Association for Library and Information Science Education
ALSC	Competencies for Librarians Serving Children
ALST	Academic Skills Literacy Test
APO / FPO	Military addresses
APR	Annual Program Report
ASIS&T	Association for Information Science & Technology
BLISTS	Black and Latinx Information Science and Technology Support
BLM	Black Lives Matter
BLTs	Bidirectional Learning Tools
CAEP	Council for the Accreditation of Educator Preparation
CAS	Certificate for Advanced Study
CDL	Center for Digital Literacy
CDR	Center for Disability Resources
CILIP	Chartered Institute of Library and Information Association (UK)
CIS	College of Engineering and Computer Science Course Prefix
CLASS	Center for Learning and Student Success
CLLASS	Connecting Libraries and Learning Analytics for Student Success
CLRC	Central New York Library Resources Council
COA	Committee on Accreditation
CODL	Online and Digital Services
CoP	Community of Practice
COPE	Committee on Professional Ethics (ALA)
CoSer	Cooperative Agreement of Shared Services in BOCES
CPT	Curricular Practical Training (International Students)
CRM	Customer relationship Management
CTLE	Center for Teaching Excellence
CUDA	Parallel computing platform and programming mode
CUSE Grants	Syracuse University funded grants

CV	Curriculum Vitae
DCMI	Dublin Core Metadata Initiative
DEIA	Diversity Equity Inclusion and Accessibility
DFI	Director of Faculty Initiatives
DPS	Department of Public Safety
DPS	Doctorate of Professional Studies OR Department of Public Safety
DSLR	Digital Single-Lens Reflex (camera)
EDI	Variation on DEI: diversity, equity, and inclusion
edTPA	Educative Teacher Performance Assessment
ENABLE	Expanding Non-discriminatory Access By Librarians Everywhere
EOIRS	Equal Opportunity, Inclusion, and Resolution Services
ESF	Environmental Science and Forestry
FA	Faculty Assistant
FAFSA	Free Application for Federal Student Aid
FCTL	Faculty Center for Teaching and Learning
FiTS	Filling in the Spaces
FPD	Faculty Planning Day
FPS	Faculty Portfolio System
GPA	Grade Point Average
GPU	Graphics Processing Units
GRE	Graduate Record Examinations
HEOA	Higher Education Opportunity Act
I	Introduced (in curriculum map)
ICE Box	Innovation, Collaboration, and Entrepreneurship
ICT	Information Communication and Technologies
IE	University's Institutional Effectiveness
IEA	Institutional Effectiveness and Assessment
IELTS	International English Language Testing System
IL	Information Literacy
ILTA	Information Literacy and Technology Agility
IMLS	Institute of Museum and Library Services
InJECT	Information Justice, Equity, and Community Engagement
IS	Information Systems
ISDR	Instructional Strategies for Digital Reference: Methods to Facilitate Student Learning
ISKO	International Society for Knowledge Organization
IST	School of Information Studies Course Prefix
ISTE	International Society for Technology in Education
ITR	Intent to Register
ITS	iSchool Technology Services
LAM	Libraries, Archives, and Museums

LAW	Law School Course Prefix
LCD	Liquid Crystal Display
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Questioning
LILA	Library Integration in Institutional Learning Analytics
LIIT	Library Information Investigative Team
LIRT	Library Instruction Round Table
LIS	Library and Information Science
LISSA	Library and Information Science Student Association
LMS	Learning Management System
LXF	Learning Experience Framework
M	Mastered (in curriculum map)
MAEd	Master of Arts in Education
MLS	Master of Library Science
MS	Master of Science
MSI	Minority Serving Institutions
MSIS	Master of Science Information Systems
MSLIS	Master of Science Library and Information Science
NYCDOE	New York City Department of Education
NYLA	New York Library Association
NYSED	New York State Education Department
OCMBOCES	Onondaga and Madison County Board of Cooperative Education Services
OLS	Online Learning Services
OMA	Office of Multicultural Affairs
OPT	Optional Practical Training (International Students)
P&SS	Planning and Self-Study
POP	Professors of Practice
PoR	Professor of Record
PSEL	Professional Standards for Educational Leaders
R	Reinforced (in curriculum map)
RAC	Regents Advisory Council on Libraries
RAM	Random Access Memory
RCM	Responsibility Center Management
RUSA	Reference and Information Services
SCRC	Special Collections Research Center
SIG/CR	Special Interest Group on Classification Research
SLA.	Special Libraries Association
SOaR	Student Outreach and Retention
SSA	Student Success Advisor
SSL	NYLA/Section School Libraries
STAC	Scientific and Technical Advisory Council
SUNY	State University of New York

T2L	Teacher2Librarian
TB	Terabyte
TOEFL	Test of English as a Foreign Language
TRACE	Trackable Reasoning and Analysis for Collaboration and Evaluation (Project)
UHD	Ultra High Definition
USB	Universal Serial Bus
USB-C	Universal Serial Bus Type C
WISE	Web-based Information Science Education
WIT	Women in Technology
YALSA	Young Adult Library Services Association

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Standard V.3	KKKK	<a href="#">Program Directors CVs 2015 to 2023</a>
Standard V.3	LLLL	<a href="#">Program Director Roles and Responsibilities</a>
Standard V.3	PPPP	<a href="#">David Seaman CV</a>
Standard V.4	GG	<a href="#">LISSA Activities</a>
Standard V.4	NNN	<a href="#">School Faculty Funded Research</a>
Standard V.4	OOOO	<a href="#">University Academic Strategic Plan Draft Framework 2023</a>
Standard V.4	QQQ	<a href="#">Venues that had 3 or more Faculty Presentations</a>
Standard V.4	QQQQ	<a href="#">LIS Emeriti Faculty Funded Grants 2015 to 2023</a>
Standard V.4	RRRR	<a href="#">Presentations by Faculty</a>
Standard V.5	D	<a href="#">LIS Guiding Council</a>
Standard V.5	IIII	<a href="#">School Organizational Chart 2023</a>
Standard V.5	JJ	<a href="#">iSchool Faculty Meeting Minutes</a>
Standard V.5	S	<a href="#">LIS Program Committee Minutes</a>
Standard V.5	SSSS	<a href="#">State of the iSchool Presentations</a>
Standard V.7	GGG	<a href="#">School Faculty Personnel Policies and Procedures</a>
Standard V.8	GGG	<a href="#">School Faculty Personnel Policies and Procedures</a>
Standard V.8	QQQQ	<a href="#">LIS Emeriti Faculty Funded Grants 2015 to 2023</a>
Standard V.9	BB	<a href="#">Spaces for Teaching and Learning</a>
Standard V.9	TTTT	<a href="#">iSchool Hinds Hall Floor Plans</a>
Standard V.9	ZZZ	<a href="#">Staff Roles at iSchool</a>
Standard V.10	TTTT	<a href="#">iSchool Hinds Hall Floor Plans</a>
Standard V.10	UUUU	<a href="#">Syracuse University DEIA Plan</a>
Standard V.11	BB	<a href="#">Spaces for Teaching and Learning</a>
Standard V.12	AAAAA	<a href="#">Syracuse University Libraries</a>
Standard V.12	BBBBB	<a href="#">Subject Librarian's Sample Outreach Email</a>
Standard V.13	X	<a href="#">iSchool Academic Strategic Plan May 2023</a>
Standard V.14	MMMM	<a href="#">NYC Teacher 2 Librarian Program Draft</a>
Standard V.15	NNNN	<a href="#">School Strategic Plan September 5, 2017</a>
Standard V.15	OOOO	<a href="#">University Academic Strategic Plan Draft Framework 2023</a>

## Standard I: Systematic Planning

The Library and Information Science (LIS) program within the School of Information Studies at Syracuse University applies systematic and inclusive strategic planning processes that are aligned upwards with the University strategic plan, connected with other programs within the School, and in conversation with the program's constituencies, including students, faculty, staff, alumni, professional colleagues, and others. These strategic planning processes are ongoing in accordance with changes in the broader University, evolution in information professions, and feedback gained through various channels including assessment. Assessment of the LIS program is focused on program outcomes that express what students should know and be able to do as they join the profession, including principles, ethics, values, research trajectories, and standards adhered to in the field. The LIS program has also intentionally prioritized information justice, equity, and community engagement (InJECT) as core principles of the program, which enriches the content and student experiences. Assessment and other forms of evidence-gathering continue to inform ongoing development as strategic plans evolve to confront and surmount future challenges. The following chapter describes and provides examples of the LIS program's processes of strategic planning over time.

### I.1

*The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve. Elements of systematic planning include:*

The systematic planning of the LIS program includes the continuous review of program-defining documents, including the [School mission and values](#), [LIS program outcomes](#), and course learning outcomes (see [section II.2.1](#) for detail). The review of these guiding documents is undertaken through a collaborative process, led by faculty and staff on the LIS Program Committee, and engaged in by students, collaborators on advisory bodies, and alumni.

## I.1.1

*Continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes*

### **Program Vision, Mission, Goals, Objectives, and Student Learning Outcomes**

To understand the vision, mission, goals, objectives, and student learning outcomes for the LIS program, it is helpful to understand how the program and the School of Information studies are intertwined. The School operates using a “school of one” concept. Logistically, this means that the School has no departments, but rather is organized around degree programs. The “school of one” concept is intended to facilitate true interdisciplinary collaboration and learning. The “school of one” concept works in two ways. First, the school of one is a structural concept intended to remove artificial boundaries around areas and enabling cross-collaboration and synergy of diverse ideas, methods, and strategies for tackling the complex information environment. Second, it functions culturally, seeking to promote openness, transparency, collaboration, trust, and belonging. Because the School does not have departments, all faculty, staff, students, and resources belong to the School as a whole, not a department within the school.

The Master of Science in Library and Information Science (LIS) is one of three master's degrees offered by the School of Information Studies. The School offers two other master's degrees: a master's in Applied Data Science (ADS) and a master's in Information Systems (IS). The LIS program is continuously harmonized to align with the School's mission and values and respond to societal, cultural, and technological changes. This has implications for how the vision, goals, objectives, and student learning outcomes are conceptualized and realized.

### **Vision, Mission, and Values**

The vision of the School is that “The iSchool is a globally recognized leader in advancing knowledge and developing creative, thoughtful, and technically capable leaders in the information field.” The mission of the School is to “expand human capabilities by connecting people, information, and technology.” The School strives to prepare students to be leaders in the information field, advance knowledge, and use information to solve problems faced by individuals and organizations. Together, the faculty, staff, and students at the School impact research and the information profession through scholarship, teaching, and commitment to service that advances science, improves professional practice, and contributes both to local communities and, more broadly, to society. Under this overarching mission, the culture, curriculum, and decision-making at the School are guided by the following [shared values](#):

- Excellence - We are a student-centered institution committed to learning and intellectual diversity. As a community of scholars and practitioners, we pursue research and teaching excellence through the development, integration, and application of knowledge.
- Discovery and Innovation - We value discovery and innovation to advance the information fields. We identify new opportunities, respond creatively to emerging issues, and lead our

fields through partnerships and learning communities.

- Integrity - As information professionals, we uphold intellectual honesty and responsibility. We carefully consider the implications of our actions, taking fairness and equity into consideration. We contribute to, and promote, the highest standards for the ethical use of information and technology.
- Diversity and Inclusion - We strive for diversity in our community and celebrate differences. We embrace a multiplicity of voices to address social and technical challenges through interdisciplinary analysis and solutions.
- Global Citizenship and Engagement - We enable our iSchool community to participate actively as global citizens working to advance the common good. We have a responsibility to inform and improve society, and to influence policy through pedagogy, research, and advocacy.

### **LIS Program Goals, Objectives, and Student Learning Outcomes**

The LIS program goals and objectives are expressed as “program outcomes” and are aligned with the school’s mission and values. The program outcomes focus on the demonstration of information justice and equity, community engagement, and technology (InJECT) through access and use of information, community information use and users, cultural heritage preservation, dissemination and preservation systems, and leadership, advocacy, and best practices for information management ([Appendix A Program Identity](#)).

The five program outcomes are:

1. Advance information equity and justice.
2. Understand, engage, and serve users and their communities.
3. Design and innovate to create equitable, just, and engaging information artifacts, including services, systems, spaces, resources, and technologies.
4. Lead and manage people and projects in an equitable, just, and culturally competent manner.
5. Demonstrate information literacy and technology agility.

The LIS program student learning outcomes (for a detailed version see [Appendix M](#)) are further expressed as course learning outcomes, discussed in [section I.2](#).

### **Systematic Planning Process and Constituents**

The planning process for the LIS program is broadly based on data that are regularly collected, e.g., enrollment, placement, and learning outcome assessment, and on input and feedback from faculty, staff, students, alumni, and other constituencies. Formal planning processes are led by the University and School, such as the university strategic planning that took place in 2015-2016 and 2022-2023 and the School’s that took place during 2016-2017 with implementation working committees ([Appendix EEEE iSchool Strategic Plan Implementation Groups](#)) and monitoring

metrics of excellence ([Appendix YYYY Implementation Monitoring Metric of Excellence 2018-02-27](#)). The most recent strategic plan is aligned with that of the university's for 2022-2023 ([Appendix X](#)). Once the formal planning document is finalized, the School also performs regular assessment of the status of implementation. A strategic plan operational plan keeps detailed information on individual goal and objectives, actions taken or planned to take, key personnel, measures, budget, priority level, and current status ([Appendix ZZZZ Report on the Operational Plan for iSchool Strategic Plan July 9, 2019](#)).

There are also targeted planning processes aimed to addressing specific issues that have resulted in impacts on past, current, and possibly future operations of the School and/or the LIS program. The targeted planning processes can be initiated by a variety of factors, including faculty interest, staff feedback, convenings of the School Board of Advisors or LIS Guiding Council, student evaluative comments, or learning assessments. Once initiated, ideas for change and improvement are discussed in the LIS Program Committee.

### **LIS Program Committee**

The LIS Program Committee is the group within the School that focuses on the LIS program and advises the LIS Program Director. The members of this committee include core LIS faculty members and student representatives; staff members attend as needed, based on agenda content. Prior to 2020, a faculty member from another graduate program in the School and staff members responsible for program assessment, teaching, technology, recruitment, advising, and other student services also attended meetings; however, post-COVID-19, the School has worked to decrease mandatory meetings and instead ensure meeting attendance reflects the content of individual meeting agendas. The LIS Program Committee meets once a month and is open to all faculty and staff members. Librarians and adjunct faculty are invited to join the meeting when the agenda requires their participation. For example, the Information Literacy Librarian was invited to join the Program Committee's meeting when the joint Information Literacy Scholar program was discussed in collaboration with the university library. The role of the LIS Program Committee is to elicit and provide perspectives, advice, and solutions in order to support a variety of components of the LIS program including curriculum development, student concerns, and general decision-making.

### **Planning Process**

Planning within the School may be school wide or specific to the LIS program. The LIS program's strategic planning goes with the School and [University's formal planning](#) cycle, which runs every five to seven years. Syracuse University published its last strategic plan in 2016 and is refreshing it this year. Following the university's strategic plan, the School developed a strategic plan that set priorities in curriculum and instruction, research, experiential learning, culture, student experience, competencies, and commitment to veterans, which was done through the Faculty Planning Day and working groups ([Appendix EEEE iSchool Strategic Plan Implementation Groups](#)). The LIS strategic plan was developed based on School's and LIS program's priorities ([Appendix B](#)). The school- and LIS program-wide strategic planning processes are fully participatory that involves faculty, staff, students, and advisory bodies as well as structured into working groups/committees to see through the implementation.

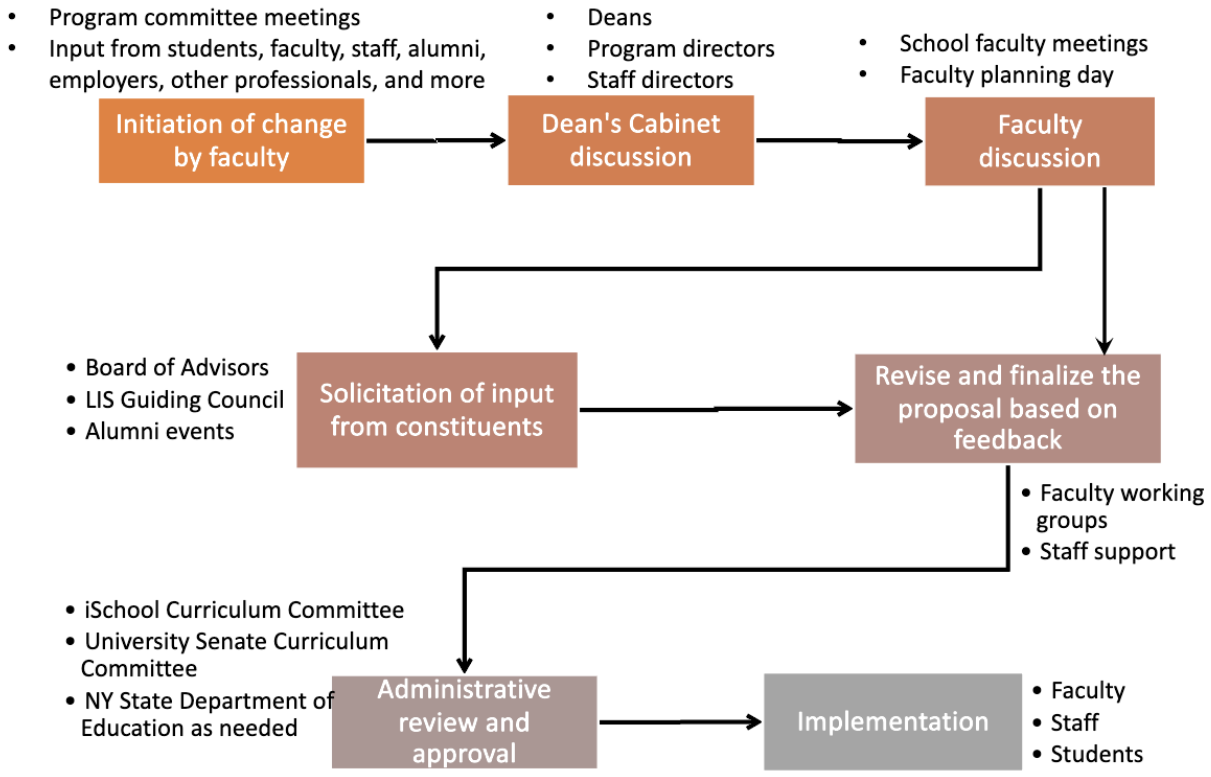


Besides the formal strategic planning process, the LIS program has also initiated planning activities that targeted specifically on the LIS curriculum, recruitment, and student experience. The process of such targeted planning follows the flowchart shown in Figure I.1. When a need for broader change is identified, a proposal that includes the rationale for change and an implementation plan is developed based on input from constituencies and faculty research. The proposal is presented to the Dean's Cabinet for review by the School leadership prior to a wider discussion with faculty and staff. A Faculty Planning Day (FPD) retreat is often devoted to the discussion of the change proposal, which may take several iterations of revision and feedback before being shared with broader constituents. When input is received from this first level of constituent review, further revisions are made by the LIS Program Committee, often in consultation with School faculty and staff. The revised proposal is then reviewed by the School faculty meeting, Curriculum Committee, and, as appropriate, bodies external to the School, such as the University Curriculum Committee and the New York State Education Department. If approved, the proposal returns to the School for implementation (Figure I.1).

This targeted planning process has been enacted twice since the last self-study in 2015. The LIS Program Committee held two retreats solely for reviewing the state of the program and developing strategic plans for necessary changes and future actions. The first, a mini-retreat held on March 21, 2019, focused on expanding online course offerings on the online learning platform used by the School, the feasibility of hybrid courses that blend lectures on the online learning platform plus on-campus meetings, and how to enhance student-learning experiences for both online and campus students ([Appendix B LIS Faculty Mini-Retreat March 21, 2019](#)). The second occurred at the end of the 2019-2020 academic year, when the LIS Program Committee reviewed the state of implementation for the 2019 strategic plan and identified the need to redefine the program identity and revise the curriculum in the changed social, cultural, and technological landscape. This process engaged the entire planning process as illustrated in Figure I.1. On Aug. 13, 2020, the LIS Program Committee held a virtual retreat in the middle of the pandemic, with three senior faculty members invited from other graduate programs within the School, and reached a consensus that information equity and justice, community engagement, and technology agility will be the new identity of Syracuse University's LIS program. Assistant Professor Beth Patin drafted a document to summarize the rationale for the new program identity. The LIS faculty collectively worked out subsequent changes in program outcomes and curriculum revision ([Appendix C LIS Virtual Retreat Agenda](#) and [Appendix A LIS Program Identity](#)).



**Figure I.1 The targeted Planning Process**



The LIS Program Director then invited the members of LIS Guiding Council to provide feedback and input for our new program identity and curriculum change plan. A virtual meeting was held with the council on Sept. 18, 2020 ([Appendix D LIS Guiding Council](#)). The Guiding Council was pleased to see the new direction of the program and offered many suggestions that confirmed the right direction of the program reorientation and curriculum change. At this point, additional collaborators were engaged in the planning process, including students, LIS School Media Governing Council (prior to 2022), and alumni.

LIS faculty members are active participants in professional associations and serve on committees and councils that have direct impact on the library and information profession ([Appendix E General Service by Faculty](#)). The engagement of faculty members in these key positions helps the planning process to have timely, visionary, and impactful activities that are well connected to the library and information professional communities:

- Assistant Professor LaVerne Gray chaired the American Library Association (ALA) Committee on Education.
- Assistant Professor Sebastian Modrow served as the 2020-2021 Chair of the Society of American Archivists.
- Professor Megan Oakleaf serves on the ALA Committee on Professional Ethics (COPE) as the representative for the Association of College & Research Libraries (ACRL), ACRL Committee on Professional Values, ACRL Value of Academic Libraries, and on

the Editorial Board for ACRL's research journal, *College & Research Libraries (C&RL)*, among others.

- Assistant Professor Beth Patin is a current member of the New York State Regents Advisory Council, which advocates for libraries, library staff, and library trustees with the New York State (NYS) Board of Regents.
- Professor Jian Qin is serving as a member of the Scientific and Technical Advisory Council (STAC) of the International Society for Knowledge Organization (ISKO) and served on the Dublin Core Metadata Initiative Advisory Board.

### *Students*

Students are provided with multiple opportunities to voice their opinions on issues and offer feedback and suggestions on the LIS program, which are incorporated in the LIS Program Committee agendas for discussion. Two main opportunities for input are participation in town hall type meetings, and submission of an ongoing anonymous feedback survey. These are both discussed in more detail in [section I.1.2](#) below for Assessment, under Student Feedback. Student feedback shared in these (and other) modes is communicated to faculty members and the LIS Program Committee.

### *School of Information Studies Board of Advisors*

The School of Information Studies Board of Advisors (<https://ischool.syr.edu/about/leadership/>) includes senior businesspeople, information professionals, industry leaders, and other supporters of the School ([Appendix F iSchool Board of Advisors](#)). The Board's mission is to provide counsel on the School's administration, programs, and general advancement by advising the dean and the faculty on matters of policy, planning, external relations, admissions, scholarships, placement, and development of new educational and research programs and providing leadership in financial development.

### *LIS Guiding Council*

The LIS Guiding Council (<https://ischool.syr.edu/academics/masters-programs/library-and-information-science-program-guiding-council/>) brings together School faculty and staff, students, alumni, library directors, and librarians to provide guidance to the LIS program. This group meets once a year, and members serve on the council for three years. The bylaws for the Guiding Council, notes from the meeting in September 2020 and other LIS Guiding Council Minutes are found in ([Appendix D LIS Guiding Council](#)).

### *LIS School Media Governing Council*

The LIS School Media Governing Council was merged with the LIS Guiding Council in 2022. Prior to that, the School Media Governing Council met annually. This group provided an opportunity for local school district superintendents, school library system directors, K-12 administrators, and library media specialists to meet with faculty and graduate student representatives from the School and the School of Education, along with an associate in school library services at the New York State Education Department ([Appendix I School Media](#)

[Governing Council](#)).

### *Alumni*

Alumni are also partners in planning processes, and the School uses multiple platforms to facilitate their inclusion. The LIS program regularly solicits input from alumni through formal and informal channels. The formal channels include alumni surveys and LIS Guiding Council meetings. A majority of Council members are School alumni. Alumni are also frequently invited to participate in panels at events organized by LISSA or the School, which is another formal channel for receiving input. Informal solicitation of input is often conducted at conference alumni receptions and through individual interactions between faculty members and alumni via emails and professional services.

Besides soliciting input from alumni, the program also uses various venues to disseminate changes and new developments about the LIS program to alumni. The News section of the School's website (<https://ischool.syr.edu/about/news-and-stories/>) regularly publishes information on faculty research, as well as new developments and changes within the School, which are pushed to alumni and student mailing lists. Changes in degree programs are regularly updated and communicated through the website and mailing lists. The School uses official social media accounts on Twitter (X), Facebook/Meta, and LinkedIn, as well as conference participation to engage students, alumni, and broader constituents in the library and information professional communities. Conferences commonly attended include ALA, Association for Library and Information Science Education (ALISE), New York Library Association (NYLA), and the Association for Information Science and Technology (ASIST), among others.

### **Leadership**

Since the last self-study in 2015, the University, School, and LIS program have experienced numerous leadership changes which are listed in Table I.1.1 Changes in Leadership. While the Chancellor's position has remained unchanged, four different leaders have served as Provost of the University. The new Dean Andrew Sears joined iSchool on August 1, 2023, making five shifts in that position. The role of Director of Finance and Administration in the School has been filled by three different individuals, as has the position of Senior Associate Dean. Four different LIS faculty have served as Program Director for the LIS program during this period.

Taken together with the COVID-19 pandemic, these leadership shifts have created a period of change for the LIS program, faculty, and staff. As is typically the case in higher education leadership changes, multiple leaders mean multiple visions and strategic approaches, a higher-than-normal amount of training and retraining, and changes in "standard operating procedures" for any number of administrative approaches, policies, and practices. In some ways, these shifts have presented a number of challenges.

**Table I.1.1 Changes in Leadership**

	2015	2016	2017	2018	2019	2020	2021	2022	2023
Chancellor	Syverud	Syverud	Syverud	Syverud	Syverud	Syverud	Syverud	Syverud	Syverud
Provost	Liddy	Wheatly	Wheatly	Wheatly	Wheatly	Liu	Liu	Ritter	Ritter
Dean	Stanton	Liddy	Liddy	Liddy	Seaman	Dewan	Dewan	Seaman	Sears
Assoc. Dean	Stripling	Stripling	Garcia-Murillo and Thomas	Garcia-Murillo and Thomas	Garcia-Murillo and Thomas	Stromer-Galley	Stromer-Galley	Stromer-Galley	Stromer-Galley
Program Director	Hurst-Wahl	Hurst-Wahl	Haythornthwaite	Haythornthwaite	Qin	Qin	Qin	Oakleaf	Oakleaf
Director of Finance & Administration	Block	Block	Block	Block	Block	Block	Madden	MacBlane	MacBlane

At the same time, the amount of change in these leadership roles has also led to an overall sense of opportunity and recommitment among the LIS faculty and staff. This atmosphere of renewal has in some ways fueled and enabled a sense of agency that produced a new vision of the LIS program focused on information justice, equity, and community engagement (InJECT). This vision emerged from the faculty, students, staff, alumni, and other constituents of the LIS program. Working together with a reinvigorated sense of possibility, the School’s LIS community developed this focus in ways that may not have been possible in the same ways, had the spaces left by leadership changes not made room for such a level of autonomy.

Once articulated by the LIS faculty, this new vision was approved by the rest of the School, and the process of incorporating it into the new strategic plan for the School commenced in Spring 2023 with a second draft submitted to the University in May 2023 ([Appendix X iSchool Academic Strategic Plan May 2023](#)). The InJECT focus also dovetails with the new strategic plan for the University as well. The University’s strategic plan description is found at <https://academicaffairs.syracuse.edu/asp/>.

**Evidence:**

- [ALA Self Study Appendices](#)
- [Appendix A Program Identity](#)
- [Appendix EEEE iSchool Strategic Plan Implementation Working Committees 2016-2017](#)
- [Appendix YYYY iSchool Strategic Plan Implementation Monitoring Metric of Excellence 2018-02-27](#)
- [Appendix ZZZZ Report on the Operational Plan for iSchool Strategic Plan 2019-07-09](#)
- [Appendix B LIS Faculty Mini-Retreat March 21, 2019](#)
- [Appendix C LIS Virtual Retreat](#)
- [Appendix D LIS Guiding Council](#)
- [Appendix E General Service by Faculty](#)
- [Appendix F iSchool Board of Advisors](#)
- [Appendix X iSchool Academic Strategic Plan May 2023](#)

### **I.1.2**

*Assessment of attainment of program goals, program objectives, and student learning outcomes;*

The systematic planning of the LIS program includes the assessment of the attainment of program outcomes and course learning outcomes. The LIS program is guided by five program outcomes (each divided into sub-outcomes) and those are proliferated into the curriculum through course learning outcomes assessed as part of course assignments.

#### **Assessment Process**

Syracuse University mandates an academic program review on a four-year cycle, which examines the program's goals and curriculum mapping, learning outcome assessment results, faculty research achievements, student engagement activities, enrollment and retention, and strategic planning.

#### **Annual Assessment and Action Plan (AAP)**

In 2014, the University's Institutional Effectiveness (IE) team implemented a comprehensive framework to provide a common structure for academic programs to engage in ongoing assessment of student learning. In Fall 2015, faculty and staff reflected on the strengths of their programs and actions needed to improve. Faculty documented assessment activities, including measures used, criteria for success, results, analyses, and any actions to take to enhance student learning and/or program operations. The AAP assessment instrument included a template with measures and questions related to program outcomes. The Professor of Record (PoR) for each course worked with section instructors of the course and academic staff to perform a thorough assessment of learning outcomes. PoRs met online or in person with all the instructors who taught the course on campus and online so they could share their experiences teaching the course in the prior term(s), including difficulties, recommendations for updating the content, adapting assignments during COVID-19, and learning from each other to develop best practices. The result of this formal assessment feeds into the program review and planning process. Chapter IV Students IV.6-8 provides more detail on program learning outcome assessment.

The annual Assessment and Action Plans (AAP) used the Tk20 assessment management platform in in three phases:

- Phase 1 – Specify and Plan:  
Identify student learning outcomes. For each outcome, specify information, evidence, and measures to be collected, and define criteria that indicate success.
- Phase 2 – Collect and Analyze:  
Collect the data for measures specified in Phase 1. Analyze and interpret results.
- Phase 3 – Action and Follow-up:  
Indicate changes to be made and how instructors will know the change made a difference.

Between 2015 and 2022, there were multiple processes presented and adapted by IE and School assessment staff so that every year there was a different process and documentation ([Appendix PP University Assessment Cycle Fall 2015-Spring 2023](#)). The AAP system was used for several years with varying degrees of success across campus ([Appendix H Program Learning Outcome Assessment AAP](#)). When COVID-19 changed how classes were held, faculty adapted their courses and IE collected reports for those changes in the form of an Annual Program Report (APR) ([Appendix L Annual Progress Report COVID 2021](#)) instead of the AAP. In 2021-2022, the requirement was to revise and update curriculum maps, aligning key assignments to each program learning outcome. A shift from assessing individual courses, as with the AAP, changed to assessing program outcomes and the courses that aligned to those outcomes based upon the updated curriculum maps.

Despite multiple changes in the assessment process, the faculty made progress each year. The University and the School experimented with different methods and adapted to find better ways of assessing and improving the program. Prior to COVID-19, nine courses were formally assessed and revised, some for the first time, and others (IST 614, IST 616, IST 973) twice after changes were made and reassessed the following year. In addition, one faculty member documented informal revisions to five courses ([Appendix II Arnone Course Revision Sample](#)).

In 2022, IE published a document highlighting [Equity-Minded Practices in Assessment](#), which aligns well with the 2022 LIS Program Outcomes.

In Spring 2023, the LIS faculty held an “assessathon,” which entailed a focused evaluation of the key assignments in their courses aligning to Program Learning Outcome 5. The faculty discussed scaffolding courses and whether they provided sufficient introductory materials and practice for later demonstration of proficiency in an outcome. Included in the discussion was feedback and advice from the 2022 LIS Guiding Council discussion of technology agility, which was incorporated into changes faculty will make in future terms. ([Appendix LL Assessathon Discussion Notes 2023](#)). The discussion resulted in a further refinement of the curriculum map. ([Appendix NN Revised Curriculum Map Outcome 5](#)).

In Spring 2023, Tk20 was replaced with [Planning and Self-Study \(P&SS\)](#). The new platform is intended to make submitting the Assessment and Action Plans more efficient and effective. Reports generated from P&SS will be more logical and more easily integrated into ongoing program assessment.

## **Program Review**

In addition to the annual AAP and the later Annual Progress Report (APR) during COVID-19 years, IE provides data for Program Directors to use in completing the program reviews over a four-year cycle.

Data provided includes enrollment, graduation, retention, trends in migration into and out of the program, attempted student credit hours, and grades C, fail, and withdraw. While the LIS program regularly undertakes assessments and revises the program based on findings, this university-wide process is also a helpful support in undertaking this work in an organized,

systematic manner. The LIS program successfully completed the University academic program reviews in Fall 2020 ([Appendix J LIS Program Review 2020](#)) and Fall 2021 ([Appendix K School Media Specialization Program Review](#)). Program review is an essential process to engage faculty in a systematic evaluation process regarding Syracuse University's academic offerings. Consistent with Middle States and University expectations, academic programs are reviewed for their quality, demand, cost-effectiveness, and centrality to mission (<https://effectiveness.syr.edu/pr/>). The review process is detailed at the IE page <https://effectiveness.syr.edu/pr/program-review-process/>.

## **Constituent Feedback**

In coordination with university-required assessment processes, reviewing assessment of learning outcomes is a regular theme in the LIS Program Committee meetings. These reviews are based on assessment data from student evaluations for each course at the end of semester/quarter, student feedback channels, learning outcome assessment through established procedures and criteria, and input from alumni and/or the field.

## **Student Evaluation**

The end-of-term evaluation of course instruction is a key source for assessment. Students answer a series of questions regarding learning experiences, outcomes achieved, and instructor teaching effectiveness. While teaching evaluations have known bias issues, they can still serve as a source of information for assessment purposes in determining how well individual courses are meeting program outcomes ([Appendix U Course Evaluation Questions](#)).

## **Student Feedback**

Students have multiple options for sharing feedback with the LIS Program. For example, open town hall type meetings are organized by the Program Director and held for both campus and online students. Such meetings were held annually from 2016-2019 and moved to semiannual (or more frequently) in 2020 ([Appendix G LIS Student Town Hall Minutes](#)). From academic year 2022-23 onward, these sessions are called "Zooming with the LIS Program Director."

Students also have access to an anonymous feedback mechanism through the [LIS LibGuide](#). Every month, students are prompted to submit their thoughts, concerns, issues, and suggestions to the form. This feedback is funneled to the LIS Program Committee and shared by the volunteer student representatives (one campus LIS student, one online LIS student) who attend LIS Program Committee meetings. Students who "sign" their survey responses are provided with feedback directly, otherwise responses are discussed and, when solutions can be identified, they are implemented. Feedback that cannot be immediately acted upon is recorded while opportunities are sought to remedy problems. In many cases, clarification is needed, and the Program Director can share information to reduce information gaps via the student listservs and the [LIS LibGuide](#). Prior to Spring 2022, the student representative to the LIS Program Committee was assigned as part of a paid faculty assistant role and required to collect issues, feedback from students, and bring them to the LIS Program Committee meetings for discussion. When financial support for that position ended, a new approach was implemented to include



volunteer student representatives and the survey form (more about this student feedback process is discussed in [section IV.5.](#))

## **Internship Evaluation**

Through Summer 2023, all LIS students have been required to complete an internship as part of the core curriculum, unless they possessed sufficient professional work experience in a library setting to warrant a waiver. Beginning in Fall 2023, internships will become electives; many students have indicated that they will choose to participate in them. At the end of an internship, the site supervisors completed surveys to assess student performance during the internship and provide comments ([Appendix N Internship Site Supervisor Form](#)). Students also filled out an evaluation form to reflect on the outcomes achieved during the internship and how the LIS courses taken have helped them achieve the learning goals and outcomes through the internship ([Appendix O Internship Student Evaluation Form](#)).

## **Input from Alumni and the Field**

Input from alumni and the library and information field is acquired through formal channels—the Board of Advisors and the LIS Guiding Council—and informal interactions with field professionals at conferences, alumni panels for students, and association committees in which faculty serve as a member or chair. The Board of Advisors meets twice a year, and the LIS Guiding Council meets once a year. The meeting minutes of these two advisory bodies document the comments and suggestions on the School’s status and development ([Appendix D LIS Guiding Council](#) and [Appendix P LIS Focused Topics at iSchool Board of Advisor Meetings](#)). The informal interactions often ignite ideas and solutions on issues related to the LIS program, in addition to keeping connections with the field.

### **Evidence:**

- [ALA Self Study Appendices](#)
- [Appendix H Program Learning Outcome Assessment Sample](#)
- [Appendix II Arnone Course Revision Sample](#)
- [Appendix J MSLIS Program Review 2020](#)
- [Appendix K School Media Program Review](#)
- [Appendix L Annual Progress Report COVID 2021](#)
- [Appendix LL Assessathon Discussion Notes](#)
- [Appendix N Internship Site Supervisor Evaluation](#)
- [Appendix NN Revised Curriculum Map Outcome 5](#)
- [Appendix O Internship Student Evaluation](#)
- [Appendix P LIS Focused Topics at Board of Advisors Meetings](#)
- [Appendix PP University Assessment Cycle Fall 2015-2023](#)
- [Appendix U Course Evaluation Questions](#)



### I.1.3

*Improvements to the program based on analysis of assessment data;*

The systematic planning of the LIS program incorporates improvements to the program based on the analysis of assessment results, which are generated from multiple feedback channels as mentioned in the preceding section.

#### **Improvements to the Program**

Initiation of changes and revisions to program outcomes, curriculum, course learning outcomes, pedagogies, and assignments are often initiated by the reviews of assessment results. The LIS Program Committee meeting minutes ([Appendix S LIS Program Committee Minutes](#)) document the development of revisions to the program, along with [Appendix C LIS Virtual Retreat](#) and [Appendix A Program Identity](#). Changes to core and elective courses are made based on the assessment data gathered from various sources mentioned above ([Appendix Q Core Course Syllabi](#) and [Appendix T Course Proposals 2015-2022](#)). Examples of improvements to the program include:

**Example 1:** The LAM (Libraries, Archives, and Museums) pathway was created. The LIS program recognizes the convergence of libraries, archives, and museums, which resulted in an increasing demand for courses related to LAM knowledge and skills. An informal survey on student's career interests found that more than half of the students expressed interest in working with archives and museum objects. Professor Sebastian Modrow redesigned IST 715 *Libraries, Archives, and Museums (LAM)* and created a LAM pathway-advising guide that includes primary electives and additional courses for students interested in this career pathway.

**Example 2:** IST 614 was replaced with IST 717. LIS students were required to take IST 614 *Management Principles for Information Professionals* (which has been renamed as *Information Technology Management and Policy*) together with students in other graduate programs before the 2022 curriculum change. The rationale for this management common core was to promote student interaction in three graduate programs within the School. However, LIS student feedback pointed out the lack of library-specific topics in the course in the Student Concerns section from January and April 2018 ([Appendix S LIS Program Committee Minutes](#)), even though the general management principles were well covered. In response to this gap, Professor Megan Oakleaf redesigned IST 717 *Library Leadership and Management* as a replacement for IST 614, which then became one of the core courses in the newly approved LIS curriculum.

**Example 3:** IST 973 was replaced by IST 773 as the exit requirement portion of the core curriculum. The change in exit requirement from IST 973 *Internship in Information Studies* to IST 773 *Reflective Portfolio* is based on the feedback from several venues: student town hall meetings ([Appendix G LIS Student Town Hall Minutes](#)), and feedback discussed as part of the Lis Program Committee on March 12, 2020 ([Appendix S LIS Program Committee Minutes](#)).

**Example 4:** IST618 *Information Policy* was removed from the core course list. IST618 together with IST614 were two common core courses across three master graduate programs before the LIS program revision that happened during 2020-2021. This course was designed to address

broad policy issues related to information communication and technologies (ICTs) and heavily geared toward the information industry and corporate world. LIS students voiced their concerns about the lack of LIS related information policy topics and discussion through course evaluations and student representatives to the LIS Program Committee, specifically noting September, October, and December 2020 ([Appendix S LIS Program Committee Minutes](#)). During the debate on whether to remove it from the core courses, the LIS Program Committee felt that the policy issues related to LIS were already covered in other core courses, hence there was no need to keep a separate policy course as one of the core courses.

**Evidence:**

- [ALA Self Study Appendices](#)
- [Appendix C LIS Virtual Retreat](#)
- [Appendix G LIS Student Town Hall Minutes](#)
- [Appendix Q LIS Core Course Syllabi](#)
- [Appendix S LIS Program Committee Minutes](#)
- [Appendix T LIS Course Proposals 2015 to 2022](#)

### **I.1.4**

*Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education.*

The systematic planning of the LIS program involves the communication of planning policies and processes to its constituents, including current and prospective students, part-time and full-time faculty, staff, alumni, and the broader library and information community.

### **Communication**

The LIS program is guided by the [School mission and value statements](#), with which the LIS program aligns. These statements are communicated via the School website, which is the primary channel for communication with constituents about the LIS program. In addition, the School regularly meets with the Board of Advisors as well as the LIS Guiding Council to inform them about our planning policies and processes for the LIS program. Student representatives to the LIS Program Committee help communicate planning policies and processes with current students; the LIS student listservs and the [LIS LibGuide](#) also support this communication. The LIS Program Director holds student “Zooming with the LIS Program Director” meetings to share the program development information and gather student input.

To track the targeted strategies for improving internal and external communications, the LIS Program Committee created a list of “Fixing What’s Broken” in 2020. This list delineated specific goals and subgoals, under which tasks and actions were specified with individuals responsible for the tasks. This list has been revised several times to reflect progress made and

new ideas for work to be accomplished ([Appendix W Fixing What's Broken](#)).

In Spring 2023, Syracuse University began a new strategic planning process, and the School completed the second draft in May 2023 ([Appendix X iSchool Academic Strategic Plan](#)).

**Evidence:**

- [Appendix W Fixing What's Broken](#)
- [Appendix X iSchool Academic Strategic Plan May 2023](#)

**I.2**

*Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:*

**LIS Program Outcomes**

The LIS program is guided by program outcomes. The current program outcomes were updated in 2021-2022 to respond to the changing societal, cultural, and professional environment. The new program outcomes in effect since Fall 2022 are:

- Advance information equity and justice.
- Understand, engage, and serve users and their communities.
- Design and innovate to create equitable, just, and engaging information artifacts, including services, systems, spaces, resources, and technologies.
- Lead and manage people and projects in an equitable, just, and culturally competent manner.
- Demonstrate information literacy and technology agility.

Each of the five program outcomes maps to the ALA Accreditation Standard I.2 as well as core courses for assessing the attainment of program outcomes (see [Table I.2.1](#) below). The connections between the ALA Standards and LIS program outcomes and core courses ensure that the metrics and measures used for assessing student learning outcomes address what the LIS program is designed to achieve. The detailed program outcomes are as follows:

**LIS Program Outcomes** ([Appendix M LIS Program outcomes Detailed](#))

By the completion of their program, LIS students will be prepared effectively to:

**1.0 Advance information equity and justice by internalizing professional ethics, values, and standards to create and support policies that reflect a just and equitable information society.**

- 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.

## **2.0 Engage diverse users and their communities through needs assessment and equitable, just, and culturally responsive services and resources.**

- 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.

## **3.0 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 a 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.

## **4.0 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.
- 4.2 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.

## **5.0 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.

## Core Courses

The LIS core courses are aligned with the LIS program outcomes and assessed by level of introduced, practiced/reinforced, or fully realized ([Table I.2.2](#)).

Introductory core (3 credits)

IST 511 *Cultural Foundations of Information Studies*

Information Resources and Services core (9 credits)

IST 605 *Reference and Information; Literacy Services*

IST 613 *Library Planning, Marketing, and Assessment*

IST 616 *Information Resources: Organization and Access*

Management core (3 credits)

IST 717 *Library Leadership and Management*

Exit Requirement (3 credits)

IST 773 *Reflective Portfolio*

**Table I.2.1 Curriculum Mapping Between LIS Program Outcomes and Core Courses (I = Introduced; R= Reinforced; M = Mastered)**

2021 Program Outcomes	IST511	IST605	IST613	IST616	IST717	IST773
1. Advance information equity and justice by applying professional ethics, values, and standards to work towards a just and equitable information society.	R	I, R	R	R	I, R	M
	Philosophy and goals of librarianship – writing & reflection	Reference Scenario Part B: User Description; Part C: Source Collection and Analysis; Part D: Exec Summary; Part F: Portfolio Markup; Part G: Reflection; Reference Scenario	Final project	Final project policy design	Guest Speaker Facilitation; Group Presentation; Reading Report; Case Studies; Letter to Self; Choose Your Own Adventure	Portfolio
2. Understand, engage, and serve users and their communities.	R	I, R	R	R		M
	Responsive Librarianship in Action; Final Project	Reference Scenario Part B: User Description; Part C: Source Collection and Analysis; Part D: Exec Summary; Part F: Portfolio Markup; Part G: Reflection;	Final Report	Final project policy design		Portfolio

		Reference Transcript Analysis				
3. Design and innovate to create equitable, just, and engaging information artifacts, including services, systems, spaces, resources, and technologies.	R		R	I, R		M
	Responsive librarianship in action; Final project		Final report	A1 Record comparison; A2 Authority control & access points; A3 Subject indexing Final project policy design		Portfolio
4. Lead and manage people and projects in an equitable, just, and culturally competent manner.	R	I, R	R	I, R	I, R	M
	Philosophy and Goals of Librarianship - writing & reflection	Reference Scenario 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 comparison; 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
5. Demonstrate information literacy and technological agility.	R	I, R	R	I, R		M
	Responsive Librarianship in Action; Final Project	Reference Scenario Part D: Exec Summary; Part G: Reflection; Reference Scenario Part B: User Description; Part C: Source Collection and Analysis; Reference Transcript Analysis	Final project	A1 Record comparison; A2 Authority control & access points; A3 Subject indexing		Portfolio

### Elective Courses

Several key electives have also been mapped to the program outcomes. Elective courses are grouped into seven specialization areas, or professional pathways ([Appendix Z Career Pathways](#)), including:

- Archives and special collections
- Children and youth services
- Data management
- Digital curation and services
- Information research and analytics
- Organization and management of information and knowledge
- User services and community engagement

Table I.2.2 presents the mapping between the ALA Standards I.2.1-8 and the LIS program outcomes. The numbers in the right column refer to the specific program outcome areas above.

**Table I.2.2 Standard I.2 and Corresponding LIS Program outcomes**

ALA Standards I.2:	LIS program Learning Outcome areas
<b>I.2.1</b> <i>The essential character of the field of library and information studies;</i>	1.4 Demonstrate a commitment to lifelong learning via engagement with users, communities, colleagues, and professional networks.
	2. Engage diverse users and their communities through needs assessment and equitable, just, and culturally responsive services and resources.
	3. Design and innovate to create equitable, just, and engaging information artifacts, including services, systems, spaces, resources, and technologies.
	4.1 Apply leadership and management principles and practices to direct and manage people and projects.
<b>I.2.2</b> <i>The philosophy, principles, and ethics of the field;</i>	1. Advance information equity and justice through internalizing professional ethics, values, and standards to create and support policies that reflect a just and equitable information society.
	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.
	3.2 Design artifacts that give users a voice in decision-making regarding critical programs, services, and resources for diverse communities.
	4.4 Solve problems using empathy, evidence, and critical and creative thinking.

<b>I.2.3</b> <i>Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;</i>	3.1 Apply a repertoire of design principles and practices to plan, develop, and create information artifacts.
	4.7 Manage information resources through the information lifecycle, including processes of information creation, collection development, representation, organization, preservation, curation, access, and dissemination.
<b>I.2.4</b> <i>The importance of research to the advancement of the field's knowledge base;</i>	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.
<b>I.2.5</b> <i>The symbiotic relationship of library and information studies with other fields;</i>	4.1 Apply leadership and management principles and practices to direct and manage people and projects.
	4.5 Facilitate communication with users, colleagues, and community stakeholders.
	4.6 Direct and participate in responsive public relations, marketing, and development.
<b>I.2.6</b> <i>The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;</i>	2.5 Use educational theory, instructional design, and assessment to develop, implement, and evaluate education, training, and programming for a variety of learner audiences.
	3.3 Critique existing designs to expose instances of inequity and injustice and move toward mitigation and repair.
<b>I.2.7</b> <i>The role of library and information services in a rapidly changing technological society;</i>	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.
	5.4 Engage, evaluate, and deploy various technologies ethically and critically.
<b>I.2.8</b> <i>The needs of the constituencies that the program seeks to serve.</i>	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.
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**Evidence:**

- [Appendix M LIS Program outcomes Detailed](#)
- [Appendix Z Career Pathways](#)

**I.3**

*Program goals and objectives incorporate the value of teaching and service to the field.*

LIS program outcomes 2 and 2.5 directly address the value of teaching and service to the field of library and information science.

Outcome 2 - Engage diverse users and their communities through needs assessment and equitable, just, and culturally responsive services and resources.

Outcome 2.5 - Use educational theory, instructional design, and assessment to develop, implement, and evaluate education, training, and programming for a variety of learner audiences.

Learning outcome 2.5 is introduced and reinforced in the core course IST 605 *Reference & Information Literacy Services* (see Table I.2 above) through assignments that ask students to analyze user characteristics and needs as part of a portfolio of resources selected to address a particular information need. This baseline is further developed through assignments in the elective course IST 662 *Instructional Strategies and Techniques for Information Professionals* (Table I.3). IST 662 introduces students to the instructional theories, standards, strategies, and practices necessary for designing instruction that helps learners engage in content, achieve outcomes, and enact learning in their personal and professional lives. Assignments engage students with professionals working in library instruction, lesson planning and instructional design, role playing instruction scenarios to enhance presentation skills, and extensive reading.

**Table I.3 Learning Outcomes Specific to the Value of Teaching and Service in the Core and Elective Courses**

<b>IST 605 Reference and Information Literacy Services (Core)</b>
<p><b>General:</b></p> <ul style="list-style-type: none"> <li>A. Inventory reference and information literacy services professional skills, apply them to current practice, and formulate a plan for future of acquisition of outstanding skills.</li> <li>B. Articulate and reflect upon a personal and professional philosophy of reference and information literacy services.</li> <li>C. Describe reference- and information literacy-related library services, expertise areas, and resources.</li> </ul>

- D. Observe and analyze reference and information literacy professional practice.
- E. Apply professional ethics to reference and information literacy services contexts.
- F. Engage rigorously as a class member, teammate, and leader.
- G. Communicate professionally and collegially with peers and library professionals.

**Reference:**

- H. Communicate using reference interview best practices.
- I. Identify and access reference resources.
- J. Analyze and evaluate reference resources using appropriate criteria.
- K. Acquire working knowledge of reference resources of recognized quality and utility.
- L. Analyze diverse user information needs.
- M. Match relevant, audience-appropriate resources to user needs.
- N. Summarize results of a user reference query in audience-accessible language.

**Information Literacy & Instruction:**

- O. Define information literacy.
- P. Develop expert information literacy skills.
- Q. Demonstrate facility with information literacy instructional planning, theory, pedagogy, and assessment.

**IST 662 Instructional Strategies for Information Professionals (Elective)**

- A. Articulate the role of instruction in the work of information professionals and incorporate the role of “teacher” into professional identities.
- B. Acquire experience and/or develop existing expertise in instruction in a particular domain.
- C. Internalize and personalize learning theories and embody them in practice.
- D. Identify, assess, and integrate learning preferences into instructional decision-making.
- E. Identify, value, and design for diversity and learning differences among individual learners and within communities.
- F. Construct outcomes and design assessment approaches to facilitate learning.
- G. Employ instructional design models to structure instructional episodes.
- H. Build a repertoire of strategies to draw upon in instructional contexts.
- I. Design lesson plans that ensure alignment across learner needs, outcomes, instructional strategies, and learning assessments.
- J. Develop, deploy, and manage instructional materials and environments.
- K. Leverage performance aspects of teaching to maximize learner engagement in instruction.

## **I.4**

*Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.*

Assessment of the LIS program outcomes are sought through multiple channels on an ongoing basis and funneled into deliberations of the faculty about program modifications and improvements. As part of this ongoing process, feedback from the multiple constituencies served by the LIS program is incorporated into program design and delivery.

### **I.4.1**

*The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.*

#### **Student Feedback**

Course evaluations are an important source of feedback for the faculty. All students are invited to complete course evaluations at the end of each course. The information is compiled and shared with individual faculty to support course and instruction improvement. The Director of Faculty Initiatives also has access to these evaluations and can address issues with individual faculty or, for common issues, through programming in the Faculty Center for Teaching and Learning ([Appendix U Course Evaluation Questions](#)).

Student concerns and feedback are regular agenda items for discussion at LIS Program Committee meetings and are gathered through multiple channels. Students can submit anonymous feedback via the [LIS LibGuide](#), or they can submit comments directly to LIS faculty and staff. LIS Program Committee meetings have a regular agenda item addressing student feedback. Town Hall meetings, currently named “Zooming with the LIS Program Director” are held multiple times per academic term ([Appendix G LIS Student Town Hall Minutes](#)). These meetings share timely information with students and solicit input from students. Topics discussed include advising, COVID-19 impact on the student experience, curriculum, equity and inclusion, facilities, internships, mentoring, registration, and scheduling, requesting recommendations and references, crafting poster sessions for professional conferences, and other student-relevant topics.

To elicit additional student involvement, reflection surveys were implemented at the end of each LIS core class in the 2016-17 academic year, prior to the curriculum revisions of 2021-2022. Several logistical problems with the implementation impacted the response rate. Thirty-one responses from students in three core classes were received to the following questions:

- *In this class, toward which outcome(s) – or part of outcome(s) – do you feel you made progress? [list LIS outcomes]*
- *Which assignments helped you make progress towards the outcome(s)?*

- *Please tell us more about the progress you made through that assignment(s)? What did you learn?*

Those students who responded articulated connections between specific course assignments and course learning outcomes in IST 511 (previously titled *Introduction to Library and Information Profession*), IST 618 *Information Policy* (one of the required courses before 2022), and IST 605 *Reference and Information Literacy Services*. This survey was a precursor to the commitment faculty made to the reflection and metacognition of students in understanding and providing feedback on program outcomes that would later form a basis for the addition of IST 773 Reflective Portfolio as the new exit requirement and core course in the curriculum. Samples of student responses are provided in Table I.4.1.

**Table I.4.1.1 Sample Responses from Students to Core Courses in the 2016-2017 Survey** (full results in [Appendix V Core Course Student Survey 2016-2017](#)).

Course	Sample Responses from Students
<b>IST 511</b>	<p>“The majority of the assignments in this class were well designed and applicable to all these outcomes. The class presentation taught me a lot about advocacy and planning as well as managing and accessing information resources. Many of the class activities allowed me to engage and collaborate with others...”</p> <p>“All of these assignments allowed me to envision myself in the field and question what I would have done in the same scenario. I believe all these assignments allowed me to use my critical thinking and problem-solving skills to solve common problems in libraries.”</p>
<b>IST 605</b>	<p>“I was able to learn how to search for sources to answer a patron's reference question and find multiple sources of different source types. It's also important to teach information literacy skills to a patron while you are helping search for the answer to their question.”</p> <p>“I learned not only about researching and evaluating sources, but also how to display them to my patron. I also learned how to incorporate instruction into my research and how to deliver a successful lesson. I reflected on my experiences and am now confident in providing reference services.”</p>
<b>IST 618</b>	<p>“I think I learned the most from the final project/presentation/poster so I will write specifically about that. Doing that project helped me analyze a tricky policy issue from multiple points of view. ... We were able to critically analyze media like released government documents, court cases, press releases by activist groups, academic papers, postings by people with inside knowledge of the policy, and more. We also learned to engage with the ethical questions surround [sic] this policy and think about what the global impact is of the policy we studied.”</p>

### **Employer & Internship Site Supervisor Feedback**

Students also complete evaluations of their internship experiences. Before implementing the new curriculum, all LIS students were required to complete IST 973 Internship in Library Science (starting in Fall 2023, IST 973 is an elective). Student evaluations of the internship

were overwhelmingly positive with direct connections made between work done for the internship and specific courses taken in the LIS program ([Appendix CC Student Internship Reflections](#)). The lowest rating observed for the experience, on a scale of 1 (useless) to 7 (extremely valuable) among the sample reviewed was a five; most students rated the internship experience at 7. Internship settings ranged from public libraries to an art library to archival collections; courses from across the curriculum were cited by students as having provided relevant preparation ([Appendix XX Sample Student Projects for Internships](#)).

## **Faculty Feedback**

Faculty feedback is regularly elicited and discussed during LIS Program Committee meetings. The Program Director announces the committee meeting dates and agendas are built collaboratively. Meeting minutes provide evidence of ongoing discussion of issues raised by faculty ([Appendix S LIS Program Committee Meeting Minutes](#)).

## **LIS Guiding Council Feedback**

The LIS Guiding Council was established in 2013 and meets at the discretion of the Program Director, typically at least once each year. Membership includes alumni and individuals in leadership roles at significant public library systems and consortia, academic libraries, and special libraries across a range of career paths ([Appendix D Guiding Council](#)). The guiding council's composition represents the types of organizations that hire LIS program graduates and professionals who supervise LIS internships.

This group is regularly asked for feedback about LIS program directions. For example, on Sept. 18, 2020, the InJECT focus of the LIS curriculum was presented to this group for feedback. Their response was positive, and the group discussed strategies enhancing recruitment to the program, particularly recruitment of students from communities of color. Similarly, the change of status of IST 973 Internship in Library Science from required to elective precipitated a group discussion of recruitment into and success in internships. Finally, the group has also made suggestions for preparing students who need civil service credentials for work in public libraries.

## **Alumni Feedback**

Alumni are also important constituents from which the LIS program seeks feedback. In addition to serving on the LIS guiding council, alumni are engaged in other ways. For example, an alumni survey was conducted in March of 2021 and 115 responses were received. The survey's goal was to build connections between alumni and current students for career advice and guidance and channel alumni efforts to recruit students to the program. A summary of responses to the questions about how alumni would like to engage with the LIS program and students is summarized in the table below. The responses represented alumni from thirty-three states and four countries. Organizations represented were:

- Academic library: 28
- Government library: 3
- Public library: 16

- Retired: 14
- School library: 10
- Special library: 7
- Other: 33
- N/A: 5

**Table I.4.1.2 Alumni Survey March 2021**

Category	Number (% n=115)
Connect with a student(s) to share career advice and guidance	78 (67.8)
Speak at a career services event or serve on an alumni panel	61 (53.0)
Speak in an LIS classroom to current students	58 (50.4)
Represent my organization at a Career Fair	17 (14.7)
Help recruit prospective LIS students to the iSchool	20 (17.3)
Resume Review or Mock Interviews	35 (30.4)

**Evidence:**

- [ALA Self Study Appendices](#)
- [Appendix CC Student Internship Reflections](#)
- [Appendix U Course Evaluation Questions](#)
- [Appendix V Core Course Student Survey 2016 to 2017](#)
- [Appendix XX Sample Student Projects for internships 2020 to 2022](#)

**I.5**

*The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program’s success in achieving its mission, goals and objectives.*

Decision-making by the School faculty, with key administrative support from School staff, is illustrated in the chart included as Figure I.1. Issues are gathered through multiple channels. Student feedback is included through Town Hall meetings ([Appendix G LIS Student Town Hall Minutes](#)) and student representation in LIS Program Committee meetings ([Appendix S LIS Program Committee Minutes](#)). Faculty feedback is included through solicitation of the faculty for committee meeting agenda items ([Appendix JJ iSchool Faculty Meeting Minutes](#)). Other important evidence is provided through Program Reviews ([Appendix J LIS Program Review 2020](#) and [Appendix K School Media Specialization Program Review](#)), enrollment and retention data (<https://ischool.syr.edu/academics/masters-programs/library-and-information-science-consumer-information/>) as reported in biennial reports to the ALA Committee on Accreditation (COA), and analysis of comparable academic programs.

Initial discussion takes place either in established committees or, if necessary, through committees enhanced by additional faculty members, and proposals are reviewed by the entire faculty with opportunities for comment. Proposals are then shared with external constituencies through the LIS Guiding Council and the Board of Advisors. Input received is used to revise and

finalize the proposal and prepare documents for submission to, in sequence, the iSchool Curriculum Committee, the University Senate Curriculum Committee, and the New York State Education Department (NYSED). Once approval is received, implementation begins with assessment to ensure the proposal achieves the established goals and objectives.

Meeting minutes are kept for the Program and Curriculum Committees. Course and program proposals, along with other documents related to planning activities, are maintained on a shared drive, which all faculty can access. Biennial reports are submitted to the ALA COA summarizing the ongoing planning work at regular intervals ([Appendix EE Biennial Reports](#)).

Faculty engage in an ongoing cycle of course assessment. This was managed by the Associate Dean for Academic Affairs until reorganization in 2020, then under the purview of the Senior Associate Dean for Academic and Faculty Affairs. Information from this process is used to revise course assignments, individual courses, and identify program gaps and opportunities. The assessment process has been done over a four-year cycle, with specific courses identified for assessment rotating (see [Appendix PP University Assessment Cycle Fall 2015-Spring 2023](#)). The Office of Institutional Effectiveness did not collect traditional assessment data during COVID-19 years. Data collection about courses includes identification of specific assignments for review to determine their role in moving students toward course and program outcomes.

**Evidence:**

- [ALA Self Study Appendices](#)
- [Appendix EE Biennial Reports](#)
- [Appendix G LIS Student Town Hall Minutes](#)
- [Appendix J MLIS Program Review 2020](#)
- [Appendix JJ iSchool Faculty Meeting Minutes](#)
- [Appendix K School Media Program Review](#)
- [Appendix PP University Assessment Cycle Fall 2015-Spring 2023](#)
- [Appendix S LIS Program Committee Minutes](#)

**I.6**

*The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.*

The LIS program uses evaluation and assessment data systematically to improve the program and plan for the future. The data used for improvement and future planning are derived from several sources, including teaching evaluations completed by students, program outcome assessments conducted by faculty and staff, internship evaluations from students and site supervisors, and input from alumni and the field through the Board of Advisors and LIS Guiding Council.

The teaching evaluations completed by students for individual courses are reviewed by instructors and the Director of Faculty Initiatives to monitor quality of instruction and identify where improvement is needed. Assessment of program outcomes is performed by faculty over a four-year cycle, not only for core courses but also for major electives. Both strategies (evaluations by students and assessments of learning conducted by faculty) are used to ensure



teaching effectiveness, instructional quality, and curricular alignment with program outcomes, while simultaneously serving as an important data source for program planning and decision making.

When evaluations and assessment data or other forms of feedback reflect a need for change, the LIS Program Committee addresses the issues, keeping a record in the meeting minutes of when an issue was raised, discussed, actions taken, and completed — for example, on March 12, 2020 ([Appendix S LIS Program Committee Minutes](#)).

Examples of using evaluation results to improve the program and plan for the future are documented in LIS Program Committee meetings.

**Example 1:** Between Fall 2015-Spring 2023, the new courses that were added to the LIS curriculum are: IST607 *Digital Humanities* (2021), IST626 *Information Justice & Community Engagement* (2021), IST671 *Foundations of Research Methods in Information Studies* (2016), IST672 *The Public Library as Institution* (2020), IST674 *Academic Librarianship* (2020), and IST682 *Cultural Competence for Information Professionals* (2019) ([Appendix T LIS Course Proposals 2015-2022](#)).

**Example 2:** Many courses were revised, updated, and titles and/or prerequisites changed to incorporate field developments and faculty research into the courses, including IST 511 that was changed from *Introduction to the Library and Information Profession* to *Cultural Foundations of Information Studies*, IST 605 *Reference and Information Literacy Services* that enhanced the emphasis on information literacy, and 717 *Library Leadership and Management* redesigned to replace the generic management course IST614.

**Example 3:** Enhancing student engagement and learning experience has been a topic in LIS Program Committee meetings and strategic planning documents ([Appendix B LIS Faculty Mini-Retreat March 21, 2019](#)). The program worked with student organization LISSA (Library and Information Science Student Association) to organize alumni panels, Data Science Day, National Library Week events, and other activities and events to improve student engagement for campus and online students ([Appendix GG LISSA Activities](#)).

**Example 4:** A new faculty member, Dr. Sebastian Modrow, specializing in cultural heritage and archives was hired to strengthen the teaching and research capacity as well as to meet the popular demand for special collections and archives courses.

**Example 5:** The exit requirement was changed from IST973 *Internship* to IST 773 *Reflective Portfolio*.

**Evidence:**

- [ALA Self Study Appendices](#)
- [Appendix B LIS Faculty Mini-Retreat March 21, 2019](#)
- [Appendix GG LISSA Activities](#)
- [Appendix S LIS Program Committee Minutes](#)
- [Appendix T LIS Course Proposals 2015-2022](#)



## **Conclusion**

This description of the LIS program's strategic planning processes—built on assessment and other forms of feedback with numerous constituents, developed in alignment with School and University strategic plans, and fine-tuned with an eye on an ever-evolving information field and the broader world—recounts some notable examples of the LIS program's dedication to thoughtful, evidence-based, and forward-looking strategic planning. The School and University leadership has changed over the years since the last accreditation process; the LIS faculty has likewise seen several retirements and renewal over the same period. Despite, or in some cases because of, that tremendous amount of change, the LIS program has experimented with a variety of ways of gathering feedback and assessing student learning and experiences, all to inform and continuously improve the program overall. Over time, the program has developed practices to ensure that strategic planning leads to a stronger, more resilient, more caring, and more responsive program overall for students, faculty, staff, alumni, and the information community overall. Moving forward, the LIS program will continue to monitor the wider information community, societal and cultural changes, the lessons that learning assessments reveal, and the larger School and University strategic plans and respond in order to ensure that both the vision of the LIS program and the strategies for attaining that vision remain relevant for all constituents, as well as the future of the profession.

## **Standard II: Curriculum**

The Library and Information Science (LIS) program within the School of Information Studies at Syracuse University is structured around a curriculum that includes the theories, principles, practices, issues, and values required for engagement in library and information contexts. The curriculum centers on a set of five program outcomes; each program outcome has between three and seven sub-outcomes. The current curriculum-focusing program outcomes are the result of a years-long development process that engaged faculty, students, staff, alumni, and other constituencies and is informed by library and information science research and standards, as well as societal and cultural changes. The program outcomes serve as a guiding focus for the curriculum and program overall. They are assessed in a variety of systematic and sustainable ways and prioritize student learning as a bellwether for outcome achievement. The program outcomes have inspired changes in the structure and content of courses, in some cases changing whole courses, in others influencing pedagogy, assignments, and other student experiences. Undertaken with the full engagement of students, faculty, staff, alumni, and other constituents, the curriculum evolves strategically and systematically to ensure iterative improvement and relevance. The following chapter describes and provides examples of the LIS program's curriculum development, assessment, and planning over time.

### **II.1**

*The curriculum is based on goals and objectives and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.*

#### **Based on Goals and Objectives**

The LIS curriculum is based on a set of broad program outcomes that are divided into sub-outcomes. These program outcomes are addressed through core and elective courses. Individual courses are guided by course-level learning outcomes which are aligned with and mapped to the program outcomes. In spring 2016, a retreat with faculty, staff, and students met to outline new outcomes that were approved for Fall 2017. From 2017 to 2021, six program outcomes gave the program structure ([Appendix DD LIS Program Outcomes 2015-2023](#)). A new set of program outcomes was developed during 2020-2021 to relate more closely to the changes in program focus discussed above. The three revisions of program outcomes in the last seven years reflect that the LIS curriculum has been systematically reviewed regularly and such reviews and subsequent revision of curriculum represent timely, broad-based response to the changes in the libraries and other cultural institutions and the larger social, cultural, and professional environment.

#### **LIS Program Outcomes**

The new LIS program outcomes took effect in fall 2022 (see [section I.2](#) for detailed program outcomes), which was the result from more than a year's collaborative work by faculty, staff,

students, and other constituents (described in [section I.1.1](#)). The shift from past program outcomes to the new set is one example of the ongoing systematic planning process followed to ensure the LIS program continually evolves to meet the needs of students, the profession, and the program. As of 2023, the program outcomes discussed in [section I.2](#) have been mapped to assessments for all core courses. In the 2023-2024 academic year, this process will be continued with all electives ([Appendix AA LIS Curriculum Map 2023](#)).

## **Curriculum for Provision of Services in Libraries**

The LIS curriculum (see [the LIS course catalog](#)) ensures that students encounter and develop expertise in theories, principles, practices, legal and ethical issues, and values necessary for the provision of service in libraries and information agencies and in other contexts. Guided by the program outcomes, core and elective courses provide a variety of educational experiences that are informed by library professional standards (discussed in [section II.4](#)) and the information justice, equity, and community engagement (InJECT) focus of the LIS program. LIS students benefit from a variety of educational experiences, including 6 core courses for 18 credits ([Appendix Q LIS Core Course Syllabi](#)) and 18 credits of electives. The InJECT focus of the program provides a lens through which the curriculum examines both theory and practice, guiding students to think critically about the foundations, values, policies, technologies, and systems of the information field; innovate beyond the status quo; and provide better access to information for a wide variety of communities. While core course content applies to all library types and settings, students are encouraged to choose topics for individual assignments that relate to their career interests and explore how their intended trajectory will enable them to connect with specific communities. Beginning in Fall 2023, students take IST 773 *Reflective Portfolio* (the “culminating” course) in the final term of the LIS program. In this new course, students will produce reflective portfolios designed to facilitate a holistic and comprehensive demonstration of the theories, principles, practices, legal and ethical issues, and values they’ve learned in the program (see details about the core courses in [section II.2.1](#))

Beyond the core, students choose from a variety of electives according to their personal career interests, taking six elective courses for 18 credits. These choices may relate to a path in a particular setting, including school libraries, academic libraries, public libraries, special libraries, archives, museums, and more. Choice of electives may also follow guidance from the “Career Pathways” ([Appendix Z Career Pathways](#)) which focus on functional areas needed to perform job duties in any settings, rather than on limiting the pathway to a particular type of library or organization. These pathways are suggestive, not prescriptive, and include User Services and Community Engagement, Archives and Special Collections, Digital Curation, Organization and Management of Information and Knowledge, Children and Youth Services, Digital Information Systems, and Information Research and Analytics. Students may also use their electives toward one of the School Certificate for Advanced Study (CAS) programs, such as Data Science.

Whichever path guides a student’s choice of electives, their coursework provides exposure to an interdisciplinary information environment, with opportunities to interact with courses, faculty, and students from across the entire School. The LIS degree is one of six graduate degrees offered by the School of Information Studies: MS in Library and Information Science (which includes the School Media Specialization), MS in Information Systems (which includes the MSIS for

Executives, previously titled Information Management ), MS in Applied Data Science, MS in Digital Forensics (a collaboration with Arts & Sciences), PhD in Information Science and Technology, and a Doctorate of Professional Studies (DPS) in Information Management. The School also offers three undergraduate programs in Applied Data Analytics, Information Management and Technology, and Innovation, Society and Technology, as well as a minor in Information Technology, Design, and Startups. Certificates of Advanced Study (CAS) are offered at the graduate level. More information about all School programs can be found in the course catalogue at <http://coursecatalog.syr.edu/content.php?catoid=36&navoid=4603>. LIS students can use any graduate course (up to six credits) offered by the School or in other University programs as elective credits ([Appendix R Student Enrollment in Non-IST Courses](#)). Some courses are also cross listed with other schools across the University, including Museum Studies (IST 622 and MUS 600 *Preservation of Cultural Heritage*), Computer Science (IST 664 and CIS 668 *Natural Language Processing*), and Law (IST 728 and LAW 832 *Information Security Policy*). Conversely, all LIS courses are open to any master's level student in the School. As a result, students benefit from exposure to the varied perspectives of faculty and students across many aspects of information management and technology.

Coursework in the LIS program is designed to provide exposure to and experience with library and information theories, principles, practices, legal and ethical issues, and values. Courses are composed of lectures, readings, discussions, group projects, and individual assignments. Faculty follow a syllabus template ([Appendix Y iSchool Customized University Syllabus Template](#)) to list learning outcomes for the course and to relate them to LIS program outcomes. The syllabus template also includes uniform wording for statements of university and program policies ([Appendix FF Syllabi Appendix for the iSchool](#)). Course experiences integrate a variety of library communities and voices, and students are given opportunities to consider the same concepts from different perspectives to help them form conceptual and theoretical frameworks about the field. Discussions are held with both large and small groups. Students are given many opportunities to develop their collaboration skills not only through group assignments with their classmates, but also through many courses which also involve projects in which students are required to work with librarians and information professionals or to interact with library communities in order to provide a range of experiences related to their career interests.

Students gain experiential learning skills and competencies and apply their classroom experiences to real-world settings through course assignments embedded in practice, internship experiences, and fieldwork. Students could register for internship credit after completing 18 credits. Beginning in Fall 2023, this will be reduced to nine credits to enable rising second-year students beginning the program in Spring term to complete internships over the summer. Internship credits (3) require 150 hours of fieldwork for completion. Internships are a mutually beneficial endeavor; site supervisors share their knowledge and expertise with interns, and students give back to the hosting organization through their work on assigned projects, contributing their enthusiasm, creativity, and new perspectives to information problem-solving in professional work settings. Students in the School Media specialization must complete a total of 100 (non-credit) hours of fieldwork in elementary and secondary school libraries, followed by two practicum experiences in different school libraries, at the elementary and secondary levels. These requirements for the School Media specialization are discussed in more detail in [sections](#)

## [II.3](#) and [II.4](#).

In addition to coursework and experiential learning opportunities, many faculty members collaborate with students on a range of research and independent study projects, many of which lead to professional publications and conference presentations. The faculty encourage students to develop professional networks and, until budget cuts due to loss of tuition revenue during COVID-19 intervened, the School paid for a first year of student membership for either the American Library Association (ALA)/New York Library Association (NYLA) or the Special Libraries Association (SLA). Alumni receptions are held locally and at conferences, and students are encouraged to attend. These experiences are another way the LIS program ensures students learn the theories, principles, practices, legal and ethical issues, and values of the profession.

### **Systematic Planning Process**

Curriculum revision is an important part of LIS program planning and therefore follows a similar planning process as the LIS program planning. Each revision of the LIS program learning outcome since 2016 included a close examination of current curriculum in relation to the revised learning outcomes to ensure that the core and elective courses address the program outcomes that students are expected to achieve. Statistics are collected for each course on enrollment, offering mode and frequency, non-LIS courses taken by LIS students, and number of sections of the same course. In addition, student comments from teaching evaluations and from regular feedback channels are also collected and categorized. During the most recent LIS program planning event, as described in [section I.1.1](#), the LIS program committee made some major changes to the core courses based on the data collected and input from students, faculty, and constituents (more detail is provided in [section II.2.1](#)).

At individual course level, the planning process is managed by the Professor of Record (PoR). PoR is a system established within the School to ensure the course content and delivery continually meet the established learning outcomes of their assigned course regardless whether the course is taught by the course creator or other instructors ([Appendix CCC Guidelines for Professors of Record](#)). For example, Dr. Megan Oakleaf is the PoR for IST605 *Reference and Information Literacy Services*. This course has been offered multiple sections online and on campus, hence taught by multiple instructors. She meets with instructors regularly to ensure the course content and delivery meets the established learning outcomes as well as the key assignments measure how well the of learning outcomes are attained through completing the key assignments. The PoR and instructors for IST605 worked as a team to deliver the content and plan for the course revision based on the evaluation results from both students and the instructor team. As PoR is often the expert in the subject of the course and knowledgeable about the new developments and trends, revisions for individual courses are also showing the vision and futuristic thinking of the PoR. The revision history of IST 511 (see [section II.2.1](#) for detail) illustrates how this core course shifted from traditional overview of the librarianship to a cultural-competency context in which librarianship's value, mission, ethics, theories, and practices are introduced and discussed.

Systematic planning for the entire curriculum follows the rhythm of strategic planning at university, school, and LIS program levels. During the formal planning, the curriculum is

reviewed not only for the content structure mapping to ALA standards ([Appendix AA LIS Curriculum Map 2023](#)), but also for learning outcome assessment (more detail in [section II.5](#)). Through the expertise of faculty, student feedback, the LIS Program Committee, the LIS Guiding Council, and School Curriculum Committee, LIS curriculum is continually updated and shaped to reflect the world graduates will encounter in their careers.

In 2022-2023, two student representatives (one from the campus student population, one from the online student population) attended Program Committee meetings to provide student perspectives on issues discussed. Prior to 2022, one student representative collected feedback from other students regarding the curriculum, course offerings, and other issues, and brought that feedback to the Program Committee for discussion and solutions. Since Fall 2022, the program solicits feedback from students in an online form through the program's [LibGuide](#). This feedback is collected by the Program Director and discussed by the full committee. When students completing the feedback form have requested updates on their submission, the program director shares that directly with that student. Feedback submitted anonymously is discussed and any resulting changes are recorded in LIS Program Committee meeting minutes. All changes that are identified to be acted upon are assigned to those who are responsible for ensuring the changes are made.

In addition to these processes for systematic improvement, the curriculum benefits from the input of the LIS Guiding Council, composed of professionals in the library field who share their perspectives on priorities for education of librarians and other information professionals. Input is also received from the Dean's Cabinet, the entire faculty, and the iSchool Board of Advisors.

### **Revision Processes**

Course revisions take place when there is a need to change the course title, catalog description, prerequisite, or to update the content of the course. The need for change for individual courses is identified from the systematic planning process or the ongoing updating of courses by faculty. Revisions such as course title, catalog description, or prerequisite are administrative in nature and requires a formal process from initiation to implementation, while the content change is done by the faculty with input and consultation with the program committee. Course revisions are usually proposed by the Professor of Record (PoR) based on the input from students, the practice field, and research. The PoR explains the need for changes at the LIS program meeting. After discussion, a consensus is reached about the change, and the PoR will fill out a course change form and submit it together with a copy of an updated syllabus to the School's Curriculum Committee that is comprised of faculty and staff representing all School programs. The School's Curriculum Committee provides feedback on proposed changes and approves the changes, which will be finalized by the PoR. The School Curriculum Committee approved course changes will then be discussed at the School faculty meeting to solicit further comments and consensus for the proposed changes. The final proposal of course change includes a course change form required by the university ([Appendix MM Syracuse University Course Proposal Form](#)) and a copy of the syllabus that will be sent to the university Senate Curriculum Committee for final approval.



The new courses added to the LIS program, courses that have gone through revisions, and inactivated courses between Fall 2016 and Fall 2022 are listed below in Tables II.1.1-3, with syllabi available ([Appendix T LIS Course Proposals 2015-2022](#)).

**Table II.1.1 New Courses**

2016	IST 720 <i>Topics in Library Leadership</i> (1 credit each: Library Grant Writing, Library Budgeting, Library Fundraising)
2017	IST 671 <i>Foundations of Research Methods in Information Studies</i>
2020	IST 672 <i>The Public Library as Institution</i> IST 674 <i>Academic Librarianship</i> IST 682 <i>Cultural Competence for Information Professionals</i>
2021	IST 607 <i>Digital Humanities for Librarians, Archivists, &amp; Cultural Heritage Workers</i> IST 773 <i>Reflective Portfolio</i> (replaces 973 Internship as exit requirement)
2022	626 <i>Information Justice and Community Engagement</i>

**Table II.1.2 Revised Courses**

Year	Course	Revision
2018	613 <i>Library Planning, Marketing, and Assessment</i>	Add prerequisite 605
2018	635 <i>Collection Development and Access</i>	Update description to reflect ALA standards
2018	973 <i>Internship in Information Studies</i>	Number change to differentiate from 971 prior internship number
2019	564 <i>Accessible Library &amp; Information Services</i>	Title change from Library Services to Students with Disabilities
2019	676 <i>Digital Data and Services in Libraries</i>	Title change from Fundamentals of Digital Data, content revision
2020	663 <i>Instructional Leadership in School Libraries</i>	Title change from Motivating 21st Century Learning
2021	511 <i>Cultural Foundations of Information Studies</i>	Title change from Introduction to Library & Information Professions, updated content
2021	628 <i>Arrangement and Description of Archival Collections</i>	Title change from Organization/Management of Archival Collections, updated content
2021	681 <i>Metadata</i>	Remove 616 prerequisite
2021	717 <i>Library Leadership and Management</i>	Title change from Advanced Library Management, course content changes, Replaces 614 as LIS management course
2022	676 <i>Digital Curation</i>	Title change from Digital Data and Services in Libraries
2022	973 <i>Internship in Library Science</i>	Title change from Internship in Information Studies, remove as core, reduce required complete credits from 18 to 9

**Table II.1.3 Inactivated Courses**

2018	IST 601 <i>Information and Information Environments</i>
2021	IST 503 <i>Proposal Writing for the Information Field</i> IST 606 <i>Legal Information Resources and Services</i> IST 609 <i>Biomedical Information Services and Sources</i> IST 626 <i>Business Information Resources and Strategic Intelligence</i> IST 637 <i>Digital Information Retrieval Services</i> IST 667 <i>Information Technology for Libraries and Information Centers</i> IST 685 <i>Social Networks in Libraries</i> IST 759 <i>Planning and Designing Digital Library Services</i>
2022	IST 638 <i>Indexing and Abstracting Systems and Services</i> IST 661 <i>Managing a School Library</i> (replace with 717 <i>Library Leadership and Management</i> ) IST 663 <i>Instructional Leadership for School Librarians</i> (replace with 662 <i>Instructional Strategies</i> ) IST 677 <i>Creating Digital Assets</i> IST 735 <i>Copyright for Information Professionals</i>

**Evidence:**

- [ALA Self Study Appendices](#)
- [Appendix A Program Identity](#)
- [Appendix AA LIS Curriculum Map 2023](#)
- [Appendix DD Program Outcomes 2015 to 2023](#)
- [Appendix FF Syllabi Appendix for the iSchool](#)
- [Appendix MM Syracuse University Course Proposal Form](#)
- [Appendix Q LIS Core Course Syllabi](#)
- [Appendix R Student Enrollment in Non IST Courses](#)
- [Appendix T LIS Course Proposals 2015-2022](#)
- [Appendix Y iSchool Customized University Syllabus Template](#)
- [Appendix Z Career Pathways](#)



## II.2

*The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources.*

The curriculum of the LIS program provides a thorough foundation of essential skills necessary in all areas of librarianship. Simultaneously, it enables students to select a set of experiences that prepare them for their chosen professional pathways. To attain both a solid foundation and a tailored experience, the 36-credit program is subdivided into core courses covering the essential tasks of librarianship (18 credits including the portfolio exit requirement) and electives courses (18 credits) allowing students to develop a specific and marketable profile in accordance with the needs of their chosen career trajectory. All courses are mapped to the five LIS program outcomes:

1. Advance information equity and justice.
2. Understand, engage, and serve users and their communities.
3. Design and innovate to create equitable, just, and engaging information artifacts, including services, systems, spaces, resources, and technologies.
4. Lead and manage people and projects in an equitable, just, and culturally competent manner.
5. Demonstrate information literacy and technology agility.

### II.2.1

*Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;*

#### Core Courses

The six core courses establish the cultural and practical foundations of the field and engage students with the central tasks of librarianship. The six core courses are:

IST 511 *Cultural Foundations of Information Studies*  
IST 605 *Reference and Information Literacy Services*  
IST 613 *Library Planning, Marketing, and Assessment*  
IST 616 *Information Resources: Organization and Access*  
IST 717 *Library Leadership and Management*  
IST 773 *Reflective Portfolio*

All core courses include assessments that relate to the LIS program outcomes. The mapping of these five LIS program outcomes to the criteria of this self-study standard (II.2) are shown in Table II.2.1.

**Table II.2.1. Mapping Standard II.2 to MSLIS Program Outcomes**

<b>LIS Program Outcomes 2021</b>	<b>ALA Standard II 2015</b>
1. Advance information equity and justice by applying professional ethics, values, and standards to work towards a just and equitable information society.	<b>II.2.4</b> Responds to the needs of a diverse and global society, including the needs of underserved groups; <b>II.2.6</b> Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.
2. Connect, engage, and collaborate with users and their communities through the provision of inclusive resources, services, and spaces.	<b>II.2.1</b> Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served; <b>II.2.4</b> Responds to the needs of a diverse and global society, including the needs of underserved groups;
3. Design and innovate to create equitable, just, and engaging information artifacts, including services, systems, spaces, resources, and technologies.	<b>II.2.1</b> Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served; <b>II.2.4</b> Responds to the needs of a diverse and global society, including the needs of underserved groups;
4. Lead and manage people and projects in an equitable, just, and culturally responsive manner.	<b>II.2.1</b> Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served; <b>II.2.5</b> Provides direction for future development of a rapidly changing field;
5. Demonstrate information literacy and technological agility.	<b>II.2.2</b> Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields; <b>II.2.3</b> Integrates technology and the theories that underpin its design, application, and use; <b>II.2.5</b> Provides direction for future development of a rapidly changing field;

**Standards Met in Core Courses**

Short descriptions of the core courses are included below; full syllabi of core courses are included in [Appendix Q LIS Core Course Syllabi](#) and the full Curriculum Map is at [Appendix AA LIS Curriculum Map 2023](#).

IST 511 *Cultural Foundations of Information Studies* (3 Credits)

Summary: Introductory course for the MSLIS program. Librarianship is a field that is rapidly evolving, and this course introduces students to established structures and practices in the field as

well as the directions in which the field is moving in the 21st century. This course surveys the professional, social, ethical, and legal issues affecting information service professionals and organizations and prepares students to deal with these issues. The course covers the history, present state, and future directions of the profession. It familiarizes students with library science scholarship and introduces information studies from a participatory perspective. It introduces students to the technologies and typical work environments of library and information science professionals and prepares them to respect the diversity of their communities and to engage with them from an inclusive and participatory framework. [*Addresses Standards II.2.1, II.2.2, II.2.3, II.2.4, II.2.5, II.2.6*]

Examples of student engagement:

- After their introduction to the ethics and values of the profession, students are assigned to reflect upon the “Philosophy and Goals of Librarianship” from their perspective and aspirations.
- As future library leaders and collaborators, students explore in a group presentation the innovation needs and potential at a chosen library type.
- Students begin to prepare for the job market by designing and presenting an “Elevator Speech” geared towards a real-world job posting.
- Students apply the values of the profession in "A Statement on Neutrality."

IST 605 *Reference and Information Literacy Services* (3 Credits)

Summary: 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. 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. [*Addresses Standards II.2.1, II.2.2, II.2.3, II.2.4, II.2.5, II.2.6*]

Examples of student engagement:

- Students create a multi-part reference scenario portfolio based on a chosen reference situation including a user description, a collection and analysis of 15 sources, an executive summary of the answer to the reference query, a professional librarian opinion on the same reference query, and a portfolio markup referencing library standards, ethics, theories, and practices covered in the course that apply to the respective sections of the assignment.
- Students analyze real world virtual reference transcripts and rewrite selected transcripts to demonstrate understanding of the reference interview.
- Students interview a reference librarian, learn about and reflect upon the state of reference in the field.

IST 613 *Library Planning, Marketing, and Assessment* (3 Credits)

Summary: User-focused planning, marketing, and assessment of activities that support core functions of libraries, such as collection development, systems, and public services. This course focuses on ways in which libraries create and deliver value to their users and stakeholders, as well as the institutions, organizations, or communities of which they are a part. In order to make an impact and provide a return on the investment made in libraries, librarians must determine the degree to which their services, expertise, resources, and facilities contribute to the ability of their institutions, organizations, or communities to meet their missions and fulfill their purposes. Once determined, the value and impact of libraries must be developed and shared. Three main skill sets for increasing and communicating the value and impact of libraries include assessment, project management, and communication/marketing. [*Addresses Standards II.2.1, II.2.3, II.2.4, II.2.5, II.2.6*]

Examples of student engagement:

In collaboration with their partner librarians, students:

- Situate the services of a working library within the framework of purposes/missions/priorities/needs of the library's overarching institution/organization/community.
- Assess the degree to which existing library services, expertise, resources, and facilities contribute to those purposes/missions/priorities/needs.
- Develop a report of the current value and impact status of the library and provide a series of recommendations for closing any value/impact gaps to their partner librarian.
- Select one recommendation to develop and communicate the value and impact of the library through the expansion or creation of library services, expertise, resources, or facilities.
- Create a literature review and project management, communication/marketing, and assessment plans to support their selected recommendations; these materials are shared with the partner librarian and their library through a final report and presentation.

IST 616 *Information Resources: Organization and Access* (3 Credits)

Summary: Introduction to theories, tools, and standards for information organization and access, including cataloging rules and formats, content analysis, indexing, classification, and fundamentals of information retrieval systems. An introductory survey of principles, techniques, and standards used to represent and organize information, especially those implemented in libraries and information centers. The course provides an overview of these topics for all students and also serves as a foundation course for students who wish to pursue further study in this area. The course covers the fundamental concepts of theory and practice in information organization, storage, and retrieval, including an introduction to existing systems and standards. Each topic is covered at the introductory level with the expectation that students who wish to pursue any of the areas will take further coursework. [*Addresses Standards II.2.2, II.2.3, II.2.4, II.2.6*]

Examples of student engagement:

- Students learn about and learn to define key concepts in information organization (e.g., conceptual models, metadata, authority control, identifiers).
- Students interpret examples and apply common standards, such as descriptive/content standards, encoding standards, controlled vocabularies, classification schemes, etc. in concrete cataloguing exercises using state of the art cataloguing technology.
- Students merge their newly gained theoretical knowledge and practical experiences by drafting a cataloguing policy.

### IST 717 *Library Leadership and Management* (3 Credits)

Summary: Leadership in libraries, both positional and personal. People-centered, community-engaged, inclusive management of library strategy, organization, operations, human resources, communication, policies, and finances. Most librarians find themselves in leadership and management roles early in their careers. Some manage volunteer or student staff, some manage paraprofessional staff, and others manage other librarians. Librarians can lead from any position within an organizational hierarchy. Both leadership and management roles require librarians to have a special ability set including planning, organizational, decision-making, leadership, interpersonal, cultural, budgetary, and other skills. This course seeks to provide students with knowledge and experiences that will prepare them to apply these leadership and management capabilities in a variety of library contexts. [*Addresses Standards II.2.1, II.2.2, II.2.4, II.2.5, II.2.6*]

Examples of student engagement:

- Students have the opportunity to craft an assignment in accordance with special interests or perceived needs of extra practice. Students choose from the following:
  - A) Shadow and interview a library leader/manager;
  - B) Prepare and role-play leading a library meeting as a leader/manager;
  - C) Write a rationale for a challenged resource, service, or space;
  - D) Attend and summarize a library leadership/management conference (or a leadership/management track within a broader conference);
  - E) Analyze and draft changes for a library policy and procedures manual using a leadership/management lens; or
  - F) Compose a grant proposal for a library project in accordance with requirements from a funding agency.
- Students learn to coordinate public events by choosing, inviting, coordinating, and facilitating a guest speaker.
- Students practice their collaboration skills in a group presentation project with discussion facilitation component.
- Students reflect about and apply what they have learned in class to their career goals in a “Letter to Yourself as a Future Leader.”

### IST 773 *Reflective Portfolio* (3 credits)

Summary: Creation of an online reflective portfolio that demonstrates successful achievement of all program outcomes for the LIS degree.

IST 773 *Reflective Portfolio* replaces IST 973 *Internship in Information Studies* as the final core course for the LIS program. A variety of reasons inspired this change including better alignment with program outcomes, a desire to encourage reflection and metacognition as a closing experience of the program, equity concerns about requiring an (often unpaid) internship. Beginning in Fall 2023, students are expected to take IST 773 in the final term of the MSLIS program. This timing is designed 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 (which is a fundamental component of design, thus reinforcing one of the program outcomes), and make explicit connections between and among coursework and experiential learning in relation to their achievement of program outcomes. 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 final product. [*Addresses all standards*].

### IST 973 *Internship in Information Studies* (3 credits)

Until Fall 2023, LIS students were required to take IST 973 *Internship in Information Studies* as a core course. Internships are conducted under the supervision of a professional librarian or information manager and comprised of a minimum of 50 hours of work for each credit. Most internships involve some general orientation, some work practice, and often a special project, but each experience is different. IST 973 is repeatable one time, for six credits maximum. Internships are usually located independently by students, though the School conveys opportunities through student listservs or the School career services website and Handshake.

Once connected with an internship opportunity, students design a learning agreement form with their site supervisor; this form defines what they will be doing in the internship and what new skills they will learn. By the conclusion of the first 30 hours, students complete preliminary readings and short modules on Guidelines for a Successful Internship, Leadership, Ethics, and Professional Communication. Students also complete three reflective assignments. The faculty supervisor checks in with both the student and the site supervisor at the midpoint and end of the internship, either in person or by phone or video chat. At the end of the internship, both the student and the site supervisor complete evaluation forms about the experience.

## **Core Courses by ALA Standard II.2**

In meeting the LIS program outcomes, core courses support several important goals: fostering development of leaders (II.2.1), ensuring services and collections are appropriate for the communities they serve (II.2.1), gaining understanding of knowledge that reflects the findings of basic and applied research from relevant fields (II.2.2), integrating technology and its theoretical underpinnings (II.2.3), responding to a diverse and global society including the underserved (II.2.4), providing direction for future development of the field (II.2.5), and committing to

professional development and lifelong learning (II.2.6). These connections are identified in Table II.2.1 and a few examples are addressed below.

## II.2.1

*Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served.*

As indicated in Table II.2.1, several core courses address the need to foster development of professionals who will serve as leaders in providing community-relevant services and collections. Indeed, it is a core focus of the LIS program to educate tomorrow's library and information science leaders and prepare them to meet the needs of their communities.

**Example 1:** In the program's introductory course, IST 511 *Cultural Foundations of Information Studies*, students are introduced to the values and current issues of the profession and are then assigned to situate themselves within that discourse by reflecting upon the "Philosophy and Goals of Librarianship" and craft their "Statement of Neutrality."

**Example 2:** In IST 605 *Reference and Information Literacy Services*, students learn to describe a user and their needs and then perform a source collection and analysis in accordance with and tailored towards the specific needs of this community member.

**Example 3:** In IST 613 *Library Planning, Marketing, and Assessment*, students partner to develop recommendations for partner librarians based on in-depth study into the communities the partner library serves. One librarian commented in the feedback survey: "The [student] provided a detailed and insightful assessment that showed a familiarity with the current state of the library as well as a clear vision for the future," indicating that the course offers students the opportunity to develop leadership skills in accordance with a community's needs.

**Example 4:** In IST 717 *Library Leadership and Management*, students study the practical and ethical requirements of library leadership and then craft a "Letter to Yourself as a Future Leader" in which they project the course's content onto their own career aspirations.

### Evidence:

- [Appendix AA LIS Curriculum Map 2023](#)
- [Appendix Q LIS Core Course Syllabi](#)

## II.2.2

*Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;*

As indicated in Table II.2.1, core courses emphasize knowledge that is interwoven with basic and applied research findings. Overall, the design of the LIS program reflects a concept of librarianship that is rooted in and developed alongside the field's practice and is also informed by information theory, as well as critical and applied librarianship research. To prepare future librarians for their service of their diverse communities requires an interdisciplinary theoretical approach evinced in the faculty's wide-spread research foci and their application to curricular content.

**Example 1:** In IST 605 *Reference and Information Literacy Services*, students develop their reference interview skills within the framework of various information literacy and learning theories.

**Example 2:** In IST 616 *Information Resources: Organization and Access*, students are first introduced to the need to demonstrate their understanding of various key concepts in information organization (e.g., conceptual models, metadata, authority control, identifiers, etc.) before they are able to move on and successfully compare records and apply the standards of authority control.

**Example 3:** In IST 717 *Library Leadership and Management*, students not only read about but also report out to the class on relevant library leadership and management literature in order to demonstrate the relevance of this scholarship for the class content.

## II.2.3

*Integrates technology and the theories that underpin its design, application, and use;*

As indicated in Table II.2.1, multiple core courses integrate technology and ensure students are familiar with its design, application, and use. Furthermore, the LIS program is embedded in the larger structure of the School, a school that “connects people, information, and technology” through its various educational programs and research foci (as expressed in the School's mission statement at <https://ischool.syr.edu/about/vision-and-values/>).

**Example 1:** Beginning with the introductory course, IST 511 *Cultural Foundations of Information Studies*, students are required to demonstrate their knowledge of the library catalog, commercial databases, and other technologies presentation to the whole class.

**Example 2:** In IST 605 *Reference and Information Literacy Services*, students advance their information literacy skills through the use of discovery systems.

**Example 3:** In IST 616 *Information Resources: Organization and Access*, students use databases, the latest cataloging software, and other technologies for record analysis and creation. In addition to the use of information technologies throughout various courses, students are also



encouraged to take classes in data science and other programs of the School to hone technology skills that will also be relevant for careers in the field of librarianship.

## II.2.4

*Responds to the needs of a diverse and global society, including the needs of underserved groups;*

As indicated in Table II.2.1, LIS core courses address ways to respond to the needs of a diverse and global society, including those who are underserved. The InJECT focus of the LIS program underscores the program's commitment to centering principles of diversity, equity, inclusion, and accessibility; as a result, most of the program outcomes address Standard II.2.4. These principles are, therefore, deeply embedded in the design of our program's course content and assignments.

**Example 1:** In IST 511 *Cultural Foundations of Information Studies*, these concerns flow into the students' reflection on "Philosophy and Goals of Librarianship" and are at the heart of the "Responsive Librarianship in Action" assignment.

**Example 2:** In IST 605 *Reference and Information Literacy Services*, the specific needs of diverse communities inform the user description as well as the source collection and analysis sections of the reference scenario portfolio assignment.

**Example 3:** In IST 616 *Information Resources: Organization and Access*, students' learning experiences focused on metadata and authority control also include the history of racist and otherwise discriminatory language that to some extent still shapes or even prevents information access.

## II.2.5

*Provides direction for future development of a rapidly changing field;*

As indicated in Table II.2.1, a number of core courses help students prepare for the future in a rapidly changing field. Faculty infuse their research into courses, giving students a general overview over the "big topics" and directions of the field. Some students participate in the production of new knowledge as collaborators in the LIS faculty's research projects, which they also present at regional, national, and international conferences. By these means, the broader discourse of librarianship is brought into the classroom. Course learning activities and assignments bring students together with practitioners and leaders in the field; they also encourage students to innovate to find new ways of addressing long-standing issues facing practice.

**Example 1:** In IST 511 *Cultural Foundations of Information Studies*, students hear from a diversity of guest speakers about the field they have chosen to enter.

**Example 2:** In IST 717 *Library Leadership and Management*, students not only hear from, but chose, invite, and coordinate guest speakers that report about their various experiences and

initiatives as leaders of the library field. In their assignment “Letter to Yourself as a Future Leader,” students are encouraged to define and project their own position within the development of both their own career and of the field at large.

**Example 3:** In IST 613 *Library Planning, Marketing, and Assessment*, students work with partner libraries and librarians on innovative projects that meet needs for the library’s community. A recent partnering librarian commented in the feedback survey: “The best part of this assignment was seeing how vibrant the future of our field looks through the eyes of an upcoming librarian. [Student] approached this assignment with such thoughtful intensity. Observing her thought process and hard work encouraged us to recruit her to work at our library. Not only will her project be useful, I believe she’ll be a valuable asset to our staff!” Comments like these demonstrate the LIS curriculum offers students valuable learning opportunities, as well as opportunities to apply and market their LIS education in real-world scenarios.

## II.2.6

*Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.*

As indicated in Table II.2.1, LIS core courses promote ongoing professional development and lifelong learning. From their first semester on, students are introduced to practitioners from the field who reflect upon their experiences and how they stay engaged with the profession at large and its ever-evolving standards and practices.

**Example 1:** In IST 511 *Cultural Foundations of Information Studies*, students are introduced to various professional organizations that provide the platforms for the continuous dialogue between practitioners, as well as between practitioners and LIS scholars and educators.

**Example 2:** Prior to July 2021, LIS students joined either ALA/NYLA or SLA according to their projected career paths, with the School paying in full for their first-year dues. Although joining one of these professional associations is not required, most students took the advantage and started their student membership and became involved in the association they chose in the first year. For example, thirteen LIS students attended the ACRL conference in March 2023 and four of them gave a presentation at this conference. This practice ended in 2021 due to loss of revenue during COVID-19.

**Example 3:** LIS students are encouraged and often financially supported to attend professional conferences in order to extend their horizons and learn about the future development from the broadest possible pool of information studies faculty and library practitioners. This way, students grow into and learn to network with this professional community of life-long learners throughout their program.

## II.3

*The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster the attainment of student learning*

*outcomes. The curriculum includes, as appropriate, cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.*

### **Encouraging Individual Needs, Goals, and Aspirations**

Eighteen of the 36 credits required for the LIS degree are reserved as electives, ensuring that students can tailor the coursework to support their intended career paths. A combination of elective courses, internships and independent study allows students to target specific fields within the library profession, as well as careers beyond libraries. In selecting electives, LIS students can choose among LIS courses, graduate courses offered within the School ([Appendix VV Non-LIS Electives Taken by LIS Students at School](#)) and up to six credits from graduate courses throughout the broader university (the latter with approval from the Program Director.) ([Appendix R LIS Student Enrollment in Non-IST Courses](#)). Students are guided in their curriculum design decisions by the [LIS Handbook](#) and other advising guides, as well as dedicated advising staff and faculty advisors ([Appendix OO Advising Guides](#)). Available electives are described in the [Course Catalog](#).

**Table II.3.1 A List of Non-IST Courses LIS Students Enrolled in AY 2022-2023**

<b>Subject</b>	<b>Course Number</b>	<b>Title</b>	<b>Campus</b>	<b>Online</b>
COM	617	Multimedia Storytelling		1
COM	627	Social Media for Communicators		4
ENV	510	Oratorio Society	1	
IDS	660	Spring Break in Silicon Valley	1	
LAT	620	Latin for Research Purposes	1	
LIN	321	Phonological Analysis	1	
MUS	503	Intro to Museum Studies	2	
MUS	607	Collections Management	1	
RED	512	Children's and Adolescent Lit	1	
SCM	651	Business Analytics	1	
SOC	600	Build Effective Social Movem.	1	

### *Pathways for Course Content & Sequencing*

Students may choose to pursue one or more of seven designated pathways: User Services and Community Engagement, Archives and Special Collections, Digital Curation, Organization and Management of Information and Knowledge, Children and Youth Services, Digital Information Systems, or Information Research and Analytics. The section “MSLIS: Plan Your Program and Choose Your Professional Pathway” in the [LIS Handbook](#) provides detailed information on electives supporting individual pathways ([Appendix Z Career Pathways](#)).

Using the pathways as starting points, along with advice from their advisors, students construct individual programs of study. Many assignments in core courses are designed to be tailored by individual students toward their personal career goals. Three types of educational formats are also integral to ensuring that students can customize their educational journey: elective courses, internships, and independent studies. For example, students can select elective courses that either directly align with their career goals (such as IST632 *Management and Organization of Special Collections* if they aspire to become a special collections librarian) or that work towards their Certificate of Advanced Study (such as IST 687 *Introduction to Data Science* for a CAS in Data Science if they intend to become a systems or digital initiatives librarian). Elective courses are frequently updated, revised, and aligned with the pathways; they also reflect areas of faculty expertise and ongoing research, ensuring that they are evolving and reflect current research and practice changes. Many electives build upon core courses or other electives. Two examples are:

- IST 511 *Cultural Foundations of Information Studies*, a core course, introduces concepts of cultural competence. IST 682 *Cultural Competence for Information Professionals*, an elective course, builds on knowledge gained in IST 511 and makes it the focus of an entire course.
- IST 622 *Introduction to Cultural Heritage Preservation*, an elective, serves as a broad orientation to the field of cultural heritage and its preservation. The course serves as an orientation for students interested in the archives and special collections and provides a starting point for students seeking to advance in various directions within that pathway with courses such as IST 624 *Preservation of Library and Archival Collections*, IST 628 *Arrangement and Description of Archival Collections*, IST 632 *Management and Organization of Special Collections*, or IST 715 *LAMS: Libraries, Archives, Museums*. With its strong emphasis on the diversity of heritage and its important connection to identity maintenance and due to its cross listing with Museum Studies, on the other hand, IST 622 also provides a link with other cultural-heritage-focused programs at Syracuse University.

### *Course Offerings*

In order to enable students to plan their courses of study with transparency and agency, the LIS program routinely shares anticipated course schedules in advance as shown in Table II.3.2. Both the campus and online course schedules are provided to students via the [LIS LibGuide](#), as well as through regular advising and registration channels. Anticipated course schedules are based on past patterns of student enrollment, as well as an effort to balance highly enrolled courses that might appeal to students in various career trajectories. Since new versions of online courses were launched on the 2U platform in 2017, more electives have been gradually added. As of Summer 2023, some courses remain unavailable to 2U students, a known issue that the LIS program consistently seeks opportunities to address. As a stop gap, the program has offered some courses via the Blackboard learning management system, as Blackboard is under more direct control of the School than courses on the 2U learning management system.

**Table II.3.2 LIS Recommended Course Sequence**

## (a) Semester Calendar

<b>TERM</b>	<b>COURSE 1</b>	<b>COURSE 2</b>	<b>COURSE 3</b>
Fall 1	IST 511	IST 605	IST 616 or Elective
Spring 1	IST 717	Elective	Elective
Fall 2	Elective	Elective	IST 616 or Elective
Spring 2	IST 613	Elective	IST 773 (was 973)

## (b) Quarter Calendar

<b>TERM</b>	<b>COURSE 1</b>	<b>COURSE 2</b>
Term 1	IST 511	IST 605
Term 2	IST 616	Elective
Term 3	Elective	Elective
Term 4	IST 717	Elective
Term 5	IST 613 or Elective	Elective
Term 6	IST 773 (was 973)	IST 613 or Elective

**Table II.3.3 Projected Course Rotation: (a) Semester Calendar**

<p><b><u>Fall Odd Years</u></b>  <b>511 Cultural Found. Info. Studies</b>  564 Accessible Libraries  <b>605 Reference &amp; Info Literacy Services</b>  611 Info Technologies in Educational Organizations  <b>616 Info Resources: Organization &amp; Access</b>  622 Preservation of Cultural Heritage  624 Preservation of Library/Archival Collections  635 Collection Development &amp; Access  674 Academic Librarianship  681 Metadata  <b>773 Reflective Portfolio (second year)</b>  973 Internship in Info Studies</p>	<p><b><u>Spring Even Years</u></b>  <b>613 Planning, Marketing, Assessment (second year)</b>  662 Instructional Strategies  628 Arrangement &amp; Description Archival Collections  626 Information Justice &amp; Community Engagement  671 Research Methods  672 Public Library as Institution  715 LAMS: Libraries, Archives, Museums  <b>717 Library Leadership &amp; Management</b>  <b>773 Reflective Portfolio (second year)</b>  973 Internship in Info Studies</p>
<p><b><u>Fall Even Years</u></b>  <b>511 Cultural Found. Info. Studies</b>  604 Cataloging of Information Resources  <b>605 Reference &amp; Info Literacy Services</b>  612 Youth Services  <b>616 Info Resources: Organization &amp; Access</b>  622 Preservation of Cultural Heritage  635 Collection Development &amp; Access  674 Academic Librarianship  681 Metadata  <b>773 Reflective Portfolio (second year)</b>  973 Internship in Info Studies</p>	<p><b><u>Spring Odd Years</u></b>  607 Digital Humanities  <b>613 Planning, Marketing, Assessment (second year)</b>  624 Preservation of Library/Archival Collections  628 Arrangement/Description of Archival Collections  632 Management and Organization of Special Collections ONLINE  662 Instructional Strategies ONLINE  672 Public Library as Institution  676 Digital Data &amp; Services in Libraries ONLINE  682 Cultural Competence  <b>717 Library Leadership &amp; Management</b>  <b>773 Reflective Portfolio (second year)</b>  973 Internship in Info Studies</p>

**Table II.3.3 Projected Course Rotation: (b) Quarter Calendar**

	<b>Jan Quarter</b>	<b>Apr Quarter</b>	<b>July Quarter</b>	<b>Oct Quarter</b>
<b>Cultural Found. Info. Studies</b>	IST 511	IST 511	IST 511	IST 511
Accessible Libraries	IST 564	IST 564	IST 564	IST 564
<b>Reference &amp; Info Literacy Services</b>	IST 605	IST 605	IST 605	IST 605
Info Technologies in Educational Organizations	IST 611		IST 611	
Youth Services		IST 612		IST 612
<b>Planning, Marketing, Assessment (second year)</b>	IST 613	IST 613	IST 613	IST 613
<b>Info Resources: Organization &amp; Access</b>	IST 616	IST 616	IST 616	IST 616
Collection Development & Access		IST 635		IST 635
Instructional Strategies	IST 662		IST 662	
Public Library as Institution		IST 672		
Academic Librarianship				IST 674
Research Methods	IST 671		IST 671	
Metadata	IST 681			
Cultural Competence	IST 682		IST 682	
LAMS: Libraries, Archives, Museums	IST 715		IST 715	
<b>Library Leadership &amp; Management</b>	IST 717	IST 717	IST 717	IST 717
<b>Reflective Portfolio (second year)</b>	IST 773	IST 773	IST 773	IST 773
School Media Practica	IST 972	IST 972	IST 972	IST 972
Internship in Info Studies	IST 973	IST 973	IST 973	IST 973

**Table II.3.4 Number of Sections of LIS Core Courses, 2015–2022 by Term and Modality**  
(C=Campus; O=Online)

TERM	511		605		613		614*		616		618*	
	C	O	C	O	C	O	C	O	C	O	C	O
Fall 2015	1		1	2			2	1	1	1	2	1
Spring 2016					1	2	2	1		1	1	1
Summer 2016	1						1	1				3
Fall 2016	1		1	1			4	1	1	1	2	1
Spring 2017		3		3	1	1	1	3		1	2	1
Summer 2017		2				3		2		3		4
Fall 2017	1	4	1	4			4	3	1		1	4
Spring 2018 **		7		6	1	4	1	4		5	2	6
Summer 2018		3		3				3		2		4
Fall 2018	1	3	1	4		2	4	4	1	2	3	3
Spring 2019		5		4	1	7	2	5		5	3	8
Summer 2019	1	2		2				3		2		4
Fall 2019	1	3	2	3		3	3	2	1	2	2	5
Spring 2020		5	1	5	1	4	1	4		3	3	8
Summer 2020		1		1		1		3		1		3
Fall 2020	1	2	1	2		2	1	1	1	3	1	4
Spring 2021		3		4	1	5	1	2		3	2	5
Summer 2021		1		1		1		1		1		2
Fall 2021	1	2	1	2		1		1	1	2		1
Spring 2022		4		3	1	3	1	2	1	3	1	2
Summer 2022		3		1		1		1		1		1
Fall 2022	1	3	1	3		2		1	1	1		1
Spring 2023		4		4	1	3	1	2		4	1	
<b>Grand Total</b>	<b>10</b>	<b>60</b>	<b>10</b>	<b>58</b>	<b>8</b>	<b>45</b>	<b>29</b>	<b>51</b>	<b>9</b>	<b>47</b>	<b>26</b>	<b>72</b>

Note: \*Starting in Fall 2023, IST 614 is replaced by IST 717. IST614 has a higher number of sections because it was taken by students in other graduate degree programs in the School; IST 618 *Information Policy* was removed from the core curriculum in Fall 2022, also with a higher number of sections taken by students in other programs. \*\*Spring Online totals include Winter Term and Spring Term

### *WISE Consortium*

[Web-based Information Science Education](#) (WISE) was originally an Institute of Museum and Library Services (IMLS) grant awarded to Syracuse University and University of Illinois in 2005. WISE is a consortium of library schools, most in the United States, but also LIS programs in Canada, New Zealand, and Australia have participated over time. WISE is a project that allows students to take online electives not offered at their home schools but at other schools. For example, if a Syracuse University student wanted to take a Medical Librarianship course, which Syracuse does not offer, the student could enter a request to take it at the University of Pittsburgh, which offers a few seats for WISE students from other schools. The Syracuse University student would register for an IST600 course and Pittsburgh would add that student to



their online learning management system to take the class.

Syracuse University managed WISE from 2005 to 2019, but with staff changes, financial arrangements, and the conflict of semester vs. quarter calendar systems, Syracuse University left the WISE Consortium and passed the management along to University of North Carolina in 2019. Sample WISE courses that Syracuse University students were able to take over the years are listed in Table II.3.4. Many topics were later courses offered by Syracuse University.

**Table II.3.5 Sample WISE Courses Taken by Syracuse Students**

<b>Course</b>	<b>University</b>
Academic Libraries	Pittsburgh
Advocacy and Marketing	Pittsburgh
Appraisal, Arrangement, Description and Access	Queens
Archival Appraisal, Arrangement	Queens
Audiovisual Archiving	Charles Sturt Univ.
Bookbinding History, Principles, Practice	Illinois
Competitive Intelligence	Simmons
Digital Libraries in Communities	Pittsburgh
Digital Humanities/Humanities Resources	Queens
Digital Curation Fundamentals	North Carolina
Encoded Archival Description	San Jose
Film & Media Collections	San Jose
Financial & Human Resource Management for Information Agencies	North Texas
Game-Based Learning	Charles Sturt Univ.
Genealogy and Library Service	Illinois
Global Contexts and Social Justice in Youth Literature	Illinois
Graphic Novels	San Jose
Hyperlinked Library	San Jose
Informal Learning Spaces	Illinois
Information Literacy Instruction	Wisconsin-Milwaukee
Library and Archival Preservation	Pittsburgh
Managing Photo Collections	San Jose
Music Library & Bibliography	Illinois
Records Management	Wisconsin
Services to Diverse Population	Wisconsin-Madison
Social Justice in Youth Literature	San Jose
Social Justice in the Information Professions	Illinois
We Need Diverse Books	North Texas
Writing Grant Proposals	Rutgers
XML and Linked Data	Wisconsin-Madison

## *Experiential Learning*

In addition to elective courses, internships are an important way for students to gain practical experience. Until Fall 2023, IST 973 *Internship in Information Studies* was a required course. After that point, internships are no longer required, but they may still be pursued by students seeking “hands on” experiences. Students using IST 973 as an elective are required to have completed nine credit hours (formerly 18 credit hours) prior to enrolling in IST 973. With their initial coursework completed, students can use internships to experience classroom principles at work in real-life settings and gain experience in a particular information context. Students can work with their advisors and the school’s career planning office to establish their internships. Internships are supervised on-site by practicing librarians or information professionals. A faculty member supervises the internships at the school. Students maintain a reflective journal throughout the internship and complete a self-evaluation at the end of the experience. On-site supervisors complete evaluation forms at the conclusion of the internship. Descriptions of several internships from recent years can be found in [Appendix XX Sample Student Projects for Internships 2020-2023](#).

Students who already possess extensive practical library work experience may also opt for an independent study on a specific topic in line with their career goals. Sample independent study proposals are included in [Appendix QQ Sample Independent Study Proposals](#). Sample LIS student programs of study (anonymized) are provided in [Appendix RR Sample Student Plans of Study](#).

## **MSLIS with School Media Specialization**

One distinct LIS specialization is the School Media specialization. This specialization requires that students meet the core LIS requirements, as well as specified coursework in information literacy, youth services, information technology in schools, literacy and reading support, and management in school libraries. The School Media specialization prepares future school librarians to provide active curriculum support services and library and information skills instruction in elementary and secondary school settings. School librarians serve as intermediaries between the information needs of students, faculty, administration, and community and the information systems and resources required to fulfill those needs. In this capacity, school librarians provide print and non-print media in support of the curriculum; collaborate with classroom teachers by teaching research/information literacy skills in the context of the general curriculum; guide students in selecting reading materials and provide literacy support; introduce and facilitate effective use and delivery of current and emerging technologies. The current educational focus on inquiry-based lifetime learning, critical thinking skills, and multiple literacies links overall educational goals to the services and resources of the School Media specialization.

The LIS with School Media specialization prepares students for careers as school librarians. The School developed this academic program based on the New York State Teaching Standards and leads to New York State certification as a school library media specialist. Prior to Fall 2023, this was also based on the School Librarian Competencies adapted from the Professional Standards for Educational Leaders (PSEL). Beginning Fall 2023, the PSEL competencies are replaced by

the 2022 LIS Program Outcomes but remain as part of the course content.

The LIS degree with School Media specialization also enables graduates to enter other areas of the library profession. For example, public libraries need librarians in children and young adult services positions. Academic libraries need librarians trained in teaching information and technology skills. Some school media students pursue digital librarian positions in government and corporate settings. Students trained as school librarians are highly qualified for these and other library positions.

The primary coursework for the School Media specialization includes five LIS core courses (15 credits). These courses mirror the core coursework required throughout the LIS program, including:

- IST 511 *Cultural Foundations of Information Studies*,
- IST 605 *Reference and Information Literacy Services*,
- IST 613 *Library Planning, Marketing and Assessment*,
- IST 616 *Information Resources: Organization and Access*, and
- IST 717 *Library Leadership and Management*.

Prior to the recent curriculum changes, LIS students took IST 614 *Management Principles for Information Professionals* as a core course; this was removed as of Fall 2023. For students completing a school media specialization, IST 717 replaced IST 661 *Managing a School Library* in Fall 2023. IST 618 *Information Policy* was removed from the core curriculum in Fall 2022.

In addition to the core courses, students in the [School Media specialization](#) also complete seven required courses, including:

- IST 564 *Accessible Library and Information Services* (3 Credits) - Includes strategies for planning library programs and services that are inclusive of the information needs of PK-12th grade students with disabilities.
- IST 611 *Information Technologies in Education Organizations* (3 Credits) - Information and communications technologies, ethical issues, knowledge management tools, collaborative learning technologies, education databases, etc.
- IST 612 *Youth Services in Libraries and Information Centers* (3 Credits) - Theories, practices, media, literature, and emerging trends of youth services from preschool to high school are explored. A broad range of competencies necessary to work with youth in a variety of library settings are presented.
- IST 661 *Managing a School Library* (3 credits) Management of school library facilities, services, programs, and people, including information flow, curriculum analysis, budgeting, collection organization and management, advocacy, professional development, external resources and services, strategic planning, and staffing. This course will be replaced with IST 717 *Library Leadership and Management* in Fall 2023.
- IST 663 *Motivating 21st-Century Learning* (3 Credits) - Methods for designing, delivering, and evaluating information and digital literacy skills instruction in schools. Exploration of appropriate interventions that support student motivation for learning 21st century skills and ways of fostering librarian-teacher collaboration. This course will be

replaced with IST 662 *Instructional Strategies for Information Professionals* in Fall 2023.

- IST 668 *Literacy Through School Libraries* (3 Credits) - Introduction to methods that support and reinforce classroom instruction in developmental reading and language acquisition processes and skills. Development of programs and services that foster self-expression, promote literature appreciation, and encourage information-seeking behaviors.
- IST 972 *School Media Practicum* (3 credits) is completed after fieldwork. The school media specialization includes an exit requirement made up of fieldwork and a practicum. Fieldwork requires 100 (non-credit) hours in elementary and secondary school libraries before their practicum experience. A minimum of 15 hours must be spent working with students with disabilities. IST 972 is completed after fieldwork and consists of 240 hours of fully supervised school-based library experiences at the elementary and secondary levels (120 hours in each).

### **Certificate of Advanced Study Programs**

LIS students can also use their elective selections to acquire a [Certificate of Advanced Studies \(CAS\)](#). The School offers six distinct CASs:

- Cloud Management
- Data Science
- Enterprise Technology Leadership
- Information Security Management
- Information Technology Management
- School Library Media

Many LIS students opt to earn a Certificate of Advanced Study (CAS) in Data Science. The data science CAS requires 15 credit hours and prepares students to work with large amounts of data using information technologies as tools to gain knowledge and insight. Courses provide both technical skills and an understanding of the theoretical foundations of the field of data science. The two data science CAS core courses (six credits) focus on handling data through its full lifecycle: architecting, acquiring, analyzing, and archiving data. The remaining CAS elective credits enable students to tailor a program related to their personal career goals, such as specializations in data analytics, data storage and management or other areas such as data visualization. Students interested in digital, systems, or data librarianship are able to elect the CAS in Data Science, providing them with and certifying their advanced data science expertise. More information about the data science CAS is available.

### **Certificate of Advanced Study in School Media**

Students who develop an interest in School Media Librarianship after completing their MSLIS degree requirements, can earn a school media CAS. The CAS in school media is a 21-credit certificate program for those who already possess an accredited master's degree in library and information science and want to acquire certification as a school library media specialist. Students must first undergo a thorough review of their graduate library science degree transcript to determine if the core graduate and undergraduate course requirements have been fulfilled. If

all requirements have not been met, additional courses will be required. The required courses for the CAS in School Media are the same as those required for the MSLIS with School Media Specialization, beyond the core requirements (discussed in [Section II.3](#), see [Course Catalog 2023-2024](#)). Most students who begin the LIS program complete the School Media specialization as part of their 36-credit degree, but occasionally an LIS graduate will return to complete the CAS in School Media.

In addition to Data Science, other CAS degrees LIS students have completed in 2021-2023 are Enterprise Technology Leadership (1), Information Security Management (1), Information Technology Management (4), and School Library Media (1).

**Table II.3.6 2021-2023 LIS Graduates Also Earned a CAS in Other Technology-Related Fields**

CAS Degree	Number of LIS Graduates
Data Science	24
Enterprise Technology Leadership	1
Information Security Management	1
Information Tech Management	4
School Library Media	1

**Evidence:**

- [ALA Self Study Appendices](#)
- [Appendix OO Advising Guides](#)
- [Appendix QQ Sample Independent Study Proposals](#)
- [Appendix R Student Enrollment in Non-IST Courses](#)
- [Appendix RR Sample Student Plans of Study](#)
- [Appendix XX Sample Student Projects for Internships 2020-2023](#)
- [Appendix VV Non-LIS Electives Taken by LIS Students at School](#)
- [Appendix Z Career Pathways](#)

**II.4**

*Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.*

**Professional Competencies in General Curriculum**

The LIS program outcomes approved in 2022, described in [section II.1](#), map to the previous outcomes of the LIS program, as well as the following statements of knowledge and competencies developed by library professional organizations including those below, as well as the values of the School and in [Appendix HH 2020 Outcomes Mapped to Library Association Competencies](#).

**Example 1:** IST 605 *Reference and Information Literacy Services* designs the major course project to identify where they have demonstrated professional skills, such as those conveyed by

the Instructional Strategies for Digital Reference: Methods to Facilitate Student Learning (ISDR), RUSA Standards, Guidelines, and Recommendations, AALL Ethical Principles, SLA Competencies for Information Professionals, ALA Diversity Standards: Cultural Competency for Academic Libraries, and Framework for Information Literacy for Higher Education ([Appendix HH](#)).

**Example 2:** IST613 *Library Planning, Marketing, and Assessment* is designed to achieve a comprehensive set of course learning outcomes, including communicating and collaborating with a partner library and librarian, determining the mission of the organization, identifying areas of focus or need, assessing library services and resources, articulating library value and impact, redefining ways of delivering value and impact, developing recommendations with literature support and plans for implementation, and devising communication/marketing messages and media to the library stakeholders. These course learning outcomes map not only to ALA competency items 1A, 1B, 1G, and 7C but also to ACRL 2012 Cultural Competency Standards 3, 7, 8, and 9 as well as SLA Competency items 3, 4, and 6 ([Appendix HH](#)).

**Example 3:** IST676 *Digital Data and Services in Libraries* is designed to prepare students with the competencies in digital curation, research data management, planning and implementation of digital data services in various organizational contexts. The learning outcomes are assessed through assignments, labs, and course project that have learning objectives mapped to program learning outcomes, which corresponding specifically to ALA Core Competencies 2A-2D, 3A-3C, and SLA Competencies items 4 and 5 ([Appendix HH](#)).

### **Professional Competencies in School Media Curriculum**

The School Media Outcomes, updated in 2019, guide the curriculum of the MSLIS with School Media Specialization curriculum. The first 11 are based upon the School Librarian - Professional Standards for Educational Leaders (PSEL) competencies released in April 2017, developed by 2016-2017 ALA President Julie Todaro's presidential initiative task force. These PSEL competencies had been mapped to the 2017 AASL standards, adding an eleventh competency for "Literacy and Reading" to their initial list of 10. The Syracuse University team added a twelfth competency related to technology to augment the original 11 competencies.

#### **Student Learning Outcomes**

1. Mission, Vision, and Core Values - Effective School Library leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic and/or professional success and well-being of each learner.
2. Ethical Principles and Professional Norms – Effective School Library leaders act ethically and according to professional norms to promote each learner's academic success and well-being and/or practitioners' professional success.
3. Equity and Cultural and Linguistic Responsiveness - Effective School Library leaders strive for equity and inclusivity of educational opportunity, and culturally and linguistically responsive practices to promote each learner's academic and/or professional success and well-being.

4. Curriculum, Instruction and Assessment - Effective School Library leaders design, deliver and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each learner's academic and/or professional success and well-being.
5. Community of Care and Support for Students - Effective School Library Leaders cultivate an inclusive caring and supportive school community that promotes each learner's academic and/or professional success, personal interests, and well-being.
6. Professional Capacity of School Personnel - Effective School Library leaders develop their personal professional capacity and practice to best support other school personnel in order to promote each learner's academic and/or professional success and well-being.
7. Professional Community for Teachers and Staff - Effective School Library leaders foster development of a professional community of teachers and other professional staff to promote each learner's academic and/or professional success and well-being.
8. Meaningful Engagement of Families and Community - Effective School Library leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each learner's academic and/or professional success and well-being.
9. Operations and Management - Effective School Library leaders manage resources and operations to promote each learner's academic and/or professional success and well-being by creating an inviting environment, providing a flexible program, developing the collection, curating and organizing the resources, integrating digital and technology access, managing appropriate funding and encouraging critical thinking to create a community of lifelong learners.
10. School Improvement - Effective School Library leaders act as agents of continuous improvement to promote each learner's academic and/or professional success and well-being.
11. Literacy and Reading – Effective School Library leaders promote reading for learning, personal growth, and enjoyment, and are aware of major trends in children's and young adult literature. They select reading materials in multiple formats to support reading for information, pleasure, and lifelong learning. They use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers. Literacy takes many forms (digital, information, cultural, etc.) that all rely on the foundational literacy of reading.
12. Technology Competence – Effective School Library leaders integrate and effectively use current and emerging technologies for teaching and learning to support other school personnel.

These twelve competencies have been aligned to the following standards of relevant professional organizations in this specific field:

- New York State Teaching Standards (2011)
- New York State School Library Program Rubric
- ALA/AASL Standards for Initial Preparation of School Librarians (2010)
- ALA's Core Competences of Librarianship (2009)
- ALSC Competencies for Librarians Serving Children in Libraries (2020)
- ALA/AASL/CAEP School Librarian Preparation Standards (2019)
- YALSA Teen Services Competencies for Library Staff (2017)



- ISTE Education Leader Standards (2019) (created by AASL)
- Future Ready Librarians (created by AASL)

Beginning Fall 2023, the School Media Learning Outcomes will match the LIS Program Outcomes, while maintaining the twelve PSEL outcomes as part of required course content.

### **CAS Programs**

The student learning outcomes for the School Media CAS are the same as those for the LIS with School Media specialization, and the mapping to standards from relevant professional associations is identical.

### **Curriculum Conveyed in Online Classes**

To understand the curriculum structures of the online LIS courses, some extra information about content conveyed in the mode, the various roles faculty play in developing online courses, and the implications online structures have on curriculum standardization may be useful.

In 2016, the School began a contractual relationship with 2U for recruiting, advising, and deploying courses in a new online format. In 2016, LIS faculty worked with 2U instructional designers and producers to develop core courses in the 2U learning management system and began to evolve online courses to a new deployment model; the new model meant shifting semester courses to quarter term courses, designing asynchronous content, and scheduling synchronous “live session” class meetings, among other structural changes. Starting in Spring 2017, online LIS courses moved to the 2U platform, and elective courses followed soon thereafter.

This shift in structure had a variety of impacts—some foreseen and some unforeseen—on the delivery of curriculum of the LIS program. The following sections summarize some details necessary for understanding the intricacies and nuances of differences between online and campus LIS courses. Content about ways 2U impacts the LIS program is also included in other chapters of this self-study. More details about the resources provided through the contract with 2U are available in [sections V.9](#) and [V.12](#).

#### *Content Conveyed*

Online LIS courses taken through the 2U platform cover the same learning outcomes as campus courses, for the same amount of credit, in a shorter amount of time. Online courses run on an 11-week quarter rather than a 14-week semester. Each week of instruction is designed to include approximately 120 minutes of asynchronous content and a 90-minute synchronous session conducted via Zoom each week.

Asynchronous courses are developed through a collaborative process between LIS faculty and 2U instructional designers who assist the faculty with structure, formatting, and video production. The content is designed and presented by LIS faculty, and all content is the property of the School. Content may include lectures, interviews, roundtable or panel videos, screen



captures, and other external resources interspersed with exercises to ensure active student engagement with the content. Asynchronous content is sequenced in modules for each week of the course.

### *Faculty Roles*

There is some nomenclature used with online course development that may require defining. For example, faculty members who initially build the course content are referred to as Course Designers or Originators. These faculty are often also “Course Leads,” a role that corresponds with the School’s notion of a Professor of Record; these are faculty members who supervise all sections of a course. In some cases, one faculty member is both the Designer/Originator and Lead; in others, a faculty member who served as Designer/Originator may not still be on active faculty status with the School (e.g., retired) and another faculty may take on the Lead role. Individuals who teach sections of the course are referred to as “Section Instructors.” Section Instructors tend to be adjunct faculty and may only teach one section of a course.

### *Curriculum Standardization*

To some degree, this model has enabled a degree of content standardization across online course sections, though campus sections are not typically part of that standardization. This improved standardization across online course sections has helped with both assessment practices and review of course outcomes. For several recent course iterations, including IST 605 and 616, the Course Designers have worked directly with the team of Section Instructors to develop ideas for edits or additions. In some cases, informal communities of practice have emerged among Section Instructors for individual courses.

The same standardization and structural support provided by 2U can also make course changes more challenging. Changes to 2U materials can be made on a periodic basis with a 10-day implementation timeline, but smaller, more urgent changes can be made through faculty support systems within 2 days. Section Instructors can also supplement the set course materials by sharing them with students during live sessions or via the course Wall or Files areas. Some instructors also employ “Supplemental Content” pages within the 2U learning management system.

In addition to some of the standard benefits these 2U structures offer, they were also helpful during the initial period of the COVID-19 pandemic. When campus classes needed to transition to online-only course delivery on March 13, 2020, the School in general and the LIS program specifically were better prepared for this move than many other programs. Affected campus classes were able to move to a flipped class model online, with asynchronous materials including videos created for the 2U classes shared with campus courses via their existing Blackboard structure; live session discussion transitioned from campus to online using Zoom.

### **Evidence:**

- [Appendix HH 2020 Outcomes Mapped to Library Association Competencies](#)

## II.5

*Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.*

### **Input on Continual Evaluation of Curriculum**

The procedures by which the curriculum is evaluated and revised ensure that the educational experience is relevant, effective, and responsive to the needs of students and employers. The development and updating of the LIS curriculum is an ongoing process undertaken by faculty in consultation with representatives from key stakeholder groups, including students, employers, alumni, and other constituents.

The LIS faculty represents a broad diversity of specializations within the field. Informed by both their professional service and their theoretical and applied research, the faculty update the core courses on a regular basis. In addition, this process benefits from the feedback of the Assistant Dean of Advancement and the Director of Corporate Relations who engage in regular contact with alumni and employers. Importantly, the LIS Program Committee includes two student representatives (one online LIS student and one campus LIS student) who present student feedback and participate in discussions of curricular updates and other program changes. Regular town hall meetings (called “Zooming with the LIS Program Director” as of the 2022-2023 academic year, with meeting minutes shared in [Appendix G LIS Student Town Hall Minutes](#)) are held to ensure all LIS students have access to open forums for student input, in addition to the feedback survey that is available on the [LIS LibGuide](#). Student feedback shared in these modes is communicated to faculty members and the LIS Program Committee.

Working together, the LIS faculty, staff, and student representatives all provide insights into the practical results of the curriculum with respect to the skills and knowledge that are most needed in the field. Their insights are synthesized during monthly program meetings that occur between August and May of each academic year ([Appendix S LIS Program Committee Minutes](#)). Because of the meeting and approval cycles of Syracuse University's Senate Curriculum Committee (fall) and New York State's Education Department (spring), most curriculum changes are formally proposed during the fall semester in a given academic year. These cycles mandate that planning processes for the following fall's curriculum proposals are usually concentrated in the spring semester of each academic year. At each Program Committee meeting where curriculum is discussed, diverse perspectives and data are used to identify areas of improvement and adjust the curriculum to better meet the needs of students and employers. This continuous improvement approach ensures that the curriculum stays current and relevant and supports the overall goals of the School and the LIS program.

After a curriculum change is initiated in the LIS Program Committee, the School Curriculum Committee reviews and approves any proposed changes ([Appendix KK Curriculum Committee Minutes](#)). The curriculum committee is made up of Program Directors, staff leadership,

Academic Affairs, and the Senior Associate Dean, thereby representing the School broadly. ([Appendix FFFF School Policy on Curriculum Review and Approval](#)) From there, changes are submitted to the University Senate curriculum committee, which oversees new courses and major changes to programs. Reviewers from each of these bodies use a variety of data to determine their course of action, including core course outcome assessments, alumni input, program advisor input, student input, and the information from internship supervisors. Outcome assessments comprise an annual, university-wide activity that includes a Dec. 1 submission of an assessment and action plan update, associated student data from outcome assessments, and an updated curriculum map. This [university-wide process](#) involves the use of a form to assess the program in areas of learning outcomes, student experience, planning, administration, recruitment, among others ([Appendix H Assessment and Action Plan](#)).

### **Assessment of Student Achievements**

Student evaluations from individual courses and assessments of student achievement are reviewed by the LIS Program Director, the Academic Affairs Program Manager (a staff position), and by the Professor of Record for a course ([Appendix WW LIS Course Evaluations](#)). Evaluations from student internships are also examined as a means of assessing student achievement, along with other aspects of the internship process ([Appendix N Internship Site Supervisor Evaluations](#) and [Appendix O Internship Student Evaluation](#)).

Courses that receive low ratings or that demonstrate low student achievement levels are reviewed. Concerns related primarily to instructional quality (rather than course content) are discussed with the instructor by the Director of Faculty Initiatives and Senior Associate Dean. Concerns regarding course content are brought to the next available meeting of the Program Committee for analysis and deliberation. When the Program Committee has identified a need for a course update, the current Professor of Record (PoR) completes a revised course proposal. If the change is substantial or impacts other courses, a small team of faculty members may be charged with developing the initial proposal. When the Program Committee has reviewed and approved the proposed changes, the proposal proceeds to the Curriculum Committee (open to all faculty members to participate in the discussion). The approved changes from the Curriculum Committee are submitted to the University Senate for approval. Some changes do not require New York State Department of Education approval, but major program changes must be approved if at least 30% of the curriculum has changed ([Appendix TT LIS Program Changes to NYSED](#) and [Appendix UU LIS School Media Specialization Changes to NYSED](#)). Thus, while the School makes decisions about changes to programs and courses, these decisions are approved by the University and the New York State government before being implemented.

### **Evidence:**

- [Appendix FFFF School Policy on Curriculum Review and Approval](#)
- [Appendix G LIS Student Town Hall Minutes](#)
- [Appendix H Program Learning Outcome Assessment Sample](#)
- [Appendix N Internship Site Supervisor Evaluation](#)
- [Appendix O Internship Student Evaluation](#)
- [Appendix TT LIS Program Change NYSED](#)
- [Appendix UU LIS School Media Specialization Change NYSED](#)
- [Appendix WW LIS Course Evaluation Sample](#)

## II.6

*The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.*

The LIS program documents decision-making processes in detail. For example, program committee meetings are the nexus of discussion for curricular changes. These meetings occur monthly during the academic year. Table II.6.1 shows a set of excerpts from the index that traces a variety of curriculum-related index items from 2020 to 2023. The complete index covers the academic year 2015-2016 to 2023 and both the index and full minutes are available in [Appendix S LIS Program Committee Minutes](#). The following excerpt contains items tagged with "curriculum" (a generic tag), "assessment," "regularize," and "mapping," from the period 2020-2022, along with additional rows from earlier years and tags to show how some changes unfold over a lengthy period.

Table II.6.1 comprises three columns: the date of the program meeting in YYYYMMDD format, the topical tag, and a notes field providing an abbreviated overview of the curriculum-related issues considered at the meeting. The notes field is not comprehensive in its coverage of discussion topics, but it provides a sufficient foothold that the appropriate set of program meeting minutes can be identified and plumbed for greater details when needed.

**Table II.6.1 Timeline of Curriculum-Related Program Meeting Agenda Items (Excerpted from master index of program meetings)**

Date	Topic	Notes
20151001	Curriculum	618 relevance/updates future agenda item
20161005	Curriculum	720 courses in library leadership - some non-LIS faculty want 614 to be a prerequisite but LIS faculty said no, and 614 also needs to be revised to be applicable to LIS students
20161207	Curriculum	717 Advanced Library Management - allow students to take in place of 614, Paul thinks that is a bad precedent, Jill will follow up with student who asked
20170101	Curriculum	Megan (Oakleaf) will ask a local librarian to help in the development of a public library case study for IST 614; Paul will follow-up on the public library case study for IST 614; Jill will follow-up with Paul on IST 614 assessment data
20180118	Student Concerns	614 lack of LIS focus, too heavy Information Management, Paul says he does include LIS case study
20180405	Curriculum	Restructure 614 and 618 to better align to LIS needs/interests
20180405	Student Concerns	614 not enough library focus
20180927	Student Concerns	618 redesign clarification, LIS faculty teaching it have an LIS orientation
20200910	Curriculum	New course proposal literature review
20200910	Student Concerns	618 not LIS focus, request to not have camera on all time

20201001	Student Concerns	618, curriculum outdated, clear registration guides, citation instruction, internship difficulty during COVID - allowing part of the hours to be an online portfolio
20201001	Curriculum	Draft calendar for LIS restructure
20201001	Curriculum	CAS Cultural Heritage review
20201001	Curriculum	Google Jamboard curriculum planning (brainstorming session)
20201001	Curriculum	Timeline was too fast, implement some ideas in next AY
20201105	Assessment	Program review planning
20201105	Curriculum	Library technology course revisions
20201203	Assessment	Program review documents
20201203	Assessment	Annual review - how did courses change during covid
20201203	Curriculum	Concrete timeline for changes - drop 618 from core and infuse policy into all courses, substitute 717 for 614, incorporate content from 682 into 511
20201203	Curriculum	Review other LIS programs re policy courses - findings we have the most core courses, policy is required for data or law related pathways
20210208	Curriculum	Timeline for course/curriculum changes, sunset old courses
20210208	Curriculum	Revising program outcomes, core courses for new curriculum, mapping core to PLO
20210308	Mapping	Mapping discussion, course revisions
20210405	Curriculum	511 course updates
20210405	Curriculum	671 substitutes for 973 only during Covid
20210510	Curriculum	Revision documents in 2020.1AY folder
20210902	Curriculum	Committee decided to hold more working sessions
20210902	Regularize	607 Digital Humanities, 626 Information Justice, change title for 676 to Digital Curation next year
20211111	Curriculum	Updates on syllabi going through NYSED
20220221	Mapping	Document, instructions, prior map for reference, due by end of semester. Professors-of-record complete by March 21
20220916	Mapping	Complete curriculum mapping
20220916	Curriculum	School Media program changes
20220916	Curriculum	Change title of 973, change to elective, min. 9 credits completed
20220916	Curriculum	Sunset 638, 663, 677, 735, hold decision on 617, 646, 631
20220916	Curriculum	Finalize sunset of Cultural Heritage CAS
20221021	Curriculum	IST676 title change to Digital Curation (was Digital Data and Services in Libraries)

In this example, discussion of IST 614 and IST 618 date back as far as 2015, with student concerns brought to the meeting on numerous occasions. Formal student course feedback and assessments were consulted, and alternative options were discussed to better support LIS student

learning. These discussions resulted in course revisions enacted in 2023 including the replacement of IST 614 *Management Principles for Information Professionals* with IST 717 *Library Leadership and Management* and the infusion of IST 618 *Information Policy* content across existing courses. Similarly, IST 973 *Internship in Information Studies* was replaced as a required course with IST 773 *Reflective Portfolio*. Several other courses were also heavily revised to align with the new program outcomes, including IST 511 *Cultural Foundations of Information Studies* and IST 605 *Reference and Information Literacy Services*.

Also notable in the timeline is the importance of curriculum mapping as a standardized process of capturing and documenting data and evidence for decision-making. Following the University's reaccreditation by the Middle States Commission on Higher Education in 2018, the Office of the Provost began a University-wide effort to systematize the use of curriculum maps to capture the connections between program outcomes and courses. The curriculum mapping process works on a multi-year updating cycle. The 9/16/2022 item pertaining to curriculum mapping that appears in the meeting minutes index (Table II.6.1) is explored in more detail in Figure II.6.1. Figure II.6.1 shows an excerpt from the detailed meeting minutes of the 9/16/22 meeting. The excerpt focuses on agenda item three, where the curricular discussion was led by the program manager (staff) and the program director (faculty). A total of 30 minutes (out of a two-hour meeting) was dedicated to scrutiny of the five curriculum-related agenda items shown in the figure, 3a-3e. The first item under curriculum describes a discussion of curriculum mapping and sets the agenda for the spring 2023 review of the curriculum map with a proposed focus on the fifth learning outcome in the curriculum map for the LIS program, entitled "Demonstrate information literacy and technological agility" ([Appendix AA LIS Curriculum Map](#)).

The current details for this learning outcome, "Demonstrate information literacy and technological agility" are documented in Table II.6.2. The first column shows the course number; the second column contains an indicator of the level at which the learning outcome is addressed within the course. The following explanation is provided in the documentation for the course mapping process:

- Enter "I" to indicate that students are introduced to the knowledge and skills related to the program-level learning outcome.
- Enter "R" to indicate that students are reinforcing or practicing the knowledge and skills related to the program-level learning outcome.
- Enter "M" to indicate that students have had sufficient practice and may now demonstrate that they have mastered the knowledge and skills related to the program-level learning outcome.
- The rightmost column in Table II.6.2 briefly describes the student work elements of the course whose assessment contributes to the overall understanding of the status of this learning outcome.

The Spring 2023 review of outcome #5 included updates from the Professors of Record of the courses listed in Table II.6.2 to confirm the listed assignments still support assessment of outcome 5. The discussions arising from this process may necessitate future changes to the curriculum. The results of these decision-making processes are shown in Table II.6.3. The table includes an excerpt from the school's curriculum change log. The annual cycle of approvals in

the University Senate and with the New York State Education Department dictates that most proposed changes conclude the approval process in the fall semester.

### Figure II.6.1 Excerpt from 9/16/22 Program Committee Minutes

#### Curriculum Notify/Task/Decision/Approve Impacts

LIS faculty, Blythe, Lauren (Blythe/Megan) 30 min.

Mapping Add by Sept. 30

Which outcome to assess in spring semester? 5

- A few courses implicated. (605, 616, possibly 613, 773?).
- Maybe helpful to align with ILTA work.
- School media changes (pre-reads) unanimous
- Makes a big difference if student entering is a teacher or not a teacher
- 661-->717
- 663-->662
- 668 removed entirely

If entering student is not a teacher, might have to take some UG courses (e.g., literacy, etc.)

Teachers now get electives (didn't before)

973 Internship in Information Studies title change from "Internship in Information Studies" to "Internship in Library Science" yes name change, minimum nine credits or petition for sooner for Fast Track students

Sunset courses

- 638 Indexing and Abstracting Systems and Services (approved in spring) yes
- 663 Instructional Leadership for School Librarians (approved by Beth) yes
- 735 Copyright for Information Professionals (approved in spring) yes
- 617 Motivational Aspects of Information Use (new discussion) hold
- 646 Storytelling for Information Professionals (new discussion) hold
- 631 Theory of Classification and Subject Representation (new discussion) hold (Bei might want to create a doctoral level, Jian might want to update)
- 677 Creating, Managing, and Preserving Digital Assets (new discussion) sunset

Sunset Cultural Heritage – need approval to remove from catalog yes, Sebastian will be bringing the MUS CAS to the committee to work out agreement in future



**Table II.6.2 Excerpt from LIS Curriculum Map for Outcome 5, “Demonstrate information literacy and technological agility.”**

Course	Level	Elements
IST 613	R	Responsive Librarianship in Action; Final Project
IST 616	I, R	A1 Record Comparison; A2 Authority Control & Access Points; A3 Subject Indexing
IST 717	R	Final Report
IST 773	I, R	Ref Scenario Part D: Exec Summary; Part G: Reflection; Reference Scenario Part B: User Description; Part C: Source Collection and Analysis; Reference Transcript Analysis
IST 622	M	Portfolio
IST 626	R	Case Study/Reflection
IST 635	M	Justice Website Analysis Assignment
IST 662	R	Case Study/Reflective Essay; Final Presentation; Final Paper
IST 671	R, M	Proposal Part 3 (Literature Review); Peer Review; Final Proposal
IST 676	R	Labs 1-5, Assignments 1-2, Final Project
IST 681	R, M	Assignments 1-3; Final Project
IST 682	M	Responsive Librarianship in Action; Final Project
IST 715	I, R	Final Paper

Note: I = Introduced; R = Reinforced; M = Mastered.

Table II.6.3 displays five columns: the type of curricular change proposed, the academic level of the change, the abbreviated program name, the name of the program director at the time the changes were proposed, and a brief description of the accepted revision.

**Table II.6.3 Excerpt from Fall 2022 Curriculum Change Log**

Type of Change	Level	Program	Director	Description of Change/Revision
Program - Revision	CAS	SM	Oakleaf	Make updates to School Media CAS
Program - Revision	MS	LIS	Oakleaf	Remove IST641, IST619, IST 553 from list of electives
Program - Sunset	CAS	LIS	Oakleaf	Sunset Cultural Heritage CAS via memo

Taken together, these examples demonstrate the LIS program’s curricular decision-making processes. The discussion of curriculum in the context of program committee meetings and faculty meetings follows the university-wide process for curriculum modification, curriculum mapping, local and state approval processes, assessment, and documentation of learning outcomes. With the help of staff members in Academic Affairs, the School maintains a systematic and consistent process for data collection, faculty analysis, and discussion of data.

**Evidence:**

- [ALA Self Study Appendices](#)
- [Appendix AA LIS Curriculum Map 2023](#)
- [Appendix S LIS Program Committee Minutes](#)



## II.7

*The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.*

The LIS curriculum undergoes frequent, continuous improvements in response to environmental inputs received and analyzed by the LIS Program Committee, LIS Guiding Council, and School Curriculum Committee. The LIS Program Committee's monthly meetings include faculty, staff, and student representatives. The LIS Guiding Council, made up of professionals in the library field, share their real-world perspectives on educational priorities. These perspectives complement those of the LIS faculty members, who maintain strong ties to the profession. Regular input from the student representatives, consistent use of outcomes assessment, and feedback from students at the Town Hall meeting complement the sources of information considered by the committee. Curriculum changes proposed by the LIS Program Committee are taken to the School Curriculum Committee, where faculty and staff provide feedback and approve official changes. Curricular change proposals then move to the University Senate – and under some circumstances to the New York State Department of Education – for final approvals and inclusion in official University materials (e.g., the [Course Catalog](#)).

Throughout this process, the LIS faculty employ ongoing feedback, evaluations, and assessment of student learning to iteratively improve the curriculum. The processes for collecting, analyzing, and utilizing feedback from all stakeholders, including faculty, students, alumni, and employers are systematic and repeated in a regular cycle. Clear program outcomes and course learning outcomes are regularly reviewed, aligned, updated, and assessed. The LIS Program Committee uses this input to identify areas of strength and areas for improvement and adjusts the curriculum as necessary. The program also uses the evaluation results to inform long-term planning for the curriculum, such as the development of new courses and degree/certification programs, as well as the incorporation of recent technology or pedagogy. By using the results of curriculum evaluation in these systematic ways, the program ensures that it is continuously improving and adapting to the needs of students and employers.

An example of this process in action is the recent revision of the LIS program focus on information justice, equity, and community engagement (InJECT). The InJECT emphasis of the program is described in the program outcomes and also the [LIS program description](#) in the 2023-2024 official Syracuse University graduate course catalog:

*"The focus on information justice, equity, and community engagement will be applied and demonstrated through core courses focusing on access and use of information, community information use and users, cultural responsiveness, organization of information and knowledge, evaluation of knowledge, knowledge producing, dissemination and preservation systems, leadership, advocacy, social justice, and best practices for information management."*

The decision to focus the program on InJECT came about through a years-long collaborative and deliberative process, and is described in more detail in [Appendix A Program Identity](#), providing a rationale and motivation for this change along with the drafted mission, outcomes, alignment to professional standards, and bibliography. This process was spearheaded by the LIS Program

Committee with the full support of the School of Information Studies leadership team starting in 2018 and continuing throughout the pandemic. On Sept. 27, 2018, the minutes of the LIS Program Committee include a report on the collection and use of assessment data:

*AGENDA TOPIC: ASSESSMENT, 4-YEAR/18-MONTH CYCLE, INDIRECT MEASURES:*

*Peggy [Takach] is very happy with the assessment data compiled. Peggy was brought in last year to organize assessment of program outcomes based on key assignments. Last spring, the committee agreed that, going forward, we are going to assess key assignments against all program outcomes for the subset of courses examined each year. Peggy will meet with Blythe and Caroline before the next meeting, so we can go over this at the next meeting. The professors of record need to determine, after that point, how the course will be assessed and what the main objective is. The undergrad program currently pulls artifacts, e.g., selecting and storing examples of assignments at all levels of accomplishment (good, middling, and poor student work). A question about oral assignments suggests the artifact can be the rubric kept. All artifacts retained will be anonymized. Peggy noted that the iSchool is reputed on-campus as a leader in assessment.*

In subsequent program meetings, Peggy Takach provided the Program Committee with regular updates about assessment data. Meeting minutes show that the LIS Program Committee discussed assessment results regularly. In 2019, faculty and staff commitment to the importance of cultural competency initiated the processes of curricular change leading up to the current focus of the program. In the example below, the LIS program director moderated a discussion of the importance of cultural competence. On Feb. 21, 2019, documented in the minutes of the program committee, an initial impetus is articulated by the Program Director concerning cultural competency ([Appendix S LIS Program Committee Minutes](#)):

*AGENDA TOPIC: SUPPORTING CULTURAL COMPETENCE IN LIS STUDENTS AND IN LIS CURRICULUM | PRESENTER: CAROLINE HAYTHORNTHWAITE*  
*Cultural competence should be introduced in orientation for both the on-campus and 2U students. Art Thomas is responsible for developing the orientation for the 2U students. Blythe and Academic Affairs will help develop involving cultural competence more in the orientation for on-campus students. Beth pointed out that just incorporating this idea at orientation is good, but faculty needs to be mindful of incorporating diverse sources and opinions in their classes too. Paul added that part of teaching cultural competence must be the faculty becoming comfortable with the uncomfortable because in facilitating uncomfortable conversations, we all learn and grow. Beth also added that mistakes are going to be made and identifying your own faults and learning from them helps you become more culturally competent. Jill would like to see more information on how to be a good ally. The new center for social justice (The Lender Center) on campus is doing a seminar on interrupting bias and a seminar on addressing bias in academia, both of which would be good to attend (per Beth). Jill mentioned that starting next week there is a book club on Slack that is reading White Fragility by Robin DiAngelo and wondered if there could be a similar on-campus experience (brown bag movie showings, diverse book club,*

*journals or portfolios for the extent of the program).*

While this initial set of concerns revolved around orientations for new students in both the online and campus student communities, LIS faculty quickly realized that formal coursework would have a greater impact on student's cultural competency. Using the standard approach to new course development, a faculty member with interest, knowledge, and skill in the designated topical area began the work of course development. Following precedent, a "draft" version of a course was tested as an elective with a temporary offering number before it was regularized and added to the Senate-approved curriculum. In this case, faculty member Beth Patin initiated the development and testing of a course focused on cultural competence. The following excerpt shows the program committee reviewing the results of that process and signing off on the regularization process in Fall 2019. On Nov. 7, 2019, minutes of the program committee include approval of a previously "experimental" cultural competency course:

*Agenda topic: Approval of IST 600 Cultural Competence Course | Presenter: Beth Patin*

*Beth reported on the online version of the course and gave a review of the pre-reads she sent around. The course was approved to be a fully realized course by the committee.*

*Blythe will move it to the curriculum committee next.*

*Peggy will review the syllabus for formatting and content before being sent to the committee.*

The content of new courses is informed by feedback from both the professional community and the student community. At the same time this individual course was developed, LIS faculty gathered outside perspectives on the overall direction of the LIS program. For example, on Sept. 18, 2020, the following minutes excerpt shows the program director and program faculty receiving input about "EDI" (a variation on DEI: diversity, equity, and inclusion):

*Appreciation of EDI awareness. There are so many opportunities to connect with the community and create a trail or pathway to iSchool that may have been overlooked in the past and a lot of poverty in black and brown communities.*

*If you are a cultural outsider, you need to go outside your groups to get to programs or internships. Need to use different ways to pull people in. Poverty in POC communities, we need to go OUT to the communities, not expect them to come in. Our institutions are not structured to invite marginalized communities.*

*Disrupt the system. The word disruptive is important - cannot use traditional ways to approach marginalized communities.*

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

*colored and ethnically diverse groups in public libraries.*

*Cultural competence course needs to be made a requirement. No one should be graduating without a course in cultural competency. . . Studies and research on cultural competency, information justice, social justice, and equity by a few faculty members currently. A librarian is not fully competent if they do not understand equity and justice and cultures outside of the dominant one. These structures perpetuate inequity.*

While the professional community provides a crucial view of challenges occurring in the field, current students also provide important insights that inform curricular matters. In Fall 2020, Town Hall minutes document an exchange between two students describing their overall stance of support for the discussions of a new program direction:

*Student A:*

*Want emphasis placed on social justice – considering current climate and standards put out by the ALA*

*Concerned about the MLIS program’s equity and justice tagline vs. how those courses are not required*

*Dr. Qin says that the LIS faculty has been working on reinventing the program*

*New identity: information equity and justice and other major points*

*In the process of identifying the core courses*

*Old focus areas on website changed to career pathways – focus on functional abilities gained through the program*

*Student B:*

*Appreciates Student A's comments about social justice and equity/inclusion*

*Acknowledges indigenous community/BLM*

*Pronouns Meaningful student to student interaction with regards to pronouns (working with fellow student with they/them pronouns)*

*Wants to see some kind of way to have this implemented more widespread in the program/profession*

*Equity and internships Feelings of inequity about some students not getting their dream internships*

Based on continued and mounting evidence from both the practitioner and student communities, the faculty determined that it would be valuable and important to refocus the LIS program on information justice, equity, and community engagement (InJECT). The remainder of the 2020-2021 academic year focused on planning the shifts to the program outcomes, required courses, and electives needed to implement the necessary changes ([Appendix A Program Identity](#)). Because most program and course modifications are accomplished in the fall semester to meet

the University's approval cycles, many of the necessary shifts occurred in Fall 2021. As part of a larger strategic plan for the program, these refocusing of the program on InJECT concepts positions the program for improvement, relevance, and continued success over upcoming years.

**Evidence:**

- [ALA Self Study Appendices](#)
- [Appendix A Program Identity](#)
- [Appendix S LIS Program Committee Minutes](#)

**Conclusion**

This description of the LIS program’s curriculum—developed with a focus on theories, principles, practices, issues, and values required for engagement in library and information contexts and infused with information justice, equity, and community engagement (InJECT) principles as well as the ongoing input of students, faculty, staff, alumni, and other constituents—provides examples of the LIS program’s focus on student learning in their coursework and a preparation for ongoing, lifelong professional growth and development. The process of ensuring that the LIS curriculum is both foundational and preparatory for ongoing learning in the profession has been possible through the professional engagement of the LIS faculty, the excitement and commitment of students, the advice of alumni and other constituents, and the support of the staff. Through continuous dialogue and commitment to ensuring the LIS curriculum reflects the outside world and current and future opportunities and challenges in the library and information field, all parties have come together to not only establish a set of program outcomes that sustain engagement and learning now, but also construct a process through assessment and conversation that ensures that the program outcomes and curriculum can evolve in the years to come. Moving forward, the LIS program will continue to assess the program outcomes in a systematic and sustainable manner that ensures ongoing dialogue and improvement, harnessing excitement about the potential of LIS graduates to improve library and information contexts in their professional work and ensuring that the program outcomes continue reflect the world and its changes in the future.

## Standard III: Faculty

The Library and Information Science (LIS) program within the School of Information Studies at Syracuse University has a faculty capable of accomplishing program goals and outcomes. Full-time faculty members are qualified, sufficient in number, and expose students to a variety of specialties. Full-time and adjunct faculty provide teaching, research, and service activities that support the program and the School. Adjunct faculty provide additional expertise and professional connections to the field, thereby enriching the program overall. The LIS program prioritizes research, teaching, and service; encourages excellence; and recruits and retains competent faculty from diverse backgrounds. The full-time faculty are accomplished, contribute to the field, represent a variety of academic institutions, collaborate with other faculty and practitioners, and create a nurturing environment for students, staff, and each other. Faculty assignments connect to program outcomes and areas of faculty expertise. Faculty are evaluated systematically, in alignment with other faculty in the School, and with an eye to future program improvement and development. The following chapter describes and provides examples of how faculty are engaged and sustained by the LIS program.

### III.1

*The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of the program.*

As of Summer 2023, the School includes 42 full-time and 94 adjunct faculty members. Seven full-time faculty members and 29 adjunct faculty members teach LIS courses. In the years since the previous self-study in 2015, the composition of full-time LIS faculty has changed; five faculty retired, and four moved to other institutions. To renew the faculty, five new faculty joined the LIS program. In the same period, five full-time LIS faculty received tenure or promotions. In the School overall, 18 full-time faculty received tenure or promotions ([Appendix HHH Faculty Promotions 2015-2022](#)).

### Full-Time Faculty

As a group, the full-time LIS faculty can accomplish LIS program objectives. The qualifications of the full-time LIS faculty members meet the [University's guidelines](#) and are qualified for appointment to the graduate faculty within the University.

While Syracuse University does not have separate qualifications for graduate faculty members and the Graduate School does not employ a separate review or appointment process, all tenured and tenure-track faculty members may teach courses at the graduate level. Graduate teaching includes not only master's level courses, but also teaching doctoral seminars, participating in

doctoral dissertation committees and defenses as committee members and dissertation advisors, serving as advisors for graduate students at the master’s and doctoral levels, and serving as chairs for dissertation defenses at other divisions of the University. Full-time faculty teach at the undergraduate and graduate levels, on campus and online, serve as advisors for undergraduate and graduate students, and may serve on doctoral committees as well.

The School follows a “school of one” model; as a result, it does not have distinct departments. All faculty, staff, students, and resources belong to the School as a whole, not a department within the School. While faculty tend to teach in a particular degree program, like those from LIS program shown in Table III.1.1, faculty are often actively involved in other programs.

**Table III.1.1 Graduate Degrees and Areas of Expertise of LIS Program Faculty Members**

<b>LIS Faculty</b>	<b>Master’s Degree</b>	<b>Doctoral Degree</b>	<b>Areas of Expertise</b>
Chancellor, Renate (Associate Professor)	UCLA, MLIS	UCLA, Information Studies	Equity, Diversity and Inclusion in library and information services, Library and Information Science Education, Social Justice in LIS, Human Information Behavior
Clarke, Rachel I. (Associate Professor)	SJSU, MLIS; University of Washington, MSIS	University of Washington, Information Science	Librarianship as a design profession; critical design; design epistemology in LIS education
Gray, LaVerne (Assistant Professor)	Northern Illinois University, MAEd (Educational Psychology); Dominican University, MLIS	University of Tennessee, Communication and Information	Social Justice in Library & Information Science, Critical and Cultural Studies, Black Feminism, Community Engagement
Modrow, Sebastian (Assistant Professor)	University of Greifswald, MA (History, Latin); Syracuse University, MLIS (Cultural Heritage Preservation)	University of Rostock, Ancient History	Intersection of history, heritage, and memory studies in libraries and archives; literacy, information access, and power in pre-modern societies
Oakleaf, Megan (Professor)	Kent State University, MLS	UNC-Chapel Hill, Information and Library Science	Library value and impact; library assessment; learning analytics; evidence-based decision making; information literacy; library instruction; reference and information services
Patin, Beth J.H. (Assistant Professor)	University of Washington, MSIS; Louisiana State University, MSLIS	University of Washington, Information Science	Equity of information in crisis informatics and cultural competence; epistemicide



Qin, Jian (Professor)	University of Western Ontario, MLIS	University of Illinois at Urbana- Champaign	Metadata, schema representation of information, ontological modeling; research data management and curation, impact assessment, collaboration networks
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Although the number of new hires did not fill all the vacancies left due to retirement and departures, the existing and new faculty are sufficient in number in teaching the core courses and specialization areas of the electives because two of the retired faculty were in administrative roles with reduced teaching load. Full-time LIS faculty have a diversity of expertise sufficient to carry out a major share of the teaching, research, and service activities required for the program (Table III.1.1) and may teach in other programs or levels (e.g., undergraduate, doctoral). All full-time faculty of the School are listed with their academic degrees ([Appendix ZZ Faculty Degrees](#)), and their curriculum vitae ([Appendix AAA Full Time Faculty Curriculum Vitae](#)).

### **Adjunct/Part-Time Instructors**

Adjunct Instructors have significant professional experience and teach courses in the LIS program related to their areas of expertise ([Appendix BBB Part Time Instructor Curriculum Vitae](#)). Adjuncts balance and complement the competencies of the full-time faculty and are essential to and valued within the LIS program. Adjuncts teaching in the LIS program augment and diversify the specialty areas of the full-time faculty and add to the quality of the overall program. They also contribute to the ability of the program to remain well-connected with practice, as most adjuncts work full-time in a professional capacity and share their current connection to the field with students. Many of the LIS focused Part Time Instructors have taught for the School for several years ([Appendix III Part Time Instructor Competencies 2023](#)). The complete list of Part-Time Instructors teaching all core and elective courses to three or more LIS students between Fall 2015 and Spring 2023 is found in [Appendix JJJ Part Time Instructor Competencies 2015 to 2023](#). Most adjuncts teach one or two courses per term.

### **Balancing Full-Time and Part Time Instructor Roles**

Full-time and part-time faculty play different, complementary roles in the LIS program. Full-time faculty serve as Professors of Record (PoR). In this role, they design, teach courses, and reflect on assessments and student learning in the courses and manage program outcome assessment over time ([Appendix CCC Professor of Record Responsibilities](#)). Full-time faculty teach most core courses and many electives on campus.

For most elective courses in the LIS program, full-time faculty serve as Professors of Record. In this capacity, they design and teach the electives, primarily in the campus program (one full-time faculty member teaches in the online program). Some campus electives are also taught by part-time instructors. Like online sections of core courses, online electives are originated by full-time faculty who film course lectures, design activities and assignments, and teach each course the first time it is offered online.



These roles, however, are not immutable. In cases where adjuncts have greater expertise, they may design and teach elective courses. Enabling adjuncts to design courses ensures that subject matter outside full-time faculty expertise and important to student preparation for the field is included in LIS coursework.

Examples:

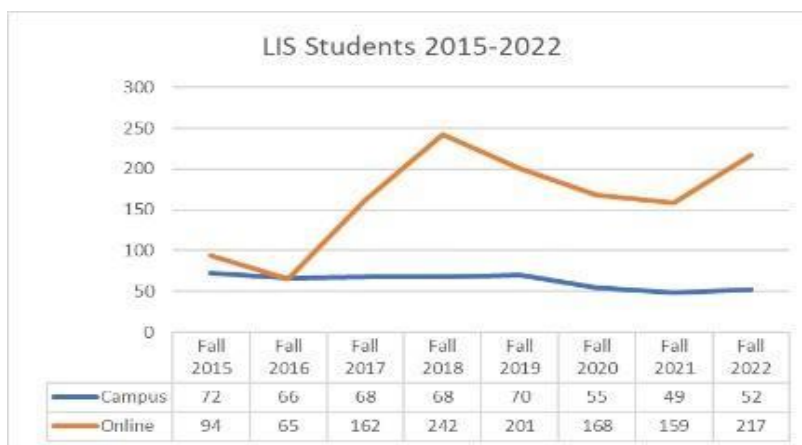
- Dr. William Myhill is the Director of Disability Access and ADA Coordinator for Syracuse University. As an adjunct, he designed and teaches IST 564 *Accessible Library & Information Services*. His unique expertise has contributed specialized areas to the LIS curriculum not covered by full-time faculty expertise.
- Rebecca Schaffer Mannion has been a public and school librarian and has supervised LIS and LIS with School Media specialization students during their internships, fieldwork, and practica. She has experience with budgeting, fundraising, and grant writing, so she created three one-credit courses, IST 720 *Topics in Library Leadership: Library Budgeting, Library Fundraising, and Library Grant Writing* that were offered as a suite and scheduled consecutively if a student wanted to take all three. During COVID-19 when many libraries closed and internships were suspended, she was able to provide practical projects for the students to do as part of their internships related to the three topics.
- Dr. Patrick Williams was the Associate Librarian for Digital Humanities when he proposed and created the course IST 607 *Digital Humanities for Librarians, Archivists, & Cultural Heritage Workers* when students requested a Digital Humanities course that was not already offered.

For online courses, full-time faculty design and create (i.e., “originate”) most courses. Online course origination typically involves developing course plans and pedagogy, filming lectures, designing learning activities and assignments, and managing program outcome assessments for a course; as a result, the full-time faculty is in some ways the “face” of the asynchronous elements of a course. After a full-time faculty originates a course and teaches it once, the sections of these courses are usually taught by adjunct faculty. (One full-time faculty member teaches predominantly in the online program, but that arrangement is not standard.) Thus, adjuncts teach most sections of online courses. For some classes, the full-time faculty originator and the adjunct section instructors have developed communities of practice around courses; these communities of practice have grown organically over time. Adjuncts often contribute to course revisions and enhancements ([Appendix KKK Faculty Notes Sample IST 605](#)).

As the LIS online student population has increased since 2017, the number of adjuncts and sections they teach have increased to meet demand. The online calendar offers courses year-round, and, as full-time faculty are on nine-month contracts, adjuncts teach summer sections of online courses. The model of full-time faculty originating course content and adjuncts-leading class sections assured the full-time faculty’s control of course content and instruction as well as learning outcome assessment in online learning, while allowed full-time faculty to focus on face-to-face teaching to campus classes. As the online enrollment increased (Figure III.1), the School hired more adjuncts to lead class sections in addition to full-time faculty instructors. The

asynchronous nature of recorded lectures with embedded assessment tools created the flexibilities for full-time faculty to teach more courses in the same period. Despite four faculty position vacancies were unfilled, the new model of online course delivery increased capacity to handle increased enrollment. Please note that in Figure III.1 the numbers are head counts, that is, regardless of whether the student is part-time or full-time. Most online students are part-time (two courses per quarter on the average) while most campus students are full-time.

**Figure III.1 LIS Student Enrollment Fall 2015 to Fall 2022**



Infrequently, doctoral students also teach LIS courses, when they have expertise in the area, have previously worked with a full-time faculty member in an “apprentice” model to learn how to teach the course (often in the context of a “teaching practicum”), and have reached a point in their doctoral program where they have the capacity to take on teaching independently. In these instances, doctoral students gain valuable experience, and sometimes help the full-time faculty update or otherwise adjust the course.

A summary of LIS core course sections taught by term and instructor category from 2015 to 2023 appears in [Appendix VVVV Core Courses Sections 2015–2023](#). [Appendix DDD Sections Taught by Part Time Instructors Teaching 3 or more LIS Students](#) lists adjunct faculty members who taught courses with at least three LIS students in a section from 2015 to 2023, along with the courses they taught. In addition, curricula vitae for adjunct faculty members are available in [Appendix BBB Part Time Instructor Curriculum Vitae](#); these demonstrate their subject competence.

**Evidence:**

- [Appendix AAA Full-Time Faculty Curriculum Vitae](#)
- [Appendix BBB Part-Time Instructor Curriculum Vitae](#)
- [Appendix CCC Guidelines for Professors of Record](#)
- [Appendix DDD Sections Taught by Part-Time Instructors Teaching 3 or more LIS Students](#)
- [Appendix HHH Faculty Promotions 2015 to 2022](#)
- [Appendix III Part-Time Instructor Competencies 2023](#)
- [Appendix JJJ Part-Time Instructor Competencies 2015 to 2023](#)

- [Appendix KKK Faculty Notes Sample IST 605](#)
- [Appendix VVVV Core Courses Sections 2015 to 2023](#)
- [Appendix ZZ Faculty Degrees](#)

### **III.2**

*The program demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of excellence in teaching, research, and service; and through provision of a stimulating learning and research environment.*

#### **Appointments and Promotions**

The hiring of new faculty members is among the most important decisions the School makes, and the rigor, seriousness, and care with which the School undertakes these processes demonstrate the priority assigned to research, teaching, and service.

All new hires are valued and viewed as essential investments the School makes in continuing excellence. The School actively seeks to hire candidates who will succeed in obtaining tenure or contract renewal at the University, and who therefore will be a permanent part of the School community. As a result, the hiring process, particularly the on-campus interview, is an important event that involves as many faculty members as possible, from across the programs and levels. Interviews usually last two days and include a formal presentation and formal and informal meetings with as many faculty members, students, staff, and others at the University as possible. Sample interview agenda ([Appendix EEE Faculty Interview Agenda](#)) shows the commitment that the entire faculty makes to assess the teaching, research, and service potential of new faculty members.

The investment in aligning hiring with teaching, research, and service priorities begins earlier than the interview. In recent years, the School has renewed its commitment to conducting intensive and ongoing recruitment for new and vacant positions. Priority is given to balancing the teaching needs in all graduate and undergraduate programs. A sample advertisement for a recent faculty position opening is in [Appendix FFF Faculty Position Posting Sample](#).

Table III.2.1 reflects the timeline of full-time LIS-focused faculty hires, and their research areas since the last accreditation. All full-time faculty hired during this time period are still part of the School with the exception of Caroline Haythornthwaite, who was hired in 2016 and retired in 2021.

**Table III.2.1 LIS Program Full-time Faculty Hires and Research Areas, 2016-2022**

<b>Year</b>	<b>Faculty</b>	<b>Research areas</b>
2016	Clarke, Rachel I. (Associate Professor)	Librarianship as a design profession; critical design; design epistemology in LIS education
2018	Patin, Beth J.H. (Assistant Professor)	Equity of information in crisis informatics and cultural competence; epistemicide
2019	Gray, LaVerne (Assistant Professor)	Social Justice in Library & Information Science, Critical and Cultural Studies, Black Feminism, Community Engagement
2021	Modrow, Sebastian (Assistant Professor)	Intersection of history, heritage, and memory studies in libraries and archives; literacy, information access, and power in pre-modern societies
2022	Chancellor, Renate (Associate Professor)	Equity, Diversity and Inclusion in library and information services, Library and Information Science Education, Social Justice in LIS, Human Information Behavior

### **Tenure-Track Faculty**

There are three types of faculty members within the School: tenure-track career faculty, non-tenure-track career faculty which may include professors of practice and research faculty or teaching professors, and non-career faculty, who are not full-time and are not evaluated by the faculty for rank ([Appendix GGG iSchool Faculty Personnel Policies and Procedures](#)).

Tenure-track faculty are vital to the LIS program and School. Tenured/tenure-track faculty provide the research and theory that ground the academic programs. Tenure-track faculty members have a PhD at the time of hiring (or will defend prior to November of the year of appointment), and they are expected to teach, conduct research, and be engaged in service in the School and in other contexts (e.g., professional associations). There are seven full-time faculty members focused primarily on LIS; five LIS full-time faculty members received tenure or promotions since the last self-study ([Appendix HHH iSchool Faculty Promotions](#)).

### **Non-Tenure Track Faculty**

Non-tenure track faculty include Professors of Practice (POP), research faculty, and teaching professors. Currently, all LIS full-time faculty are tenure-track faculty. However, non-tenure track faculty have an important place in the School and have played an essential role in the LIS program in the past. Since the last self-study, three LIS faculty members in non-tenure track roles retired; future hiring may include individuals in these roles.

Professors of Practice embody the value the School places on connection to professional practice. In the past, the School has recruited and hired POPs. Appointment as a Professor of Practice occurs after a formal search as designated by the School’s Personnel Policies ([Appendix GGG School Faculty Personnel Policies and Procedures](#)). Professors of Practice are expected to focus on teaching, service, and maintaining an active connection to professionals in the field. Their teaching load is typically three courses each fall and each spring semester. Professors of Practice typically have a three-year renewable contract. Their active connection to the profession makes them a valuable resource for both faculty and students. They can help

faculty stay abreast of changes in the field and help students make connections in it. Barbara Stripling was promoted from Assistant to Associate Professor of Practice during the 2015-16 academic year and retired in 2018. Jill Hurst-Wahl (Associate Professor of Practice) retired in 2020, and Marilyn Arnone (Professor of Practice) retired in 2021. Michael Fudge, John Jordan, and Jeff Rubin are currently Professors of Practice for the School, and Scott Bernard was promoted from Assistant to Associate Professor of Practice during the 2015-16 academic year (since that time the University Senate removed ranks for Professors of Practice).

Research Professors typically work with a research center, although many of them also teach. Like professors of practice, research professors may hold the rank of assistant, associate, or full professor. Research Professors have engaged with our LIS students in several ways. Through the research centers, research professors manage projects that involve students, who sometimes fulfill their duties as paid assistants and other times as volunteers. In addition, research professors occasionally teach courses or present guest lectures, which give students a chance to learn about new research in the field. Prior to her retirement in 2021, Marilyn Arnone was a Research Professor aligned with the LIS program; she also had an appointment as a Professor of Practice.

Teaching Professors serve an important function for students and faculty colleagues in the School. Teaching professors hold a master's degree or higher and possess expertise related to developing pedagogy in the field, contributing to the design of syllabi and course offerings, and preparing and grading assignments and examinations. Teaching professors may also carry administrative duties and/or engage in training of other faculty. Like other non-tenure-track faculty, teaching professors can participate in evaluation and promotion to progress through ranks that mirror those applicable to tenure-track career faculty. In 2019-2020, a search was held for a teaching professor focused on LIS; however, the COVID-19 pandemic put the position on hold.

### **Encouragement of Excellence in Teaching**

The LIS program and School value excellent and innovative teaching. The emphasis placed on excellence in teaching is articulated in the [School's vision and values](#) and demonstrated through teaching loads, collaborative work to improve instruction, and resources supporting instructional quality. As a result, LIS faculty have been recognized with several teaching awards.

Gray, LaVerne

- Meredith Teaching Recognition Award for Early Performance, Syracuse University, 2022

Patin, Beth

- Excellence in Graduate Education Faculty Recognition Award, Syracuse University Graduate School, 2023
- ALISE Excellence in Teaching Award (Early Career), Association of Library and Information Science Educators (ALISE), 2023
- Meredith Teaching Recognition Award for Early Performance, Syracuse University, 2021

- Excellence in Teaching Award for Graduate Students, University of Washington (2017)

## **Teaching Load**

Tenure-track faculty teach on a 2:2 load, which is distributed to two courses in the fall semester and two in the spring. Professors of Practice tend to teach 3:3, and Teaching Professors teach 4:4. In addition to courses, faculty often teach in other contexts including work with doctoral students. [Appendix QQ Independent Study Proposal Samples](#) shows some of the independent studies supervised by LIS faculty.

## **Collaborative Support for Instruction**

Amongst LIS faculty, teaching is a communal activity in many ways. Faculty share syllabi and assignment ideas and make suggestions for improvement in a collegial fashion. Faculty also guest lecture in each other's courses. New faculty are assigned two mentors; one is a “teaching mentor.” The School also has its own [Faculty Center for Teaching and Learning](#) (FCTL). The FCTL provides faculty with “a learner-centered teaching community across all delivery modes and disciplines.” Faculty teaching via the 2U LMS also have additional support for onboarding and troubleshooting specific to using that platform, along with faculty enrichment seminars specific to online teaching.

Ongoing sessions also spur improvements and innovation in teaching and gather all instructors, regardless of rank, into instructional planning. For example, in March 2023, FCTL hosted a “Get Together” meeting for adjuncts to discuss the new University faculty portfolio system and developing academic strategic plan for the School.

## **Resources Supporting Instruction**

In addition to School-specific resources, the University provide instructional services, including the Center for Teaching Excellence (CTLE), Center for Disability Resources (CDR), Institutional Effectiveness and Assessment (IEA), Online Learning Services (OLS), Center for Online and Digital Services (CODL), Center for Learning and Student Success (CLASS), Syracuse University Faculty Affairs, Syracuse University Academic Affairs, Syracuse University Diversity Equity Inclusion and Accessibility (DEIA), First-year Experience, and Information Technology Services. For example, CTLE offered a workshop on “Teaching and Learning in the Age of Artificial Intelligence” in February 2023 and “Focus on Teaching and Learning: Spark Up Your Syllabus Series: The Plot Thickens: Spark Student Engagement in Course Activities and Assignments” in collaboration with IEA in April; LIS faculty member Megan Oakleaf was a speaker in the latter event. Additional examples include a CDR workshop on “Rethinking the Disability Paradigm,” “Unlearning and Relearning Disability,” and “Reasonable Accommodations for Students and Employees” in April 2023. These events stimulate continuous reflection on and improvement of teaching.

## **Encouragement of Excellence in Research**



The LIS program and School support excellence and innovation in research. This support involves cultivating a research-enabling culture, developing collaborations and communications, and providing mentorship.

### **Cultivating a Research-Enabling Culture**

Support for research is a key feature of the school's culture. The School espouses a philosophy of faculty empowerment, and the faculty operate in a dynamic environment of change and productivity. Ideas for innovation are met with interest and are often developed jointly. There is a general sense that risk-taking is encouraged, and an acceptable outcome is reassessment if a venture is less than a complete success.

Since 2015, the School has experienced rapid growth, which has necessitated reflective planning. One aim is to achieve a balance where the School can support growth and high demand in burgeoning areas, but also assure space for individual innovation. The School is especially vigilant in mentoring junior faculty members and encouraging them to consider their time commitments and energy. The School encourages junior faculty to gain experience in choosing projects that are stimulating and intellectually entrepreneurial and that maximize contributions to their development as teachers and researchers.

### **Collaboration and Communication**

The atmosphere in the School is highly collaborative. Faculty collaborate frequently on research projects, both within the school and across campus. One key facilitator of collaborative research is communication. Several structures are in place to foster interdisciplinary collaborations both within the School and across the University. For example, the Senior Associate Dean for Academic and Faculty Affairs emails a weekly bulletin to all faculty, staff, and doctoral students to share news and announcements, upcoming events, instructional updates, student services updates, advancement updates, technology services and facilities updates, and other reminders. In addition, full-day "Faculty Planning Days" bring the faculty together once each semester to discuss research, teaching, curriculum, and the life of the school.

In-process collaborations within the School are highlighted via an "Under Construction" series of talks, coordinated by Associate Dean of Research Carsten Oesterlund, where 2-3 faculty or doctoral students share their work in progress. For example, in March 2023, LaVerne Gray presented a session "Bright Young Things: Chicago's New Negro Intercollegiate Club and the Wonder Books, 1927 & 1929," and visiting scholar Yuriko Nakamura presented a session entitled, "What is the Library and Librarianship in the United States of America? A Japanese Scholar's Perspective." Under Construction talks are scheduled monthly during the academic year.

Research grants and centers are another source of collaborative research support in the School. For example, the [School's research centers and labs](#) provide venues for introducing faculty members and students to exciting and groundbreaking work. Many research endeavors either start in these centers and labs or are in some way affiliated with them.

There are many joint research and publication efforts throughout the School. Dr. Qin and other LIS faculty frequently collaborate with faculty in other School programs as shown in these funded projects:

Yu, Bei (Principal), **Qin, Jian** (Co-Principal), “SCISIP: PreCheck: Understanding Press Release Exaggeration (PRE) of Scientific Research,” Sponsored by National Science Foundation, Federal, \$375,000. (July 1, 2020 - June 30, 2023).

**Qin, Jian** (Principal), Hemsley, Jeff (Co-Principal), “Collaboration Capacity: A Framework for Measuring Data-Intensive Biomedical Research,” Sponsored by NIH/National Institute of General Medical Sciences, Federal, \$567,521. (January 1, 2020 - December 31, 2022).

Huang, Y. (Principal), **Qin, J.** (Co-Principal), “Enabling Accessibility and Linking Digital Media Collections in Academic Libraries,” Sponsored by Institute of Museum & Library Services, Federal. \$341,674. (July 1, 2018 - October 1, 2021).

Yu, B. (Principal), **Qin, J.** (Co-Principal), “CUSE Grants - Innovative and Interdisciplinary Research Grant: Tracking Omissions of Research Targets in Health Research News,” Sponsored by Syracuse University. \$30,000. (May 1, 2018 - Present).  
**Qin, J.** (Principal), Hemsley, J. (Co-Principal), (2016-2018). “Cyberinfrastructure-Enabled Collaboration Networks.” Sponsored by National Science Foundation Science of Science and Innovation Policy (SciSIP) program, Federal. \$381,481. (September 1, 1996 – August 31, 2019).

Tacheva, J., Carter, E. K., **Gray, L., Patin, B. J.H.** “Toward Social Justice Informatics: Transdisciplinary Approaches, Research Frameworks and Critical Pedagogies for Emerging Information Professionals in a Datafied World,” Sponsored by CUSE Grants Awards. (June 2022 - Present).

LIS faculty also collaborate among themselves. One such effort is the [Library Information Investigative Team](#) (LIIT), which is the home of an interdisciplinary team of researchers who focus on topics such as library education, library history, and information organization. Past projects explored tools to promote and provide access to diverse reading materials by and about marginalized populations. Current projects continue to address equity and social justice in the field through work centered on intersectionality of disability and race in children’s literature, and the Black experience and digital humanities, among other topics including, but not limited to, librarian labor, Internet activism, and epistemicide. The lab is led by LaVerne Gray, Beth Patin, and Rachel Ivy Clarke, and affiliated members include Jasmine Tacheva, Sebastian Modrow, William N. Myhill and several post-doctoral scholars, doctoral students, and LIS master’s students.

To enable collaborations with other institutions, a separate guest speaker series invites potential collaborators multiple times an academic year. In 2022, Kate McDowell visited to present, “Storytelling as Information Research: From Data Storytelling to Misinformation.” In 2023, Xiao Hu presented, “Information Research for Improving Learning and Wellbeing,” and Heather Hendershot shared, “Network News and the Polarizing of America: Lessons from 1968.” These



talks generate discussions among faculty and enable potential research connections for the future.

In addition to sessions focused on completed research or research in progress, the School holds “Nuts and Bolts” sessions on the connections between research and faculty career progression. For example, a session was held in April 2023 entitled, “Promotion to Full” which featured a panel discussion about shaping and positioning one’s research, teaching, and service for promotion to full professor.

## **Travel Support**

Travel to conferences and workshops is supported through each full-time faculty member’s discretionary research budget (discussed in [section III.7](#) and [V.8](#) and [Appendix UUU Faculty Research & Teaching Funding for Full Time Faculty](#) or through grant funding. For part-time faculty, funding may occasionally be supported at the discretion of the LIS Program Director or the Senior Associate Dean for Academic and Faculty Affairs. [Appendix QQ Sample Independent Study Proposals](#) provides a list of venues with more than three presentations.

## **Research Mentorship**

New faculty hires are assigned two mentors; one is a “research mentor.” These research mentors serve as a sounding board for new faculty. They are also included in annual review meetings designed to provide constructive feedback to faculty on their research progress ([Appendix VVV Guidelines Faculty Mentoring](#))

## **Research Awards**

LIS faculty have been recognized with several research awards ([Appendix LLL Faculty Awards and Honors](#)). Highlights include:

### **Clarke, Rachel**

- Robert Benjamin Junior Faculty Research Award, School of Information Studies, Syracuse University (2020 - 2022)
- ALCTS Outstanding Publication Award, Association for Library Collections and Technical Services, American Library Association (2020)
- Jesse H. Shera Award for Distinguished Published Research, American Library Association (2020)

### **Gray, LaVerne**

- Special Collections Research Center Faculty Fellows Grant, Syracuse University Libraries’ Special Collections Research Center (SCRC) (May 2023 - Present).
- Outstanding Dissertation Award, College of Communication and Information, University of Tennessee (March 25, 2019 - April 15, 2019).

- ALISE Jean Tague-Sutcliffe Doctoral Poster Competition, Second Place, September 2019.

### **Oakleaf, Megan**

- [Horizon Report Data and Analytics Edition Project Recognition \(CLASS Project\)](#), EDUCAUSE (2022).
- [ALA Library Instruction Round Table \(LIRT\) Librarian Recognition Award](#), American Library Association (2021).
- [ACRL Miriam Dudley Instruction Librarian Award](#) Association of College and Research Libraries, Instruction Section, Association of College and Research Libraries (2019).

### **Patin, Beth**

- Best Conference Paper Award, Association of Library and Information Science Educators (2023)
- Best Conference Paper Award, Association of Library and Information Science Educators (2022)
- Robert Benjamin Junior Faculty Research Award, Syracuse University School of Information Studies (July 2022 - Present)

### **Qin, Jian**

- Frederick G. Kilgour Award for Research in Library and Information Technology (2020)

## **Encouragement of Excellence in Service**

Faculty service has many components, including service to the School, the University, the library and information community, and a wide variety of organizations and communities of practice. All faculty are on one or more School committees, such as the Personnel Committee, Curriculum Committee, and the Diversity Equity Inclusion and Accessibility (DEIA) Committee. Dr. Renate Chancellor is the new Associate Dean of Diversity, Equity, Inclusion, and Accessibility for the School and will be the School's representative on the University's Academic Leadership for Diversity, Equity, Inclusion and Accessibility group (ALDEIA). As needed, faculty also serve on search committees and ad hoc task forces. LIS faculty are also assigned to the LIS Program Committee. The LIS Program Committee meets regularly to discuss curriculum issues, planning, coordination of programs, and other topics. All faculty service assignments within the School and University are shown in Appendix TTT LIS Faculty Service Assignments 2015 to 2023.

Faculty members are also involved in University service. The School has five representatives on the University Senate, elected by School faculty for a two-year term. Some faculty members have specific University-wide committee appointments ([Appendix WWW Faculty Serving on University Committees](#)) including:

- Academic Strategy/Contingency Committee (planning for alternative teaching modes during COVID-19)
- Assessment and Accreditation Committee
- Chancellor's Council
- Curriculum Committee
- Education Technology Advisory Board
- Faculty/Staff Giving Committee
- Graduate School Council
- Honors Program
- Academic Leadership for Diversity, Equity, Inclusion and Accessibility (formerly Inclusive Leadership Assembly)
- Provost's Tenure and Promotion Committee
- Remembrance Scholar Selection Committee
- University Scholars Selection Committee

Some of the faculty members serving on these committees served on leadership positions: for example, Lee McKnight served as Co-Chair of the Academic Affairs Committee, Jeff Hemsley served as the Chair of the Computing Services Committee, and Megan Oakleaf served as a Remembrance Scholar Selection Committee. Jian Qin served as the Co-Chair of the Community of Practice for Information Literacy and Technology Agility (ILTA). ILTA is one of six communities of practice established as part of a university-wide effort to achieve six institutional learning goals. LaVerne Gray and Megan Oakleaf also participated in this community of practice, bringing their expertise in information literacy research and instruction, and making significant contributions to the work of this community of practice.

### **Service Activities within the LIS Profession**

LIS faculty are active in the LIS profession in a variety of ways, including conference engagement, professional association leadership, journal review and editorial board participation, and award and grant selection.

### **Conference Engagement**

LIS faculty regularly attend library and information science conferences such as ALISE, ASIS&T, ACRL, ALA, MLA, and regional library association meetings like the New York Library Association (NYLA) and the Central New York Library Resources Council (CLRC) Annual Meeting. This participation provides frequent opportunities for faculty members to interact with practitioners. See [Appendix QQQ Venues 3 or more Faculty Presentations](#) for a list of venues with more than three presentations by LIS full-time and adjunct faculty. Conference presentations and workshops by all full-time faculty in the School are listed in [Appendix PPP Presentations by LIS Faculty](#) and [Appendix XXX LIS Faculty Workshops](#).

### **Professional Association Leadership**

LIS faculty are engaged in the profession through committee work and leadership roles in library organizations. These connections with practice have bidirectional benefits: librarians can learn

from faculty research endeavors and faculty stay better connected with practice through these roles.

**Table III.2.2 LIS Faculty Professional Leadership**

<b>LIS Faculty</b>	<b>Organization</b>
Chancellor, Renate	American Library Association Publishing Committee
Clarke, Rachel	History and Foundations of Information Science SIG for ASIS&T, Chairperson iConference 2019 Program Committee, Co-Chair
Gray, LaVerne	ALA Committee on Education, Chairperson ALISE Historical Perspective Special Interest Group, Co-Chair
Modrow, Sebastian	Archival History Section for the Society of American Archivists, Chairperson
Oakleaf, Megan	ALA Committee on Professional Ethics ACRL Committee on Professional Values ACRL Institutional Research Interest Group ACRL Library and Information Science Education Interest Group ACRL Value of Academic Libraries Committee ARL Library Assessment Conference Planning and Program Committee Manlius Library Board of Trustees
Patin, Beth	New York State Board of Regents Advisory Council on Libraries (RAC)
Qin, Jian	DCMI Conference, Chairperson iConference Research Paper Track, Co-Chair

**Journal Review and Editorial Boards**

LIS faculty participate on library and information science editorial boards. Editorial board and review work, including writing book reviews, reviewing manuscripts, and editing journals, reflects an established position within a professional community. LIS full-time faculty engagement in these activities is included in [Appendix WWW Editorial Boards and Journal Review](#).

**Award and Grant Selection**

LIS faculty also provide service by participating in selection processes for awards and grants. LIS faculty have provided grant review for AASL Research Grants, the ALA Diversity Grant Committee, the ASIST Bob Williams History Fund Award Committee, the ALISE Norman Horrocks Leadership Award Committee, the IMLS Laura Bush 21st Century Librarian Grant Review Panel, the Laura Bush Foundation of America’s Libraries School Library Grant, and multiple programs within the National Science Foundation.

**Evidence:**

- [ALA Self Study Appendices](#)
- [Appendix EEE Faculty Interview Agenda](#)
- [Appendix FFF Faculty Position Posting Sample](#)

- [Appendix GGG School Personnel Policies and Procedures](#)
- [Appendix HHH Faculty Promotions 2015 to 2022](#)
- [Appendix LLL LIS Faculty Awards and Honors](#)
- [Appendix PPP Presentations by LIS Faculty](#)
- [Appendix QQ Sample Independent Study Proposals](#)
- [Appendix QQQ Venues that had 3 or more Faculty Presentations](#)
- [Appendix TTT Faculty Service Assignments 2015 to 2023](#)
- [Appendix UUU Faculty Research Travel Tech Budget FY23](#)
- [Appendix VVV Guidelines Faculty Mentoring Rev May 2021](#)
- [Appendix WWW Faculty Serving on University Committees](#)
- [Appendix WWW Editorial Boards and Journal Reviews](#)
- [Appendix XXX LIS Faculty Workshops](#)

### III.3

*The program has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.*

The LIS program and School adhere to University policies regarding faculty recruitment and retention from diverse backgrounds. The University wide “[Non-Discrimination, Equal Employment Opportunity and Affirmative Action](#)” policy emphasizes that Syracuse University will “recruit, employ, renew, retain, tenure and promote employees” free of discrimination and bias. Furthermore, the School is in alignment with the [2021-2026 Diversity Equity Inclusion and Accessibility strategic plan](#) goals, one of which is to “recruit, support, and retain diverse students, faculty, and staff.” The School Faculty Personnel Policies and Procedures (Section 3e) ([Appendix GGG School Faculty Personnel Policies and Procedures](#)) describes and provides a table summary of the search process and reemphasizes that the committee formulated by the Dean works within the regulations of the office of affirmative action.

In addition to following University and School policies and practices, the School participated in the [Signatures Hiring Initiative](#) launched by the University in 2018, which provided an opportunity for recruitment of new faculty for the School. This initiative was created to strengthen teaching and research capacity through the addition of 100 new faculty, through a combination of signature and cluster hires. Through this initiative, the iSchool hired three tenure-track and one tenured faculty with expertise in augmented cognition, network studies, data innovation and entrepreneurship, and social differences and social justice. The cluster hires were designed to recruit multiple scholars into at least two schools and colleges in related areas, based on shared, multidisciplinary, or interdisciplinary research interests. The faculty hired into the School under this initiative perform interdisciplinary research with a cohort of faculty from schools and colleges across the University, including the College of Law, the College of Arts and Sciences, and the School of Public Communications. These hires further the University’s goals to enhance the research enterprise, improve faculty diversity, and develop opportunities for student research and learning core research areas. The library and information science program enhanced the faculty by hiring a tenured associate professor of a diverse background in the Social Differences Social Justice Cluster. This action coincides with the [Cluster Hiring Initiative](#) “to align the University’s research to extramural funding trends, strengthen research activity,

enhance faculty diversity, and develop opportunities for student research and learning that responds to societal challenges.”

The LIS faculty have benefited from a renewed focus on DEIA at the University and School level. The full-time faculty of seven is majority-diverse, which is a positive change. Adjunct faculty hires also enhance diversity of the faculty. The 2022-2023 Academic Year demographic details for full-time faculty are in Tables III.3.1 and III.3.2

**Table III.3.1 Race/Ethnicity of School Full-Time Faculty**

Race / Ethnicity	School Full-Time Faculty Percentage *
Asian	26%
Black	11%
Hispanic	3%
Multiracial	3%
White	58%

\* The percentages are rounded, so totals to 101%.

**Table III.3.2 Gender of School Full-Time Faculty**

Gender*	School Full-Time Faculty Percentage
Female	45%
Male	55%

\*Only two choices are offered and may not reflect non-binary identification.

## Recruitment

The goal of the faculty search process is to have “rigorous, formal, competitive, equitable, consistent, and open practices that will permit the iSchool to attract and develop high caliber faculty” ([Faculty Personnel Policies, Section 3, Search Process](#)). The [University’s Faculty Manual](#) outlines the policies regarding hiring and promotion, faculty salaries, supplementary compensation, benefits, leaves of absence, and retirements. Policies specific to the School are outlined in the Personnel Policies in [Appendix GGG School Faculty Personnel Policies and Procedures](#). Additional details regarding faculty compensation are provided in Chapter V, [section V.7](#).

Recruitment of full-time faculty follows best practices for ensuring that postings are included in key higher education job portals, including those that are designed to reach diverse populations. Position descriptions are crafted in line with School and University policies and checked with School administrators and reviewed by faculty to ensure accuracy and equity in the descriptions. In many cases, faculty are also encouraged to submit names of individuals that are qualified to apply; these individuals may receive communications encouraging them to apply.

Recruitment of part-time LIS faculty is undertaken with a focus on complementing and augmenting full-time faculty expertise, enhancing student exposure to professional practice, and enhancing the diversity of instructors in the program overall. Part-time instructor positions are

posted to the University Human Resource systems to ensure all potential applicants are informed of position requirements and have an equitable opportunity to apply. In many cases, full-time faculty and alumni are asked to gather a list of qualified individuals that may be interested in an opening; those individuals may be contacted and encouraged to apply.

**Retention**

Faculty retention efforts have multiple facets; foremost among them is a formal mentorship process that seeks to ensure the success of new hires. All untenured faculty are assigned mentors to support research and teaching. A draft of guidelines set to be implemented in Fall 2023 are summarized in Table III.3.3.

**Table III.3.3 Draft Guidelines for Faculty Mentorship**

<b>Rank</b>	<b>Mentor(s) Assigned</b>	<b>Guideline</b>
Assistant Professor (Years 1-3)	Two Mentors	One mentor is aligned with and explicitly provides teaching mentorship. The other mentor is aligned with the mentee's research trajectory.
Assistant Professor (3-6)	One Mentor	One formal mentor is assigned; informal mentorships are expected to be in place within the School by year 3.
Professors of Practice/ Teaching Professor (Years 1-3)	One Mentor	
Professors of Practice (Beyond Year 3)	Can Request Mentor	Informal mentorships are expected to be in place within the School or in the field by year 3.
Associate Professors	Can Request Mentor	
Postdoctoral Researchers	One Mentor	One mentor is assigned, in addition to their research mentor (when applicable).

Mentors receive training to aid in building a quality mentoring relationship. The mentors also convene the annual review meeting for the untenured faculty and provide guidance based on feedback. This feedback loop is designed to support and retain faculty by connecting them formally with other faculty until new, organically formed mentorships are established.

**Evidence:**

- [Appendix GGG School Personnel Policies and Procedures](#)

**III.4**

*The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active participation in relevant organizations.*



## Faculty Expertise

Full-time and part-time LIS instructors are competent in their teaching areas, technological skills, and pedagogy. They are also active in organizations related to their research and teaching. All current LIS program full-time faculty members have a PhD, and each person's research maps to their teaching (see [section III.1](#), [Table III.1.1](#)). Table III.4.1 lists LIS full-time faculty members, the master's-level courses they have taught for 2016-2023, and the research areas that align with those courses. This table does not include undergraduate- or doctoral-level courses.

**Table III.4.1 Full-Time LIS Faculty and Master's Level Courses They Teach**

LIS Faculty	Areas of LIS Interest	Courses Taught 2016-2023 (core courses in bold)
<b>Chancellor, Renate L.</b>	Equity, diversity and inclusion in library and information services, library and information science education, Social justice in LIS, Human Information Behavior	<b>IST 511 Cultural Found. Info. Studies</b> IST 672 The Public Library as Institution IST 682 Cultural Competence Info Prof
<b>Clarke, Rachel A.</b>	Librarianship as a design profession; critical design; design epistemology in LIS education	<b>IST 511 Cultural Found. Info. Studies</b> IST 604 Cataloging of Info Resources <b>IST 605 Reference &amp; Info Literacy Services</b> <b>IST 616 Info Resources: Organization &amp; Access</b> IST 671 Research Methods in Info. St. IST 690 Independent Study IST 776 Research Methods in IST
<b>Gray, LaVerne</b>	Social Justice in LIS, critical and cultural studies, Black feminism, community engagement	<b>IST 605 Reference &amp; Info Literacy Services</b> IST 626 Information Justice & Community Engagement IST 635 Collection Dev & Access IST 690 Independent Study <b>IST 717 Library Leadership and Management</b>
<b>Modrow, Sebastian</b>	Intersection of history, heritage, and memory studies in libraries and archives; literacy, information access, and power in pre-modern societies	IST 600 History of Libraries and Archives IST 600 History of the Book IST 622 Preservation of Cultural Heritage IST 632 Organization and Management of Special Collections IST 690 Independent Study IST 715 LAMS: Libs, Archives, Museums
<b>Oakleaf, Megan</b>	Library value and impact; library assessment; learning analytics; evidence-based decision making; information literacy; library instruction; reference and information services	<b>IST 605 Reference &amp; Info Literacy Services</b> <b>IST 613 Library Plan., Marketing, Assessment</b> IST 662 Instructional Strategies & Technology for Info Profs IST 674 Academic Librarianship <b>IST 717 Library Leadership and Management</b>

**Table III.4.1 (Continued)**

LIS Faculty	Areas of LIS Interest	Courses Taught 2016-2023 (core courses in bold)
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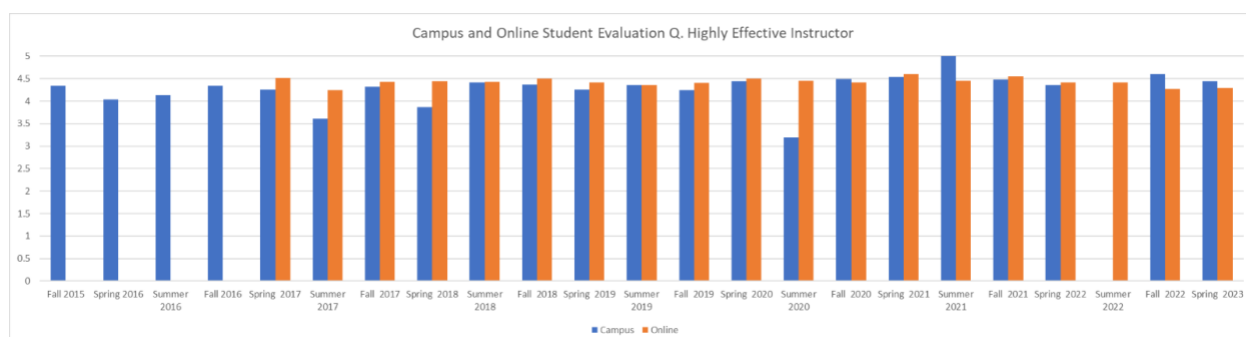
<b>Patin, Beth J.H.</b>	Equity of information in crisis informatics and cultural competence; epistemicide	<b>IST 511 Cultural Found. Info. Studies</b> IST 661 Managing a School Library IST 682 Cultural Competence Info Prof
<b>Qin, Jian</b>	Metadata, schema representation of information, ontological modeling; research data management and curation, impact assessment, collaboration networks	<b>IST 616 Info Resources: Organization &amp; Access</b> IST 676 Digital Data & Services in Libraries IST 681 Metadata IST 690 Independent Study IST 715 LAMS: Libs, Archives, Museums IST 973 Internship in Info Studies

LIS faculty have been recognized for their excellence in teaching, research, and service. A full list of awards earned by all full-time faculty of the School is available in [Appendix LLL LIS Faculty Awards and Honors](#).

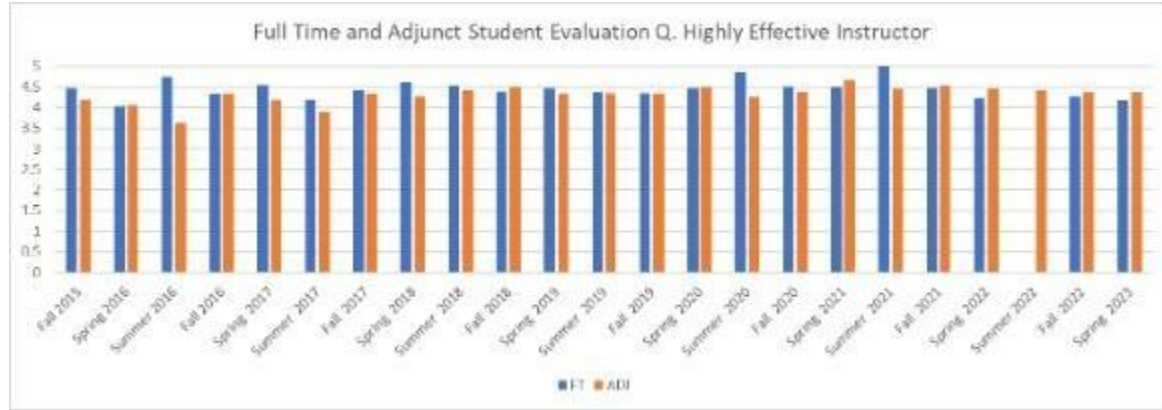
### Teaching Effectiveness

Course evaluations demonstrate the teaching effectiveness of the LIS faculty. LIS faculty scores on student evaluations are high both on campus and online for both full-time faculty and adjunct faculty. The list of sample questions from the course evaluations is found in [Appendix U Course Evaluation Questions](#). Figures III.4.1 and III.4.2 represent student feedback to the question: *Overall, my iSchool instructor was highly effective in teaching this course* using the scale: scale of 1 to 5 with 1 = Strongly Disagree, 3 = Neutral, 5 = Strongly Agree

**Figure III.4.1 Campus and Online Student Evaluation Question on Highly Effective Instructor**



**Figure III.4.2 Student Evaluation Question on Highly Effective Full-Time and Adjunct Instructor**



While student evaluations touch on many different elements of instructional quality, the School uses the item, “Overall this instructor was highly effective in teaching this course,” as a surrogate for overall evaluations of faculty teaching.

### Participation in professional organizations

The LIS faculty is active in professional organizations, which ensures that both research and teaching remain connected to stakeholders and professionals in the field. LIS full-time and adjunct faculty participate in 66 different professional organizations, as shown in [Appendix MMM LIS Faculty Professional Association Membership](#). From this list, 11 are members of ALA, six are members of ASIST, five are members of ALISE, four are members of the ACRL, three are members of the ALA Black Caucus, and three are members of the New York Library Association. The other organizations for which only one or two faculty members are affiliated represent a wide range of specialized interests, including school librarianship, music librarianship, digital humanities, and archives. The School supports full-time faculty connections to professional organizations by allowing them to pay for membership using their discretionary faculty budget.

#### Evidence:

- [Appendix LLL LIS Faculty Awards and Honors](#)
- [Appendix MMM LIS Faculty Professional Memberships](#)
- [Appendix U Course Evaluation Questions](#)

### III.5

*For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.*

As an R1 institution, the University places a high value on research. In the School, faculty participate in both individual and collaborative research projects. Full-time LIS faculty all have sustained records of research accomplishment, oftentimes augmented by creative and

professional activities.

## Publications and Presentations

LIS full-time faculty have sustained records of publications and presentations in their areas of expertise. Intellectual contributions of all full-time faculty in the School are available in multiple appendices ([Appendix OOO School Faculty Professional Contributions](#), [Appendix PPP Presentations by School Faculty](#), [Appendix QQQ Venues 3 or more Faculty Presentations](#)). Table III.5.1 compiles the publications and presentations of LIS faculty from 2015-2023.

**Table III.5.1 LIS Faculty Publications and Presentations 2015-2023**

LIS Faculty	Publications	Presentations
Chancellor, Renate L.	25	45
Clarke, Rachel A.	52	28
Gray, LaVerne	19	43
Modrow, Sebastian	16	8
Oakleaf, Megan	18	90
Patin, Beth J.H.	21	43
Qin, Jian	31	46

## Funded Research

LIS faculty have been successful in receiving grants for their research: their funding totaled \$5,369,541 between 2015-2022. Grants awarded to current LIS faculty are listed below; grants awarded to all School faculty are included in [Appendix NNN School Faculty Funded Research](#). [Appendix QQQQ LIS Emeriti Faculty Funded Grants 2015 to 2023](#) also includes grant funding awarded to faculty who were a part of the LIS program from 2015-2021 but who are no longer with School.

**Clarke, Rachel A** (Principal), "LB21: Pathways to Librarianship," Sponsored by Institute of Museum & Library Services, Federal, \$438,946. (July 15, 2022 - June 30, 2025).

**Clarke, Rachel Ivy** (Principal), "Material Interactions: Data-Driven Community Quilting," Sponsored by New York State Council on the Arts, State, \$10,000.00.

**Clarke, Rachel Ivy** (Principal), **Patin, Beth J.H.** (Co-Principal), "Information Literacy Instruction for Library Professionals," by Brooklyn Public Library, Federal, \$10,000. (October 1, 2020 - July 31, 2022).

**Clarke, Rachel Ivy** (Principal), "List of Lists: An Index of Diversity Book Lists for Adults," Sponsored by American Library Association, Non-Profit Organizations, \$5,000. (March 1, 2019 - February 29, 2020).

**Clarke, Rachel Ivy** (Principal), "The Critical Catalog: Understanding Metadata for Access to and Promotion of Diverse Library Resources," Sponsored by OCLC Online Computer Library Center, Inc., Non-Profit Organizations, \$85,913. (February 1, 2018 - January 31, 2020).

**Clarke, Rachel Ivy** (Principal), "Designing Future Library Leaders," Sponsored by Institute of Museum & Library Services, Federal, \$114,701. (July 1, 2017 - June 30, 2019).

**Gray, LaVerne**, "Spectrum Doctoral Fellowship Program: Catalysts for Change," Sponsored by Institute of Museum and Library Services Laura Bush 21st Century Program, \$798,489. (2021 - 2024).

**Gray, LaVerne** (Principal), "Uncovering Black Lives Project: Investigating the Information Community and Collections of African American Genealogists," Sponsored by Institute of Museum & Library Services, Federal, \$484,691. (September 1, 2021 - August 31, 2024).

**Oakleaf, Megan** (Principal), "Connecting Libraries and Learning Analytics for Student Success (CLLASS)," Sponsored by Institute of Museum & Library Services, Federal, \$63,306. (December 1, 2018 - November 30, 2020).

**Oakleaf, Megan** (Principal), "Library Integration in Institutional Learning Analytics (LIILA)," Sponsored by Institute of Museum & Library Services, Federal, \$115,099. (July 1, 2017 - June 28, 2019)

**Patin, Beth J.H.** (Principal), "Interconnected: How Public Libraries as Essential Information Infrastructures Enhance Community Resilience," Sponsored by Institute of Museum & Library Services, Federal, \$423,147. (August 1, 2021 - July 31, 2024).

Yu, Bei (Principal), **Qin, Jian** (Co-Principal), "SCISIP: PreCheck: Understanding Press Release Exaggeration (PRE) of Scientific Research," Sponsored by National Science Foundation, Federal, \$375,000. (July 1, 2020 - June 30, 2023).

**Qin, Jian** (Principal), Hemsley, Jeff (Co-Principal), "Collaboration Capacity: A Framework for Measuring Data-Intensive Biomedical Research," Sponsored by National Institute of General Medical Sciences/NIH/DHHS, Federal, \$567,521. (January 1, 2020 - December 31, 2022).

**Qin, Jian** (Co-Principal), Huang, Yun (Principal), "Enabling Accessibility and Linking Digital Media Collections in Academic Libraries," Sponsored by Institute of Museum & Library Services, Federal, \$341,674. (July 1, 2018 - October 1, 2019).

**Qin, Jian** (Principal), Hemsley, Jeff (Co-Principal), "Cyberinfrastructure-Enabled Collaboration Networks: Their Impact and Policy Implications," Sponsored by National

Science Foundation, Federal, \$381,480. (September 1, 2016 - August 31, 2019).

**Qin, Jian** (Principal), Stanton, Jeffrey M. (Co-Principal), Wang, Jun (Co-Principal), "Discovering Collaboration Network Structures and Dynamics in Big Data," Sponsored by National Science Foundation, Federal, \$306,566. (August 1, 2013 - July 31, 2016).

Zhang, Ping (Principal), **Qin, Jian** (Principal), "Producing Library Faculty to Educate the Next Generation of E-Science Professionals," Sponsored by Institute of Museum & Library Services, Federal, \$793,008. (August 1, 2011 - March 31, 2016).

LIS faculty have also been successful in funding their research through the [University CUSE grants](#):

**Clarke, Rachel Ivy** (Principal), "CUSE Grants - Innovative & Interdisciplinary Research Grant: True Value: Making Librarian Labor Visible," Sponsored by Syracuse University, College/University, \$20,000. (May 1, 2019 - Present).

**Gray, LaVerne** (Principal), "2022 Collaboration for Unprecedented Success and Excellence (CUSE) Grant Program: Bright Young Things: Chicago's New Negro Intercollegiate Club and the Wonder Books," Sponsored by Syracuse University, \$5,000. (2022 - Present).

Yu, Bei (Principal), **Qin, Jian** (Co-Principal), "CUSE Grants - Innovative and Interdisciplinary Research Grant: Tracking Omissions of Research Targets in Health Research News," Sponsored by Syracuse University, College/University, \$30,000. (May 1, 2018 -Present).

## Research Centers

The School includes [five research centers and nine labs](#) and some are more focused on LIS-related research than others. In general, the School's research centers include the Center for Computational and Data Sciences, Center for Digital Literacy, Center for Emerging Network Technologies, Center for the Futures of Work, Information and Technology, and Smart Grid Research Center. Other labs and collaborative opportunities include the @LANTIS Lab, C4 Lab: Computation, Communication, Complexity, and Cognition, Digital Work Group, Human-Centered Computing and Design Lab, Library Information Investigative Team, Metadata Lab, Network Influence and Information Curation Lab, and NEXIS Student Technology Lab. The following centers are most closely connected with LIS faculty research.

[Library Information Investigative Team](#) (LIIT) - Established in 2019, LIIT focuses on researching topics relevant to libraries, such as librarian education, library history, and information organization, epistemicide, intersectionality of disability and race in children's literature, critical cataloging, and public libraries.

[Metadata Lab](#) - Major focus areas of the Metadata Lab include big metadata analytics and metadata modeling and linking. Projects supported by this lab include Discovering Collaboration

Network Structures and Dynamics in Big Data and Cyberinfrastructure-Enabled Collaboration Networks, along with metadata modeling for gravitational wave research data management, metadata portability, and relation typology.

[Center for Digital Literacy](#) (CDL) - CDL projects explore the impact having or not having information technology and media literacies has on people (particularly those from underserved populations), organizations, and society. The two main projects for this center are [Project ENABLE](#) Expanding Non-discriminatory Access By Librarians Everywhere and the [Young Innovators Project](#).

**Evidence:**

- [Appendix NNN Faculty Funded Research](#)
- [Appendix OOO School Faculty Professional Contributions](#)
- [Appendix PPP Presentations by LIS Faculty](#)
- [Appendix QQQ Venues 3 or more Faculty Presentations](#)
- [Appendix QQQQ LIS Emeriti Faculty Funded Grants 2015 to 2023](#)

**III.6**

*The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives.*

**Degrees, Background, Research, Specialized Knowledge, and Experience**

Table III.1-1 (under Standard III.1) details the advanced degrees held by the LIS faculty, along with their areas of expertise. The table shows that all seven LIS faculty have master's degrees in LIS and earned doctoral degrees in areas relevant to their LIS teaching and research.

The remaining School faculty members also contribute to the MSLIS program, either directly as faculty for LIS electives or as a part of the School's wider interdisciplinary context. The range of doctorates, disciplines, research, and teaching interests are captured in [Appendix ZZ Faculty Degrees](#). [Appendix RRR Part Time Instructor Academic Degrees](#) provides the degrees held by LIS part-time faculty. Table III.6-1 summarizes the variety of doctoral degrees held by current full-time faculty members across the School.

**Table III.6.1 Areas of Doctoral Degrees Held by Full-Time Faculty Members**

Topic area	Number of Doctoral Degrees
Business Administration	7
Communication	2
Computer Science	6
English	1
Humanities	3
Information Systems or Technology	9
Library and/or Information Science/Studies	8

The previous , provided highlights of the research output of the LIS faculty ([Appendix SSS Intellectual Contributions by Faculty](#)), along with their collaborative efforts through the School’s research centers and their success with receiving competitive funding for their research ([Appendix NNN School Faculty Funded Research](#)).

### **Academic Planning and Assessment**

The LIS faculty are experienced in both assessment and academic planning. The development of a program focus on information justice, equity, and community engagement (InJECT) is a notable example of academic planning in action. Collaboratively and systematically, the faculty worked to coalesce around key topics, articulate a rationale for change and formulate program outcomes to ensure both core and elective courses aligned with the new focus. Subsequently, the faculty used the program outcomes to develop the LIS curriculum map ([Appendix AA LIS Curriculum Map 2023](#)) and begin a schedule of program assessment. Shows the mapping and key assignments for assessment of program outcomes in core courses. Elective courses will be added during the 2023-24 academic year.

The decision to emphasize InJECT concepts in the LIS curriculum also led to course development. Several courses have been re-designed to align with InJECT concepts, adjust to new curriculum mapping, and ensure that students have adequate exposure to and experiences with program outcomes. Examples include IST 511 *Cultural Foundations of Information Studies* and IST 605 *Reference and Information Literacy Services*. New courses have also been added to the slate of elective classes, including IST 626 *Information Justice and Community Engagement*, and IST 682 *Cultural Competence for Information Professionals*. All LIS program course proposals since 2015 are provided in [Appendix T MSLIS Course Proposals 2015 to 2022](#).

LIS faculty expertise with academic planning and assessment is also demonstrated by the inclusion of LIS faculty on campus-wide assessment initiatives. For example, Megan Oakleaf served on the University Middle States self-study teams in 2018, and Jian Qin, LaVerne Gray, and Megan Oakleaf all provided leadership in the campuswide community of practice focused on Information Literacy and Technological Agility (ILTA).

### **Interaction with Faculty in Other Disciplines**

The “school of one” concept that drives School culture promotes interdisciplinary work amongst faculty. Faculty at the School often teach courses associated with different degree programs and



continuously interact with colleagues from different backgrounds. The “cross-pollination” of School faculty around teaching, dissertation committees, service, and other areas often leads to interdisciplinary research collaborations as well. Jian Qin’s grants and publications are one example of within-School collaboration. Interaction with faculty of other disciplines across the University often occurs in service roles.

The LIS faculty nurture a supportive and collaborative environment that enhances the program outcomes through careful alignment and assessment of the curriculum, support for student associations, and inclusion of students in research. For example, many LIS students work collaboratively with faculty as assistants on research projects, with the LIIT group, or in one-on-one conversations with faculty to pursue their own research interests. Students also participate in co-development of the program’s intellectual environment. Examples include student-led presentations, such as “Preparing Poster Proposals” and “References & Recommendations: A Crash Course,” both sessions students offered during National Library Week 2023, now available on the [LIS LibGuide](#).

**Evidence:**

- [Appendix AA LIS Curriculum Map 2023](#)
- [Appendix NNN Faculty Funded Research](#)
- [Appendix RRR Part-Time Instructor Academic Degrees](#)
- [Appendix SSS Intellectual Contributions Faculty](#)
- [Appendix T MSLIS Course Proposals 2015 to 2022](#)
- [Appendix ZZ Faculty Degrees](#)

**III.7**

*The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives.*

Faculty assignments align with program needs, faculty competencies, and research and service commitments.

Full-time faculty carry a 2:2 load, teaching two courses in the fall and two in the spring term of the academic year. Because they have 9-month contracts, full-time faculty generally do not teach in the summer semester or online July quarter; when they do, that is typically considered “overload” teaching. Usually, full-time faculty teach campus sections of courses; one faculty member is located remotely and teaches primarily online sections. Most online course sections are taught by part-time faculty; an exception is the first time a course is taught after “origination” by a full-time faculty member.

Course assignment and selection are established by faculty expertise, research, and professional knowledge. Generally, the Professor of Record (PoR) for course is the first choice for instructor, but many faculty have taught courses they are not the PoR for; this can occur for several reasons including instructor leaves, retirements, service obligations, or new course development



([Appendix XXXX Course Load and Reductions](#)). Course assignments are reviewed often during LIS program committee meetings, as scheduling two semester and four quarter terms takes place throughout the year. Campus courses are anticipated according to a 2-year calendar and online courses according to a 1-year calendar. Long-term course calendars are reviewed periodically.

New faculty are onboarded with Director of Faculty Initiatives, who also serves as the Director of the School’s Faculty Center for Teaching and Learning.

New courses can be developed in alignment with program outcomes, student interests, and faculty expertise. Syllabi for new course proposals are found in [Appendix T LIS Course Proposals 2015 to 2022](#). Table III.7.1 lists new course proposals (2016-2022).

**Table III.7.1 New Course Proposals (2017-2021)**

Year	Course	Faculty/Instructor
2016	720 <i>Topics in Library Leadership</i> (1 credit each: <i>Library Grant Writing, Library Budgeting, Library Fundraising</i> )	Shaffer Mannion, Rebecca (adjunct)
2017	671 <i>Foundations of Research Methods in Information Studies</i>	Clarke, Rachel I. Haythornthwaite, Caroline
2020	672 <i>The Public Library as Institution</i>	Hurst-Wahl, Jill
2020	674 <i>Academic Librarianship</i>	Oakleaf, Megan
2020	682 <i>Cultural Competence for Information Professionals</i>	Patin, Beth
2021	607 <i>Digital Humanities for Librarians, Archivists, and Cultural Heritage Workers</i>	Williams, Patrick (adjunct)
2021	773 <i>Reflective Portfolio</i> (replaces 973 <i>Internship</i> as exit requirement)	Clarke, Rachel I.
2022	626 <i>Information Justice and Community Engagement</i>	Gray, LaVerne

### Advising

Faculty advise campus students with loads ranging from six to ten students per faculty member. Online students are advised by 2U Student Success Advisors (SSA). The Program Director helps support advising through town halls, called “Zooming with the LIS Program Director” after 2022, that provide a time for students to ask questions. Town Halls also provide faculty with additional student feedback.

**Table III.7.2 Campus Faculty Advising Load 2022-2023**

Faculty	Number of Advisees	Faculty	Number of Advisees
Chancellor, Renate	0 (new faculty)	Oakleaf, Megan	9
Clarke, Rachel A.	10	Patin, Beth J.H.	6
Gray, LaVerne	9	Qin, Jian	10
Modrow, Sebastian	8		

**Evidence:**

- [Appendix T MSLIS Course Proposals 2015 to 2022](#)
- [Appendix XXXX Course Load and Reductions](#)

**III.8**

*Procedures are established for systematic evaluation of all faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.*

**Faculty Performance Review**

The University's Faculty Handbook and the School Faculty Personnel Policies and Procedures provides details on the evaluation of faculty. The School conducts a comprehensive evaluation of full-time tenured/tenure track faculty (assistant, associate, and full), teaching professors, and professors of practice annually with committee meetings and meetings with the Dean. Faculty evaluation categories are teaching, research/scholarship/creative accomplishment, and service (See: [Section 2.24 Syracuse University Faculty Manual](#)). The School uses the defined areas in the manual to establish criteria for evaluating faculty. The purpose of review for the iSchool as stated in the Faculty Personnel Policies and Procedures is to assess accomplishments, advise faculty, consider external reviewers, weigh evidence in support of faculty, discuss plans for next year, discuss school changes, and provide basis for merit-based salary increase (See 4.1a).

The summary of procedures for systematic evaluation are as follows (For more detail see Section four of the iSchool Faculty Personnel Policies and Procedures): [Appendix GGG School Faculty Personnel Policies and Procedures](#)

- Formulation of a faculty review committee decided by the personnel committee, with a different review committee each year for tenure-track faculty.
- Submission on review materials: Senate Form A(CV/Personal statement), course evaluation results, tentative list of potential 10 reviewers, and past annual review letters and goals and outcomes for creative output.
- Meeting with the review committee with the faculty member.
- The review committee will provide a memorandum summarizing the assessment of the evaluation to the Dean and the faculty member.
- Individual faculty members' discussion with the Dean.
- Salary adjustment letter sent to faculty member from the Dean.

The University is implementing a campuswide [Faculty Portfolio System](#) (FPS) as a centralized support for collecting evidence of faculty accomplishments in teaching, research, and service. The School has been the second of the University's 13 schools and colleges to have faculty develop their profiles using the system. Full-time faculty began using the system in April 2022 and part-time faculty finished entering their profiles in April 2023. The system is connected to other campuswide systems. For example, all scheduled teaching is pulled in automatically from PeopleSoft, course feedback reports are pulled in from the Course Feedback system, and grants

are pulled in from the Office of Research. The FPS system provides a centralized systematic approach for faculty to update CV data, supports the tenure and promotion process of each school, provides administrators with the ability to efficiently export and analyze data about faculty characteristics and achievements. As of Summer 2023, the FPS provides information data that appears in each faculty member’s directory entry on the School’s public facing website. As early adopters, School faculty are providing ongoing feedback to FPS administrators about formatting issues and other “wish list” items; through these efforts, the FPS output is expected to improve over time.

**Evidence:**

- [Appendix GGG School Personnel Policies and Procedures](#)

### **III.9**

*The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty.*

#### **Decision-Making Processes**

Decision-making processes for annual reappointment, promotion, and tenure are explicit, documented, and shared with faculty. Criteria for decision making are outlined in section 5 of the iSchool Personnel Policy ([Appendix GGG School Faculty Personnel Policies and Procedures](#)). The criteria are applied to, and decisions are based on the materials submitted by faculty; these materials include data and evidence describing research/creative output, teaching, and service. The main collection point for this data and evidence is the Faculty Portfolio System (FPS). Among the materials collected are Senate Form A, CV, professional narratives, teaching evaluations, annual review letters, and any other required documentation. Table III.9.1 demonstrates the procedures and the evidence used in decision-making of faculty promotion and tenure.

Annual review letters are also maintained in the FPS. These letters are reviewed each year and inform decisions made by the review committee and Dean. Mentors help faculty understand the letters and any decisions made. This ensures faculty understand how the School views their progress, as well as any issues that need to be addressed. Documents including all submitted faculty evidence, external letters, and student feedback inform decisions and ensure that processes are transparent to all stakeholders. The faculty rank and tenure decisions since 2015 are listed below in Table III.9.2

**Table III.9.1 Decision-Making Faculty Promotion and Tenure**

<b>Review Activities</b>	<b>Tenure-Track Faculty</b>	<b>Practitioner Faculty</b>	<b>Teaching Faculty</b>	<b>Research Faculty</b>	<b>Non-Career Track</b>
<b>Annual Review: Personnel Committee and Feedback Letter</b>	Non-tenured only	First six years	First six years, upon contract renewal thereafter	Assistant level only	No
<b>Annual Review Materials to be Submitted</b>	Senate Form A, (includes Current CV and Personal Statement with Research, Teaching & Service), Teaching Evaluations, Previous Year's Letter List of (10) potential evaluators (as a distinct document)	Form P (includes Current CV, Personal Statement with professional practice work, Teaching & Service), Teaching Evaluations, Previous Year's Letter	Form T (includes Current CV, Personal Statement with Teaching & Service), Teaching Evaluation, Previous Year's Letter	Senate Form A, (includes Current CV and Personal Statement with Research, Teaching & Service), Previous Year's Letter	Current CV Teaching Evaluations  Previous Year's Letter (if available)
<b>Committee Composition</b>	One tenured member of the Personnel Committee and two tenured members of the augmented personnel committee.	A Professor of Practice member of the Personnel Committee, a tenured member of the Personnel Committee, and one more senior faculty member	A Teaching Professor or Professor of Practice on the Personnel Committee, a tenured faculty on the Personnel Committee, and one more senior faculty member	Two Personnel Committee Members (one Tenured and one non-tenured) & one research professor	Associate Dean or Dean
<b>Chair of Meeting Committee</b>	Rotates among PC members	Rotates among PC members	Rotates among PC members	Rotates among PC members	Associate Dean or Dean
<b>Annual Discussion with Dean</b>	All levels	All levels	All levels	All levels	Associate Dean or Dean
<b>Salary Adjustment Letter</b>	Dean sends letter	Dean sends letter	Dean sends letter	Dean sends letter	N.A.
<b>Renewal &amp; Reappointment Form sent by Dean to Academic Affairs</b>	Yes, only for non-tenured faculty	No	No	No	No

**Table III.9.2 Faculty Rank and Tenure Decisions 2015-2023**

<b>AY</b>	<b>Name</b>	<b>Previous Rank</b>	<b>New Rank</b>
2015-2016	Stromer-Galley, Jennifer	Associate Professor	Full Professor
2015-2016	Xiao, Lu	Assistant Professor	Associate Professor w/tenure
2015-2016	Bernard, Scott	Assistant Professor of Practice	Associate Professor of Practice
2015-2016	Stripling, Barbara	Assistant Professor of Practice	Associate Professor of Practice
2016-2017	Haythornthwaite, Caroline	Professor	same rank w/tenure
2018-2019	Oesterlund, Carsten	Associate Professor	Full Professor
2018-2019	Kaarst Brown, Michelle	Associate Professor	Full Professor
2018-2019	Wang, Yang	Assistant Professor	Associate Professor w/tenure
2019-2020	Semaan, Bryan	Assistant Professor	Associate Professor w/tenure
2019-2020	Hemsley, Jeff	Assistant Professor	Associate Professor w/tenure
2019-2020	Saltz, Jeff	Associate Professor	same rank w/tenure
2020-2021	<i>no cases</i>		
2021-2022	Acuna, Daniel	Assistant Professor	Associate Professor w/tenure
2021-2022	Clarke, Rachel	Assistant Professor	Associate Professor w/tenure
2021-2022	Erickson, Ingrid	Assistant Professor	Associate Professor w/tenure
2021-2022	Oakleaf, Megan	Associate Professor	Full Professor
2021-2022	Yu, Bei	Associate Professor	Full Professor
2022-2023	Banks, Jaime	Associate Professor	same rank w/tenure
2022-2023	Chancellor Renate	Associate Professor	same rank w/tenure

**Evidence:**

- [Appendix GGG School Personnel Policies and Procedures](#)

**III.10**

*The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.*

Faculty evaluations and student feedback are leveraged to both improve the LIS program and inform future planning. Both faculty and student evaluations play a vital role in faculty hiring

and program development.

**Example 1:** A burgeoning strength in social justice emerged with the hiring of Beth Patin and LaVerne Gray. To maximize the strengths these faculty brought to the program, the decision was made to infuse the curriculum with information justice, equity, and community engagement (InJECT) concepts. To further strengthen this area, one of the subsequent hires was an associate professor with similar research foci, Renate Chancellor.

**Example 2:** Student evaluations and feedback over time both underscored the importance LIS students placed on courses focused on cultural heritage. As faculty lines became open, the program focused on filling this need. Both Renate Chancellor and Sebastian Modrow expanded the program’s capacity to offer courses in cultural heritage and related topics.

Table III.10.1 outlines changes and shifts in faculty hiring, program focus, and course development as discussed in the LIS Program Committee meeting minutes.

**Table III.10.1 Using Evaluation to Plan for the Future**

<b>Date</b>	<b>Topic</b>	<b>Notes</b>
2015/12/03	Faculty Hiring	Search ongoing, 3 candidates coming in Jan/Feb
2016/05/06	Faculty Hiring	Rachel Clarke and Caroline Haythornthwaite will join faculty in Aug. 2016
2016/05/06	Student Concerns	Faculty turnover
2016/11/16	Niche	Faculty decided to offer specializations based upon faculty strengths - beginning with information organization/digital curation, noted that niche can be represented in USNews rankings
2017/01/24	Niche	Develop niche discussion - evaluate faculty capabilities, assure there is a market, some discussion re: data librarianship, info. Literacy, info. advocacy
2017/03/21	Professor of Record	Review document created by Art Thomas, feedback related to removing outdated courses and changes to faculty interests, can PoR be adjunct?
2017/04/18	Niche	“Information organization” and “libraries and democracy” are the two faculty strengths, what are we looking for in future faculty hires? Some students take CAS in Data Science, providing a niche
2017/04/18	Town Hall	Rachel Clarke attended and came away with potential studio in librarianship, students want more interaction with faculty
2017/09/28	Updates	SM faculty job posting closes Sept. 30
2017/11/02	Faculty Hiring	2 candidates finalists
2017/11/30	Faculty Hiring	No final decision yet
2018/01/18	Faculty	Professor of Record poll to gather feedback on roles/responsibilities for PoRs

2018/01/18	Faculty	Spring semester large number of adjuncts - teaching live sessions, with asynchronous sessions created by full time faculty
2018/01/18	Student Concerns	Request for more archive electives. Suggestions were to take WISE hosted archive courses, independent study, provided there is a willing/able faculty supervisor
2018/04/05	Faculty Hiring	Prioritizing a teaching professor and tenure track to replace 2 retirements (Barb Stripling and Barb Kwasnik)
2018/04/26	Faculty Hiring	Seek additional hires in addition to retirement replacement and support online growth
2018/09/27	Faculty Hiring	New searches for four tenure track positions
2018/10/25	Faculty Hiring	Update
2018/11/29	Faculty Hiring	Updates
2019/01/17	Faculty Hiring	Update, LIS candidates presenting brown bag lectures
2019/09/05	Faculty Hiring	Teaching faculty search
2020/02/06	Faculty	PoR of electives, strengthen communication with adjuncts, updating content online discussed - time, compensation
2020/04/16	Strategic Plan	Hiring for future. Confusion about teaching faculty being on campus or possibly online.
2020/12/03	Faculty Hiring	HR approval for one tenure track position
2021/03/08	Faculty Hiring	Update
2021/04/05	Faculty Hiring	Update
2021/12/09	Faculty Search	Focus on social justice
2022/02/21	Faculty Search	5 applicants with online interviews by end of Feb.

## Conclusion

This description of the full-time and adjunct LIS faculty—their qualifications; areas of specialization; contributions and expertise in research, teaching, and service; recruitment, evaluation, and retention processes; contributions to and connections with the field—offers examples of the ways in which the LIS program leverages and supports faculty in achieving program outcomes and ensuring LIS students have a rich and varied educational experience. The current full-time faculty have coalesced around InJECT as a program focus and have built collaborative structures that ensure that the research, teaching, and service are respected and supported by the group; this “jelling” of the faculty has yielded collaborations in all areas and a team approach to supporting students both on campus and online. Moving forward, the LIS program will look for opportunities to ensure that full-time faculty are compensated in alignment with their School colleagues and that adjunct faculty will be remunerated for course development responsibilities or any additional duties they take on. Where possible, the program seeks to establish additional communities of practice around the teaching of individual courses and complementary courses. The program will continue to leverage data and evidence to create an environment of support that facilitates recruitment of new faculty colleagues and ensures the retention and success of current faculty. To the degree possible, the LIS program will be vigilant and active in discussions and ongoing decision-making regarding contracts with 2U to ensure that both online and campus students have equitable access to faculty.

## **Standard IV: Students**

The Library and Information Science (LIS) program within the School of Information Studies at Syracuse University prioritizes student experiences in all areas of recruitment, admission, retention, financial aid, career services, and other academic and administrative policies. These areas are aligned with strategic planning and program outcomes and reflect the needs, values, and diversity of the program's constituents. The LIS program seeks to ensure that the composition of the LIS student body fosters learning; that the information about the program available to students is current, accurate, and easily available; that admissions standards are applied consistently; that plans of study are coherent, individualized, assessed, and supported; that students have a voice and role in the learning, research, professional, and administrative activities of the program; and that assessment is ubiquitous to ensure that the program delivers on its commitments to students and improves continuously over time. The following chapter describes and provides examples of how students are prioritized and included in all aspects of the LIS program.

### **IV.1**

*The program formulates recruitment, admission, retention, financial aid, career services, and other academic and administrative policies for students that are consistent with the program's mission and program goals and objectives. These policies include the needs and values of the constituencies served by the program. The program has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the program's mission and program goals and objectives.*

The LIS program seeks to align the program's mission, goals, and outcomes with policies and the needs and values of its constituencies. The process of maintaining alignment is iterative and ongoing. Driven by the LIS program committee, policies are considered during monthly meetings that focus on the program's state in various facets. When a lack of alignment is noted by the faculty, staff, students, or other constituencies, policy changes are considered, drafted, discussed, and subsequently voted upon.

### **Recruitment**

The School and the LIS program are committed to achieving strong recruitment outcomes by attracting and enrolling a talented incoming class of students each year. Close collaboration takes place with the Graduate School (central) and the Office of Budget and Finance to establish realistic recruitment and enrollment goals. The main objective is to attract and enroll a diverse and skilled student body supporting the LIS program's mission and faculty interests. Various tools are utilized to encourage student applications, and additional information on recruitment, diversity, and information dissemination can be found in the following sections.

### **Recruiting Students with Diverse Backgrounds**

The School is committed to increasing the numbers of graduate students from populations traditionally underrepresented in higher education, and those who reflect the diversity of North



America's communities. Additionally, the School and the LIS program embrace the University's commitment to diversity and inclusion, recognizing the significance of multiple points of view, life experiences, ethnicities, cultures, and belief systems in promoting academic excellence. Efforts are focused on increasing the representation of graduate students from traditionally underrepresented populations in higher education. Several resources are offered to attract a diverse student body, including:

- Application fee waivers
- Scholarships tailored to talented and diverse candidates.
- Waiving the advanced tuition deposit for students
- Developing partnerships with Minority Serving Institutions (MSI) for graduate recruitment
- Traveling to, and recruiting at institutions with diverse student populations

### **Graduate Student Recruitment Process**

The School Graduate Admissions Office, Director of Marketing, and LIS Program Director and other faculty members work collaboratively to recruit and yield a strong applicant class. Emphasis is placed on attracting a diverse applicant pool from across the United States and globally. Prospective students are encouraged to attend virtual information sessions, schedule one-on-one sessions, visit campus, or attend a class to connect with the graduate admissions team and faculty members. A multifaceted approach to recruitment is utilized through the application funnel, encompassing participation and strategies including:

- Regular attendance at professional conferences by School staff and faculty, including (American Library Association Annual (ALA), Association for Library and Information Science Education (ALISE), Association of College & Research Libraries (ACRL), New York Library Association (NYLA), and NYLA/Section School Libraries (SSL).
- In-person graduate fairs - The School attended 18 domestic graduate school fairs for the 2023 recruitment cycle.
- Virtual graduate school fairs - The School attended 23 virtual graduate school fairs for the 2023 recruitment cycle.
- Digital marketing campaigns
- Email campaigns

### **Community Partnerships**

The School works to partner with organizations, universities, and libraries in central New York to find internship locations and encourage library staff to pursue their MSLIS degree at Syracuse University. As of Spring 2023, partnerships include Fayetteville Free Library and State University of New York (Oswego). The School is working to identify additional partnerships moving forward.

### **Articulation Agreements**

The School has developed several articulation agreements with colleges and universities to attract a diverse and talented applicant class. Current articulation agreements exist with Le Moyne College, University of Virginia, Stonehill College, and Mercyhurst. Articulation agreements with SUNY Morrisville, SUNY Delhi, and SUNY Cobleskill are pending Provost approval. These new agreements feature colleges that have significant populations of diverse students and backgrounds.

### **Personal Outreach**

- The School admissions staff routinely checks in with prospective students through the application funnel with phone calls, personal emails, and hand-written mail.
- Lead generation (GRE, TOEFL and other list purchases) - The School regularly purchases GRE, TOEFL, and other student lists to identify strong candidates for admission. For the 2022-23 admissions cycle, the School purchased 4,145 GRE and TOEFL test-taker names and contact information; from this, the School was able to generate 65 applications across their PhD, DPS and MS programs.
- Other promotional strategies as needed.

### **Digital Advertising, Email Outreach, Lead Generation, and Promotion**

The Graduate Admissions Office and Director of Marketing in the School promote and advertise the LIS program and other School degrees. Focus is placed on the enhancement of the program's website, implementation of digital marketing strategies, execution of targeted email campaigns, and lead generation. Key aspects of the digital promotion initiatives include:

- Continuous updates to the School website and program webpages in adherence to university branding guidelines, ensuring accessibility, and reflecting program changes, career outlook information, and admissions requirements.
- Placement of display banner advertisements on social media platforms, as well as on search engines like Google and Microsoft. Display retargeting is employed to supplement these advertisements. Clicking on the ads directs students to dedicated landing pages designed specifically for the LIS program. An example of one digital advertisement can be found in [Appendix YY Digital Advertisement](#). In case of inadequate outreach or underperformance against metrics, messaging adjustments are made.
- Regular communication with prospective students who have inquired about the LIS program or whose contact information has been acquired. All communications are sent and tracked using Slate. Slate is a comprehensive higher-ed Customer relationship management (CRM) system.
- An LIS-related drip email campaign. The drip campaign consists of nine messages, with a new message sent approximately every 10 days. Open rates for the initial message average around 45% and gradually decrease to about 37%.
- Updates on LIS-related events. The School routinely invites students to both campus and online events. After registration, students automatically receive a confirmation and two reminders about the upcoming event. The School tracks attendance to ascertain the effectiveness of events.

- Invitations to visit campus, attend class, or schedule one-on-one appointments with the iSchool admissions team.
- Personal outreach to potential students through phone calls, emails, and other communication strategies. The School routinely calls applicants to check-in, provides advice and assistance with their application.
- In addition to larger email campaigns, the School routinely sends personal emails to prospective students and encourages them to apply, ask questions, and attend upcoming events/workshops.
- After visits to campus or a personal zoom session, the School admissions team sends hand-written thank you notes to all domestic prospective students.

### **Admissions-Related Events**

The School holds regular admissions information sessions and workshops throughout the academic year. Session themes include:

Graduate Virtual Information Sessions: Over the 2022-23 recruitment year the iSchool hosted regular weekly information sessions for prospective students, applicants and admitted students.

Residential LIS Program: Across the 73 sessions hosted, there were 744 student attendees. Virtual sessions are divided into four categories.

- Graduate Program Virtual Information Sessions
- Application Virtual Workshops
- Admitted Student Virtual Events
- Other events: Data Science Day, Information Literacy Scholars, National Library Week, etc.

Online LIS Program provides multiple sessions per year in four categories

- Application Strategy Webinars
- How iSchool Supports You Through the Program
- Student Panel Webinars
- Faculty Panel Webinars

One-On-One Virtual Sessions: Over the 2022-23 recruitment year the School offered more than 690 virtual appointment time slots for prospective students and met with 276 students through Zoom.

The School also hosts prospective student visitors on campus. The admissions team works with students in a one-on-one capacity to create a personalized visit experience. Students are offered free parking, tours of the Syracuse University campus and School, appointments with campus resources, and meetings with current students, faculty, and staff.

### **Admissions**

Admissions practices for the LIS program are consistent with the admissions policies of the university. For all graduate programs, the Graduate School provides both policies and

infrastructure for graduate education, which includes the admissions process and collection of application materials. Actual criteria for admissions and the review process are determined and executed at the program level.

- The University requires the following items as part of a complete application:
- Completed graduate program application and fee - Prospective students must apply via the online application. This method allows for faster and more efficient processing.
- Official transcripts from all post-secondary colleges/universities attended. Unofficial transcripts are accepted for application review. If admitted, official transcripts showing bachelor’s degree certification must be submitted to enrollment management by the end of the first semester of graduate study.
- A personal statement describing the applicant’s academic and personal interests. These are 500–700-word statements that address the following: main academic and personal interests; experiences in school or work that have helped to prepare for this course of study; why the student wishes to study LIS; plans for the future after receiving LIS degree.
- Two letters of recommendation.
- Resume or Curriculum Vitae including employment history; academic honors; scholastic recognition; publications; leadership roles and/or other academic, professional, and community activities.
- Official English proficiency test scores (international applicants only) - The TOEFL, IELTS or Duolingo is required for applicants for whom English is not the primary language.
- The submission of GRE scores is currently optional for admission. This change was initially made due to issues related to the global pandemic. After careful review of nationwide policies related to the GRE and its ineffectiveness at predicting success in graduate school, the School has decided to continue test optional status for the near future. The School believes the exam has proven to be a weak indicator of intellectual ability, and it is a significant barrier to diverse, rural, and low-income students. If students take the exam, and feel the scores reflect their academic abilities, they are welcome to submit their scores. The School also accepts GMAT or LSAT scores in lieu of GRE scores.

Applications are reviewed on a rolling basis, with priority consideration dates according to Tables IV.1.1 and IV.1.2. Applications are accepted beyond the priority deadlines on a space-available basis until the final deadline. LIS campus students are not admitted in the summer semester. LIS online students have four start terms per academic year.

**Table IV.1.1 Residential Application Deadlines**

<b>Residential Application Deadlines</b>			
<b>Semester</b>	<b>Priority Date 1*</b>	<b>Priority Date 2*</b>	<b>Deadline</b>
<b>Fall</b>	January 1	February 1	June 1
<b>Spring</b>	October 1	November 15	December 15
<b>Summer**</b>	March 1	April 1	May 1

**Table IV.1.2 Online Application Deadlines**

<b>Online Application Deadlines (approximate)</b>			
<b>Program Start Date</b>	<b>Early Priority Deadline</b>	<b>Priority Deadline</b>	<b>Application Deadline</b>
<b>January - Winter</b>	September 22	October 13	November 10
<b>April - Spring</b>	December 21	January 11	February 14
<b>July - Summer</b>	March 21	April 11	May 9
<b>October – Fall</b>	June 20	July 11	August 8

**Application Review Process**

- 1) Students are encouraged to apply via email, digital marketing campaigns, admissions related events, and other communications.
- 2) Students apply via the ApplyWeb/CollegeNet application. The School will be transitioning to the Slate application in August 2023. The School charges a non-refundable \$75 application fee. The School routinely waives the application fee for prospective LIS students.
- 3) The application and required materials are loaded into Slate, OnBase and PeopleSoft. Once the application is complete (all required materials are in the system) and ready for review, the Graduate Recruitment Coordinator moves the applicant’s digital file to the appropriate review bin.
- 4) A School admissions team member reviews the file for admission. The admissions process, policies, and procedures are intended to identify individuals likely to succeed in the program based on a variety of factors. When determining admission, the School uses a holistic review process when looking at applications. While much of the application review process is centered around applicants' academic abilities (GPA, curriculum, etc.), the School also takes other activities, skills, and personal attributes into the review process (resume, personal statement, and other documents). The School is concerned with why an applicant is considering a particular graduate program and looks for students who have already begun their education through previous work, volunteer activities and other endeavors. International applicants may be required to complete additional items such as an English proficiency test. Any candidate(s) that do not meet the admissions parameters are reviewed by the Program Director and may be asked to complete an interview before admission.
- 5) Once a decision is made by the reviewer it is entered into OnBase and the file is sent back to the Graduate Recruitment Coordinator.
  - a) During this time, the School application review committee meets to discuss potential merit scholarship awards. Candidates are automatically considered for most merit-based scholarships based on the strength of their admissions application. If a student is identified for a special award (Information Literacy in Academic Libraries Scholarship, Wilhelm Library Leadership Award, Teaching, Research, and graduate assistantships), they are encouraged to submit an additional short application to highlight their interest, background, and skills.
    - i) Candidates for the Information Literacy in Academic Libraries Scholarship are selected by staff members from the Syracuse University Libraries.
    - ii) Candidates for the Wilhelm Library Leadership Award are selected by LIS faculty members.

- iii) Candidates for research and graduate assistantships are selected by the corresponding School faculty member.
- b) Once a financial merit award has been discussed, the Graduate Recruitment Coordinator submits the review through the Graduate School's application processing center and sends an informal notice of admission to the student. The admissions team also sends a separate financial award letter to qualified students. The official letter of admission is sent via the Graduate School shortly after the recommendation and financial offer is processed.
- 6) Once the decision has been processed and the student has been officially notified the School regularly communicates with admitted students about accepting their admission via the Intent to Register (ITR) form, Advanced Tuition Deposit (\$500) and other next steps. The School will waive the Advanced Tuition Deposit for students facing financial hardship.
- 7) Once an admitted student submits their ITR and Advanced Tuition Deposit, they begin to work with the School Office of Student Services and Advising on course registration, degree requirements and other additional information.

## **Retention**

Retention in educational programs depends on students feeling engaged and connected with their classmates, faculty, and staff. As a result, the School seeks to engage students in multiple ways throughout their time in the program. These engagement efforts help both with retention and in preparing information professionals for current and future careers.

Retention efforts begin by enabling students to develop personal connections with their educational support team, including their academic advisor, their success counselor, the Program Director, and key faculty. Campus LIS students are welcomed to the program at an orientation before the semester begins. During orientation, students are introduced to the people that will support them during their journey. Online students have an orientation in the 2U platform. To support retention for online students, each student has a designated Student Success Advisor (SSA) that is responsible for helping them navigate through the resources available to them. SSAs receive training on engaging, motivating, and supporting the development of skills and knowledge for students while they are in the program. They also focus on supporting the student's resiliency and time management. Online students complete an orientation module and have frequent interaction with their Student Success Advisor. New students and students returning from a leave of absence are contacted by their SSA every two to four weeks, by mid-program every six to eight weeks, and in their final terms, at least once per term. This timing is adjusted in partnership with students and is based on student need and preference.

Students are also invited to join student organizations, fostering a sense of belonging. Most campus LIS students choose to participate in the Library and Information Science Student Association (LISSA), the student organization for LIS students. Online students are also able to participate as their schedules permit. LISSA meetings are held online to provide access for all students, and some of the events held are online. LISSA is a robust student organization and gives students valuable leadership experience. [Appendix GG LISSA Activities](#) lists the activities from Fall 2015 to Spring 2023.

## Financial Aid

The School is committed to making graduate education as financially accessible as possible, in support of the LIS program's emphasis on diversity and inclusion. The School offers a variety of financial awards to students studying in the campus LIS programs, including merit-based aid and teaching/research-based assistantships. Need-based aid is administered by the university. To be considered for need-based aid, students must submit the Free Application for Federal Student Aid (FAFSA) form directly to the university. The Office of Financial Aid and Scholarship Programs evaluates the form and determines eligibility for need-based scholarships, student loans, work-study opportunities, and similar forms of assistance. All campus LIS students receive some form of support, including:

- **Merit-Based Tuition Scholarships:** Applicants are automatically considered for merit-based tuition scholarships, which typically range from 30%-50%. These awards are determined at time of program admission by the Office of Recruitment and Admissions based on the holistic review of all application materials.
- **Graduate Assistantships:** The School offers a small number of assistantships to help support teaching and research activities in the iSchool. These awards include both tuition and stipend of varying amounts. Program faculty participate in the interview and selection process of these highly selective awards.
- **Hourly Employment:** Many campus LIS students work in hourly employment opportunities on-campus, averaging 10-20 hours per week. The School has a strong partnership with Syracuse University Libraries to assist incoming students find paid work opportunities related to their degree.
- **Student Loans:** Graduate federal loans are administered through the [Syracuse University Office of Financial Aid](#). Both on-campus and online students are eligible to apply for federal loans.
- **Information Literacy in Academic Libraries Scholarship:** This scholarship is for students who are passionate about information literacy and interested in a career as an academic librarian. Information Literacy Scholars receive a 50% tuition award and are employed 20 hours per week during the academic year with Syracuse University Libraries. Students receive mentorship from Syracuse University librarians with expertise in reference, information literacy instruction, and student learning assessment.
- **Wilhelm Library Leadership Award:** This award is for students who are prepared for an intense and highly rewarding academic experience at the iSchool. Wilhelm recipients receive a 50% tuition award, are employed 20 hours per week during the academic year with an iSchool faculty mentor matched to the student's area of interest and receive up to \$1,000 of travel fund reimbursement for professional conferences.

Online LIS students are not offered financial aid through the School, due to existing contracts that are scheduled to be renewed or expire in 2027. 2U offers some financial aid; online students sometimes receive an enrollment deposit waiver, and during FY23, 2U offered \$101,000 in scholarships. The disparity across campus and online LIS student funding remains an equity challenge that the School hopes to remedy. The School has a fund for online LIS students (Regnier Scholarship). Also, when a one-time scholarship opportunity arose in 2022 (Olantunji

Scholarship), it was awarded to one campus and one online student.

## Career Services

The School's Career Services team provides programming specifically for LIS students several times a year aimed at helping students obtain internships and then their first after-graduation job. Many of the events are held in collaboration with LISSA. Career Services support includes updating Handshake, the student portal where students can book appointments with staff and find internship and job opportunities. Appointments can be made to work on resumes and cover letters, developing a professional online presence in LinkedIn and Handshake, interview preparation, and internship guidance.

Online LIS students have access to two sources for career information. First, the [Career Engagement Network](#) offers newsletters, career materials, online workshops, and other resources. The 2U learning management system also includes a Virtual Career Center with tutorials for various career-related resources and opportunities to schedule a career coaching call for resume review or interview prep.

Career Services provides [annual career outlook information](#) including average placement rate and average salary.

**2022 Average Placement Rate:** 96%

**2021 Average Placement Rate:** 79% (COVID-19 year)

**2022 Average Salary:** \$59,671

**2021 Average Salary:** \$63,340

These numbers can also be divided by campus and online LIS student populations. For example, the 2022 LIS campus student placement rate is 96% and LIS online student placement rate is 97%, giving an average of 96.5%.

## Student Population

The LIS student population is composed of a diversity of students that enables and fosters a learning environment consistent with the program's mission, goals, and outcomes. Tables IV.1.3 through IV.1.7 demonstrate the diversity of ethnicities, gender, and geographical origin represented in the student population. Although there was a decline in total new matriculation during the pandemic, the percentage of diversity and gender remained similar from Fall 2019-2022. The data show that the number of non-white students counted for close to one-third of the total the online students.

### Students by Year, Mode, and Ethnicity

**Table IV.1.3 Campus Ethnicity**

Ethnicity	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Non-White	19%	15%	18%	25%
White	81%	85%	82%	75%



**Table IV.1.4 Online Ethnicity**

<b>Ethnicity</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
Non-White	29%	28%	29%	31%
White	71%	72%	71%	69%

**Students by Year, Mode, and Gender**

In reporting gender when applying to the University, students are limited to female and male categories, which does not represent the non-binary student population. In Fall 2019, MySlice (University portal for students and employees) added the ability to collect additional types of identifier data related to pronouns, gender, and name differences. That information is available on rosters so faculty know students’ preferred pronouns and names.

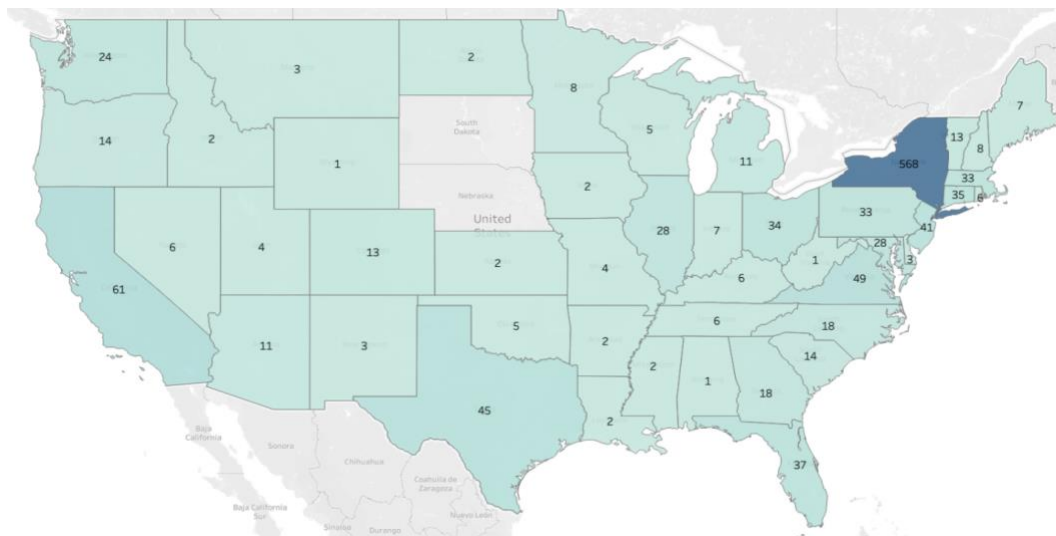
**Table IV.1.5 Campus Student Gender**

<b>Gender</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
Female	80%	66%	75%	83%
Male	20%	34%	25%	17%

**Table IV.1.6 Online Student Gender**

<b>Gender</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
Female	83%	84%	83%	85%
Male	17%	16%	17%	15%

**Figure IV.1 Students by Geographical Location**



Campus and online students from each state in the continental United States by number matriculating between Fall 2015 and Spring 2023.

Students from outside the continental U.S. came from Alaska, Hawaii, and several other countries.

**Table IV.1.7 Student Location Outside Continental United States**

Location	Number of students
Alaska, U.S.	1
Hawaii, U.S.	3
Military addresses (APO / FPO)	3
Bermuda	1
Canada	5
China	3
Saudi Arabia	1
South Korea	1

**Evidence:**

- [Appendix A Program Identity](#)
- [Appendix GG LISSA Activities](#)
- [Appendix YY Digital Advertisement](#)

**IV.2**

*Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward achievement of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The program demonstrates that it has procedures to support these policies.*

The School website serves as the first stop for most students and the general public to obtain current, accurate and easily accessible information about the school and the LIS program. The [School website](#) is organized into sections for academics, admissions and aid, life at the School, research, careers, and information about the school. Within these sections, students and the public can find information about the LIS program curricula, the program’s goals and objectives, admission requirements, assistance with placement, and availability of financial aid. The site has a directory where students and the public can find information about faculty, staff, and doctoral students. Criteria for evaluating student performance can be found in the student handbook, which is also available from the [Answers site](#). The site also has a section for other policies, such as Title IX, Code of Conduct, the universities policies as well as others. Finally, the site also publishes the [Library and Information Science Consumer Information](#), which discloses certain information to current and prospective students, and to university employees as per the Higher

Education Opportunity Act (HEOA).

**Table IV.2.1 Links to Information about the School and LIS Program**

<b>Information</b>	<b>Access Location for Students and General Public</b>
Documentation of progress toward achievement of program goals and objectives	<a href="#">Program outcomes</a> <a href="#">2015 self-study and biennial reports</a> (under reports) Annual Assessment and Action Plan (AAP) ( <a href="#">Appendix H</a> )
Descriptions of curricula	<a href="#">Course catalog</a> <a href="#">Course syllabi</a> (Current students can view with their SU login)
Information on faculty	<a href="#">Faculty Directory</a> <a href="#">Faculty Research</a>
Admission requirements	<a href="#">Application Information for LIS Program</a>
Availability of financial aid	<a href="#">Financial Aid</a>
Criteria for evaluating student performance	Current students can access criteria for evaluating student performance via syllabi. On a macro-level, the general public can view the <a href="#">program outcomes</a> (goals for what students can do at the close of the program)
Assistance with placement	<a href="#">Career Service</a>
Other policies and procedures	<a href="#">LIS Handbook</a> (for current students)

Students can find information about their progress within the LIS program using Degree Works in MySlice ([Appendix BBBB Degree Works Sample](#)). Students use MySlice to register for classes, manage their financial aid, arrange their class schedule, sign up for advising, search for classes, pay tuition and other fees, and more. Campus students use the Blackboard learning management system to find information about their classes in which they are currently enrolled; online students use the 2U learning management system. The announcements feature in the Blackboard learning management system and the course wall posts feature in the 2U learning management system are other ways to provide timely information to students. There are campus and online student listservs for announcements for scheduling, meetings, scholarships, internships, and other messages going out to all students.

In addition to MySlice and Blackboard, the program employs several electronic formats for regular communication with existing students. The University publishes an electronic annual [graduate course catalog](#) with program and curricular information. The LIS discussion listserv is the official channel from the school to students; students are given an @syr.edu email account to use for the listserv. The [LIS LibGuide](#) is also used as a “first stop” for information and helps route students to other information sources available to them.

**Evidence:**

- [Appendix BBBB Degree Works Sample](#)
- [Appendix H Program Learning Outcome Assessment Sample](#)

### IV.3

*Standards for admission are applied consistently. Students admitted to the program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by the program, the program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.*

LIS admissions practices are consistent with the admissions policies of the university. For all graduate programs, the Graduate School provides both policies and infrastructure for graduate education, which includes the admissions process. Actual criteria for admissions and review process are determined and executed at the program level.

The Graduate School requires the following for admission: a bachelor's degree from an accredited college or university; a recommended grade point average (GPA) of at least 3.00 on all undergraduate work (or last half degree requirement) and (if applicable) a 3.00 GPA or better on any graduate work already completed; fit for the program; and good citizenship as demonstrated by activities listed on a resume, personal statement, and/or letters of recommendation. In addition, international students from non-English countries must provide proof of language skills. This is most commonly done by providing a Test of English as a Foreign Language (TOEFL) (preferred score 100; min. score 90) or an International English Language Testing System (IELTS) (preferred score 7.0; min. score 6.5). If the applicant has weak language but otherwise is a strong candidate, then they can be admitted conditionally on completion of Level 4 at the English Language Institute.

To assess the above criteria, the following items are required as part of a complete application:

- Completed graduate program application and fee. Prospective students must apply via the online application. This method allows for faster and more efficient processing.
- Official transcripts from all post-secondary colleges/universities attended. Unofficial transcripts are accepted for application review. If admitted, official transcripts showing bachelor's degree certification must be submitted to enrollment management by the end of the first semester of graduate study.
- A personal statement describing the applicant's academic and personal interests. 500-700 words that address the following: main academic and personal interests; experiences in school or work that have helped to prepare for this course of study; why the student wishes to study LIS; plans for the future after receiving LIS degree.
- Two letters of recommendation.
- Resume or Curriculum Vitae (CV) including employment history; academic honors; scholastic recognition; publications; leadership roles and/or other academic, professional, and community activities.

- Official English proficiency test scores (international applicants only). The TOEFL, IELTS or Duolingo is required for applicants for whom English is not the primary language.

The submission of GRE scores is currently optional for admission. This change was initially made due to issues related to the global pandemic. After careful review of nationwide policies related to the GRE and its ineffectiveness to determine success in graduate school, the iSchool has decided to continue its test optional status. The exam has proven to be a weak indicator of intellectual ability, and is a significant barrier to diverse, rural, and low-income students. If students take the exam and feel the scores reflect their academic abilities, they are welcome to submit their scores. The School also accepts GMAT or LSAT scores in lieu of GRE scores.

Candidates that do not meet the admissions parameters are reviewed by the Program Director and may be asked to complete a committee interview before admission.

Applications are reviewed on a rolling basis, with priority consideration dates according to Tables 1.4.1-1 and 1.4.1-2 Applications are accepted beyond the priority deadlines on a space-available basis until the final deadline. LIS campus students are not admitted in the summer. LIS online students have four possible start terms per academic year.

Applications are reviewed by School admissions personnel with consultation from LIS faculty members through OnBase, a university supported software platform. OnBase will be replaced with Slate in Summer 2023. Decisions are entered into OnBase and forwarded to the Graduate School. The University application processing team is responsible for authorizing any department recommendation for admission and officially notifying the candidates via email. When determining admission, the School uses a holistic review process. While much of the application review process is centered around applicants' academic abilities (GPA, curriculum, etc.), the School also takes other activities, skills, and personal attributes into the review process. The LIS Program Director makes final decisions on any borderline cases. Admitted students receive formal admission documentation from a centralized enrollment office. This is crucial for international students since the elements of the application regarding meeting financial policies for United States visa eligibility are reviewed and assessed by the Syracuse University Department of Enrollment Management.

#### **IV.4**

*Students construct a coherent plan of study that allows individual needs, goals, and aspirations to be met within the context of requirements established by the program. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.*

#### **Plan of Study**

All students in the LIS program complete the core coursework as described in Chapter 2. While this required coursework ensures that students meet the overall learning outcomes, students use 18 credits of electives, internships, independent studies, and other experiences to tailor their

educational experience to their individual needs, goals, and aspirations. Examples of the variety of programs of study completed by students are in [Appendix RR Sample Student Programs of Study](#).

## **Electives**

LIS students select electives according to their interests, goals, and plans. Any graduate level course in the School can count as an elective for LIS students, and up to six graduate level credits from outside the School may be petitioned to count as electives if they relate to the student's program of study.

## **Pathways**

The LIS program offers suggestions for elective courses in professional pathways that focus on functional areas needed to perform job duties in any library or information organizational setting. Students may choose to concentrate their study on one or more pathways. The courses in each pathway are carefully selected for building the functional competency in that area. Suggested pathways, as shown in the 2022-23 Student Handbook section titled "[MSLIS: Plan Your Program and Choose Your Professional Pathway](#)," include the following:

- Archives and special collections
- Children and youth services
- Digital curation and services
- Digital information systems
- Information research and analytics
- Organization and management of information and knowledge
- User services and community engagement

## **Certificates of Advanced Study**

Students may also use elective credits to satisfy the requirements for a [Certificate of Advanced Study](#) (CAS) pertinent to their interests and goals.

## **School Media Specialization**

Students may also use their electives to fulfill the specialization in school media, which consists of 18 credits of school media-related coursework and the 15 LIS core course credits. Students pursuing this option also have one additional 3-credit elective to fulfill as part of their degree requirement, allowing them to choose further education on a topic of personal interest, as addressed in the [2022-23 Student Handbook in Part 3](#): Overview of the LIS School Media specialization.

## **Internships**

All internships are supervised by both a faculty supervisor and site supervisor. The focus of the internship is on experience with the site supervisor and the work environment. The faculty

supervisor facilitates a smooth positive internship experience for the student with general readings/discussion, soliciting feedback from supervisors about specific progress, and helping to navigate any issues that the student may encounter. Until Summer 2023, internships were required before graduation unless they had sufficient library leadership experience. Beginning Fall 2023, students may complete an internship in an area of interest to fulfill elective credits. The internship is a source of experiential learning for the student; therefore, students are encouraged to seek internships where they will gain professional knowledge, skills, and abilities which complement their course of study.

## **Independent Study**

Students may also work with a faculty member to complete an independent study ([Appendix QQ Sample Independent Study Proposals](#)) or opt to engage in additional experiential learning experiences, such as working in one of the School research labs, working directly with a faculty member in the Faculty Assistant program, or participating in an immersion trip, such as those shown at the [School's Experiential Learning website](#).

Students make decisions about electives, pathways, CASs, internships, independent studies, and other opportunities through ongoing consultation with advisors and advising resources and services.

## **Evaluation**

Students receive systematic, multifaceted evaluation of their achievements throughout their program of study and across diverse types of learning experiences. Each individual course instructor is responsible for the grading of student work in each course. Assignments within individual courses vary to the format and delivery of assessments is provided to students throughout the course. Many instructors use rubrics or substantive comments to evaluate and provide feedback on student achievements.

For internships, students are provided feedback through evaluation forms completed by the internship site supervisor(s). These forms are completed via Qualtrics to allow for more efficient data collection ([Appendix N Internship Site Supervisor Survey](#)). Feedback from the internship supervisor is collected twice, once at the midway point and once at the internship's end.

Per the 2022-23 Student Handbook, students must sustain a 3.0 cumulative GPA to maintain academic standing and to graduate from the program. Students can use the online system DegreeWorks to monitor their standing in the program as well as make decisions about course selection and program of study ([Appendix BBBB Degree Works Sample](#)).

Since 2013, the [Educative Teacher Performance Assessment](#) (edTPA) was used to assess LIS School Media specialization students. This requirement from New York State was rescinded in April 2022 and thus has been discontinued from the School's assessment practices. Representatives from the New York State programs which offer certification in school media (University of Albany, University of Buffalo, Long Island University, Queens University, Syracuse University, and St. John Fisher University) met throughout Spring 2023 to develop a

new portfolio as a statewide assessment for school media students to replace edTPA. Plans for the replacement assessment were submitted to NYSED July 1, 2023, and go into effect Sept. 1, 2023. LIS School Media specialization students will use the portfolio created and required as part of IST 972 *School Media Practica* in place of IST 773 *Reflective Portfolio*. The resulting portfolios will be similar, with additional artifacts and reflections about teaching.

Students have access to continuing opportunities for guidance, counseling, and placement assistance from their Student Support Advisors, the Program Manager who has extensive experience advising LIS School Media specialization students, faculty, career services, Syracuse University School of Education certification counselor, and their fieldwork and internship supervisor.

**Evidence:**

- [ALA Self Study Appendices](#)
- [Appendix BBBB Degree Works Sample](#)
- [Appendix N Internship Site Supervisor Evaluation](#)
- [Appendix QQ Sample Independent Study Proposals](#)

## **IV.5**

*The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:*

The LIS program fosters and encourages students to participate in defining and determining their individual learning experiences and shared learning experiences across the program. Opportunities for participation come in various forms, and students may take advantage of some or all of these.

### **IV.5.1**

*Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;*

#### **Academic and Student Affairs**

Students play a key role in the formulation, modification, and implementation of policies and practices affecting academic and student affairs in the LIS program.

One major avenue of student participation is via the LIS Program Committee. The LIS Program Committee is proactive in soliciting and responding to student feedback and concerns; as a result, most LIS Program Committee meetings include an agenda item dedicated to student concerns. In the past, student concerns were solicited by student representative(s) on the LIS Program Committee, but the mechanism for collecting feedback recently changed to ensure students could submit feedback as anonymously as possible. Student feedback is currently collected by a form on the LIS Program – News You Can Use [LibGuide](#). Items submitted via the online form are reviewed at the monthly LIS Program Committee meetings. Students have an



option on the form to remain anonymous, but if they wish direct feedback, they can leave their name and email for updates. General updates from the LIS Program Committee about submitted concerns may also be communicated via the LibGuide.

In addition to the feedback mechanism for all students, the LIS Program Committee membership includes one or two current LIS students (one each from the campus and online student populations) who offer insight on the program from the student perspective and present feedback provided by other students via feedback mechanisms such as the LIS LibGuide feedback form. In the past, the student representatives were assigned as part of a paid faculty assistant role; but this financial support ended, requiring that students volunteer in this role. A new systematic selection process was developed and implemented on Oct. 21, 2022, at the Program Committee Meeting ([Appendix S Program Committee Minutes](#)) to ensure volunteer representation from both online and campus students. Going forward, the committee will put out a call out for interested volunteers who are available during the committee meeting times. In the case of multiple volunteers, the committee will select from the pool, using criteria including program delivery mode (to ensure representation) and length of time left in the program (for continuity).

Students can also share their voices in policies and practices affecting academic and student affairs via regularly scheduled open town hall-type meetings, which were held annually from 2016-2019 and moved to semiannual (or more frequent) in 2020 ([Appendix G Town Hall Minutes](#)) and then to monthly “Zooming with the LIS Program Director” events beginning in Fall 2022.

In addition, students have opportunities to participate in academic and student affairs beyond the LIS program. For example, the School includes student representatives on the Diversity, Equity, Inclusion, and Accessibility (DEIA) committee and the Academic Integrity Committee.

**Evidence:**

- [Appendix G Town Hall Minutes](#)
- [Appendix S Program Committee Minutes](#)

## IV.5.2

*Participate in research;*

### **Research**

Students also have myriad opportunities to participate in research. For example, students are regularly hired as faculty research assistants on grant-funded research projects. The School also offers the Wilhelm Library Leadership Award to five incoming LIS campus students. This award partners students with a faculty mentor in the student’s area of interest. Students are also encouraged to become involved in one of the [School’s research centers and labs](#). In these ways, students learn about research while working on faculty projects and engage in their own research projects.

Although LIS students may become involved with any of the School’s centers and labs, they most commonly participate in the [Library and Information Investigative Team](#) (LIIT). Founded

in 2019 by Beth Patin and Rachel Ivy Clarke, LIIT focuses on researching topics relevant to libraries, such as librarian education, library history, and information organization. The team's mission is to provide mutual support, encourage creative collaboration, and promote information exchange among library scholars at the Syracuse University iSchool.

Originally, the work of LIIT was centered around the research projects of the founding faculty members but has since grown to support both independent and collaborative research initiated by graduate students based on their own interests and goals. The group is based on an interconnected peer mentoring model that centers an ethics of care, meaning that all members support each other through means including but not limited to intellectual contributions to others' projects, feedback on written work, advice about publishing and research dissemination, assistance with networking and navigating academic and professional job markets, and work-life balance. This holistic approach is fundamental to LIIT and shapes the team's activities, goals, and outputs by emphasizing benefits of a collective composed of peers and includes the broadening of networks, a more collaborative atmosphere, and closer relationships.

The team began with three assistant professors, one postdoctoral researcher, two doctoral students, and three LIS students, and has grown to more than 25 regularly participating members (two associate professors; four assistant professors; one postdoctoral researcher; 10 PhD students and 10 LIS students); and many more adjunct instructors.

Other labs that LIS students often participate in include the [Metadata Lab](#) and the [Human-Centered Computing + Design Lab](#). Students participating in these groups often have the opportunity and support from the School to present their work at research conferences and publish in journals, which are highlighted on the [LIS LibGuide](#). Students also could present their research work internally at the School's semi-annual Poster Day.

### IV.5.3

*Receive academic and career advisement and consultation;*

#### **Advising**

Academic and career advising are also contributing factors to student learning experiences. All LIS students receive an overview of program of study requirements during an advising session as part of their campus orientation events or online orientation described under Retention. They also receive documentation with advising information, such as links to the current version of the [student handbook](#), the [online course catalog](#), and the [LibGuide](#), which includes information about courses and schedules, campus life, online life, faculty highlights, student highlights, career resources, internships, scholarships, conferences, and more. During orientation, students are also introduced to their staff advisor and instructed how to reach their staff advisor, either face-to-face in the Student Services offices or via video/phone/chat, depending on the student's program mode and personal preferences. Academic advising continues over their academic career to ensure students feel confident about their course choices and progress towards graduation.

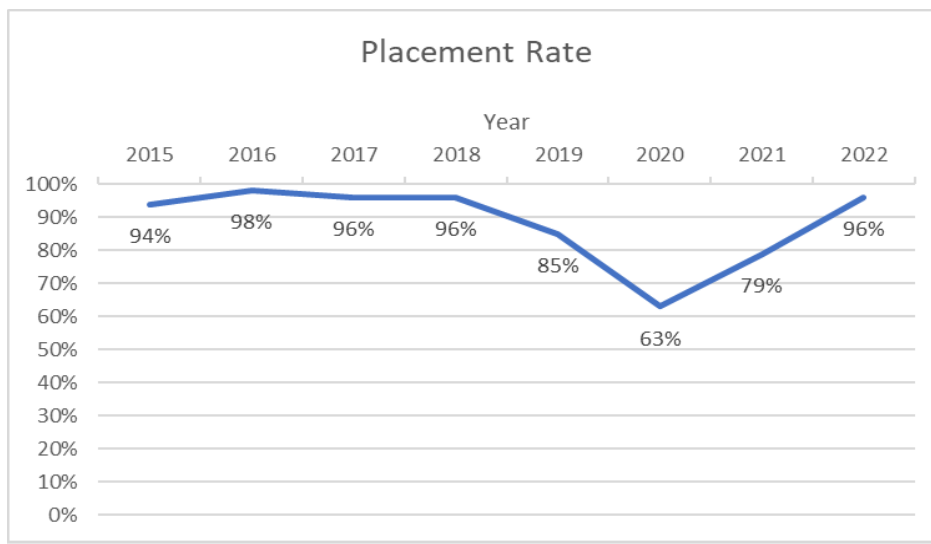
Group advising sessions are held prior to registration each term. In addition to staff advisors, students are informed about faculty advising and the difference between faculty and staff advising—the former should be sought for advice about career and professional interests and goals (e.g., which courses to take, where to seek internships, how to select conferences to attend, etc.), while the latter should be sought for academic counseling and university logistics (e.g., questions about registration, degree progress, etc.). Although every student has a designated staff advisor, students are encouraged to seek advice from any full-time or adjunct faculty with whom they might establish rapport and matching interests. Online students have routine interaction with their Student Success Advisors, described under Retention.

Campus students have ongoing access to the School’s Career Services, which includes resources such as job listings on the Handshake platform, resume and cover letter workshops, support and instruction in development of online presence (e.g. LinkedIn, Twitter, professional websites, etc.), interview preparation and mock interview sessions, and more, which can help them achieve their individual goals and aspirations. Jobs of note, especially openings shared by iSchool alumni, are forwarded to LIS student listservs. Career Services staff offer individual appointments for career counseling via the Handshake platform. Job and internship placement assistance is provided by the School’s Career Services.

Online LIS students have access to two sources for career information. First, the Career Engagement Network offers newsletters, career materials, online workshops, and other resources. The 2U learning management system also includes a Virtual Career Center with tutorials for various career-related resources and opportunities to schedule a career coaching call for resume review or interview preparation.

Although placement dropped during the COVID-19 pandemic, the average placement rate within six months for LIS students from 2015-2021 was 87%; placements in 2022 were 96.5% across both campus and online student populations, seen in Figure IV.5.3.

**Figure IV.5.3 Placement Rate 2015-2022 Graduates**



#### IV.5.4

*Receive support services as needed;*

#### **Support Services**

Additional support services are offered at the university-wide level. Syracuse University is committed to providing a range of [academic and related support programs and services](#) to meet the wide spectrum of needs students have and help them achieve their highest academic potential during their time here. Programs include tutoring and study services, writing assistance across the disciplines, provision of academic adjustments and auxiliary aids for students with disabilities, health, and wellness services to optimize physical and emotional wellbeing, and financial fitness, among others. These are provided through units such as the [Barnes Center](#), [Hendricks Chapel](#), the [Center for Learning and Student Success](#), and the [Office of Student Outreach and Retention](#), among others.

For online LIS students, 2U established an agreement with a teletherapy platform called Uwill in May 2022. Through this partnership, online students have access to free mental health counseling from a network of licensed mental health professionals. Students can access these resources by clicking on the Support tab within the Learning Management System.

In addition, [Orange Success](#) provides an online platform to enhance communication and feedback between and among students, their professors, and academic advisors to ensure students stay on track with their academic goals.

#### IV.5.5

*Form student organizations;*

#### **Student Organizations**

All students can participate in student organizations. The most relevant organization for LIS students is the Library and Information Science Student Association (LISSA). LISSA is a student-led organization that also serves as a student chapter of the American Library Association (ALA). LISSA typically meets weekly during the academic year and offers a variety of programming, including the following ([Appendix GG LISSA Activities](#)):

- Guest speakers (alumni, faculty, employers)
- Career workshops and advice
- Local library tours
- Networking events (e.g., Librarians' Night Out)
- Mini conferences (e.g., Day of Filling in the Spaces (FiTS))
- Professional conference planning and preparation (e.g., National Library Week)
- Film screenings
- Craft nights
- Social events

LISSA partners with other groups, including Career Services and Syracuse University Libraries, to offer joint events. Events are held in-person and online, depending on the nature and need of the specific event. Meeting times are determined by student vote at the beginning of a given term to best accommodate student schedules. In addition to LISSA, students can join any of the [School's student organizations](#) or [Syracuse University organizations](#) with which they have an affinity and qualifications.

**Evidence:**

- [Appendix GG LISSA Activities](#)

#### IV.5.6

*Participate in professional organizations;*

#### **Professional Organizations**

Students are provided opportunities and encouraged to participate in professional organizations. LISSA has offered several educational sessions about professional organizations in the LIS field, how to get involved in professional organizations, and tips for attending professional organization conferences.

Conference attendance is a major means of engaging with professional organizations for LIS students; therefore, LIS students are encouraged to attend conferences and participate in organizations that are relevant to their goals and interests. A list of upcoming LIS conferences is posted on the [LIS – News You Can Use LibGuide](#). The LibGuide also includes tips and advice for submitting conference proposals and a list of recent student conference presentations and publications.

LISSA has coordinated groups of students to attend conferences, such as the ALA Annual Conference, ALA Midwinter/LibLearnX, and the New York Library Association Annual Conference, which helps students share travel and lodging expenses. The School financially supports individuals and groups of students who wish to attend conferences. Conference funding from the School helps cover registration fees, lodging, travel expenses and/or meals. Applications for conference funding are submitted through a [form](#) and are accepted on a rolling basis ([Appendix CCCC Conference Funding Request Form](#)). Students actively participating in conferences, such as presenting a paper or poster, chairing a session, or serving on a committee, receive priority consideration for funding requests. Other financial support from the School includes the Wilhelm Library Leadership Scholars program, through which five students from each campus cohort are provided \$1,000 in conference travel funding as a part of their award. Student conference participation may also be funded through internal or external faculty research funding.

During the COVID-19 pandemic, LIS students could substitute attendance at a 2021 virtual conference and attend a reflective debrief session led by School faculty in place of the Immersion Seminar required from 2017-2019. Fifty-three LIS students participated in this option, leading to an increase in conference participation ([Appendix DDDD Conferences](#)

[Replacing Seminars 2021](#)). Post-COVID-19, the Immersion Seminar was no longer a program requirement.

**Evidence:**

- [Appendix CCCC Conference Funding Request Form](#)
- [Appendix DDDD Conferences Replacing Seminars 2021](#)

**IV.6**

*The program applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the extent to which the program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.*

Evaluations of student achievement are used to guide development and evolution of the LIS program and ensure both academic and administrative objectives are met.

**Program Level**

Evaluation of student achievement in the LIS program is structured around the LIS program outcomes. The program outcomes drive curriculum development and revision, and core and elective courses are mapped to the outcomes. The five LIS program outcomes are:

1. Advance information equity and justice by applying professional ethics, values, and standards to work towards a just and equitable information society.
2. Connect, engage, and collaborate with users and their communities through the provision of inclusive resources, services, and spaces.
3. Design and innovate to create equitable, just, and engaging information artifacts, including services, systems, spaces, resources, and technologies.
4. Lead and manage people and projects in an equitable, just, and culturally responsive manner.
5. Demonstrate information literacy and technological agility.

Using a curriculum map as a framework ensures that course learning outcomes and assessments of student learning are aligned with the program outcomes and that all program outcomes are adequately met ([Appendix AA Curriculum Map](#)). The curriculum map also details the courses in which students are introduced to a specific program outcome in a course, reinforce their knowledge of the outcome, or are expected to demonstrate proficiency in that outcome. As faculty place their courses on the curriculum map, they focus on mapping key assignments and noting if the assignments are introducing, reinforcing, or mastering an outcome. These key assignments are reviewed regularly by the faculty and Academic Affairs staff to ensure individual outcomes are met. If an assignment is found to no longer adequately represent a program outcome, faculty work to revise the assignment, often with support and feedback from other faculty, academic staff, the Director of Faculty Initiatives (DFI), or student evaluation feedback. The schedule for assessing each outcome is:

Spring 2023	Outcome 5
Fall 2023	Outcome 1
Spring 2024	Outcome 2
Fall 2024	Outcome 3
Spring 2025	Outcome 4
Fall 2025	Outcome 5

## Course Level

In addition to program-level assessment, evaluations of student achievement are also incorporated on a course level. Individual faculty instructors use student course evaluations to reflect on and improve academic activities within specific courses. Professors of Record (PoR) are responsible for using evaluations of student achievement and other instructor feedback to iterate course materials and keep content current; they are also expected to revise course content on a regular basis ([Appendix CCC Guidelines for Professors of Record](#)).

Course evaluation scores across multiple sections of the same course are compiled and reviewed for trends by Academic Affairs staff and then shared with Professors of Record to inform course review and revision.

Instructors can also participate in peer evaluations of teaching, in which another instructor and/or staff member from the Teaching and Learning Center observe classroom instruction and offer feedback, which is also used to revise courses. While not explicitly focused on student achievement evaluation, peer evaluations are effective tools for improving pedagogy, so they may improve student achievement over time.

The LIS program establishes structures for the systematic evaluation of the program's academic and administrative policies and activities; these structures operate primarily as part of the LIS Program Committee. Ongoing discussions in the Program Committee cover academic objectives and activities such as curriculum and assessment. Administrative activities also include recruitment, strategic planning, DEIA, faculty, and staff hiring, enrollment, marketing, and direct feedback and concerns from students ([Appendix S Program Committee Minutes](#)). Student feedback from town hall meetings is also discussed ([Appendix G Town Hall Minutes](#)). Based on these discussions, actions such as policy changes, new activities, and additional communications are implemented. The LIS program also participates in regular course periodic review as outlined in the School's curriculum policies ([Appendix FFFF iSchool Policy on Curriculum Review and Approval](#)) and in the University's curriculum policies and procedures ([Appendix GGGG Senate Committee on Curricula Policy and Procedures](#)).

In addition to this internal review process, the LIS program is also regularly assessed as part of Syracuse University's [systematic evaluation process](#). The purpose of the Syracuse University program review is to craft and maintain a set of high-quality academic programs that support educational objectives for students while making effective use of institutional resources to maintain high-quality programs that are consistent with the mission, sought by students, and sustainable. Consistent with Middle States Commission on Higher Education and Syracuse University expectations, all academic programs are reviewed for their quality, demand, cost-



effectiveness, and centrality to mission.

Chapter I, specifically [section I.1.1](#) Systematic Planning Process and Constituents, provides examples of faculty, students, staff, alumni, and advisory boards being involved in the evaluation process.

**Evidence:**

- [Appendix AA LIS Curriculum Map 2023](#)
- [Appendix CCC Guidelines for Professors of Record](#)
- [Appendix FFFF School Policy on Curriculum Review and Approval](#)
- [Appendix G Town Hall Minutes](#)
- [Appendix GGGG Senate Curricula Committee Policy and Procedures May 2017](#)
- [Appendix S Program Committee Minutes](#)

**IV.7**

*The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student learning outcomes, using appropriate direct and indirect measures, as well as individual student learning, using appropriate direct and indirect measures.*

The LIS program maintains evidence of its decision-making processes primarily via the agendas of the regular LIS program committee meetings, in which major decisions and their rationale(s) are recorded ([Appendix S LIS Program Committee Minutes](#)). Various forms of data are used in decision-making processes, which are typically included alongside each meeting's agenda in the form of "pre-reads," documents, and reports that committee members are expected to review prior to the meeting and discussion. Multiple examples are noted in Chapter I, particularly [section I.1.3](#).

While the data used in decision-making processes covers all program-related topics, specific forms of data are used to evaluate and make decisions about student learning outcomes broadly and individual student learning. This data includes, but is not limited to, the direct and indirect measures in Table IV.7.



**Table IV.7. Direct and Indirect Measures of Student Learning Outcomes**

<b>DIRECT – student product demonstrating learning, faculty evaluated, scored with rubric</b>	<b>INDIRECT – proxy measure of student learning</b>
Papers	Student feedback/surveys (incl. Town Hall)
Projects	Alumni feedback/surveys
Exams	Syllabus review
Presentations	Retention and graduation rates
Licensure examination pass rate	Graduate school or employment placement
Portfolio reflections	LIS Guiding Council feedback
Internship site supervisor scores	Course grades
Case study analyses	Term end student evaluations focused on course
Class participation	Student participation in faculty research, publications, conference presentations
	Honors, awards, scholarships earned by students and alumni
	Service-learning hours
	Program Review data
	Board of Advisors feedback

Adapted from examples provided in Linda Suskie, *Assessing Student Learning: A Common Sense Guide*, 2nd Edition (San Francisco: Jossey-Bass, 2009)

More specific direct and indirect measures and the criteria for meeting those measures are outlined in the LIS Program Outcome Assessment and Action Plan (AAP) self-study report ([Appendix H MSLIS Program Learning Outcome Assessment \(AAP\)](#)) and the Program Review 2020 ([Appendix J MSLIS Program Review 2020](#)). Both document assessment at the program level; however, student learning outcomes for specific courses and individual student learning comprise a significant part of the program-level assessment data. Key assignments for each core and elective course are found in the Curriculum Map ([Appendix AA LIS Curriculum Map 2023](#)).

**Evidence:**

- [ALA Self Study Appendices](#)
- [Appendix AA LIS Curriculum Map 2023](#)
- [Appendix H Program Learning Outcome Assessment Sample](#)
- [Appendix J MSLIS Program Review 2020](#)
- [Appendix S LIS Program Committee Minutes](#)

## IV.8

*The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future.*

The LIS program uses the results of the evaluation of student learning outcomes and individual student learning systematically to improve the program and plan for the future.

A key example of this practice is the decision to revise the curriculum to focus on information justice, equity, and community engagement (InJECT) concepts. Review of evidence led the LIS program committee to undertake significant program-level revisions beginning in the summer of 2020 with a new program identity focused on InJECT concepts. InJECT, as an overarching theme, led faculty to revise the program learning objectives and subsequently review and revise the core curriculum.

Core course revisions included the development of a new culminating experience, IST 773 *Reflective Portfolio*, in which students discuss and provide evidence for the ways in which their program experience supports the achievement of each of the five new program learning objectives. The portfolio course also includes additional content to prepare students for professional engagement and development and lifelong learning. In alignment with the purpose and iterative nature of assessment, faculty anticipate that the reflective portfolio course will not only improve the program, but also be an ongoing vehicle for collecting additional data which can be applied toward additional improvements in the future.

In addition to this comprehensive use of assessment evidence and data to improve the program and plan for the future, other more traditional measures are also gleaned and used for direction.

Ongoing assessment of student retention, graduation rates, and graduate placement provides significant indications that the program is achieving its goals for students who are making regular progress through the program and into professional employment. The [consumer data](#) reported on the School's website is updated every February. This data is made publicly available and is regularly reviewed by the LIS Program Committee for insights into program success and needed improvements.

## Conclusion

This description of the commitment to students in all aspects of the LIS program—recruitment; admissions; retention; financial aid; career services; other academic and administrative policies; diversity of the student body; communication of information to students and the public; development of plans of study; engagement in learning, research, professional, and administrative activities; and assessment—offers examples of the ways in which the LIS program prioritizes and values students and their engagement in all aspects of the LIS program. The successes of the LIS program are due to the engagement and participation of students in daily and ongoing evidence collection, conversation, decision-making, and planning for changes in the near- and long-term future. Moving forward, the LIS program will seek solutions for

evening out the administrative differences across the online and campus LIS student populations. The current differences are administratively under the control of the University and the School, which hampers the LIS program in aligning the experiences of the student populations to a greater degree. This is a “known issue” that the LIS program and the School have sought to improve to the degree possible under current contracts. The 2U contract is set to expire in 2027 and, to prepare, a School task force is under development during Summer 2023 and will commence in Fall 2023 for the purpose of assessing the upcoming contract renewal. Of the School’s master’s programs run online with 2U, the LIS program has the most students enrolled; as a result, the report of this task force and the decisions in 2027 will impact the LIS program. Because of this, the LIS program will be engaged and consulted on future directions in this area. It is the goal of the LIS program to ensure greater equity across online and campus LIS student populations, and the program will seek a solution that advances that goal.

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

The Library and Information Science (LIS) program within the School of Information Studies at Syracuse University is an integral and distinctive program within the School and the University. The program possesses the administrative infrastructure, financial support, resources, and autonomy to meet its goals and outcomes. Decision-making processes impacting the faculty and students are largely self-determined, and the program overall is sufficiently resourced by the overarching University. Both the Dean of the School and the LIS Program Director have the assistance of the staff and the authority to ensure that students are supported and that the program environment overall is nurturing and supportive of stated goals and outcomes as well as connections in the field. The resources provided to the program underpin faculty research projects, professional development, travel; provide students financial aid; and supply physical, technological, instructional, and library resources necessary to maintain the LIS program. All of these processes are evaluated and reviewed by an inclusive group of constituents on a regular basis to ensure LIS program decision-making, reviews of policies and practices, and planning for the future are informed by adequate and representative evidence and data. The following chapter describes and provides examples of the ways in which the program is supported and participates in regular review and evaluation.

### **V.1**

*The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.*

### **Administrative Infrastructure, Financial Support, and Resources for Accomplishing Goals**

The LIS program is supported by the School and University with adequate administrative infrastructure, financial support, and resources to achieve its program outcomes.

The LIS program is integral to the School and has been since its inception. The first library-related courses were offered at the university as early as 1893, and a distinct library school with its own faculty was created in 1908. In 1915, the library school was recognized as the university's eighth degree-granting school (now one of 13 schools and colleges). From these roots in library science, other areas of information studies have grown. In 1974, the school's leaders were the first in the nation to acknowledge the wider impact of information as a field, changing the name to the School of Information Studies, known informally as the iSchool. In 2023, the School is one of 13 schools and colleges of the larger university. (Other schools include the School of Architecture, College of Arts and Sciences, School of Education, College of Engineering and Computer Science, David B. Falk College of Sport and Human Dynamics, College of Law, Martin J. Whitman School of Management, Maxwell School of Citizenship and Public Affairs, S.I. Newhouse School of Public Communications, College of Professional Studies, Graduate School, and the College of Visual and Performing Arts.) More about this

history can be found in the finding aid for the School's records in the [Syracuse University Archives](#) and in a visual timeline in [Appendix HHHH School Timeline 1908-2013](#).

The LIS program is part of an ecosystem of degrees and certifications offered by the School. All degrees conferred by the School are distinct, yet related; they all grow from cohesive origins and a unifying vision and set of values. The master's degrees offered include not only the MSLIS including with the School Media specialization, but also the MS in Information Systems (which includes the MSIS for Executives), MS in Applied Data Science, and MS in Digital Forensics (a joint program between the School and the College of Arts and Sciences). Several options are also offered for students to pursue a Certificate of Advanced Study (CAS). While the CAS in School Library Media and the CAS in Data Science are popular with students pursuing librarianship, other CAS options at the School are Cloud Management, Enterprise Technology Leadership, Information Security Management, and Information Technology Management. Undergraduate students pursuing a BS can major or minor in Information Management and Technology, Applied Data Analytics, or Innovation, Society and Technology; they can also minor in Information Technology, Design, and Startups. The School offers both a PhD in Information Science and Technology and a Doctorate of Professional Studies in Information Management. All School programs are described in the [course catalog](#).

The LIS Program Director leads activities related to the LIS program; however, the levels of support from those working specifically with the LIS program, the larger School, and the University have changed significantly between 2015 and 2023. The School's administrative infrastructure has been led by an appointed Interim Dean, a permanent Dean, and an Interim Dean in this time frame; each with support from Associate and Assistant Deans, staff directors, and the staff of each unit, as shown in the organizational chart in [Appendix III School Organizational Chart 2023](#) and discussed in more detail throughout the rest of this chapter. Communication and decision-making flow through these levels, across the areas already discussed in other sections of this document, including [curriculum \(Chapter 2\)](#), [faculty \(Chapter 3\)](#), [students \(Chapter 4\)](#), and budget (later in this chapter). From 2015 to Summer 2021, each degree program or certificate was overseen by a faculty Program Director and a staff Program Manager in the Academic Affairs unit of the School. The LIS Program Director and Program Manager also supervised the School Library Media CAS. When the online quarter programs were launched in 2017, the responsibilities for program management and student support diversified between School personnel and 2U staff. In Summer 2021, the Academic Affairs unit was restructured to create positions based on functionality, cutting across academic programs. The unit as a whole continues to support the LIS program's operational needs and works closely with the LIS Program Director, but there was no longer a dedicated staff member for the LIS program specifically. Student support, advising and recruitment responsibilities were redistributed to other units within the School. [Section V.14](#) provides specific examples from the minutes of Program Committee meetings to demonstrate how faculty and staff across the entire School collaborate actively to support LIS program outcomes.

### **Autonomy of the Program**

The School's autonomy is addressed by the [Bylaws of the university](#) as a whole, for which Article IX, Section 5 on the "Powers of Faculties" states:

The faculty of each college and school shall be complete in itself but under the supervision of the Chancellor and the Chief Academic Officer and, subject to the approval of the Senate and the Board, shall have jurisdiction over the educational program and the internal affairs of its own college or school, including such matters as requirements for admission and for graduation, curriculum and instruction, textbooks, examinations and grading, degrees and prizes.

One example of this autonomy is reflected in changes to the LIS program identity, by which the faculty decided to reflect information justice, equity, and community engagement as priority areas in the program outcomes. Inspiration and motivation to enact these changes came from the faculty, staff, students of the LIS program, and other constituents, and received support through all stages of approval. After the LIS Program Committee developed and presented a formal proposal, including a rationale and revised program outcomes, the changes were approved in sequence by the School Curriculum Committee, the curriculum committee of the University Senate, the University Senate as a whole, and finally the New York State Education Department Office of Higher Education.

The School has autonomy in faculty hiring and recruiting processes within the infrastructure of the larger University, which provides administrative support through University Academic Affairs. The faculty hiring process is described in [Chapter 3](#). Selection and promotion of faculty is documented in the iSchool Personnel Policy in [Appendix GGG School Faculty Personnel Policies and Procedures](#). School autonomy has been particularly important in hiring processes for Professors of Practice and Teaching Professors, as those roles emphasize professional experience and teaching skills rather than traditional research-oriented academic qualifications.

Student recruitment, described in Chapter 4, reflects the School's autonomy in determining many of the criteria for selection and support of students, while remaining consistent with the overall admissions policies of the University. All online students taking classes through the 2U platform have been admitted using School criteria. Admissions decisions consider not only academic aptitude, but also evidence of professional potential. More details about the LIS admissions decision process can be found in Chapter 4, [section IV.1](#). Recruitment services for online students are provided as a part of the contract with 2U and have enabled the LIS program to increase the online student population while maintaining a distinct LIS community identity. For campus students, the School has its own internal Recruitment and Admissions unit (outlined in [section V.5](#)).

### **Administrative Support and Resources from Parent Institution**

Financial support for the School mainly comes from tuition, with additional support in the form of grants and gifts. The School has autonomy over its budget but manages it within the University's Responsibility Center Management (RCM) model. [Section V.6](#) below provides more details about finances, demonstrating the overall financial health of the program. One aspect to highlight in terms of autonomy is that the School has its own Indirect Cost Return Policy. Through this policy, a percentage of the indirect facility and administrative costs generated from annual expenditures on grants are returned to the grant's faculty and research

centers in a dedicated account to support their research at their discretion.

While the sections above have shown how the LIS Program and the School are able to maintain their own identity and autonomy, they also benefit from centralized resources provided by the University. The offices with which the LIS program and School have the most direct interaction are listed below (some of these are discussed in more detail in [sections V.9](#) and [V.12](#)):

The LIS program and School also have technological infrastructure provided for online students through a contract with 2U, supporting not only the design, implementation, and maintenance of online learning experiences, but also faculty and student onboarding and troubleshooting. This is described in more detail in [sections V.9](#) and [V.12](#).

**Evidence:**

- [Appendix GGG School Personnel Policies and Procedures](#)
- [Appendix HHHH School Timeline 1908 to 2013](#)
- [Appendix IIII School Organization Chart 4 27 2023](#)

**V.2**

*The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. Administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.*

Members of the School's faculty, staff, and students have opportunities for representation on the institution's advisory or policy-making bodies. Five faculty members hold seats on the Syracuse University Faculty Senate. According to [Senate bylaws](#), each school or college is guaranteed faculty representation in the Senate in proportion to the number of its faculty to provide coequal impact among university faculty. The five representatives are elected by School faculty for a two-year term.

In addition to representation on the University's Faculty Senate, the faculty, staff, and students at the School partner with other academic units to engage in campus-wide committees that drive student success, research impact, and faculty development. The University Academic Integrity Committee has representation from students, faculty, and staff from the School. From 2015-2023, faculty and staff have also participated in University-wide committees.

A prominent example of University administrative leadership among School faculty was the appointment of the LIS Program Director, Megan Oakleaf, to the University Middle States Accreditation Self-Study Team. School faculty also take leadership positions to inform university-wide policy. For example, Lee McKnight served as Co-Chair of the Academic Affairs Committee and Jeff Hemsley served as the Chair of the Computing Services Committee. [Appendix WWW Faculty Serving on University Committees](#) shows committee participation across the School, including representation on School and University committees, and broken



down by year and by faculty, staff, and student representation.

### **Interdisciplinary partnerships**

The School also participates in numerous interdisciplinary partnerships.

Example 1: In 2018, the University launched the [Signature Hires Initiative](#) to strengthen teaching and research capacity through the addition of 100 new faculty, through a combination of signature and cluster hires. The cluster hires sought to recruit multiple scholars into at least two schools/colleges in related areas, based on shared, multidisciplinary, or interdisciplinary research interests. These hires aligned with University's goals to enhance the research enterprise, improve faculty diversity, and develop opportunities for student research and learning in 10 core research areas identified by the University. Through this initiative the School hired three tenure-track faculty with expertise in augmented cognition, network studies, and data innovation and entrepreneurship. The faculty perform interdisciplinary research with a cohort of faculty from Schools and Colleges across the University, including the College of Law, the College of Arts and Sciences, and the School of Public Communications.

Example 2: In 2019, a university-wide effort to achieve six institutional learning goals and six competency areas were identified:

- Ethics, integrity, and commitment to diversity and inclusion
- Critical and creative thinking
- Scientific inquiry and research skills
- Civic and global responsibility
- Communication skills
- Information literacy and technology agility

A community of practice for each competency area was established consisting of faculty members from across the University. Each community of practice was tasked with defining learning outcomes and indicators that would assist the University with its institutional learning assessment. Due to their expertise, three LIS faculty members (LaVerne Gray, Megan Oakleaf, and Jian Qin) joined the Community of Practice for Information Literacy and Technology Agility (ILTA) with Jian Qin serving as the Co-Chair. The Community of Practice was tasked with defining learning outcomes and indicators that would assist the University with its institutional learning assessment. The LIS faculty had expertise in information literacy research and instruction and made significant contributions to this work, which resulted in a rubric that will be deployed across the schools and colleges (See [SU news story](#)).

### **Funding and Resource Allocation**

Syracuse University uses a Responsibility Center Management (RCM) model to finance its various units. Under RCM, the revenue producing units (i.e., schools and colleges) are allocated all the revenue generated and all expenses related to the unit. The largest revenue generator for the School is tuition and fees. Other forms of revenue are grants, gifts, and endowments that are all held in restricted accounts to ensure that all funding is spent in line with the intent; restricted funding is often for research, student support or other initiatives. While the School retains all



revenue, it is charged a participation fee to help cover the costs of the central services in non-revenue generating units. Within the School, the needs of all degree programs, including LIS, are considered as a part of the decision-making about funding and resources for the School. The needs of all degree programs are considered when it comes to financial aid as well; financial aid for graduate education at Syracuse University is managed by individual schools and colleges as a part of the RCM budget system (student financial aid is discussed in more detail in [section V.8.](#)).

**Evidence:**

- [Appendix WWW Faculty Serving on University Committees](#)

### **V.3**

*The administrative head of the program has authority to ensure that students are supported in their academic program of study. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.*

#### **Interim Dean of the School**

As of Summer 2023, David Seaman was the interim Dean of the School. In addition to serving as interim Dean, he is also the current Dean of the Libraries at Syracuse University. The Dean, like all members of the School, has the opportunity for participation and representation on the University's advisory and policy-making bodies. David Seaman participates on the Academic Deans Cabinet, an assembly of deans from each school, Academic Affairs, and chaired by the Provost. He also serves on the [Chancellor's Council](#). The Dean's Council meets regularly with the Chancellor and President, Kent Syverud, to discuss the priorities and needs of the University and communicate facilitate communication among all University leaders. The Dean of the School reports directly to the University's Vice Chancellor and Provost, Gretchen Ritter. This reporting relationship mirrors those of other college and school deans across the campus. The Vice Chancellor and Provost reports to the Chancellor and President, Kent Syverud, who in turn reports to the Syracuse University Board of Trustees.

As interim Dean, David Seaman's qualifications are comparable to those of the School faculty. David Seaman holds a PhD in Managerial Leadership in the Information Professions from Simmons University and maintains a record of scholarship, external funding, and service to the profession ([Appendix PPPP David Seaman CV](#)). He has authored 38 academic publications, delivered more than 200 scholarly presentations, and participated in 15 research grants. Moreover, he has taught credit courses and workshops for a range of audiences, including undergraduate students, graduate students, faculty, and librarians.

David Seaman has over 30 years of leadership experience in the information profession, including roles as Executive Director of the Digital Library Federation, Associate Librarian for Information Management at Dartmouth College, and Dean of Libraries and University Librarian at Syracuse University. David Seaman previously served as Interim Dean of the School from 2019 to 2020. Due to the success of this recent appointment, David Seaman was asked again to serve as interim Dean in 2022. The interim Dean's combined experience, leadership

development, and service to the profession provides significant awareness of developments in the field of information studies and the greater academic landscape.

Within the School, the interim Dean meets regularly with all direct-report staff, including the Assistant Dean and Directors over academic affairs, advancement, career services, enrollment management, finance and administration, student services and technology ([Appendix III School Organizational Chart April 2023](#)). Each unit impacts the LIS program and its students; these meetings provide the interim Dean with regular updates on the priorities and needs of the program. The interim Dean also meets with the Dean's Cabinet monthly, which includes all Program Directors, including the LIS Program Director. In these meetings, the LIS Program Director and Dean regularly discuss the needs of the program and co-construct strategies to recommend to the faculty, staff, and students in order to promote program innovation and growth. The program is recognized as a key component of the School's offerings; therefore, administrative time is invested to ensure its success.

The interim Dean attends the various alumni functions around the country, and all students are invited to these functions. At these events, the interim Dean and other faculty members introduce alumni to current students in order to help those students develop a strong professional network.

On August 1, 2023, Andrew Sears became the new Dean for the School of Information Studies. As a former dean at Penn State and Rochester Institute of Technology, he has a focus on strengthening diversity, equity and inclusion initiatives which fits well with the social justice focus of the LIS program. At Penn State Dr. Sears led a college with resident and online students in graduate programs and understands concerns with providing equity to online students as well as campus students. ([Appendix AAAA Andrew Sears CV](#))

### **LIS Program Director**

Megan Oakleaf has served as the LIS Program Director since July 2022. As a member of the LIS faculty since 2006 with promotion to Professor in 2022, Dr. Oakleaf's academic experience and accomplishments parallel or exceed the expectations of LIS faculty. Megan Oakleaf received a PhD in Information Science from the University of North Carolina, Chapel Hill. Her scholarly record includes 67 publications, 220 academic presentations, and eight research grants. Her teaching portfolio at the School includes eight courses within the LIS program ([Appendix JJJ Program Director Megan Oakleaf CV](#)).

In addition to her record of scholarship and teaching, Megan Oakleaf has demonstrated leadership through involvement in seven advisory boards for the Institute of Museum and Library Services, a federal grantmaking and policy organization. Additionally, she was recognized by the American Library Association, the Association of College and Research Libraries, and EDUCAUSE for her excellence in leadership within the library information profession. Within the School, Dr. Oakleaf has served in multiple leadership roles, including the Director of Online Student Engagement, Director of Instructional Quality, Graduate Immersion Faculty Facilitator, and Beta Phi Mu Faculty Liaison. Additionally, her School peers and students awarded Megan Oakleaf the Jeffrey Kazer Teacher of the Year Award in recognition of

her excellence in teaching.

The LIS Program Director acts as a central resource for faculty, students, and staff regarding program requirements, curriculum decisions, and funding. Megan Oakleaf leads a LIS Program Committee which provides guidance on curriculum and program changes. She oversees the identification of Professors of Record (PoRs) who coordinate LIS courses as well as the selection of part-time instructors, in close coordination with the PoRs and the Senior Associate Dean.

The Program Director works closely with staff to provide input to the Academic Affairs unit in terms of staffing and course offerings to ensure a quality educational experience and to collect data and information from employers, advisors, and alumni on curricular innovations. Megan Oakleaf collaborates with the Marketing unit to consider ways to tell the story about the LIS programs and collaborates with the Enrollment Management unit to aid with recruiting students, including the provision of events, tours, and information sessions to prospective students, and traveling to some events where student recruiting takes place and participating in recruiting activities.

The Program Director serves as liaison between other programs and the School as a whole. Megan Oakleaf meets monthly with the Dean of the School and other Program Directors to advocate for LIS constituents on matters concerning school-wide policy and procedures. At the University level, Megan Oakleaf works across campus with other colleges, programs, and leadership in support of curriculum innovation and change.

Program Directors between Fall 2015 to Spring 2022 were Jill Hurst-Wahl, Caroline Haythornthwaite, and Jian Qin ([Appendix KKKK Program Director CVs 2015-2023](#)). Additional Program Director roles and responsibilities are in [Appendix LLLL Program Director Roles and Responsibilities](#).

**Evidence:**

- [Appendix AAAA Andrew Sears CV](#)
- [Appendix IIII School Organization Chart 4 27 2023](#)
- [Appendix JJJJ Program Director Megan Oakleaf CV](#)
- [Appendix KKKK Program Director CVs 2015 to 2023](#)
- [Appendix LLLL Program Directors Roles and Responsibilities](#)
- [Appendix PPPP David Seaman CV](#)

**V.4**

*The program's administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.*

The Dean and LIS Program Director establish and maintain an environment that ensures that the program mission, goals, and outcomes are achieved through a variety of means, including regular meetings that serve as a conduit to gain necessary support for the program and the

encouragement of faculty and student interaction with other academic units and the profession.

The current, interim Dean shares authority with the LIS Program Director and faculty in a model that ensures that missions, goals, and outcomes are achieved with transparency and commitment. The LIS Program Director chairs monthly open LIS Program Committee meetings comprised of the LIS faculty, supporting staff, student representatives, and individuals from throughout the School as needed. The LIS Program Director also meets with School faculty and staff leadership in Dean's Cabinet meetings once a month, and the School's full faculty meetings also convene once a month. This structure ensures that issues, opportunities, and challenges can be easily channeled through the various lines of communication to ensure all parties can weigh in on decision-making in a timely manner. Issues meriting deep consideration by the full School faculty can also be included in two "faculty planning days" each academic year, one held in the fall and one in the spring. Agendas for all these meetings are built collaboratively, allowing faculty and staff to contribute topics for consideration. Taken together, these regular meetings ensure that the program is adequately administered and provides an environment in which program missions, goals, and objectives are achieved.

### **Support for Research**

The LIS program encourages faculty and student interaction with other academic units and promotes the socialization of students into the field in many ways, including academic and professional research endeavors. The School includes research centers; some are more focused on LIS-related research than others. In general, the School's research centers include the Center for Computational and Data Sciences, Center for Digital Literacy, Center for Emerging Network Technologies, Center for the Futures of Work, Information and Technology, and Smart Grid Research Center. Other labs and collaborative opportunities include the @LANTIS Lab, C4 Lab: Computation, Communication, Complexity, and Cognition, Digital Work Group, Human-Centered Computing and Design Lab, Library Information Investigative Team, Metadata Lab, Network Influence and Information Curation Lab, and NEXIS Student Technology Lab. The following provide the most direct opportunities specifically for LIS students:

[Center for Digital Literacy](#) (CDL) - CDL projects explore the impact having or not having information technology and media literacies has on people (particularly those from underserved populations), organizations, and society. The main project is [Project ENABLE](#) (Expanding Non-discriminatory Access By Librarians Everywhere). The focus of Project ENABLE is inclusive and accessible library training and providing training and resources for patrons with autism. The recent [Young Innovators Project](#) has been funded by a series of grants from the Kauffman Foundation and IMLS. This project's team has shared more than 500 video segments of interviews with successful young innovators, along with other resources to support educators in running programs about the connections between literacy and innovation.

[Library Information Investigative Team](#) (LIIT) - Established in 2019, LIIT focuses on researching topics relevant to libraries, such as librarian education, library history, and information organization, epistemicide, intersectionality of disability and race in children's literature, critical cataloging, and public libraries.

[Metadata Lab](#) - Major focus areas of the Metadata Lab include big metadata analytics and metadata modeling and linking. Projects supported by this lab include Discovering Collaboration Network Structures and Dynamics in Big Data and Cyberinfrastructure-Enabled Collaboration Networks, along with metadata modeling for gravitational wave research data management, metadata portability, and relation typology.

## Grant Funded Projects

In addition to named research centers, grant money awarded to projects with LIS faculty totaled \$5,369,541 between 2015-2022, as shown in [Appendix NNN School Faculty Funded Research](#). For LIS Focused Faculty Grants, see [Appendix QQQQ LIS Emeriti Faculty Funded Grants 2015 to 2023](#).

## Student Organizations

The School has many active [student organizations](#). Many LIS students participate in [Library and Information Science Student Association](#) (LISSA), whose mission is “to create a vibrant professional and social environment for distance and on-campus students.” The LIS program promotes the socialization of students into the field in many ways, and LISSA serves as a natural vehicle to engage students in the professional networking and activities throughout their program study. LISSA provides a robust programming schedule, even during COVID-19 when campus classes were remote ([Appendix GG LISSA Activities](#)). The School provides LISSA with a \$500 budget each year, and LISSA leadership can petition for more funding as needed.

Some examples of LISSA programs from Fall 2022 include:

- Sept. 22 - Black and Banned! Syracuse University Campus Read-In with SU Libraries
- Sept. 30 - SU Preservation Department Tour and Restoration Workshop
- Oct. 14 - Tour of the Daily Orange Archives
- Oct. 21 - Film Viewing: The Booksellers (2020)
- Oct. 28 - Tour of SUNY Upstate Medical University Health Services Library
- Nov. 11 - Tour of Fayetteville Free Library
- Dec. 2 - Librarians’ Night Out

LISSA also doubles as the student chapters of the following library associations:

- ALA (American Library Association)
- NYLA (New York Library Association)

Some LIS students also participate in:

- [Black and Latinx Information Science and Technology Support](#) (BLISTS), a student-run organization focused on educating and supporting Black, Latinx, and other student populations about information science and technology.
- [Women in Technology](#) (WIT), which provides networking and career support for women in the technology field, and opportunities to help encourage more women to join the profession.

## Conference Attendance

The LIS program encourages faculty and student interaction with the academic and professional field through conference attendance as well. Faculty regularly attend LIS conferences including ALISE, ASIS&T, ACRL, ALA, and regional library association meetings like the New York Library Association (NYLA). See [Appendix QQQ](#) for a list of venues with more than three presentations by LIS Faculty (both full and part-time). Conference presentations and workshops by all School full-time faculty are listed in [Appendix RRRR Presentations by Faculty](#). The School frequently hosts events for alumni, faculty, and students attending these conferences. Students are notified about relevant conferences, webinars, and other professional development opportunities through the School's email listserv and the [LIS LibGuide](#).

LIS participation in the recent 2023 ACRL National Conference provides some examples of School engagement in these venues:

- First year LIS student Ariana Cook was awarded an ACRL 2023 Conference Scholarship.
- Current students Emma Brown and Marissa Caico presented a Round Table: Ensuring Strong Research for the Future of Librarianship: The Importance of LIS Graduate Assistantships.
- Ph.D. student Jeongbae Choi presented a poster titled “Changing Landscape of Information Literacy: A Literature Review from 2013 to 2022.”
- Alumni presented lightning talks and round tables
- Deb Bauder (First-Gen Students in the Library Classroom: Identifying and Meeting Their Unique Challenges)
- Amy Gay (Community Building for Digital Scholarship in Social, Physical, and Virtual Spaces)
- Kim Hoffman (Making DEI our Daily Work: Conversations around Building Sustainable DEI Practices)
- Heather Owen (On the Hunt for Data: Analyzing the ACRL Framework for Data Literacy).
- Online adjunct Lorin Jackson presented the “Quiet Quitting” & BIPOC Academic Librarians Round Table.
- A team of four adjunct faculty (Amanda Albert, Tamika Barnes, Rebecca Waltz, and Anne Zald) presented a panel titled “Cultivating Our Future Colleagues: How Librarians as Library School Adjuncts Support Curricula” to discuss how they worked with Megan Oakleaf to redesign and improve a core course.
- Dr. Megan Oakleaf co-presented a workshop “Assessment for Equity: Reimagining and Retooling Assessment Practices for Inclusion and Improvement” as well as a panel, “Mind Melds: Forging Conceptions of Library Value Across Library and Institutional Leadership.”

LIS students that are Wilhelm Library Leadership Scholars are provided \$1,000 in travel funding as a part of their award to support conference travel. There are typically five new Wilhelm scholars each year. Additionally, faculty will sometimes fund students through research funding (external and internally provided). All LIS students can apply for conference funding by way of a



web form on the program LibGuide, and around 10 students each year are awarded this funding (including both on campus and online students).

**Evidence:**

- [ALA Self Study Appendices](#)
- [Appendix GG LISSA Activities](#)
- [Appendix NNN Faculty Funded Research](#)
- [Appendix OOOO University Academic Strategic Plan Draft Framework 2023](#)
- [Appendix QQQ Venues 3 or more Faculty Presentations](#)
- [Appendix QQQQ LIS Emeriti Faculty Funded Grants 2015 to 2023](#)
- [Appendix RRRR Presentations by Faculty](#)

**V.5**

*The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.*

Support for the LIS program is provided across the administrative staff of the School through several focused units that are headed by a combination of Deans and Directors. The organizational chart ([Appendix IIII School Organization Chart](#)) demonstrates that administration provides support across the entire School, not divided along “departmental” lines. Faculty and staff leaders participate in Dean’s Cabinet meetings once a month, along with full faculty meetings once a month. There is also a staff leadership group, Dean Direct Reports, consisting of all Assistant Deans and Executive Directors in the school who oversee the staff in the School; meetings of this group are attended by the Senior Associate Dean or Dean. Leaders regularly present data from their units to inform the work of others across the entire School, not only in the yearly State of the iSchool presentations at fall convocation ([Appendix SSSS State of the iSchool Presentations](#)) but also as relevant to the agenda of program committees, faculty meetings, or adjunct “get-togethers.”

**Associate and Assistant Deans**

The LIS program and the School are supported by four Associate and Assistant deans.

- Senior Associate Dean for Academic and Faculty Affairs, Jennifer Stromer-Galley, serves as a proxy for the Dean when the Dean is unavailable, particularly on daily operational matters related to instruction, research, special projects, infrastructure, and human resources. She also oversees most matters related to curriculum and instruction on behalf of faculty and the Dean, including support for program management, scheduling, and staffing.
- Associate Dean of Research, Carsten Oesterlund, oversees efforts to continue building community capacity for research and stimulate the learning community. This is done through the work not only of individual researchers but also labs, centers, and clusters, and the provision of resources to support them. Visibility of research is supported through periodic presentations to the community (both in person and online), as well as Research

Days and focused Friday sessions that bring together junior and senior faculty with students and other community members.

- Assistant Dean of Student Services, Kathryn Allen, supervises student advising services, including course selection and availability, registration, and graduation requirements, as well as efforts to connect students with other resources available to the broader SU community.
- Assistant Dean of Advancement, Matthew Clark, focuses on program development and delivery, advocacy efforts among corporate, foundation and government constituents, individual philanthropy, and grant development.

### **Administrative Staff**

School staff support all the endeavors of the LIS program and School. Some staff members have worked with the School for as many as 35 years; newer hires offer fresh perspectives. Together, the staff collaborates to ensure the success of the School. Staff members are not associated with specific degree programs; rather, they support the School as a whole.

### **Academic and Faculty Affairs**

The work of the Academic and Faculty Affairs unit is discussed in detail in [section V.9](#).

### **Student Services**

Student Services, as a unit, provides student advising, both in person and through virtual meetings. Student Services staff connect students with the resources that are available to them through the other units, support the efforts of student organizations, and host events to foster a sense of community throughout the School. While all parts of the School were impacted by the COVID-19 pandemic, this group of staff was at the front line, connecting students with a variety of supports including mental health services. In their advising functions, they helped both students and faculty to navigate the processes for extending due dates or taking incomplete grades as needed when facing the increased stress of the pandemic.

### **Recruitment and Admissions**

The School's Recruitment and Admissions unit supports targeted recruitment activities at library conferences and through library journals, associations, and other related activities. Staff in this unit collaborate with faculty to provide opportunities for prospective students to visit classes or attend online events. They provide opportunities to meet with current students and faculty both online and on campus.

### **Finance and Administration**

The Finance and Administration unit is responsible for the budget and finances of the School, along with all business processes, human resources matters, and sponsored-program support.



## **Advancement and External Affairs**

The Advancement and External Affairs unit is responsible for frontline fundraising and cultivating relationships with alumni, friends, parents, corporations, and others. Some examples of their initiatives include Dean's Roundtable events for small groups of 10 to 20 to learn the latest news from the School, webinars by faculty and alumnae about current events relevant to the community, and alumni panels and mock interviews with current students.

## **Strategic Marketing and Communications**

The Strategic Marketing and Communications unit works to increase visibility of the School, aiming for increased enrollment and academic recognition.

## **Decision-Making Processes**

In general, the processes and policies of the School are designed to support active collaboration across all relevant units and administrative staff functions. The administrative staff and faculty of the LIS program work cooperatively to make decisions within institutional frameworks and evaluate the processes and results of those decisions.

Decision-making processes in the LIS program are addressed through a series of meetings that include a variety of constituents. Discussions are documented in meeting minutes and may be shared with others throughout the process. All LIS decisions are considered and discussed during LIS Program Committee meetings which are attended by LIS faculty, staff, and the LIS student representatives ([Appendix S LIS Program Committee Minutes](#)). Issues that require consideration beyond this LIS Program Committee can be explored in more detail at subsequent meetings or may be put on the agenda of the Dean's Cabinet meeting, which includes Associate and Assistant Deans, Program Directors, and Senior School Staff. Some issues may also be included in monthly full faculty meeting agendas (meeting minutes in [Appendix JJ iSchool Faculty Meeting Minutes](#)) or a bi-annual Faculty Planning Day. In addition, the LIS Guiding Council ([Appendix D LIS Guiding Council](#)), comprised of representatives from across the library profession, is also included in the decision-making process. Through these various meetings, constituents including faculty, staff, students, and other stakeholders participate in decision-making.

### **Evidence:**

- [ALA Self Study Appendices](#)
- [Appendix D LIS Guiding Council](#)
- [Appendix IIII School Organization Chart 4 27 2023](#)
- [Appendix JJ iSchool Faculty Meeting Minutes](#)
- [Appendix S LIS Program Committee Minutes](#)
- [Appendix SSSS State of the iSchool Presentations](#)

## V.6

*The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service.*

### **University Support and Responsibility Centered Management (RCM) Structures**

Syracuse University provides financial support for the development, maintenance, and enhancement of the LIS program in a variety of ways. One of the main ways is through University central resources. The Admissions Office, Graduate Enrollment Management Council, Office of Budget and Planning, Office of Human Resources, Center for International Services, Office of Financial Aid and Scholarship Programs, and Office for Academic Affairs all provide guidance and assistance. While these are the offices LIS faculty and staff interact with most frequently, many other offices are also supportive (such as the Office of Sponsored Programs or Career Services at the university level). Some of these offices (e.g., Center for International Services) not only work with faculty and staff, but also with students.

Because the University operates under an RCM budgeting system, the revenue producing units such as schools and colleges are allocated with all the revenue generated from tuition, fees, gifts, grants, and endowment proceeds. These units are also responsible for all their expenses, including overhead payments back to the university to cover expenses in the non-revenue generating units, as well as the university-wide services as mentioned above. For example, in the Fiscal Year 2023 budget of the School (available for viewing on-site), income is described as "Sources," expenses are described as "Uses," and the "RCM Cost Pool" is in a separate section to represent additional expenses, in the form of the overhead return to the university.

RCM considers all sources and uses of funds. The Fiscal Year 2023 budget is an "all funds" budget, meaning that funds from operations, restricted gifts, grants, and endowment proceeds are all included in both the income and expenses. It also represents all income and expenses for all programs within the School. In schools with more traditional departmental organization, an expense-only budget would be allocated to a department. However, the School operates as a "school of one" without rigid boundaries between the different degree programs. A program-to-program comparison of funding across campus is unattainable as programs (in the School) and academic departments (in other schools and colleges) do not have discrete full RCM budgets.

While it is possible to account for the differences in tuition coming in for students in different programs, many expenses cannot easily be broken out for different degree programs or to distinguish between online and on-campus students. Many faculty members either teach courses that are taken by students from different degree programs or teach multiple courses of which each is part of the curriculum for a different degree program. As a result, it is not possible to allocate their salary to a single degree program. While this could be done with those faculty members who do only teach for the LIS program (particularly adjuncts who only teach one

class), this would not show the full picture of how expenses for salaries and benefits support the LIS program.

## **Budget and Financial Planning**

The RCM model allocates funds to the school/college level, and it is the responsibility of each Dean to ensure that various units and/or programs are adequately funded. Following this model, expenses for the School must be balanced directly with the income generated within the School itself. As a result, proposed increases in expenses, such as hiring more faculty, are considered in tandem with ways of increasing revenue, such as marketing to increase enrollment. Some decision-making related to finances and other resources is approached in the same manner discussed in the section about “Decision-Making Processes” at the end of the previous section, with discussions related to budgets and financial planning moving through LIS Program Committee meetings, faculty meetings, and Dean’s Cabinet meetings. However, many decisions are made at a higher level by the Dean or with the Associate or Assistant Deans. For example, due to budget constraints, staff positions were consolidated in summer 2021.

Since the School operates with “School of one” philosophy, all programs share resources such as staff, faculty, space, and equipment. For example, staffing works across program lines for general administration, research support, technology support, student services, and enrollment management. Some positions that were previously dedicated to a single program, such as our LIS Program Manager, were consolidated in 2021 to serve multiple programs. Budget lines for faculty resources, such as travel, computer hardware, or other equipment, are not broken down by degree program and are provided to LIS faculty as they are to all faculty of the School.

To the extent that is practical, expenses are allocated to academic programs. In the case of LIS, the following are special allocations of funds:

- \$10,000 discretionary funds for the Program Director to support the LIS program. Expenditure of these funds changes from year to year but have included things such as guest speaker fees, student travel, pay for adjuncts taking on extra duties, and student-centered events.
- One academic Program Manager staff position is associated with many tasks related to the LIS program. While this position is no longer dedicated only to LIS as it was prior to summer 2021, the person in this role has a long history with the LIS program and the portion of her hours related to LIS work is extremely valuable.
- One month of summer salary for a faculty member that serves as the LIS Program Director.
- A small amount of operating funds for Program Director attendance at ALISE

## **Funding for Students to Attend Conferences**

Within the School, allocation of expenses is a comparative measure of support for various programs. The expense-per-student ratio is higher for campus LIS students than for other campus degree programs as a result of the financial aid provided specifically for on-campus LIS students (discussed in more detail in [section V.8](#)). As an equity issue, this practice acknowledges that the standard graduate tuition does not match well with the market salary for entry-level jobs in

libraries, in contrast with the much higher market salary for entry-level jobs in corporate information careers. The School has not been able to offer as much financial aid to online LIS students as a result of the costs of the online program infrastructure, but the School is actively examining equity in this regard as well. For example, in 2022, a new, one-time restricted scholarship (Olatunji Scholarship) was awarded to support one online student and one campus student.

## **V.7**

*Compensation for the program's faculty and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.*

Faculty salaries and salary increases are determined by the Dean. The School considers pay equity as part of the merit review process each year. Policies regarding hiring and promotion, faculty salaries, supplementary compensation, benefits, leaves of absence, and retirements are outlined in the [Faculty Manual](#). Policies specific to the School are outlined in the Personnel Policies in [Appendix GGG School Faculty Personnel Policies and Procedures](#).

The School contributes salary data to ALISE on a regular basis and then uses their report for comparison purposes. Salary information is not shared with faculty, staff, students, or the public, nor are salary reported by categories like rank, gender, or discipline.

Staff salaries and wages are determined in accordance with the [Syracuse University Policy on Wage and Salary](#), which states that New York State has established minimum rates of pay for both non-exempt and exempt job classifications for all employees, including staff members on campus in an effort to maintain equity.

### **Budgetary Support for Faculty**

Financial support from the School for faculty research is also provided through the School's Indirect Cost Return Policy. Through this policy, a percentage of the indirect costs (i.e., facility and administrative costs) generated from the annual expenditures on a grant are returned to the faculty and research centers of the grant in a dedicated account to support their research at their own discretion.

#### **Evidence:**

- [Appendix GGG School Personnel Policies and Procedures](#)

## **V.8**

*Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.*

## **Institutional Support for Faculty**

The University provides support for faculty research, teaching, research leaves, and professional development. For example, the Office of Research and associated offices help faculty to search for, prepare, and submit research proposals, as well as administer funded projects. The newly installed [Faculty Portfolio System](#) helps faculty members record their research, teaching, and service accomplishments, preparing evaluation materials for annual, re-appointment, tenure, and promotion evaluations, and generating CVs or biographical sketches for various purposes, such as websites and proposals for funding. The University Libraries offer seminars on professional development topics such as managing citations and impact factor, as well as research assistance including literature searching. Clear policies on compensation for research/sabbatical, administrative, and personal leaves are provided both by the University in the [Faculty Manual](#) and in the School's own Personnel Policies in [Appendix GGG School Faculty Personnel Policies and Procedures](#).

School personnel policies include criteria used to award professional development, travel, leaves, and other forms of funding. This support is reviewed annually to ensure it is reasonable and equitable. In fiscal year 2023, the School offered faculty members the following for supporting their research projects, teaching, professional development, and work-related travel.

- A dedicated staff member to support faculty in applying for funding.
- A [faculty assistant](#) (FA). Each full-time faculty member can request a FA to work up to 20 hours per week. FAs assist with research but can support teaching in special situations (though not grading or leading a lecture). Some faculty may have a PhD student working with them rather than a FA.
- Faculty member discretionary fund. Each full-time faculty member has a budget for his or her use for research, computational equipment, professional development, or work-related travel. For fiscal year 2023, this covers \$1,500/year for Professors of Practice or Research, 10% of annual indirect cost recovery not to exceed \$1,000 for Emeriti faculty engaged in funded research, \$3,000/year for Tenured Full Professors, \$4,000/year for Tenured Associate Professors, and \$4,500/year for Untenured Tenure-track Professors. The unused balance can be carried over to future years.
- As previously discussed in [section V.4](#), LIS emerita faculty have applied for research funding and received research awards ([Appendix QQQQ LIS Emerita Faculty Funded Grants 2015 to 2023](#)).

## **Student Financial Aid**

Financial aid for graduate education at Syracuse University is managed by individual schools and colleges as a part of the RCM budget system. The fiscal year 2023 master's degree unrestricted financial aid discount rate is 23.7%. This refers to the amount of aid given compared to the amount of tuition generated and is calculated only on aid given from unrestricted funds. These are not fixed numbers; rather the process begins with target numbers when offers are made, but fluctuation may occur based on the number of students who matriculate. When viewed by master's program, the discount rates over the last few years have averaged as follows:

IS - 12-15%

Data Science - 17-20%

## LIS - 30%

The School has made an effort to increase the discount rate overall, especially for the LIS program because the University standard tuition does not match well with the market salary for entry level jobs in libraries. Thus, a 30% scholarship is given to all campus LIS students who do not have other funding sources. The School is not able to offer this same scholarship to online students because of the costs of the online program infrastructure; however, online students may qualify for other scholarships.

Additional aid is provided to graduate students from restricted funds received through grants, gifts, and endowment proceeds. Of the restricted funding accounts that provide financial aid, just under 70% of them are for the support of the LIS students. There is also restricted funding that supports conference travel and other scholarly activities for LIS students.

The following are [graduate awards and scholarships offered by the School](#). These merit awards are automatically considered for all on-campus applicants to the School's graduate programs:

- Diversity in Information Science Scholarship
- Advancing Global Citizenship Scholarship
- Excellence Scholarships
- iSchool Values Award

The following awards have additional applications and deadlines:

- 50% Upstate Scholarship
- Information Literacy in Academic Libraries Scholarship – on campus, 50% tuition award, work 20 hours per week at Syracuse University Libraries during the academic year, awarded for two years, 15 students since 2019.
- Veterans and Military Award
- Wilhelm Library Leadership Award – 50% tuition award, ability to do up to 20 hours of research work with a professor, and conference travel assistance – 5 awarded per year.
- Teaching, Research, and Graduate Assistantships – on campus, varying tuition, and stipends
- Library and Information Science Scholarships – campus LIS students without other funding sources receive at least 30% off their tuition. Several endowed scholarships are also available specifically for LIS students:
  - Dorothy E. Rowland Library Science Graduate Scholarship (campus)
  - Ronnie Kasowitz Scholarship (campus)
  - Gaylord Library School Graduate Scholarship (campus)
  - T. R. Nikels Endowed Fund Scholarship (campus)
  - Helen Benning Regnier Graduate Scholarship (online)
  - Amy Bush Olatunji G'54 Award is given to two students (one on campus and one online) who show promise and dedication; selected in conference with the donor, LIS faculty and the Dean's office (one-time award)

Another financial aid offering is the Teacher2Librarian (T2L) initiative. T2L helps current teachers who already have their New York State teaching certification to also earn a second NYS

[PreK-12 Library Media Specialist certification](#). Participants commit to work for three years in NYCDOE school libraries after graduation. T2L is a partnership between the School and New Visions for Public Schools, the New York City Department of Education (NYCDOE) Department of Library Services, and St. John Fisher University. Participants in this program pay significantly subsidized tuition, only \$5,000 for tuition for the entire degree. Using figures from the 2022-23 academic year, this amounts to a scholarship of approximately \$45,414, or 90% of the standard tuition. This financial support comes from both the NYCDOE Department of Library Services and the college partners.

**Evidence:**

- [Appendix GGG School Personnel Policies and Procedures](#)
- [Appendix QQQQ LIS Emeriti Faculty Funded Grants 2015 to 2023](#)

**V.9**

*The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service. The program provides support services for teaching and learning, regardless of instructional delivery modality.*

The School is located in Hinds Hall, on the University main quad. The School is the sole occupant of all four floors of Hinds, and the program benefits from the centralization of spaces, technology, and services. The Hinds Hall floor plan ([Appendix TTTT Hinds Hall Floor Plans](#)) provides a visual representation of the spaces within the building, as well as their respective functions. This section describes ways the physical space supports the program objectives for teaching and learning.

**Spaces for Teaching and Learning**

While many of the spaces in Hinds Hall support the teaching and learning mission of the School, 10 spaces are particularly important. Five of these spaces are classrooms used by the School; three “additional” classrooms are mixed-use conference/classroom spaces, and two are University/Registrar “case” classrooms available both to the School and to other University courses. The design of each classroom varies to accommodate diverse teaching and learning needs. Three large classrooms are equipped with fixed furniture facing a central focal point where the instructor is located. Four classrooms contain movable furniture to provide a flexible learning environment for student engagement. All classrooms are equipped with projectors or LCD monitors for presenting information. Webcams are installed in all classrooms to support online and hybrid learners. [Appendix BB Spaces for Teaching and Learning](#). provides details for classrooms and meeting space in Hinds Hall.

Due to the increased use of mixed media in coursework and research, the School added a Recording Studio (002J), a multi-purpose space for all members of the School that can be reserved for photography, audio/video recording, webinar hosting, or other activities that require a higher level of production. The studio is equipped with lighting and sound attenuation for professional audio and video production, and iSchool Technology Services (ITS) loans essential equipment such as cameras and microphones.



## **iSchool Technology Services (ITS)**

The School benefits from an in-house [Technology Services](#) unit, whose members are responsible for supporting the instructional, administrative and research aspects of the LIS program and the School. More detail about the services they provide is available. Details about ITS staff are included in [sections V.11](#) and V.12, below. The University also has an extensive central and distributed support personnel program that the school staff can utilize for additional technical solutions and support through the [University Information Technology Services](#).

ITS maintains the computers and peripherals provided in Hinds Hall and the resources available off campus through the Remote Lab (described in [section V.11](#)). They also provide equipment available for short-term loan, including laptops, peripherals, chargers, webcams, microphones, and presentation equipment. Large-scale computing needs are also supported, along with on-campus or VPN access to School-hosted servers for special class or research needs, custom virtual machines, virtual servers for website hosting, and research data storage. These resources are available to students during the semester seven days per week and overnight.

In addition, ITS offers software product consultations, which include license agreements, approval facilitation, purchasing services, installation, and maintenance. Via SU's [answers.syr.edu](#) platform, ITS provides guides for the use of supported resources, including Cisco IP phones, iOS apps, email, calendars, Kaltura (for video recording and editing), Microsoft Teams, Microsoft Windows, OneDrive, printing, SharePoint (for the school's document repository), and Zoom (for remote communication and classes). ITS also supports a wide range of software used for classroom activities, including Microsoft Office, Microsoft Azure, Microsoft SQL Server, and R Studio.

## **Course Management Systems**

### *Blackboard Ultra Base Navigation Learning Management System*

Campus faculty and students currently use two versions of the Syracuse University Blackboard Ultra Base Navigation Learning Management System as the instructional learning management system (LMS). Through Fall 2022, the University used the Blackboard Learning Management System and began to pilot the use of the updated version of Blackboard Ultra Base Navigation LMS. Faculty are currently completing training to integrate their course content to this latest version for Fall 2023. The LMS is supported by the university-wide Online Learning Services (OLS), which is part of the University's Information Technology Services. All courses are provided with a standardized course template; however, the School adopted a master template for consistency. Faculty choose from a variety of tools within the LMS to support their course objectives. These include tools for sharing course content (including text, audio, video, and other rich media), assignment instructions and submissions, grade center, asynchronous discussion boards, tests, surveys, calendar, notifications, and more. As the technical support for this LMS is provided by ITS, staff in the Department of Faculty Affairs can focus on the instructional quality and course design aspects that are specific to the needs of the School, including the LIS program. Courses in the LMS are made available to students the week prior to the semester starting, called "week 0". During week 0, the faculty send out a welcome announcement, give access to the



syllabus and course schedule (which include textbook and course objectives information), and list any other learner expectations.

### *Atrio by 2U*

Atrio is the proprietary online network service provided as part of the School's contract with 2U. Atrio is comprised of a learning management system and built-in chat-based tech support. Modules for each week's asynchronous course content are available within the Courses section, typically including videos (with subtitles and transcripts), slide presentations, readings, and interspersed interactive questions and activities. The Atrio LMS also provides a Wall for course announcements and threaded discussions; a Toolbox for content that is applicable to the entire course, like the syllabus; and an Assessments section for instructions and submissions. Faculty also use additional features for grading and feedback, tracking student interaction with asynchronous content, and file sharing. The Meetings section provided links to weekly live sessions in Zoom and to recordings of past sessions. The Groups section provides a space for group work in a course. Notifications are displayed based on each user's personal settings. A live text chat is built into this 2U platform, so that both faculty and students have continuous access to live support. The Atrio LMS is available through a web-browser or mobile device with Internet access. Students can also benefit from the convenience of accessing all asynchronous course content through 2U's Mobile Campus app. With this app, course content can be downloaded temporarily to a device to be accessed within the app even when the device does not have Internet access, a feature which is helpful for adult learners taking advantage of any spare moment to catch up on course work. Atrio will be sunset in Fall 2023; courses will be migrated to Canvas LMS.

### **Department of Faculty Affairs and Department of Academic Affairs**

Much of the support for teaching and learning is provided by the Department of Faculty Affairs and Department of Academic Affairs, led by Senior Associate Dean Jennifer Stromer-Galley. See [Appendix ZZZ Staff Roles at iSchool](#).

### **Faculty Center for Teaching and Learning**

The School has its own Faculty Center for Teaching and Learning (FCTL), whose mission is to foster "a learner-centered teaching community across all delivery modes and disciplines." Started in 2017, the FCTL supports all instructors (full- or part-time faculty, PhD students, or post-doctorate instructors). Led by the Director of Faculty Initiatives (DFI), the FCTL onboards all new instructors. The onboarding timeline consists of several meetings during the first two terms of teaching. These meetings cover expectations for instructional quality, understanding of the School culture, access to the master Blackboard template, access to previously taught content in Blackboard, classroom technology demonstration, teaching practices, ice-breaker strategies for the first day of the term, and access to many instructional resources for engaging with the students with their peers, instructor, and content in a learner-centered classroom environment. Checklists for onboarding also help new faculty to make sure that they're not missing any steps in their arrangements for administrative or instructional needs. As part of the onboarding process, the DFI schedules a classroom observation (either in person or online) during weeks 4, 5

or 6, which is followed up with feedback from the DFI. The DFI also fosters ongoing communication about pedagogy through in-person meetings, video-chat meetings, workshops, listserv discussions, and general sharing of resources. The DFI meets one-on-one with faculty to help with issues such as instructional design, classroom management, instructional quality assessment, academic integrity, course evaluation and assessment, and syllabus review, and provides instructional intervention and additional training for faculty as needed.

Several other units across the larger University also provide services related to instruction, and the DFI ensures faculty are aware of resources and programming from the Center for Teaching and Learning Excellence (CTLE), Center for Disability Resources (CDR), Institutional Effectiveness and Assessment (IEA), Online Learning Services (OLS), Center for Online and Digital Services (CODL), Center for Learning and Student Success (CLASS), Syracuse University Faculty Affairs, Syracuse University Academic Affairs, Syracuse University DEIA, First-year Experience, Information Technology Services and more.

## **2U Services for Instructional Design**

Many services for online LIS students and faculty are provided through the School's contract with 2U. The School began working with 2U in Spring 2016, after the University contracted with 2U to support both the development and delivery of online degree programs across the institution. The first LIS students taking classes via 2U were matriculated and enrolled in January 2017. In many ways, 2U is integrated into services provided by the School and University; in addition, 2U offers online-specific services that allow for greater scale and consistency. The School has been offering the LIS program online since 1993; the collaboration with 2U introduced a new kind of partnership in developing and deploying online instruction.

Among the services that the 2U contract provides are design, implementation, and maintenance of online courses; faculty and student onboarding; and troubleshooting. 2U provides instructional development support for faculty seeking to develop or redesign courses for an online learning environment. This support includes course planning, development of learning content, recording of lecture videos, inclusion of all learning elements in the Atrio LMS (will be replaced by Canvas in Fall 2023), and maintenance over time to make necessary updates. 2U provides staffing for these roles in the form of course strategists, course developers, video producers, and a course iteration unit. Faculty members who initially build a 2U course are referred to as Course Designers or Originators. These terms are distinct from Course Leads, who are faculty members who oversee all sections of a course and Section Instructors. 2U provides resources for [faculty Course Designers](#) and in the [Course Planner training](#). These include a series of five training modules, a planning checklist, an online course planner system, and direct meetings with 2U staff.

## **Course Design Process**

Nine months to one year prior to the planned launch of a new course, 2U staff begin to work with a faculty Course Designer. 2U staff strive to assist faculty with many elements of course design, including aligning outcomes with content and assignments, planning asynchronous and synchronous activities, developing, and supporting the creation of learning objects in a variety of

media types. Attention is given to chunking and sequencing activities appropriately and providing a consistent “rhythm” to course activities from week to week.

The asynchronous portions of the 2U learning experience are designed to be interactive, not passive. Asynchronous content is carefully grouped into modules for each week. Each module is presented in a sequence that mixes any passive content (such as videos or texts) with what 2U calls “Bidirectional Learning Tools” (BLTs). These engage students more directly and typically require them to respond before they can move on. These may include short or long answer questions, multiple choice, matching, or even a video response or file upload. Open response questions can be configured to be private or public, allowing for more discussion and response among classmates. These activities are typically not graded except for being checked off as part of a student’s participation in the course. Content types may include lectures, interviews, roundtable, or panel videos (with representative students or with guest experts), lightboard, creative video, text page, screen capture, or other external resources. 2U provides a style guide for course designers to follow when creating slides, and also provides support to reformat slides as needed for improved consistency, legibility, and accessibility, providing copy editing and sometimes helping with finding or formatting graphics. The 2U Atrio LMS also provides an interface for instructors to view Activity Reports showing student completion of these weekly sequences.

Prior to 2020, 2U supported professional video recording of faculty lectures and roundtable discussions in a specialized studio in Virginia. However, during the height of the COVID-19 pandemic, 2U created a “studio-in-a-box” solution. This studio-in-a-box included lighting, backdrops, and audio equipment to improve the quality of instructional videos filmed in faculty homes.

The foundation of 2U’s instructional design support is their [Learning Experience Framework](#) (LXF). More about this can also be seen in [2U’s Best Practices in Course Design](#).

## **2U Instructional Support**

Any faculty member teaching in 2U online may request that a member of the 2U support unit sit in on up to four live sessions to provide behind-the-scenes assistance during class and debrief after class. 2U provides additional support via [Faculty Enrichment Program](#). Faculty can sign up for onboarding sessions, individual coaching, Zoom playgrounds, or faculty enrichment seminars on a variety of topics such as “Creating Community in the Classroom,” “Teaching Online: Setting Norms and Classroom Best Practices,” and many others that are available in live session or as recordings. Onboarding includes five self-paced asynchronous modules and four live sessions with a 2U staff member via Zoom. Faculty are also invited to participate in biweekly Community of Practice (CoP) sessions with other faculty across all the institutions using 2U.

## **Focus on Accessibility**

School faculty and staff are proactive about accessibility and strive to provide inclusive spaces on campus and online. Support for accessibility is provided by collaborations among School staff and faculty with other University offices, in particular the Center for Disability Resources

(CDR). CDR facilitates access to programs and activities, coordinates auxiliary aids and services, provides access to adaptive technology, and, when necessary, advocates on behalf of students with members of the campus community. The School also follows the guidance of the University's [Information and Communication Technology Accessibility Policy](#) for making digital resources accessible, along with the resources provided by [Technology Accessibility](#). Assistive technology is available to both campus and online students. While some available technology requires accommodation documentation, other resources are available to all students, such as TextHelp Read&Write or Blackboard Ally. In addition, 2U has been a partner in the continuous improvement of accessibility for online students and faculty. Videos in both the asynchronous modules in 2U and recorded during the live sessions have captions and a searchable transcript that auto-scrolls as the video plays and highlights each word or phrase as it is spoken. In addition, Zoom enables automatically generated captions, and these can also be made available to participants later as a downloadable transcript.

**Evidence:**

- [Appendix BB Spaces for Teaching and Learning](#)
- [Appendix TTTT Hinds Hall Floor Plans](#)
- [Appendix ZZZ Staff Roles at iSchool](#)

**V.10**

*Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the program.*

The physical facilities of Hinds Hall enable learning, research, consultation, service, administration, and communication for the LIS program. The physical layout is depicted in the Hinds Hall floor plan ([Appendix TTTT Hinds Hall Floor Plans](#)).

**Offices**

Another element of facility support for the LIS program is the presence of faculty offices in Hinds Hall. Most full-time faculty members have an individual office for independent or collaborative work that provides privacy for office hours with students. Due to advances in remote work and education, some faculty choose to work from alternative work locations. However, there is designated, shared office space (the “iHotel”) for remote and visiting faculty to use when on campus. Correspondingly, part-time, adjunct faculty have access to a shared office space for independent work. When faculty in shared office space require a private room for office hours and other meetings, they can reserve a meeting space designated for faculty and staff use only. In addition to faculty, three shared office spaces are provided for doctoral students. These spaces are furnished to facilitate both independent and collaborative work. If doctoral students or graduate assistants require private office hours, they can reserve a recurring time in the conference rooms or labs.

**Research**

To support research endeavors, Hinds Hall provides space for eight research labs dedicated to specific teams (see the spaces color-coded as Research Spaces on the Hinds Hall Floor Plans,

([Appendix TTTT Hinds Hall Floor Plans](#)). For example, members of the Trackable Reasoning and Analysis for Collaboration and Evaluation (TRACE) Project reside in Lab 105. Lab spaces are equipped with furniture and technology required by the research teams for their work.

In addition to dedicated research labs, the lower level of Hinds Hall houses computer labs that can be reserved by faculty for course-related labs or short-term research projects. When not reserved, these labs supply open seating and desktop computer access for all students. Faculty also can use the computer labs as a workspace, as needed. In addition, these facilities are available to the University community. Because computer lab availability is fluid, the schedule for each lab is available online to indicate when the spaces are free for open seating. The table below provides details for each computer lab, including seat capacity, computer hardware for each seat, and additional features of the space.

### **Administration**

Hinds Hall also houses the administrative suite, including the office of the Interim Dean. The administrative suite is located on the third floor. Most administrative personnel have individual offices for independent work and meetings. However, the suite includes a reception area with guest seating and collaborative areas for larger meetings in order to facilitate communication and collaboration among all members of the School.

School staff are also housed within Hinds Hall to foster collaboration and provide convenient access to services. Staff who work directly with faculty and students are often assigned individual offices for private consultations and places dedicated to student success are located on high-traffic floors and public areas for convenient access. For example, the Academic Services staff occupy individual offices on the second floor adjacent to the ICE Box, a social area where students and faculty congregate.

The Academic Advising and Student Services staff are also located in individual offices located on the first floor to facilitate access for students. This office suite also includes a reception area to welcome students and provide seating while they wait for consultation. Staff responsible for recruitment and admissions have individual offices on the lower level as well as space in the Welcome Center, located directly across from the main entrance of the building for easy wayfinding by new and prospective students.

Finally, Technology Services staff occupy a dedicated, shared space on the lower level. Because Technology Services Staff typically consult with faculty, staff, and students in their offices, they do not require individual offices for technology consultations. Additionally, the Technology Services office is adjacent to the largest server rooms in the building, which supports rapid access for regular and urgent maintenance.

### **Communication and Consultation**

To promote collaborative work, Hinds Hall hosts eight conference rooms (also known as Collaboratories) distributed throughout Hinds Hall. These spaces are equipped with conference furniture, computers, and large LCD monitors for shared viewing. To adapt to the increase in

remote work, each space is also equipped with a webcam for video conferencing. After the switch to IP Phones in Hinds Hall and the prolific use of web conferencing tools, conference phones are no longer left in conference rooms and laboratories but are still available as loanable devices. Conference rooms can be reserved using an online reservation system available to faculty and staff. The table below provides the occupancy allowance, and reservation policy for each conference room.

## **Social Spaces**

In addition to spaces dedicated to administration of the program, teaching, and research, the School developed multiple social areas to promote community. All members of the School have access to the Innovation, Collaboration, and Entrepreneurship (ICE) Box, which serves as both a physical space for collaborating and hosting events, and a resource hub for supporting and connecting entrepreneurship opportunities both on and off campus. Designed to allow for the spontaneous expression of creativity, the ICE Box is a place where students collaborate on innovative products and services, meet with faculty and industry professionals, and discuss their coursework. This space is furnished with soft seating, tables, chairs, and charging stations, which also makes the space a popular area to socialize and connect with other members of the School. Additionally, the iCafe on the ground floor also provides soft seating, tables, chairs, and charging stations conveniently located near the largest classrooms in Hinds Hall so that students can have a comfortable place to socialize or recharge between classes.

## **Accessibility**

Syracuse University is an inclusive community and aspires to provide an equitable experience for all, including individuals with disabilities. The University's varied programs, services, and resources not only accommodate individuals with disabilities, but also recognize their potential to excel at Syracuse. The University supports these endeavors by committing to the accessibility of the campus environment, facilities, and digital presence, including its websites, online communications, and technology.

Hinds Hall was renovated in 2012 and is considered fully accessible (ADA-compliant) by the University's office of Campus Planning, Design and Construction. [Appendix UUUU Syracuse University DEIA Plan](#) provides an excerpt of the University's Draft SU Disability Equity Inclusion and Accessibility Strategic Plan, and the University website includes a detailed section about [accessibility](#). The main entrance of Hinds Hall is accessible by both stairs and a ramp. All four floors of the building are accessible by stairs and elevator. Restrooms for all genders, non-binary individuals, and those with different abilities are available on each floor. There are accessible multi-user restrooms on all floors, and five single occupant accessible restrooms (one on each floor, two on the basement level). Finally, a dedicated lactation room is located on the second floor equipped with a chair, table, electrical outlet, sanitizing wipes, paper towels, and a trash can.

Hinds Hall is open to faculty, students, and staff Monday through Friday 7 a.m. to 10 p.m. and Saturday and Sunday from 9 a.m. to 10 p.m. Closing times may be adjusted toward the end of a semester to accommodate increased student workloads. Students in the building prior to closing



are allowed to stay. Two computer labs (rooms 016 and 020) remain open for these students. Hinds Hall is closed on University Holidays and days of appreciation. However, faculty and staff, and PhD students, and student staff have card access to the exterior doors to access the building after hours.

**Evidence:**

- [Appendix TTTT Hinds Hall Floor Plans](#)
- [Appendix UUUU Syracuse University DEIA Plan](#)

## V.11

*Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.*

### **iSchool Technology Services (ITS)**

In order to fulfill the research and learning needs of students and faculty, the School provides access to computer and other technology resources. Four, full-time staff members within the ITS unit support the technology needs of the program in research and teaching. Requests for ITS support are submitted and updated through the Orange Tracker ticketing system to ensure end-to-end support of issues and requests. Alternatively, School members can contact ITS via phone if they are unable to access the ticketing system. Users can also find self-service documentation, instructions, and answers to frequently asked questions on the [ITS website](#).

### **Computers and Other Equipment**

ITS provides all faculty and staff with a dedicated computer to support their needs. Individuals can choose a laptop or desktop computer and their preference for operating system (macOS or Windows) Faculty and staff are provided with dual monitors for their workstations upon request. In addition to the standard issue of computers for full-time employees, ITS loans equipment to faculty, staff, and students free of charge, including:

- Windows and MacOS laptops (faculty and staff only)
- Computer peripherals (keyboards, mice, adapters, cables, USB drives)
- Laptop chargers (including USB-C)
- Mobile device chargers
- Presentation clickers/laser pointer
- Computer webcams & microphones
- Cameras (DSLR and video)
- Virtual machines

### **Data Processing, Storage, and Website Support**

To support data-intensive faculty research, ITS sets up and maintains servers to host the following platforms:

- RStudio Service
- JupyterHub

- MongoDB

Faculty can also work with ITS to store small- or medium-sized datasets (<5TB) with routine backups and security. Faculty who require larger data storage have access to large-scale computing through University [Central Research Computing](#) with the following parameters:

- Grid computing (14,000+ cores, 20TB RAM available)
- High-performance and High-throughput computing clusters (25,000+ cores, 100TB+ RAM available)
- GPU-enabled nodes (CUDA and OpenGL support)

While the School website, including faculty and staff profiles, is managed by the Marketing and Communications unit, faculty, staff, and students can take advantage of website hosting for individuals and research teams. Basic website hosting is hosted through the University Expressions platform and powered by WordPress for easy functionality. However, users who require complete control of their hosting environment and have extensive experience managing a web server can request a virtual server from ITS to host their own sites.

## **Software**

All computers in labs, instructor stations, and conference rooms located in Hinds Hall are imaged with the same software applications to promote consistency and access. A combination of open-source software and proprietary software is available on public computers to provide a breadth of options for diverse disciplinary research standards. For example, Python, R, and Tableau serve similar functions for data intensive research, but one may be used more frequently in the diverse disciplines with the School. Proprietary software such as the Adobe Creative Suite and Microsoft Office suite are available to provide equity of access for those who do not have licenses for personal use.

## **Conference Rooms**

Conference rooms or “Collaboratories” in Hinds Hall were recently upgraded to integrate mounted webcams, microphones, and large LCD monitors in the rooms. Users can plug laptops into consoles within the rooms to quickly enable web conferencing and share laptop screens.

## **Computer Labs**

Computer labs in Hinds Hall include individual desktop computing stations accessible to all faculty, staff, and students. Computer labs can also be reserved by course instructors with curricula that require students to practice with software applications. Therefore, all Computer Labs also include teaching stations and large screens or projectors for instruction. The table below shares the technology available in each Computer Lab.

## **Remote Lab**

In addition to physical lab spaces, all software required for School coursework is accessible via Syracuse University's Remote Desktop Service. Remote Lab is a virtual computer lab that allows



students and faculty to remotely access a lab computer from anywhere with a stable broadband Internet connection. If a specific software is required for a course, students and faculty can access the application without purchasing and downloading the software onto their personal computer.

## **Classrooms**

All classrooms located in Hinds Hall are equipped with instructor stations. Each instructor station is equipped with:

- A built-in touch screen computer, mouse, and keyboard
- External outputs for a personal laptop
- An Extron TouchPanel, used to control:
- Displays to project the instructor's computer
- Sound system to amplify and record the instructor's voice
- Video recording equipment, and room lighting
- Conference phone calls and video conferencing

All instructors receive a personal wireless microphone headset that is paired with the Extron sound system, and each classroom is equipped with two cameras for recording/streaming classes online. The instructor has the option to record from the front or rear of the classroom. Because the layout of each classroom differs to accommodate a variety of teaching and learning styles, the table below describes the different display types for each room. See [Appendix BB Spaces for Teaching and Learning](#) for details about classroom, lab, and collaboratory space.

## **Recording Studio**

The Recording Studio (Hinds 002J) is a multi-purpose space to support teaching and research, available to all members of the School. The studio can be used for photography, audio/video recording, webinar hosting, or other activities that require a higher level of production. The studio is equipped with professional lighting and sound attenuation panels for high quality audio and video production. Features include:

- Sound dampening panels
- Studio lights
- Drop-cloth backgrounds
- Computer monitor and peripherals for a personal laptop
- Ethernet port, cable, and USB adapter
- Standing desk, table, chairs
- Extension cords, power strip

ITS also loans essential equipment such as cameras and microphones for all faculty, staff, and students, including:

- DSLR Camera - Canon EOS Rebel Ti5
- USB Microphones - MXL AC-404
- USB Webcams - Logitech, Microsoft, 1080p
- USB headset with headphones/mic - Logitech Wireless Headset Dual H820

## **Printing and Scanning**

The School offers students, staff, and faculty access to an HP Designjet Z3200p high-quality color graphics plotter printer. A plotter is a special large format printer capable of producing media such as technical drawings, posters, and banners. The plotter is museum grade and suitable for very high-quality printing of academic posters and more. Computer labs are equipped with grayscale printers that are accessed through the University online printing portal. Users can upload a document through the portal and release the document through their laptop or cellphone when they are near a public printer. Scanners are built into the two copiers available to faculty, staff, and students in Student Services, the administrative suite, and one copier is available only to faculty and students in the mail room.

## **V.12**

*The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.*

The School provides support for the LIS program through connections with SU Libraries, IT Services, the Center for Disability Resources, and other university resources.

### **Support and Services from SU Libraries**

[Brenna Helmstutler](#), a dedicated subject librarian for the iSchool, works with School faculty, students, and staff to connect library resources and services to curriculum and research needs. She holds an MLIS from University of North Carolina at Greensboro and an MS in Counseling. In this role, she works with the iSchool faculty, students, and staff. Activity includes specialized face-to-face and online instruction, collection development, research consultations, and outreach & engagement. She is also a member of the Research Impact Team within the Department of Research & Scholarship at SU Libraries, and the administrative team for Experts@Syracuse. Prior to joining SU Libraries, she worked at Georgia State University for 13 years. During this time, she was a subject librarian for disciplines including Education and Nursing, and supervised subject librarians within Education, Health, and Sciences. Before her career in librarianship, she was an academic advisor for eight years. [Appendix BBBBB](#) provides a sample email message she sent out to the iSchool faculty and adjunct mailing list.

SU Libraries ([Appendix AAAAA](#)) also provides specialized collections and services to the LIS program. The liaison librarian offers specialized face-to-face and online instruction which includes recording content for online classes; curating research guides collection development; purchasing titles by request; evaluating potential resources; face-to-face and online research consultations; and outreach and engagement activities (e.g., holding drop-in hours in Hinds Hall).

In fiscal year 2022, SU Libraries spent \$76,472 specifically to acquire information studies resources to support School programs. Of that amount, \$14,904 was spent on one-time purchases, including books, ebooks, and streaming media. \$9,654.00 was spent on online databases and \$51,914 was spent on serial subscriptions, including electronic journals, select print journals, and book series. This number is less than in the previous accreditation cycle as the Libraries have consolidated many library purchases under cross discipline purchases, and

significant additional funds are expended on many resources that can be used in support of information studies (e.g., journal packages, ebook packages, streaming video platforms, etc.). Print monograph holdings in library and information studies (Library of Congress classes Z1-Z880 and ZA) number 12,476 volumes. Ebook holdings, defined by the Libraries discovery layer's disciplinary tag "library and information science," number 28,560.

Print and online serial holdings, defined by the Libraries' journal locator's disciplinary tag "library and information science," total 602 titles. These numbers differ from prior accreditation reports due to a) excluding class Z881-Z8999, which are interdisciplinary bibliographies and book catalogs, b) counting serial titles instead of volumes, and c) change in primary data source for serials. Like the funding amount, numerous other monographs, serial, journal, video, and government information resources not specifically classed as Z or ZA are also used in support of School programs.

As the LIS program has undergone recent changes to place an emphasis on social justice, the SU Libraries have also done significant work on making all aspects of the Libraries more equitable and inclusive, through the work of the Libraries' Diversity and Inclusion Team. Goal eight of the Libraries' 2018-2022 Strategic Plan is to Enhance Diversity and Inclusion. Efforts to implement this have included programming, collection development, professional development for library staff, in addition to the creation of a new Inclusion and Accessibility Librarian position. Another part of this was reparative work by the [Special Collections Research Center](#) (SCRC) to create a Potentially Harmful Content statement for researchers, to acknowledge the harmful language and content present in their collections, balancing the preservation of this history with sensitivity to how these materials are described for researchers.

## **Student Work Opportunities**

LIS students have many opportunities to work in the SU Libraries as interns or graduate assistants to supplement their experiences in the LIS program. Some recent examples are:

- Internships
  - Cataloging internship at the Law Library
  - Archival processing internship in Bird Library
  - Special collections cataloging internship in Bird Library
  - Subject librarian internship in King + King Library
- Graduate Student Employees Department of Research and Scholarship, who employs graduate students who focus on research impact, collection development and promotion, library instruction, digital scholarship, and open access initiatives.

The School has also partnered with the SU Libraries to help incoming students find paid work opportunities on campus. These positions were created to help incoming students find paid work opportunities, prepare for future library work, and build their skills and resume with options on campus. Students work approximately 20 hours per week in their positions. During the admissions process, LIS applicants are encouraged to apply for job opportunities in the SU Libraries via a brief survey. Prospective students can indicate their areas of interest, background and include an additional resume. The School collects responses, resumes and other materials and disseminates this information to the appropriate SU Libraries staff members. All part-time

positions are offered by representatives from the SU Libraries.

### **Information Literacy Scholars Program**

The SU Libraries, in partnership with the School of Information Studies, prepares graduate students to enter the field of academic librarianship through an experiential teaching librarian training program that is concurrent with their LIS curriculum. Information Literacy (IL) Scholars work at SU Libraries in a variety of capacities from information and technical desk support to information literacy instruction and assessment. They also receive mentorship and professional development support that prepares them for entry-level career opportunities upon graduation.

Admitted campus students of the LIS program are eligible to apply to the IL Scholars Program. Those who are selected receive a 50% tuition award and work 20 hours per week at SU Libraries during the academic year. The scholarship is awarded for two years. Since 2019, 15 LIS students were awarded scholarships for the IL Scholars program ([Appendix SS Information Literacy Scholars](#)).

### **SU Librarian Engagement with LIS students**

In addition to the School's liaison librarian, many librarians are regularly engaged in sharing their expertise with LIS students for course projects and professional development. Examples of such activities include:

Serving as adjunct instructors in the LIS program for courses including:

IST 604 *Cataloging of Information Resources*

IST 607 *Digital Humanities for Librarians, Archivists, and Cultural Heritage Workers*

IST 613 *Library Planning, Marketing, and Assessment*

Recording lecture content for courses including:

IST 613 *Library Planning, Marketing, and Assessment*

IST 674 *Academic Librarianship*

Librarians in the Special Collections Resource Center (SCRC) and other areas of the Libraries present talks and tours for the Library and Information Science Student Organization (LISSA) and the IL Scholars. They also support students in courses including:

IST 605 *Reference and Information Literacy Services*

IST 613 *Library Planning, Marketing, and Assessment*

IST 662 *Instructional Strategies and Techniques for Information Professionals*

### **iSchool Technology Services (ITS)**

[Roger Merrill](#) leads the ITS team of the iSchool. He is responsible for Information Technology administration, authorization and procurement, co-chairs the school's Information Technology Committee, and serves as the Hinds Hall facilities manager and renovation project liaison. He holds an M.S. in Telecommunications and Network Management (G'04) and a M.S. in Library and Information Science (G'18). He is Certified Professional Manager (CPM) and holds

certificates from Network and Systems Professionals Association (NaSPA) and Project Management Institute (PMI). He has served in the role of Director of Technology Services and Facilities for the last 20 years.

In addition to the full-time staff, a number of student workers are hired each semester to help support systems and to test or research various products. Through a helpdesk ticketing system, Orange Tracker, members of the School community ask questions or seek help troubleshooting issues with technology. Orange Tracker is available through email, by phone, and directly through the online tracking system. The ITS office follows the University's published hours of Monday through Friday, 8 a.m. to 5 p.m. during the academic year, closing at 4:30 p.m. during the summer, and closing for holidays recognized on the University calendar. However, members of this unit monitor the Orange Tracker queue during evenings and holidays and respond to time-sensitive requests as needed.

## **2U Services**

2U's Instructional Development unit supports course development and faculty enrichment, and 2U provides the learning management system for online students, including features for improved accessibility. Other services provided by 2U support the relationship between the School and online students, including marketing, enrollment, onboarding, student support through all coursework, and career engagement.

Marketing services provided through the School's contract with 2U have expanded recruiting of LIS students. 2U uses a variety of online platforms to reach populations that the School had not previously reached. Student onboarding includes self-paced asynchronous modules and live sessions with a 2U staff member via Zoom. Students have regular calls with their student support advisors every 30-90 days, scheduled more often when they are new to the program and decreasing in frequency over time. During their coursework, students and faculty can contact 2U support via either the faculty support unit at [facultysupport@2u.com](mailto:facultysupport@2u.com), the student support unit at [studentsupport@2u.com](mailto:studentsupport@2u.com), or through technical support staff via a live text chat in the 2U platform or phone.

Online students also have access to a career coach through 2U's Virtual Career Center in the Atrio LMS. 2U career coaches can review resumes and cover letters and assist in navigating the job market. In addition to that, online resources are available asynchronously through the [Career Engagement Network](#) hosted by 2U.

## **Career Services and Experiential Learning**

The Career Services unit in the School helps students navigate the pursuit of careers in information fields. The Career Services staff provide one-on-one advising, workshops, and career fairs in both the fall and spring. They also coordinate employer visits and guest lectures. Job and internship opportunities relevant to specific programs, including the LIS program are accessed by students in two different ways: as messages posted on program listservs or as listings on the Handshake platform.

## Center for Disability Resources (CDR)

The [Center for Disability Resources](#) (CDR), formerly known as the Office of Disability Services (ODS), supports inclusive practices throughout the University, striving for universal design both on-campus and for online students. The CDR is responsible for coordinating disability-related accommodations and issues Accommodation Authorization Letters to students with documented disabilities. The CDR provides an online Disability Resource Portal, through which students and faculty can access requests and documentation, improving the convenience of communication related to accommodations. Other resources include academic support and tutoring, adaptive technology, screenings, and note-taking.

## Mental Health Services

Recognizing that many online students require mental health support, particularly post-pandemic, 2U established an agreement with a teletherapy platform called Uwill in May 2022. Through this partnership, online students have access to free mental health counseling from a network of licensed mental health professionals. Students can access these resources by clicking on the Support tab within the 2U Atrio LMS. Campus students can engage mental health services through the [Barnes Counseling Center](#) and [Student Outreach and Retention](#) (SOaR).

## Additional Support Services

LIS students also benefit from other support services available to all students at the University. Details about each of these are linked from the [LIS Student Handbook](#).

### Evidence:

- [Appendix AAAAAA Syracuse University Libraries](#)
- [Appendix BBBBBB Subject Librarian's Sample Outreach Email](#)
- [Appendix SS Information Literacy Scholars](#)

## V.13

*The program's systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.*

Systematic planning and evaluation processes are undertaken in a variety of ways in the program and School. Over time, both formal strategic planning and ongoing evaluation processes ensure that administrative policies, fiscal and support policies, and resource requirements are regularly reviewed. Strategic planning, a key process for this work, is an ongoing and iterative activity in the School. Development of a new strategic plan commenced in Fall 2022. The 2022-2023 strategic planning process took place concurrently with the development of a new University strategic plan and will continue through Summer or Fall 2023, as the new School strategic plan will not be finalized until after a new Dean is installed ([Appendix X iSchool Academic Strategic](#)



[Plan May 2023](#)). Among the areas given close scrutiny in strategic planning efforts is access to physical resources, facilities, technologies, and support services for campus and online instruction. This commitment is reflected in the 2022-2023 draft strategic plan in a variety of ways. The May 2023 strategic plan draft calls on the school to “deliver innovative pedagogy” in a number of ways, including:

- “bring[ing] real world technological developments and their respective implications into...pedagogy,”
- “find[ing] ways to surface sociotechnical aspects...in our courses,”
- “bring[ing] new technologies and their implications in line with opportunities for experiential discovery,”
- “leverag[ing] applied casework or learning-by-doing initiatives,”
- “grow[ing]...curricular initiatives to support citizen engagement,” and
- “prioritiz[ing] applied learning approaches.”

In order to achieve these goals of bringing the real world into the classroom, incorporating new technologies, embracing learning-by-doing, and using learning application to support professional and citizen engagement, the School continually reviews and improves its ability provide physical resources, facilities, technologies, and services to support campus and online instruction. This commitment both predates the current strategic planning process and is solidified in this document describing the future plans for the School.

**Example 1:** In 2019, a feasibility study for improving resources, facilities, technologies, and services to support instruction was conducted, resulting in funding for renovations being approved for multiple spaces. To increase classroom capacity for all School programs, room 010 was converted from a 42-seat computer lab to a 40-seat classroom. In 2020, room 010 received a technology upgrade to include new cameras, microphones, LCD displays, teaching stations and hearing assistive technology. In addition to increasing classroom capacity, the inclusion of new technology allowed instructors to teach hybrid courses that are both in-person and online. All School faculty were provided Logitech H820e Wireless Mono Headsets that pair with the classroom audio systems; these were essential during the COVID-19 pandemic. Even after COVID-19, these enhancements continue to support hybrid instruction and lecture recording in support of student learning. Moreover, the addition of hearing assistive technology contributes to an accessible learning environment for students with hearing impairments.

**Example 2:** To provide additional meeting space for students, faculty, and staff, a former study space and visitor center (room 109) was converted to an 18-seat Collaboratory—a space that can serve as both a small classroom and a meeting room. This renovation included the integration of a webcam, microphone, and LCD monitor. The modification of this former study space was a response to the increase in School online programs, as well as the expansion in the virtual and hybrid work landscape.

**Example 3:** In addition, in Spring 2023, two more classrooms were renovated. Renovations include an AV upgrade for rooms 011 and 111, replacing the projector in each space with two LCD displays, as well as upgrades to the microphones and cameras. These upgrades eliminate any remaining low-quality projectors from classrooms. In addition, room 011’s carpeting and

student furniture were replaced, changing the occupancy from the current 28 students to 30.

**Example 4:** To provide a central location for recruitment, Collaboratory 121 was removed and transformed into a new Visitor Center. While this renovation removed 16 seats from the Collaboratory, the Visitor Center supports the School’s strategic plan to “recruit and enroll a diverse and high-quality pool of students to support the academic objectives of the iSchool” and “enable current iSchool faculty, staff, alumni and Board of Advisors to promote the iSchool.” Thus, a welcoming space helps ensure that students have a positive experience from the beginning of their educational journey with the School.

## Research Space Enhancements

In tandem with classroom enhancements, 3,200 square feet on the third floor were renovated to increase the availability of research spaces and add six additional faculty offices.

### Evidence:

- [Appendix X iSchool Academic Strategic Plan May 2023](#)

## V. 14

*The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources.*

The LIS program records its decision-making processes along with the data and evidence used to evaluate program administration, finances, and resources. Both decision-making and evaluations tend to occur within the context of meeting structures, including the LIS program committee meetings ([Appendix S MSLIS Program Committee Minutes](#)), faculty meetings ([Appendix JJ iSchool Faculty Meeting Minutes](#)), and faculty planning days. Faculty and staff can add topics for discussion to collaboratively built agendas; in LIS program committee meetings, LIS student representatives can also submit agenda items.

Minutes from these meetings provide important documentation for tracking decision-making over time. The University provides the Microsoft suite of communication and infrastructure products, and the School uses OneDrive and SharePoint to provide a document repository that is accessible to the most stakeholders (pdfs are circulated for anyone without access to shared resources). Through this cloud-based storage, faculty and staff are able to access archived documents and track progress on various topics. To provide an index for all the meeting minutes and facilitate tracking of key topics, agenda items from each meeting are noted as separate rows in a spreadsheet along with the date and a topical tagging scheme. The three tables below show data taken from that index related to specific issues, showing several issues that were discussed and resolved over time.



**Table V.14.1 Timeline of Program Meeting Agenda Items related to Teacher2Librarian Program and Funding (Excerpted from master index of program meetings)**

Date	Topic	Notes
20160506	School Media	Supplementary certification option for K-12 teachers
20160914	School Media	Many open jobs, outreach to NYC area teachers
20170101	School Media	Barb and Blythe will prepare a more detailed proposal for the Teacher 2 Librarian program and share with the Committee through email, or during the next Committee meeting. Barb and Jill will review Teacher 2 Librarian proposal based on NYLA attendees' feedback
20170321	School Media	Certification Updates ALST test removed, edTPA safety net for school media (not written for School Media students, inauthentic assessment) recruitment trips planned for April, OCM BOCES CoSer still not processed, concern that 2U not doing sufficient recruitment
20170928	School Media	Possible Teacher to Librarian Program in Harlem, modeled after PLUS cohorts
20171102	School Media	Teacher to Librarian Program - proposal for cohort taking 2 courses per term, rural cohort too small to be viable, NYC cohorts result in more diverse students, which is also an issue when those students graduate and diversity percentage decreases
20171130	School Media	Teacher to Librarian Program - gathered feedback from NYLA attendees, will present results in Spring.
20180405	School Media	NYC Schools have funding for cohort of 20 students formal proposal as appendix
20190117	Scholarship/Award	update on Info. Lit., Wilhelm, Teacher 2 Librarian
20190221	School Media	NYC cohort of 20 teachers and NYC public librarians, seminar to be held at Lubin House so they can also attend
20211111	Announcements	NYC cohort approved, "GLAM in DC Career Trek" for LIS Students, enrollment update, National Library Week

This tracking gives insight into the need for greater support for school librarians over time. For example, in 2016, the faculty discussed position openings for school media librarians in New York state. In successive meetings, more data was gathered about this issue and ideas were proposed. By April 2018, Barbara Stripling had developed a formal proposal for the Teacher-2-Librarian Program ([Appendix MMMM NYC Teacher 2 Librarian Program Draft](#)). This proposal included further evidence of this gap, plans for the design of the program, and a proposed budget, including tuition assistance both from the School and from the participants' home school district. In 2021, the first Teacher-2-Librarian cohort was approved.

A second example records faculty, staff, and student concerns about a required in-person Immersion Seminar program, first held in 2017. Over time, concerns both from students and faculty were expressed about the time and expense of participating. The COVID-19 pandemic further highlighted existing concerns requiring students to come to campus, especially for those with health or mobility issues. Concerns about affordability and an overburdening time commitment were also shared. Student surveys and registration data for the seminar program were consulted, and by September of 2021, the requirement was removed.

**Table V.14.2 Timeline of Program Meeting Agenda Items related to Graduate Seminar Requirement (Excerpted from master index of program meetings)**

<b>Date</b>	<b>Topic</b>	<b>Notes</b>
20161207	Curriculum	Remove 601 from program requirement since graduate seminars [sometimes titled GIME Graduate Immersion Milestone Event] replaces 601 in most areas
20171130	Graduate Seminar	July topic will be Digital Literacy, reluctance for faculty to participate due to being on 9-month contract can't pay for seminar with student account in MySlice, some had to miss Friday class or Friday sessions of Seminar, seminar not noted on website as required (Course Catalog only updated once per year)
20171102	Student Concerns	Feedback from graduate seminar - LIS students felt like an afterthought, next session in July so need to assure there are more LIS focused sessions
20180927	Graduate Seminar	Alternative of ACRL conference, will need faculty involvement and debrief sessions
20181129	Graduate Seminar	Proposal to substitute with a conference was rejected as it defeats the purpose of students cross program/campus getting together
20190117	Graduate Seminar	Adding spring seminar to alleviate large group in fall, advocate for more LIS focus
20190425	Graduate Seminar	need more LIS focus, more faculty involvement
20190221	School Media	NYC cohort of 20 teachers and NYC public librarians, seminar to be held at Lubin House so they can also attend
20200416	COVID updates	Classes transitioning to online, internships affected by library closures but most able to finish online, postpone guiding council, cancel Day of FitS, cancelling summer graduate seminar, fall seminar uncertain
20201203	Graduate seminar	Jan. 2021 first online seminar
20210208	ACRL conf. discount	Arranged with ACRL for our students, can use for seminar requirement
20210902	Graduate Seminar	Remove graduate seminar as requirement

A third example of ongoing reflection and decision-making based on data and evidence is evident in discussions regarding the division of faculty labor and compensation for work on

online courses in the 2U LMS. Table V.14.3 below shows ongoing discussions about faculty roles and compensation for originating or updating courses. Over time, several faculty members who created courses for 2U retired, and other full-time faculty were designated as Professors of Record for those courses, even when the course topic was not among their areas of expertise. In many cases, sections of these online courses were taught by adjunct faculty with expertise in the topic areas; however, 2U courses were not initially imagined as having adjunct faculty as course creators or Professors of Record. This set up a challenging situation in which adjunct instructors with expertise to update courses were not authorized to make those changes. 2U courses were originally scheduled to have a major update every three years, but full-time faculty retirements and lack of 2U redesign support availability prevented timely updating. In 2021-2022, the Professors of Record for two core courses (IST 605 and IST 616) initiated substantive course revisions. Because the Professors of Record recognized and valued adjunct instructor input, the LIS Program Committee discussed the problem and came to a temporary resolution. In Fall 2022, the Senior Associate Dean agreed that the LIS Program Director could use LIS program funds to provide stipends for adjuncts taking active roles in course revisions. As of Summer 2023, plans are being explored for long-term solutions for compensating adjuncts who may contribute substantively to course redesigns in the future.

**Table V.14.3 Timeline of Program Meeting Agenda Items related to Adjunct Stipends for 2U Course Iteration (Excerpted from master index of program meetings)**

Date	Topic	Notes
20170321	Professor of Record	Review document created by Art Thomas, feedback related to removing outdated courses and changes to faculty interests, can PoR be adjunct?
20180118	Faculty	Spring semester large number of adjuncts - teaching live sessions, with asynchronous sessions created by full-time faculty
20181025	Curriculum	Professors of Record update in addition to course creation/content, PoR oversees adjuncts and participates in assessment
20190425	Online Teaching/Course Load	Heavy burden for PoR/course leads, updating content, collaborating with adjuncts, responsibilities should be clearly described
20200206	Faculty	PoR of electives, strengthen communication with adjuncts, updating content online discussed - time, compensation
20221021	Adjunct	Stipend for course build for major revision (605 and 616) \$500?

**Evidence:**

- [ALA Self Study Appendices](#)
- [Appendix MMMM NYC Teacher 2 Librarian Program Draft](#)

## V. 15

*The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the program and to plan for the future.*

Evaluations of administration, finances, and resources are continuously reviewed and applied to improve the program and plan for future challenges and opportunities. For the LIS program committee, there are three levels of guidance that can help with prioritization and decision making to plan for the future: the LIS program outcomes, the School strategic plan, and the University strategic plan.

Development of a new strategic plan commenced in Fall 2022. The 2022-2023 strategic planning process took place concurrently with the development of a new University strategic plan ([Appendix OOOO University Academic Strategic Plan Draft Framework 2023](#)) and will continue through Summer or Fall 2023, as the new School strategic plan will not be finalized until after a new Dean is installed. The School's previous strategic plan was written in 2017 ([Appendix NNNN School Strategic Plan Sept. 5, 2017](#)).

[Section V.14](#) above reflects examples of using data and evidence for program decision-making. Each of these processes were used to improve the LIS program and inform future planning. For example, the Teacher2Librarian cohort program is contributing to filling needs for certified school librarians. Students were grateful that the Immersion Seminar was rescinded. For online students, changes to the approach to course iterations have meant improvements in course content. These examples of systematic evaluation and discussion led to improvements in policies and practices; they also continue to fuel future plans for the program. In Summer and Fall 2023, discussions continue with regard to online course iteration, including working with 2U to lower barriers to revision and continuing conversations about compensating adjunct instructors who take on course design roles.

### **Evidence:**

- [Appendix NNNN School Strategic Plan September 5, 2017](#)
- [Appendix OOOO University Academic Strategic Plan Draft Framework 2023](#)

### **Conclusion**

This description of the administrative infrastructure, financial support, resources, and autonomy of the program in meeting its goals and outcomes shares examples of the ways in which the LIS program is co-constructed by faculty, staff, and students, self-determined, and supported by the University. The LIS Program Director and Dean of the School have sufficient support and authority to support students and achieve program outcomes, both within the school and in connection with the broader field. Faculty and students are sufficiently supported with professional development, travel, financial assistance, and resources necessary to conduct teaching, learning, and research. All of these processes are subject to regular review, reflection, discussion, and action based on data and evidence and engaged through structures that ensure participation of all constituents.

Moving forward, the LIS program will seek solutions for “known issues” that have arisen from budget tightening as a consequence of the COVID-19 pandemic; indeed, many of these issues are already showing strong signs of recovery (e.g., student matriculation has rebounded; student career placement is strong again). Other “known issues” arising from contractual agreements with 2U are under review. The 2U contract is set to expire in 2027. In preparation, a School task force is under development during Summer 2023 and will commence in Fall 2023 for the purpose of assessing the upcoming contract renewal. The LIS program will be engaged and consulted on future directions in this area, including recruitment, advising, course origination and iteration, and career services. Overall, the LIS program is in a strong position to continue to benefit from the overall administrative, financial, and resource support from the School and University meeting its goals and outcomes in the years to come.

## **Synthesis and Overview**

### **Introduction**

The Library and Information Science (LIS) program in the School of Information Studies at Syracuse University is a nationally ranked LIS program with a long history of excellence in the field. Led by seven respected full-time faculty and 29 accomplished adjunct faculty, the program seeks to instill core library professional standards, connect curriculum with professional responsive research, and infuse information justice, equity, and community engagement concepts into coursework and experiential learning opportunities that prepare students for entry into library and information professions and provide a foundation for continuous, lifelong learning and leadership in practice.

This chapter describes the character, strengths, limitations, and challenges of the LIS program and provides an overview of the program's compliance with all five standards for accreditation.

### **Program Character**

The LIS program is a welcoming, inclusive, collaborative, and caring community. The decision to emphasize information justice, equity, and community engagement (InJECT) has unified the faculty around a common vision; ensured that administrative structures, policies, and procedures are continually reviewed for alignment with program values; facilitated a new set of program outcomes for curriculum mapping and assessment that drive continuous improvement; and inspired LIS students to infuse additional meaning into their coursework and career preparation. The overall feel of the program is one of reflection, willingness to consider new solutions for both longstanding and novel issues, openness to change, and commitment to care and growth. Despite, or perhaps because of, a pandemic and significant changes in the university and the world, the LIS program has had a period of self-reflection and sustained renewal that benefits all constituents.

### **Program Strengths**

While the commitment of the University to the School and the School to the LIS program are foundational for the LIS program, its greatest strengths come from its people. The students, both on campus and online, are diverse in a variety of ways, academically talented, and more motivated than ever to enact change in information professions and the world. Declaring an emphasis on InJECT concepts within a broad LIS preparation has enabled the program to attract students who value inclusion, justice, equity, diversity, accessibility, and belonging in all aspects of library and information science. It has changed the conversations students have in their courses, infused their perspectives and assignments, and improved their ability to connect personally with their professional aspirations. It has also enabled the program to attract larger incoming campus student cohorts, as well as continuing to enroll high numbers of online students.

The faculty is another key strength of the program. The LIS faculty are diverse as well, and their areas of expertise range across LIS concepts. Along with the adjunct faculty, the full-time faculty represent a wide variety of specialty areas and information environments; this enables students to learn from both the research and practice of individuals who have experience in the areas they wish to pursue. The LIS faculty are established and esteemed in their areas of expertise, contribute to research and professional publications and presentations, and earn funded grants and awards in their fields. Moreover, the faculty collaborate in several areas with each other and other information professionals to ensure rich curriculum, practice-impacting research, and meaningful professional service, which both contributes to the program and the profession. This collegial and supportive environment has enabled the LIS program to attract and retain excellent new faculty at the assistant (Beth Patin, LaVerne Gray, Sebastian Modrow) and associate (Renate Chancellor) levels to revitalize research, teaching, and professional engagement.

The staff that support the LIS program as part of the School are also integral to program success. Staff shortages have overburdened many staff members at least temporarily, but the School staff remains committed to supporting the program, and 2022-23 has seen a period of re-hiring and re-building. Advising staff, both on campus and at 2U, are in frequent contact with the LIS Program Committee. Recruiting and admissions staff work hand in hand with LIS faculty on incoming campus students, and the online recruiting staff at 2U admit students into the online program. Finance and business staff work collaboratively with the program to ensure it has necessary resources, and Academic Affairs staff handles course scheduling, course evaluations, and learning assessments; the latter two responsibilities are particularly essential for LIS program decision-making. Finally, Career Services supports students as they transition from the program into practice.

Alumni feedback, the LIS Guiding Council input, and other professional connections are also guiding forces in the LIS program. Ongoing communication with the broader LIS community is another strength of the program and a key element of a LIS feedback loop that supports continuous program improvement.

## **Program Limitations**

The main limitations of the LIS program are twofold. First, the LIS program is limited by the number of full-time faculty teaching in the program. There are 7 full-time faculty that teach primarily in the LIS program, which is sufficient, but the addition of more full-time faculty (i.e., tenure-track, professor of practice, or teaching professors) would enable the program to expand elective offerings and refresh online courses more quickly. The School requires full-time faculty to teach predominantly campus courses. (Two exceptions are when an online course launches for the first time after origination or a significant reiteration and the one full-time faculty member who has permission to teach remotely.) While a cadre of 7 is sufficient to cover core courses and existing electives on campus, adding electives would prove challenging without additional faculty. Likewise, full-time faculty instruction of online courses may require additional faculty, along with a policy change at the School level.

A second overall limitation arises from structures that are defined by a 2017 contract between the School and 2U. Schedules for substantial online course reiteration, advising ratios, and

personalized career services support, are among areas defined by 2U rather than the LIS faculty and School. As program elements that are not directly controlled by the faculty, the practices dictated by 2U policies and contractual agreements feel like limitations. The School and the LIS faculty look forward to re-negotiating these practices in the coming contract renewal or, should the contract be terminated in 2027, returning this decision-making autonomy to the School.

## **Program Challenges**

The foremost challenges for the LIS program are ones largely outside of direct LIS faculty control: program cost and 2U contractual agreements. Both challenges are being directly addressed insofar as possible. For example, the cost of tuition at Syracuse University is higher than many other institutions offering MSLIS degrees. To address this issue, the School has increased the average financial scholarship offer for campus LIS students from 30% to 50% and facilitated LIS student job acquisition with SU Libraries, lowering the tuition barrier for LIS students. The program continues to look for ways to do more in this area, particularly for online students.

The second challenge facing the LIS program, as well as the School and University, is upcoming contractual decisions regarding the 2U partnership. The online LIS program grew significantly after the School partnered with 2U in 2017, benefiting from their marketing, recruitment, advising, and course development processes. The partnership has been both productive (e.g., increase in the online student population) and problematic (e.g., new models and constraints around advising and course development) for the LIS program. Much work and many changes have been accomplished to overcome issues in the partnership, and the overall relationship is positive with everyone working together for the benefit of students. The 10-year contract will expire in 2027, if it is not renewed in 2025. Thus, a taskforce, including representatives from the LIS program, will be formed in Fall 2023 to assess and make recommendations about the partnership going forward. This represents an opportunity to address remaining challenges in the partnership or identify areas in which the School and 2U might benefit from separation. Because of the importance of this decision-making process, the School is monitoring the overall University plan for other 2U contracts within the institution and positioning itself to make fully informed decisions for the benefit of programs in the School in the coming years.

## **Compliance with Standard 1**

The LIS program applies systematic and inclusive strategic planning processes that are aligned with the University strategic plan, connected with other programs in the School, and in conversation with the program's constituencies, including students, faculty, staff, alumni, professional colleagues, and others. As a part of the overarching School, the LIS program's vision, mission, goals, and values all align with those of the School; these documents have all been created and refreshed over time in concert with faculty, staff, students, and other constituents. The School strategic plan, currently under development and scheduled for completion in Fall 2023, has been collaboratively developed over several meetings with School faculty and staff and aligned with the new University strategic plan. LIS Program Outcomes were recently refreshed after a collaborative process, including socialization of the new outcomes with School-wide faculty and staff as well as input from the LIS Guiding Council,



alumni, and other constituencies. The LIS Program Outcomes infuse information justice, equity, and community engagement (InJECT) into the broader context of library and information science learning.

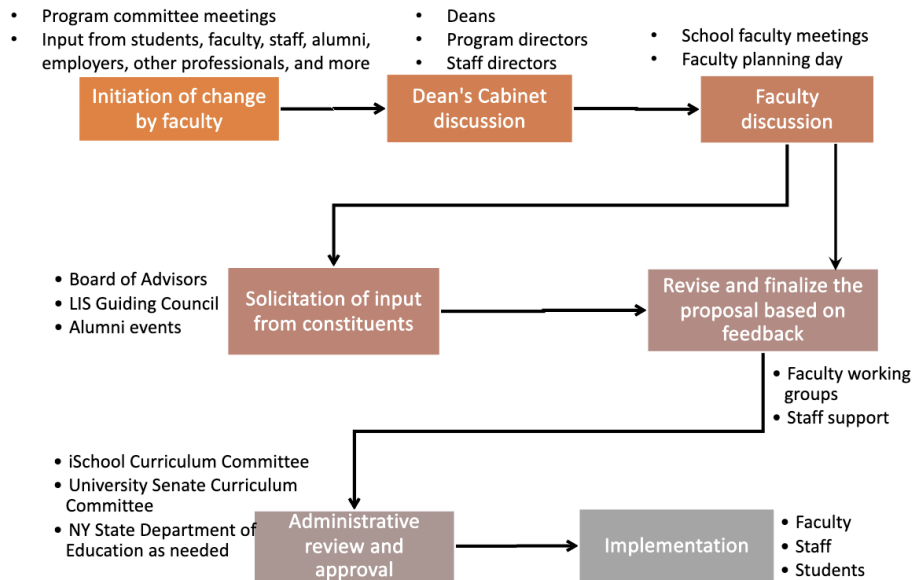
The five program outcomes are:

1. Advance information equity and justice.
2. Understand, engage, and serve users and their communities.
3. Design and innovate to create equitable, just, and engaging information artifacts, including services, systems, spaces, resources, and technologies.
4. Lead and manage people and projects in an equitable, just, and culturally competent manner.
5. Demonstrate information literacy and technology agility.

These outcomes are subdivided into more granular outcomes and are used to guide curriculum mapping, course development and revision, and assessment of student learning and program success.

Because the LIS program faculty value ongoing reflection and continuous improvement, several structures are used to ensure that these key documents remain aligned with each other, as well as the priorities and needs as they change over time. The LIS Program Committee, made up of LIS full-time faculty, supporting staff, and student representatives, meets monthly during the academic year; meetings are open to librarians, adjunct faculty, School faculty not directly connected to LIS coursework, and others. The LIS Program Committee is a central starting point for ideas, suggestions, input, feedback, assessment data, and other information that generate discussions and decision-making for change. The LIS Program Committee minutes provide a valuable record that enables faculty to track ideas over time, recognize trends, ensure decisions are followed through, and subsequently review discussions and decisions to determine whether intended goals have the desired impact or need additional attention. Beyond the LIS Program Committee, ideas that require additional input or approval can also be addressed at Dean's Cabinet meetings, monthly faculty meetings, Faculty Planning Days, LIS Guiding Council meetings, or other convenings.

**Figure I.1 Program Change Planning Process**



Going forward, the LIS program will continue to monitor the wider information community, societal and cultural changes, the lessons that learning assessments and constituents reveal, and the larger School and University strategic plans and respond in order to ensure that both the vision of the LIS program and the strategies for attaining that vision remain relevant for the LIS and School community, as well as the future of the profession.

## Compliance with Standard 2

The LIS program is structured around an InJECT-infused curriculum that includes the theories, principles, practices, issues, and values required for engagement in library and information contexts. The curriculum centers on a broadly encompassing set of five program outcomes; each program outcome has between three and seven sub-outcomes, as follows:

1.0 Advance information equity and justice by internalizing professional ethics, values, and standards to create and support policies that reflect a just and equitable information society.

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.

2.0 Engage diverse users and their communities through needs assessment and equitable, just, and culturally responsive services and resources.

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.
  
- 3.0 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 a 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.
  
- 4.0 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.
- 4.2 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.
  
- 5.0 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.

The program outcomes are the result of a development process that engaged faculty, students, staff, alumni, and other constituencies and is informed by library and information science research and standards, as well as societal and cultural changes. The program outcomes serve as a guiding focus for the curriculum and program overall. They are assessed in a variety of systematic and sustainable ways that prioritize student learning as a bellwether for outcome achievement. Since their inception in 2021, the program outcomes have inspired changes in the

structure and content of core courses. Undertaken with the full engagement of students, faculty, staff, alumni, and other constituents, as well as the framework of the program outcomes, the LIS curriculum evolves strategically and systematically to ensure iterative improvement and relevance.

As a key organizational tool, the LIS curriculum map tracks program outcomes over the 6 core courses and their key assignments. The core courses are:

*IST 511 Cultural Foundations of Information Studies*  
*IST 605 Reference and Information Literacy Services*  
*IST 613 Library Planning, Marketing, and Assessment*  
*IST 616 Information Resources: Organization and Access*  
*IST 717 Library Leadership and Management*  
*IST 773 Reflective Portfolio*

In addition to the core, students take six elective courses. Taken together, core and elective courses result in 36 credits, completion of the MSLIS degree, and exposure to and experience with library and information theories, principles, practices, legal and ethical issues, and values in accordance with library professional standards. Students can use Professional Pathways, as well as faculty and advisor guidance, to tailor their programs to their anticipated professional trajectory.

Courses in both the campus and online environments follow a predictable course rotation, which is shared with students to facilitate schedule planning and ensure that students can take electives that apply to their intended goals. Students can also design their programs to ensure that electives required for the School Media specialization or a Certificate of Advanced Study (CAS) can be obtained during their degree program. The School offers six CASs; many LIS students opt for a CAS in Data Science.

The curriculum is evaluated through a number of mechanisms: program outcome assessment, discussions in LIS Program Committee meetings, guidance from the LIS Guiding Council, student feedback via course evaluations, internship supervisor evaluations, student representatives to the LIS Program Committee, and “town hall” style meetings with students. Feedback is collected and reviewed by the LIS Program Committee to determine the best ways of acting on this evaluation evidence. Deliberations and decision-making are recorded in the LIS Program Committee minutes for reflection over time, creation of rationales for curriculum change, and ongoing curriculum improvement.

Going forward, the LIS program will continue to assess the program outcomes in systematic and sustainable ways, encourage ongoing dialogue and improvement, harness excitement about the potential of LIS graduates to improve library and information contexts in their professional work, and ensure that the program outcomes continue reflect the world as it changes in the future.

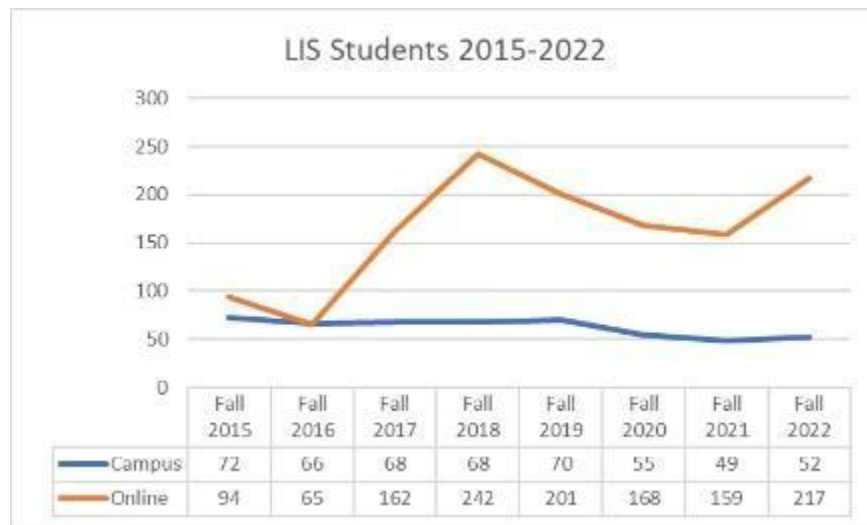
### Compliance with Standard 3

The LIS program has a faculty capable of accomplishing program goals and outcomes. Full-time faculty members are qualified, sufficient in number, and expose students to a variety of specialties. The seven full-time faculty members include:

- Renate Chancellor, Associate Professor
- Rachel Clarke, Associate Professor
- LaVerne Gray, Assistant Professor
- Sebastian Modrow, Assistant Professor
- Megan Oakleaf, Professor
- Beth Patin, Assistant Professor
- Jian Qin, Professor

Full-time and adjunct faculty provide teaching, research, and service activities that support the program and the School. With the increase in the LIS online student population since 2017, more adjuncts joined the program's faculty.

**Figure III.1 LIS Student Enrollment Fall 2015 to Fall 2022**



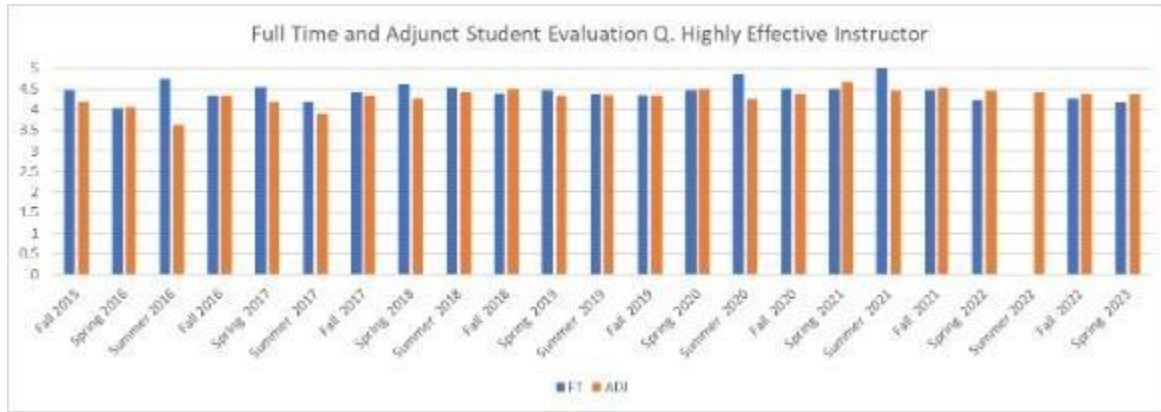
Adjunct faculty complement the full-time faculty by contributing their specialized expertise and professional connections to the field and enrich the program overall. Both full-time and adjunct faculty assignments connect to program outcomes and areas of faculty expertise; these connections for full-time faculty are listed below.

**Table III.4.1. Full-Time LIS Faculty and Master’s Level Courses They Teach**

<b>LIS Faculty</b>	<b>Areas of LIS interest</b>	<b>Courses Taught 2016-2023 (core courses in bold)</b>
<b>Chancellor, Renate L.</b>	Equity, diversity and inclusion in library and information services, library and information science education, social justice in LIS, human information behavior	<b>IST 511 Cultural Found. Info. Studies</b> <b>IST 672 The Public Library as Institution</b> IST 682 Cultural Competence Info Prof
<b>Clarke, Rachel</b>	Librarianship as a design profession; critical design; design epistemology in LIS education	<b>IST 511 Cultural Found. Info. Studies</b> IST 604 Cataloging of Info Resources <b>IST 605 Reference &amp; Info Literacy Services</b> <b>IST 616 Info Resources: Organization &amp; Access</b> IST 671 Research Methods in Info. St. IST 690 Independent Study IST 776 Research Methods in IST
<b>Gray, LaVerne</b>	Social justice in LIS, critical and cultural studies, Black feminism, community engagement	<b>IST 605 Reference &amp; Info Literacy Services</b> IST 626 Information Justice & Community Engagement IST 635 Collection Dev & Access IST 690 Independent Study <b>IST 717 Library Leadership and Management</b>
<b>Modrow, Sebastian</b>	Intersection of history, heritage, and memory studies in libraries and archives; literacy, information access, and power in pre-modern societies	IST 600 History of Libraries and Archives IST 600 History of the Book IST 622 Preservation of Cultural Heritage IST 632 Organization and Management of Special Collections IST 690 Independent Study IST 715 LAMS: Libs, Archives, Museums
<b>Oakleaf, Megan</b>	Library value and impact; library assessment; learning analytics; evidence-based decision making; information literacy; library instruction; reference and information services	<b>IST 605 Reference &amp; Info Literacy Services</b> <b>IST 613 Library Plan., Marketing, Assessment</b> IST 662 Instructional Strategies & Technology for Info Profs IST 674 Academic Librarianship <b>IST 717 Library Leadership and Management</b>
<b>Patin, Beth J.H.</b>	Equity of information in crisis informatics and cultural competence; epistemicide	<b>IST 511 Cultural Found. Info. Studies</b> IST 661 Managing a School Library IST 682 Cultural Competence Info Prof
<b>Qin, Jian</b>	Metadata, schema representation of information, ontological modeling; research data management and curation, impact assessment, collaboration networks	<b>IST 616 Info Resources: Organization &amp; Access</b> IST 676 Digital Data & Services in Libraries IST 681 Metadata IST 690 Independent Study IST 715 LAMS: Libs, Archives, Museums IST 973 Internship in Info Studies

The LIS program prioritizes research, teaching, and service; encourages excellence; and recruits and retains competent faculty from diverse backgrounds. The full-time faculty are accomplished, contribute to the field, represent a variety of academic institutions, collaborate with other faculty and practitioners, and create a nurturing environment for students, staff, and each other. The full-time faculty have been recognized with 31 research, teaching, and service awards and 20 funded grants since 2016. Moreover, student evaluations of LIS faculty are consistently high.

**Figure III.4.2 Student Evaluation Question on Highly Effective Full-Time and Adjunct Instructor**



Faculty are evaluated systematically, in alignment with other faculty in the School, and with an eye to future program improvement and development. Since the last accreditation cycle in 2015, five new faculty were hired, and five were tenured or promoted.

**Table III.2.1. LIS Program Full-Time Faculty Hires and Research Areas, 2016-2022**

Year	Faculty	Research Areas
2016	Clarke, Rachel I. (Associate Professor)	Librarianship as a design profession; critical design; design epistemology in LIS education
2018	Patin, Beth J.H. (Assistant Professor)	Equity of information in crisis informatics and cultural competence; epistemicide
2019	Gray, LaVerne (Assistant Professor)	Social justice in library and information science, critical and cultural studies, Black feminism, community engagement
2021	Modrow, Sebastian (Assistant Professor)	Intersection of history, heritage, and memory studies in libraries and archives; literacy, information access, and power in pre-modern societies
2022	Chancellor, Renate (Associate Professor)	Equity, diversity and inclusion in library and information services, library and information science education, social justice in library and information science, human information behavior

**Table III.9.2 Faculty Rank and Tenure Decisions 2015-2023**

<b>AY</b>	<b>Name</b>	<b>Previous Rank</b>	<b>New Rank</b>
2015-2016	Stromer-Galley, Jennifer	Associate Professor	Full Professor
2015-2016	Xiao, Lu	Assistant Professor	Associate Professor w/tenure
2015-2016	Bernard, Scott	Assistant Professor of Practice	Associate Professor of Practice
2015-2016	Stripling, Barbara	Assistant Professor of Practice	Associate Professor of Practice
2016-2017	Haythornthwaite, Caroline	Associate Professor	same rank w/tenure
2018-2019	Oesterlund, Carsten	Associate Professor	Full Professor
2018-2019	Kaarst Brown, Michelle	Associate Professor	Full Professor
2018-2019	Wang, Yang	Assistant Professor	Associate Professor w/tenure
2019-2020	Semaan, Bryan	Assistant Professor	Associate Professor w/tenure
2019-2020	Hemsley, Jeff	Assistant Professor	Associate Professor w/tenure
2019-2020	Saltz, Jeff	Associate Professor	same rank w/tenure
2020-2021	<i>no cases</i>		
2021-2022	Acuna, Daniel	Assistant Professor	Associate Professor w/tenure
2021-2022	Clarke, Rachel	Assistant Professor	Associate Professor w/tenure
2021-2022	Erickson, Ingrid	Assistant Professor	Associate Professor w/tenure
2021-2022	Oakleaf, Megan	Associate Professor	Full Professor
2021-2022	Yu, Bei	Associate Professor	Full Professor
2022-2023	Banks, Jaime	Associate Professor	same rank w/tenure
2022-2023	Chancellor Renate	Associate Professor	same rank w/tenure

Going forward, the LIS program will look for opportunities to establish new or develop existing communities of practice around the teaching of individual and complementary courses. The program will continue to leverage data and evidence to create an environment of support that facilitates recruitment of new faculty colleagues and ensures the retention and success of current faculty. To the degree possible, the LIS program will be vigilant and active in discussions and ongoing decision-making regarding contracts with 2U to ensure that both online and campus students have equitable access to faculty.

#### **Compliance with Standard 4**

The LIS program prioritizes student experiences in all areas of recruitment, admission, retention, financial aid, career services, and other academic and administrative policies. The LIS program seeks to ensure that the composition of the LIS student body is diverse and fosters a welcoming learning environment. For example, the School has developed a number of strategies to lower barriers for applications including:

- Application fee waivers



- Scholarships tailored to talented and diverse candidates
- Waiving the advanced tuition deposit for students
- Developing partnerships with Minority Serving Institutions (MSI) for graduate recruitment
- Traveling to, and recruiting at institutions with diverse student populations

In addition, the School has made strides in supporting incoming campus students by increasing our average financial scholarship offer from 30% to 50% in the 2023-24 admissions cycle. Recognizing the challenges students face beyond tuition, the School has developed a partnership with the SU Libraries to assist students in finding part-time work opportunities that can help offset living expenses and address other financial concerns. Leveraging a number of strategies, all campus LIS students receive some form of financial support. Due to contractual agreements, the School does not offer financial aid to online students, but the School has prioritized issues of financial equity in discussions about 2U contract renewal or separation in 2027.

These strategies have helped the LIS program recruit and admit a diverse group of students. Ethnicity demographics for recent years are included below; in these tables many ethnicities have been collapsed for simplicity.

**Table IV.1.3 Campus Ethnicity**

<b>Campus</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
Non-White	19%	15%	18%	25%
White	81%	85%	82%	75%

**Table IV.1.4 Online Ethnicity**

<b>Online</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
Non-White	29%	28%	29%	31%
White	71%	72%	71%	69%

Plans of study for admitted students are coherent, individualized, assessed, and supported. Students can tailor their educational journeys by selecting among electives, following “pathway” recommendations for a variety of librarian roles and contexts, adding a CAS or School Media specialization, or seeking out experiential learning opportunities including internships.

A variety of services and supports are in place to ensure students are retained and successful in their programs. On campus, LIS students benefit from having an academic advisor and a faculty advisor and have access to Degree Works to track their progression through the program. Online students are assigned Student Success Advisors who follow a schedule of contact to ensure students are supported throughout their program. Career Services offers a variety of programs for campus students; many of these programs are recorded and available to online students via the Career Services resources and the LIS LibGuide. 2U also offers career services to online students. Overall, the placement rate in 2022 for both campus and online programs was 96.5%. Student organizations like LISSA help students feel connected, and additional services are offered (e.g., learning support, mental health) through the University or through contracted

services, such as Uwill which supports the mental health of online students.

Importantly, students have a central role in the learning, research, professional, and administrative activities of the program. In addition to traditional feedback mechanisms, such as course evaluations, students have a number of ways of ensuring their voices are heard in program development and decision-making. For example, a survey form is a key element of the LIS LibGuide; students can submit anonymously or add their email and request a response. “Town hall” style meetings called “Zooming with the LIS Program Director” are held most months and are another venue for sharing their questions, concerns, and suggestions. Two LIS students (one online and one campus) are representatives to the LIS Program Committee and some LIS students serve in other School roles, including representation on the School Diversity, Equity, Inclusion, and Accessibility (DEIA) committee and the Academic Integrity Committee.

In addition, assessment is ubiquitous in the LIS program; the value placed on assessment ensures that the program delivers on its commitments to students and improves continuously over time. Many decisions that are fueled by assessment data and evidence are made in the LIS Program Committee; two students serve as representatives on that committee and weigh in on issues and participate in discussions as full members of the group.

Going forward, the LIS program will seek solutions for evening out the administrative differences across the online and campus LIS student populations. The current differences are administratively under the control of the University and the School, which hampers the LIS program in aligning the experiences of the student populations to a greater degree. This is a “known issue” that the LIS program and the School have sought to improve to the degree possible under current contracts. The 2U contract is set to expire in 2027 and, to prepare, a School task force is under development during Summer 2023 and will commence in Fall 2023 for the purpose of assessing the upcoming contract renewal. The LIS program will participate in this task force and be consulted on future directions in this area.

## **Compliance with Standard 5**

The LIS program is an integral and distinctive program within the School and the University and part of an ecosystem of degrees and certifications offered by the School. All degrees conferred by the School are unique, yet related; they all grow from cohesive origins and a unifying vision and set of values. The master’s degrees offered include not only the MSLIS and MSLIS for School Media, but also the MS in Information Systems (which includes the MSIS for Executives), MS in Applied Data Science, and MS in Digital Forensics (a joint program between the School and the College of Arts and Sciences). Several options are also offered for students to pursue a Certificate of Advanced Study (CAS). While the CAS in School Library Media and the CAS in Data Science are popular with students pursuing librarianship, other CAS options at the School are Cloud Management, Enterprise Technology Leadership, Information Security Management, and Information Technology Management.

The program possesses the administrative infrastructure, financial support, resources, and autonomy to meet its goals and outcomes. Financial support for the School mainly comes from tuition, with additional support in the form of grants and gifts. The School has autonomy over its

budget but manages it within the University's Responsibility Center Management (RCM) model. Under RCM, the revenue producing units (i.e., schools and colleges) are allocated all the revenue generated and all expenses related to the unit. The largest revenue generator for the School is tuition and fees. Other forms of revenue are grants, gifts, and endowments that are all held in restricted accounts to ensure that all funding is spent in line with the intent; restricted funding is often for research, student support or other initiatives. While the School retains all revenue, it is charged a participation fee to help cover the costs of the central services in non-revenue generating units. Within the School, the needs of all degree programs, including LIS, are considered as a part of the decision-making about funding and resources for the School. The resources provided to the LIS program underpin faculty research projects, professional development, and travel; provide student financial aid; and supply physical, technological, instructional, and library resources necessary. Details of the staff that support program functions and the provision of resources are described in detail in Chapter 5 and cover a variety of areas including:

- Academic and Faculty Affairs
- Accessibility
- Advancement and External Affairs
- Career Services
- Course Management Systems
- Facilities
- Faculty Center for Teaching and Learning
- Finance and Administration
- iSchool Technology Services
- Recruitment and Admissions
- Strategic Marketing and Communications
- Student Financial Aid
- Student Services
- SU Libraries
- 2U Services

The LIS program is autonomous in several ways, but it also benefits from centralized resources provided by the University. The offices with which the LIS program and School have the most direct interaction include:

- Admissions Office
- Center for Disability Resources
- Center for International Services
- Center for Teaching and Learning
- Information Technology Services
- Graduate Enrollment Management Council
- Office for Academic Affairs
- Office of Budget and Planning
- Office of Financial Aid and Scholarship Programs
- Office of Human Resources

The LIS program and School also have technological infrastructure provided for online students through a contract with 2U; through this contract, 2U supports the design, implementation, and maintenance of online learning experiences and faculty and student onboarding and troubleshooting for online courses.

Decision-making processes impacting the faculty and students are largely self-determined, and the program overall is sufficiently resourced by the overarching University. School faculty also take a role in University governance, holding seats of Faculty Senate and other university-wide structures. Within the School, decision-making resides in larger part with the Dean of the School and the LIS Program Director with the assistance of the staff and faculty.

As of Summer 2023, David Seaman is the interim Dean of the School. In addition to serving as interim Dean, he is also the current Dean of the Libraries at Syracuse University. The Dean, like all members of the School, has the opportunity for participation and representation on the University's advisory and policy-making bodies. David Seaman participates on the Dean's Council, an assembly of deans from each school and college leaders of other University units. The Dean's Council meets regularly with the Chancellor and President, Kent Syverud, to discuss the priorities and needs of the University and facilitate communication among all University leaders. The Dean of the School reports directly to the University's Vice Chancellor and Provost, Gretchen Ritter. This reporting relationship mirrors those of other college and school deans across the campus. The Vice Chancellor and Provost reports to the Chancellor and President, Kent Syverud, who in turn reports to the Syracuse University Board of Trustees.

Megan Oakleaf has served as the LIS Program Director since July 2022. As a member of the LIS faculty since 2006 with promotion to Professor in 2022, Dr. Oakleaf's academic experience and accomplishments parallel or exceed the expectations of LIS faculty. In addition to her record of scholarship and teaching, Megan Oakleaf has demonstrated leadership through involvement in seven advisory boards for the Institute of Museum and Library Services, a federal grantmaking and policy organization. Additionally, she was recognized by the American Library Association, the Association of College and Research Libraries, and EDUCAUSE for her excellence in leadership within the library information profession. Within the School, Dr. Oakleaf has served in multiple leadership roles, including the Director of Online Student Engagement, Director of Instructional Quality, Graduate Immersion Faculty Facilitator, and Beta Phi Mu Faculty Liaison. Additionally, her School peers and students awarded Megan Oakleaf the Jeffrey Kazer Teacher of the Year Award in recognition of her excellence in teaching. The LIS Program Director acts as a central resource for faculty, students, and staff regarding program requirements, curriculum decisions, and funding. Megan Oakleaf leads a LIS Program Committee, which provides guidance on curriculum and program changes. The Program Director works closely with staff to provide input to the Academic Affairs unit in terms of staffing and course offerings to ensure a quality educational experience and to collect data and information from employers, advisors, and alumni on curricular innovations. Megan Oakleaf collaborates with the Marketing unit to consider ways to tell the story about the LIS programs and collaborates with the Enrollment Management unit to aid with recruiting students. The Program Director also serves as liaison between other programs and the School as a whole. In this role, Megan Oakleaf meets monthly with the Dean of the School and other Program Directors to advocate for LIS constituents on

matters concerning school-wide policy and procedures.

Decision-making processes in the LIS program are addressed through a series of meetings that include a variety of constituents. Discussions are documented in meeting minutes and may be shared with others throughout the process. All LIS decisions are considered and discussed during LIS Program Committee meetings, which are attended by LIS faculty, staff, and the LIS student representatives. Issues that require consideration beyond this LIS Program Committee can be explored in more detail at subsequent meetings or may be put on the agenda of the Dean's Cabinet meeting, which includes Associate and Assistant Deans, Program Directors, and Senior School Staff. Some issues may also be included in monthly full faculty meeting agenda for a bi-annual Faculty Planning Day. In addition, the LIS Guiding Council, comprised of representatives from across the library profession, is included in decision-making process. Through these various meetings, constituents including faculty, staff, students, and other stakeholders all actively participate in LIS decision-making.

All of these processes and resources are evaluated and reviewed by an inclusive group of constituents on a regular basis to ensure LIS program decision-making, reviews of policies and practices, and planning for the future are informed by adequate and representative evidence and data. These systematic planning and evaluation processes are undertaken in a variety of ways in the program and School. Over time, both formal strategic planning and ongoing evaluation processes ensure that administrative policies, fiscal and support policies, and resource requirements are regularly reviewed. Strategic planning, a key process for this work, is an ongoing and iterative activity in the School. The LIS program records its decision-making processes along with the data and evidence used to evaluate program administration, finances, and resources. Both decision-making and evaluations tend to occur within the context of meeting structures, including the LIS program committee meetings, faculty meetings, and Faculty Planning Days. Faculty and staff can add topics for discussion to collaboratively built agendas; in LIS program committee meetings, LIS student representatives can also submit agenda items.

Going forward, the LIS program will seek solutions for "known issues" that have arisen from budget tightening as a consequence of the COVID-19 pandemic; indeed, many of these issues are already showing strong signs of recovery (e.g., student matriculations have rebounded; student career placement is strong again). Other "known issues" arising from contractual agreements with 2U are under review. The 2U contract is set to expire in 2027. In preparation, a School task force is under development during Summer 2023 and will commence in Fall 2023 for the purpose of assessing the upcoming contract renewal. The LIS program will be engaged and consulted on future directions in this area, including recruitment, advising, course origination and iteration, and career services. Overall, the LIS program is in a strong position to continue to benefit from the overall administrative, financial, and resource support from the School and University meeting its goals and outcomes in the years to come.

## **Conclusion**

As any self-study process should, the preparation of this document for ALA accreditation has revealed many accomplishments of the School and the LIS faculty, staff, students, and community and, at the same time, revealed areas for growth and improvement. The LIS program at Syracuse University is in compliance with the ALA 2015 Standards for Accreditation of

Master's Programs in Library and Information Studies. It has a set of successful full-time and adjunct faculty, a supportive staff and administration, and motivated and capable students. It has an InJECT focus that inspires ongoing improvement in courses and curriculum and aligns with the program's values. It is effective in preparing future professionals who will contribute to the field. It also has room to continue to evolve and improve, especially as it seeks equity across campus and online populations, particularly in areas like financial aid and other supports for online students. The next step will engage the School and the LIS program faculty in important decisions about ways to overcome those challenges. The strength of the LIS community will be an advantage in ensuring that the program continues on a path to greater equity and excellence in the years to come.