

**SYRACUSE UNIVERSITY**  
School of Information Studies

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Syracuse University  
School of Information Studies

Master of Science in  
Library and Information Science

A Program Presentation  
for the Committee on Accreditation  
American Library Association

September 30, 2015

Abridged with proprietary information and links to the appendices removed.



## SCHOOL OF INFORMATION STUDIES SYRACUSE UNIVERSITY

REQUIRED INFORMATION:

Unit organized and maintained for the purpose of graduate education in library and information studies:	School of Information Studies
Parent Institution:	Syracuse University
Chief Executive Officer, Syracuse University:	Kent Syverud, Chancellor
Chief Academic Officer, Syracuse University:	Elizabeth Liddy, Interim Provost and Vice Chancellor
Principle Administrator, School of Information Studies:	Jeffrey Stanton, Interim Dean
Degree Brought Forward for Re-Accreditation:	Master of Science in Library and Information Science
Principle Administrator, Master of Science in Library and Information Science Program:	Jill Hurst-Wahl, Director
Regional Accrediting Agency and Status	Syracuse University is accredited by the Middle States Association of Colleges and Secondary Schools, reaccredited in June 2008.
Title and version of the <i>Standards</i> addressed in the Program Presentation	<i>Standards for Accreditation of Master's Programs in Library and Information Studies, 2008</i>



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

The Syracuse University School of Information Studies offers the M.S. in Library and Information Science (MSLIS) program, which is a 36-credit program. The program is generally completed in two to four years by students who are seeking to be prepared for their first position and those positions which follow after in academic, public, and special libraries, as well as other information environments. Those students seeking to work in the K-12 environment complete the MSLIS with School Media Specialization (37-credits total). The MSLIS: School Media adheres to the certification requirements of the New York State Education Department.

The MSLIS 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 2008.

The foundation of the MSLIS program at Syracuse University is comprised of its seven core classes (19 credits) which cover these three areas:

- Introduction to the Profession
- Information Resources
- Management and Policy

Three of the core classes are shared across the graduate programs in the School of Information Studies, and students from the three programs take those classes together. Those classes are IST 601: Information & Information Environments, IST 614: Management Principles for Information Professionals, and IST 618: Information Policy. In addition, students take 14-15 credits of electives. All MSLIS students, unless the person has in-depth library experience or is a school media student, complete a 150-hour internship (3 credits). The MSLIS: School Media students take the same core classes as the other LIS students and also take 15 credits of specific classes to complete their specialization. In addition, the MSLIS: School Media students are required to complete 120 hours of practica experience both in elementary and secondary school settings.




**DECLARATION**

We acknowledge and agree that a visit for review of the **Master of Science in Library and Information Science** program offered by **Syracuse University** is scheduled to occur in fall 2015 and are familiar with and hereby agree to proceed according to the *Accreditation Process, Policies and Procedures* of the American Library Association Committee on Accreditation ALA-COA.

To the best of our knowledge, the information contained in the accompanying Program Presentation is accurate and reliable with respect to the master's program in library and information studies for which accreditation is being sought and with respect to the institution that offers that program.

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Signed:  Dated: 9/15/15

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Name: Elizabeth D. Liddy Title: Interim Vice Chancellor  
Signed: E. D. Liddy Dated: 9/21/2015 and Provost





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SYRACUSE UNIVERSITY  
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**SCHOOL OF INFORMATION STUDIES  
SYRACUSE UNIVERSITY**

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## ACRONYMS

3D	Three-dimensional
ADAA	Associate Dean for Academic Affairs
AASL	American Association of School Librarians
ACRL	Association of College and Research Libraries
ADA	Americans with Disabilities Act
ALA	American Library Association
ALISE	Association for Library and Information Science Education
ARL	Association of Research Libraries
ASIS&T	American Society for Information Science and Technology
BLISTS	Black and Latino Information Studies Support
BOOST	Bolstering Original Opportunity and Self through Technology
BS	Bachelor of Science
CAEP	Council for the Accreditation of Educator Preparation
CAS	Certificate of Advanced Study
CAS CHP	Certificate of Advanced Study in Cultural Heritage Preservation
CAS DL	Certificate of Advanced Study in Digital Libraries
CAS DS	Certificate of Advanced Study in Data Science
CD	Compact disc
CDL	Center for Digital Literacy
CCENT	Center for Convergent and Emerging Network Technologies
CNLP	Center for Natural Language Processing
COA	Committee on Accreditation
CRM	Constituent Relationship Management (CRM)
DASA	Dignity for All Students Act
DCMI	Dublin Core Metadata Initiative
DVD	Digital versatile disc
EL	Emerging Leaders (ALA program)
ENABLE	Expanding Nondiscriminatory Access by Librarians Everywhere
ERIC	Education Resources Information Center
FCTL	Faculty Center for Teaching and Learning
FiTS	Filling in the Spaces

FTE	Full-time equivalent
FPAG	Faculty Program Advisory Group
GDC	Green Data Center
GET	Global Enterprise Technology
GPA	Grade point average
GRE	Graduate Record Examinations
HD	High-definition
HTML	Hypertext markup language
ICE	Innovation, Collaboration and Entrepreneurship (ICE Box)
IELTS	International English Language Testing System
IFLA	International Federation of Library Associations
iLMS	iSchool Learning Management System
IM	Information Management
IM&T	Information Management & Technology
IMLS	Institute of Museum and Library Services
iSchool	School of Information Studies (at Syracuse University)
IST	Department prefix for courses offered by SU's School of Information Studies
iSGO	iSchool Graduate Student Organization
IT	Information Technology
ITELL	Information Technology Experiential Learning Lab
ITS	Information and Technology Services (of Syracuse University)
JCLC	Joint Conference for Librarians of Color
LCD	Liquid crystal display
LED	Light-emitting diode
LEMP	Learning Environments and Media Productions
LGBTQ	Lesbian, Gay, Bisexual, Trans and Queer
LIS	Library and Information Science
LIS:SM	Library and Information Science: School Media
LISSA	Library and Information Science Student Assembly
LMS	Learning Management System
MARC	Machine-readable cataloging
MLA	Medical Library Association

MLS	Master of Library Science
MSLIS	Master of Science in Library and Information Science
MSLIS: SM	Master of Science in Library and Information Science: School Media
MOOC	Massive Open Online Course
NASA	National Aeronautics and Space Agency
NASKO	North American Symposium on Knowledge Organization
NCATE	National Council for Accreditation of Teacher Education
NCSU	North Carolina State University
NELA	New England Library Association
NEXIS	New Explorations in Information and Science
NLP	Natural language processing
NSDL	National Science Digital Library
NSF	National Science Foundation
NYLA	New York Library Association
NYSED	New York State Education Department
OCLC	Online Computer Library Center
OCPL	Onondaga County Public Library
OITP	Office for Information Technology Policy (of ALA)
OPAC	Online public access catalog
PLUS	Preparing Librarians for Urban Schools
PLUS-NY	Preparing Librarians for Urban Schools – New York
R&D	Research and development
RCM	Responsibility Center Management
SCALE	Stanford Center for Assessment, Learning and Equity
SEO	Search engine optimization
SFD	Senior faculty development
SIS	Systems and Information Science
SLA	Special Libraries Association
SM	School Media
SU	Syracuse University
SUNY-ESF	State University of New York College of Environmental Science and Forestry
TNM	Telecommunications and network management

TOEFL	Test of English as a Foreign Language
UAAC	University Assessment and Accreditation Committee
VHE	Virtual Hosting Environment
VPA	Visual and Performing Arts
VPU	Video production unit
WISE	Web-based Information Science Education
XML	Extensible markup language

## Syracuse University and the Master of Science in Library and Information Science Program: An Introduction

No Master Degree program in Library and Information Science (MSLIS) exists in a vacuum. Certainly, societal trends impact the priorities and practices of the information profession and therefore, the curriculum, pedagogy, and student population of an MSLIS program.

Likewise, every MSLIS program also is part of a larger academic institution, and therefore is influenced by that institution's environment, leadership, and priorities. The Syracuse MSLIS program is further impacted by the fact that it is part of the School of Information Studies (iSchool), one of 13 academic units at Syracuse University.

Although the iSchool is the smallest school/college at Syracuse (SU), it is known for being forward-thinking, innovative, and fast-moving, traits that quickly are becoming adopted by the entire University in its efforts to retool for a more pertinent and prosperous future. The culture exhibited at the iSchool is one where opportunities and areas for improvement are recognized and then are quickly addressed.

In the last seven years, Syracuse University has witnessed many societal changes, including a number that have put pressures on most universities and colleges. For example, the Great Recession brought more students to higher education, who felt that a college education or graduate school degree would help with their career aspirations.<sup>1</sup>

With their enrollment, colleges and universities then had to manage the increased size of classes and additional pressures on other aspects of their infrastructures (e.g., the number of dormitory rooms) over the last few years. Nearly simultaneously though, the demographic trend of fewer numbers of 18-year-olds in the United States has meant that colleges and universities are vying over a shrinking pool<sup>2</sup> of incoming students, even though a larger percentage of that pool is attending college.

These societal issues have framed the academic environment of Syracuse University. Founded in 1870 and chartered by the New York State Board of Regents, Syracuse University is an anchor institution in the city of Syracuse and is respected across the region and the United States.

Total University enrollment for Fall 2014 was 21,492, including 6,268 full- and part-time graduate and law-school students.<sup>3</sup> As of Fall 2014, the University had 1,678 faculty members,

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<sup>1</sup> Katherine Mangan. "Colleges Saw a Flood of Students at Recession's Peak—and Discouraging Results." *Chronicle of Higher Education*. No 18, 2014. <http://chronicle.com/article/Colleges-Saw-a-Flood-of/150111/>

<sup>2</sup> William J. Hussar and Tabitha M. Bailey. *Projections of Education Statistics to 2022*. <http://nces.ed.gov/pubs2014/2014051.pdf>

<sup>3</sup> According to the Syracuse University Diagnostic Report, from 2008-2012, undergraduate and graduate enrollment has had a Compounded Annual Growth Rate (CAGR) of 4.3 percent. Bain & Co. Syracuse University Diagnostic Report, April 2014. [http://syr.edu/news/articles/Innovation\\_and\\_Opportunities\\_Assessment\\_Report.pdf](http://syr.edu/news/articles/Innovation_and_Opportunities_Assessment_Report.pdf)

with 68 percent being full-time tenure-track or non-tenure track faculty, and 89 percent having earned a Ph.D. or professional degree.

Syracuse University has responded to the societal pressures on the academe, and concurrently has taken into account the changing demographic and economic realities of the times. At the same time, the university has experienced the departure of one Chancellor and the arrival of another. The differing perspectives of the two leaders—one externally focused in the community and globally; the other keen on planning, assessment, and robust internal operations—has led to a period of transition that has impacted the entire university. While change is expected during a leadership transition, all corners of the campus have undergone a period of swift, concurrent, and far-seeing change since the new Chancellor took the reins in 2014.

### **2004-2013: Chancellor Nancy Cantor**

Dr. Nancy Cantor led Syracuse University as Chancellor from 2004-2013. During that time, she had three primary areas of focus, all of which influenced the campus and community, including the iSchool. Her main theme for the University was “Scholarship in Action,” an initiative “in which students and faculty engaged in collaborative public and interdisciplinary scholarship that simultaneously addressed real-world needs while advancing knowledge.”

She demonstrated that idea through physical and educational outreach to areas of the City of Syracuse known as the Southside and the Near Westside, with projects aimed at improving our rust-belt city. They included:

- *Syracuse Entrepreneurial Ecosystem Development (SEED)*, which developed technologies to support a prototype of an urban farm and the technologies and businesses that go along with urban farming
- *Smart Kids: Visual Stories*, in which students at local schools made videos about their schools as part of the conversation on the needs of urban school districts
- *Say Yes to Education*, in which local colleges and universities provided scholarships to college for all qualifying students in the Syracuse City School District—making college attainable and accessible to the community, no matter individuals’ socio-economic status.

These projects also reflected her second area of focus, the idea of universities as anchor institutions in their communities, and she invested time, energy and funding in the university becoming a full and generous partner to the region.

Cantor also strived to make a university education more accessible to everyone. She changed admission policies to further this goal and increased the diversity of SU students in terms of culture, ethnicity, and socio-economic status. During her tenure, the number of students at SU grew, both due to the efforts of the university and the increased number of adults seeking a college education. During that time, the university also financed several new buildings on campus, created new scholarships for disadvantaged populations, and made other investments to expand its academic reach.

## 2014-Present: Chancellor Kent Syverud

Syracuse University came under new leadership in 2014, when Dr. Kent Syverud was inaugurated as Chancellor.

The transition to Chancellor Syverud has been represented by many new areas of focus. They include new planning and administrative rigor, several physical-space and infrastructure initiatives, and a counterbalancing of views towards operations and resource use. Chancellor Syverud signaled some new directions for SU in his inaugural address, and since then has taken steps to make sure the university can be its best self.

In his initial statement to the University community, Chancellor Syverud discussed the issue of a diverse student body, stating, “We want those who are hungry for knowledge,” and clarified the concept of the “unentitled...” those who let merit, not birth state, define who they are. He also acknowledged the need to pay attention to rankings and to improve the University by strengthening its focus on scholarly research. The Chancellor has consistently asked the University community to “Aim High and Aim Carefully.”

After his inauguration, Syverud established the *Fast Forward Syracuse* initiative to focus on a range of changes and improvements that already have begun to take place under his tenure. *Fast Forward Syracuse* has three focus areas:

- Academic Strategic Plan, which is the most important area of focus, and sets out the vision and goals of the University as well as creates a path forward. The working group for the Academic Strategic Plan has sought input from faculty, staff and students on new mission and vision statements for the University. Additionally, the working group is proposing six priority areas, which are outlined in a draft of the plan:<sup>4</sup>
  - The student experience
  - Discovery
  - Internationalization
  - Veterans Affairs
  - Innovation
  - One University
- Operational Excellence, which seeks to determine how we can improve the logistics of running a university. Operational Excellence acknowledges the need to face challenges in effectively allocating resources, controlling rising costs, and modernizing systems and processes.
- Campus Master Plan, which seeks to improve the campus’ physical infrastructure based on current and projected needs. While the campus has indeed grown and changed since 1870 when SU was founded, no one has recently taken a holistic look at the physical infrastructure and determined what improvements are truly needed. Once adopted, the Campus Master

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<sup>4</sup> *Academic Strategic Plan Draft*, April 2015. <http://fastforward.syr.edu/wp-content/uploads/2015/04/Academic-Strategic-Plan-4.1.pdf>

Plan will provide a blueprint for assuring that SU has the physical space needed to be a world-class, world-renowned academic institution.

The Academic Strategic Plan is being led by Interim Provost and Vice Chancellor, Elizabeth (Liz) Liddy, who most recently served as the iSchool Dean (from 2007 through the end of 2014). The first draft of the plan was released in April 2015 for public comment. While each of the seven Academic Strategic Plan working groups will make recommendations that will affect the iSchool, one is particularly worth noting--Professional Program Excellence:

*Providing distinctive professional programs, including master's programs, online programs, executive education, certificate programs, and other initiatives that prepare students and professionals to become leaders.*<sup>5</sup>

It is clear that Chancellor Syverud recognizes the importance of the University's distinctive professional programs, such as the iSchool's Library and Information Science program, and that he and the University put a high value on online learning. He also has singled out the iSchool frequently, speaking highly of its innovative, entrepreneurial, and collaborative environment.

The iSchool was the first unit on campus to provide online education, and it has done so for more than 20 years. When the iSchool began online teaching, the technology was hardly available to match then-students' needs. Nevertheless, students continued to learn at the iSchool in that form, and the iSchool became a leader in the online teaching space. Today, the iSchool continues to develop its resources in online learning. For some time, it has required faculty to learn how to teach online courses, and recently extended that learning to adjunct faculty through in-house workshops.

At Syracuse University today, recognizing the collective value for students and for institutions, several other schools and colleges on campus are now beginning to implement comprehensive online education programs.

Another clear component of the Academic Master Plan is assessment. In 2014, recognizing that the work on assessment could not wait for the completion of the Academic Master Plan, the University began working on a way for all academic degree programs, co-curricular, and business units, to develop assessment practices. (See <http://assessment.syr.edu/>)

In early 2015, the University Assessment & Accreditation Committee (UAAC) (<http://assessment.syr.edu/about-us/university-assessment-accreditation-committee-uaac/>) was formed with representatives from every college and school on campus. The UAAC is responsible for interpreting Middle States accreditation standards and policy, and advising the University, its faculty, and administrative leaders on assessment and accreditation activities.

The assessment work of the Associate Provost for Academic Programs and the UAAC has benefitted from beta-testing on assessment processes and software which had been done by the MSLIS program, Visual & Performing Arts (VPA) and Information Technology & Services (ITS). For example, the MSLIS program had determined through its beta testing of assessment

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<sup>5</sup> Fast Forward Syracuse Working Group, <http://fastforward.syr.edu/strategic-plan/working-groups/>



software that system-supported processes did not exist on campus for creation of an environment of assessment. The UAAC has worked to create those systems, which the MSLIS is now implementing.

This proactive assessment work has resulted in a strong voice for the iSchool and MSLIS program in the UAAC. It is heartening to know that the MSLIS is helping to develop processes that will be used by every unit at Syracuse University. In addition, when assessment software is implemented on campus, the MSLIS program and iSchool will benefit from a shared cost and support for those tools.

An additional goal in the draft Academic Master Plan addresses the issue of sustained success for graduate professional programs:

*Adapt and enhance graduate professional programs to anticipate needs and opportunities and cultivate the capacity for sustained success in a swiftly evolving marketplace.*

Demonstrating the value of graduate programs is important, especially with the national focus on student debt and a stagnant unemployment rate in the U.S.

While the final Academic Master Plan has not yet been released, this goal will certainly influence the MSLIS program, although the “how” is not yet known.

### **The School of Information Studies**

Late in 2014, Chancellor Syverud asked the iSchool’s then-Dean, Dr. Elizabeth (Liz) Liddy to take a larger role in the academic management of the University and the implementation of the Academic Master Plan. Recognizing her leadership at the iSchool during her tenure as Dean from 2007-2014, Syverud appointed her to the role of interim Vice Chancellor and Provost, and chair of the Academic Excellence Committee.

Prior to that, and in the seven years since our last accreditation, Dr. Liddy led the school in a period of tremendous growth. First, the iSchool has grown in the number of students, from a total of 1031 in 2012 to 1160 in 2014.<sup>6</sup> Specifically the school has witnessed growth in the number of undergraduate students and graduate Information Management students. Concurrently, the number of faculty and staff has grown, both to meet the needs of our undergraduate and graduate students and to meet a growing demand in the area of data science. Since our last accreditation review in 2008, the iSchool has added 15 faculty members. We have significantly renovated space in our building (Hinds Hall), in order to better support the needs of our iSchool community, and have taken over space once housed by one of the campus maintenance groups (referred to as East Zone maintenance).

Since January 2015, a number of shifts have occurred in the iSchool, demonstrating that change is the only constant.

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<sup>6</sup> In the same time period, the total number of MSLIS students in the iSchool went from 172 to 161.

### *Faculty and Staff Changes*

- We have conducted a search for a new tenure-track faculty member and a professor of practice in the area of data science.
- While we are adding faculty, we learned that three of our faculty were moving to other institutions. Drs. Scott Nicholson and Ken Lavender have gone to Wilfred Laurier University (Brantford campus) in Canada, where Dr. Nicholson is launching that college's newest curriculum in game design. Dr. Milton Mueller went to the Georgia Institute of Technology School of Public Policy.
- In the wake of staff changes, we have taken the opportunity to reorganize staff functions and reporting relationships, in order to better meet the needs of our iSchool community.
- One of our MSLIS faculty members, Dr. Barbara Stripling, was named Senior Associate Dean for the iSchool in January 2015. In that role, she participates in iSchool decision-making and also continues teaching in the MSLIS program.

### *Student Opportunities*

- We created new “Expect More” scholarships to attract high-quality MSLIS students (<http://ischool.syr.edu/future/grad/ExpectMore.aspx>). Five matriculated students are receiving the award for 2015-2016. This scholarship is made possible as part of a generous gift to the iSchool from the estate of Esther Wilhelm, MLS'39. The innovative program provides 50 percent tuition scholarships, student work with a faculty member, travel funds, and a close faculty mentoring.
- We partnered with the SU Libraries on a combination scholarship and stipend award, which will give up to seven students an opportunity to work in the campus libraries during their academic program.
- We added additional computer lab space for students by repurposing a small student lounge. Our need for computer lab space continues to increase each year, as our technology-based classes increase and students increasingly use computer technology to complete assignments.

### **The MSLIS Program**

The MSLIS program is one of five graduate<sup>7</sup> degree programs in the School of Information Studies, which is one of 13 schools and colleges at Syracuse University. The iSchool maintains a “Faculty of One” structure in which there are no departments; however, some faculty self-identify as being more firmly connected to one degree program than another. Faculty who teach in all iSchool degree programs function as one faculty in making policy decisions, overseeing the curriculum, collaborating on grants and research, serving on iSchool and University committees, and engaging in professional conversations about the information field.

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<sup>7</sup> The five are: M.S. in Library and Information Science (which includes MSLIS: School Media), M.S. in Information Management (which includes the M.S.I.M. for Executives), M.S. in Telecommunications & Network Management, Ph.D. in Information Science and Technology, and a Doctorate of Professional Studies in Information Management. The iSchool also have an undergraduate degree, undergraduate minors, and undergraduate dual degrees as well as certificates of advanced study at the graduate level.

Changes occurring in the University and the iSchool, as well as in our society at large, have affected the MSLIS program. These impacts can be seen in several areas:

### *Faculty*

- As noted, both Drs. Scott Nicholson and Ken Lavender have left Syracuse. This creates a need for faculty or adjuncts to teach specific courses that our students will need. Dr. Lavender, who founded our Certificate of Advanced Studies in Cultural Heritage Preservation, identified a number of expert librarians in the region, and we are talking with them to locate adjuncts for the near-team for our classes in Cultural Heritage Preservation. Dr. Nicholson had transitioned to teaching in the undergraduate Information Management and Technology (IM&T) program as well as classes related to transformative games.

### *Students*

- Prospective students are applying to graduate programs closer to the start of classes. While this is not a huge trend at the moment, the change is recognizable and causing conversations among both staff and faculty in terms of the speed at which students must be admitted, advised, registered, etc. At Syracuse University, the preferred application deadline for graduate students is February 1, however we allow applications until June 1. In 2015, two students applied after June 1. In 2014, four students applied after June 1. In 2012 and 2013, we did not have any applications after June 1. For students applying after June, we consider whether there is capacity in the program. Applicants are informed that they may need to register for courses as a non-matriculated student, if the process is not complete on time in order to register as a matriculated student. We are typically able to process an application within 1-2 weeks once all of the materials are received.
- Prospective students are concerned about their potential student loan debt. This is causing prospective students to be more selective of scholarship offers – even the types of offers which, in past years, would have been accepted without question. Consequently, we are finding that a program’s reputation may matter less than its ability to offer large scholarships.
- Our Certificate of Advanced Studies in Cultural Heritage began after the last ALA accreditation review. In 2014, it turned five years old and a review of the program was completed in spring 2015. Also during this time period, we began the CAS in Data Science, which attracts graduate students in iSchool programs, including the LIS program, and people who are interested in the CAS as a stand-alone certificate.
- We discontinued two Certificate of Advanced Studies (Digital Libraries and Information Innovation) because their spirit existed throughout the curriculum.

### *Technology*

- With online education comes the opportunity for faculty to teach from any location.
- More iSchool faculty have taught courses from locations other than Syracuse through our learning management system; this includes faculty who are traveling for conferences or research, as well as the three faculty members who are remote (Marilyn Arnone, Scott Bernard and Ruth Small). These faculty also use Adobe Connect and conference call facilities to attend meetings and work sessions. MSLIS related meetings always include a way for participants to attend virtually.

- The advent of massive open online courses (MOOCs) and the flipped classroom, among other pedagogical developments, caused the iSchool faculty to question, experiment, and adopt some of these newer ways of delivering course content.

### *Societal Pressures*

- While there is more interest in library science, it is also tempered in people’s minds by the budget pressures that libraries seem to face. While some libraries are growing and others have not had the budget cuts that were anticipated, we recognize that there is some “word on the street” occurring that can send mixed messages about entering this profession. This occurrence has increased the need for us to talk about the wide range of traditional and non-traditional jobs available to graduates with MSLIS degrees, as well as where alumni are working; to have alumni interact more with current students; and to increase student access to Career Services assistance.
- The globalization of education has increased the number of non-U.S. students in our classrooms, including MSLIS classes. This shift puts some U.S. students in classes where they are not the majority, and increases their awareness and sensitivity to the differences between cultures, languages, and K-16 education systems.

### *Personal*

- Finally, among the changes that have impacted the MSLIS program are the changes and challenges that life throws our way. For example, Dr. David Lankes publicly and valiantly overcame a cancer diagnosis. His journey impacted and inspired all of us, including faculty, staff and students. Life seemingly stood still for a time, until good news about his health and his future allowed us to breathe a sigh of relief.

## **A Campus in the Midst of Change**

During Chancellor Cantor’s long tenure, most activities on campus moved along without much disruption, and newly introduced initiatives were all of a similar perspective and flavor.

The new Chancellor has a significantly different outlook and decision-making style, and mode of addressing the changing times for colleges and universities. In Chancellor Syverud, we have a leader who embraces change, is willing to move quickly, and has not shied from making significant alterations to ensure that Syracuse University is well-positioned for a long and successful future. Much of his work is done with care to be inclusive and to gather information and opinion. Many of the changes have brought SU into alignment with forward-thinking momentums on other campuses. Still other initiatives are designed to set SU apart and on its own unique course. The result has been that the year and a half he has been on campus have been filled with ongoing change—much of it welcome—and many differences in the way the campus now operates.

For example, Chancellor Syverud has emphasized several priorities for the campus that have become embodied in the Academic Strategic Plan entitled “Trajectory to Excellence.” We attach the Academic Strategic Plan as Appendix MMM. The plan contains six expansive campus goals for excellence: The Student Experience, Discovery, Internationalization, Commitment to Veterans and Military-connected Communities, Innovation, and One University. While all of

these have relevance to the mission of the MSLIS program, the three most relevant to the iSchool's MSLIS program are excellence in the student experience, in discovery, and in innovation. These areas have been and will continue to be hallmarks of the iSchool's approach to library science education.

It is in this environment of new initiatives, along with campus-wide changes, that the MSLIS program is now defining its future. Many of the changes are important to the future of the program. However, it is difficult to take a snapshot that ends neatly on December 31, 2014. There are indeed important activities that have occurred during the 2015 and likely more that will occur before the External Review Panel visits in November 2015. Therefore, when appropriate, this document includes activities that occurred after December 2014.



# Synthesis and Executive Summary

## Introduction

The *Accreditation Process, Policies, and Procedures (AP3) Third Edition* (May 2012) written by the Committee on Accreditation (COA) of the American Library Association (ALA) provides the following guidance for this chapter:

The final section of the Program Presentation synthesizes the principal character, strengths, limitations, and challenges of the school and program. This summary concisely reiterates the evidence for compliance with the *Standards*. It may also describe unique features, and the culture and context of the program, school, or institution in order to improve understanding of the program.

We address these areas in the following pages. Considering this to also serve as an executive summary, we will also offer an overview of our process for the program presentation and a review of feedback received from the Committee on Accreditation to our biennial reports.

## Our Process for the Program Presentation

While accreditation requires an ongoing effort, the Master of Science in Library and Information Science (MSLIS) faculty began working on the program presentation (self-study) in fall 2013. Work began by reviewing the previous program presentations, then gathering the components and data needed for the 2015 version. Along the way, staff of the School of Information Studies (iSchool), MSLIS students, alumni, representatives from the library and information science profession, and others were involved in contributing to the program presentation, reviewing its contents, and providing feedback.<sup>8</sup> While the outcome of the process was this document, a by-product of the process was a deep and informative discussion with many people inside and outside of the MSLIS program regarding the accreditation process, the standards, and the impact of accreditation on academic programs and the profession at large, as well as conversations about how our program functions, who it serves, and how it continues to impact the iSchool.

In terms of our process for working on the program presentation, the director of the MSLIS program managed the overall effort and was chief reviewer and preliminary editor of all of the chapters. The 10 faculty members, who teach primarily in the MSLIS program, drafted the six chapters, which correspond to the six ALA standards. Those drafts were reviewed by 10 MSLIS students in fall 2014. The students provided detailed feedback and questions about the chapters, which then led to edits and revisions. At least 15 iSchool staff members provided content and data for the program presentation. The manager of the MSLIS program oversaw the collection and organization of all of the data (tables and appendices). As the chapters became close to their July 2015 versions, seven people external to the iSchool, the iSchool's senior associate dean and interim dean reviewed the chapters and provided feedback. Their comments were incorporated

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<sup>8</sup> A list of all those who worked on this program presentation is in the front matter to this document.

into the version submitted to the Office of Accreditation and the External Review Panel in July 2015.

After questions and feedback were received from the External Review Panel in August 2015, the program director and program manager for the MSLIS program worked with faculty and staff to update and expand the self-study and its appendices. The resulting document was reviewed by a group of iSchool faculty and staff.<sup>9</sup>

## **Highlights from the Program Presentation**

### ***Standard I - Mission, Goals, and Objectives***

Because the iSchool is uniquely structured as a “Faculty of One,” we function as a school without departments. Therefore, every standard in this program presentation (self-study) required additional thought and analysis in order to provide a point of view focused on the MSLIS program. We continually had to ask ourselves how to frame the MSLIS program in each chapter.

In Standard I, our strength is that planning is not done in a vacuum, but that it is conducted within the context of the entire iSchool. The program, in fact, belongs to the entire school and all faculty assist with its program planning. In addition, the program itself contributes to the overall mission of the school. The MSLIS curriculum, faculty and students are regarded as a key component of the school’s overall success.

Because the iSchool has no departments, planning processes are integrated, and occur in and through a number of committees and other meetings. Every faculty program advisory group (FPAG and now called a Program Committee), which is focused on a specific academic program, is involved with developing plans and bringing those plans to the entire faculty. When those plans involve curriculum, our iSchool curriculum committee gets involved. Plans may be discussed at an Executive Committee meeting (iSchool deans, program directors and full professors), in order to test them or understand the questions which might arise. When plans impact staff functions, then senior staff will get involved. Like any organization, plans change through input, feedback and reflection. In the iSchool, we believe that this process helps us to develop plans that will be implemented successfully.

Our work with the Assistant Provost for Academic Programs has caused us to view the MSLIS program using different tools (e.g., the Introduced, Practiced and Reinforced matrix), which is impacting our curriculum review (see Standard II). Thus in this program presentation, we included a new table which maps program outcomes to specific MSLIS core classes. The table

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<sup>9</sup> N.B.: Since the July 2015 version of this document was sent to ALA and the External Review Panel, a changes was made in the iSchool process for curriculum approval, which has resulted in the name of the program advisory groups being changed. Throughout this document the term “Faculty Program Advisory Group” (FPAG) is used. That advisory group associated with each academic degree is now referred to as a “Program Committee.” Because these advisory groups were called FPAGs over the seven years covered by this self-study, we have used that term throughout this document.



shows where an outcome is introduced, practiced or reinforced. This table is an outgrowth of the work we have been doing with the Assistant Provost for Academic Programs and already has sparked conversations about our curriculum. As we continue to review our curriculum, we will need to build more practice and reinforcement into the core, rather than being reliant on electives for that.

Two areas for improvement noted in Chapter One (Standard I) are:

- Outcomes assessment – Our efforts since 2008 to pilot and implement outcomes assessment software ended unsuccessfully. We are now working with the Assistant Provost for Academic Programs to implement the assessment process that the entire university is beginning to use. Our first report is due in October 2015.
- Revise and update the MSLIS program goals and outcomes – Our work with the assessment process on campus has demonstrated a clear need to revise and update the MSLIS program goals and outcomes, which has not been updated for at least seven years. This activity is especially important as the faculty works to revise our curriculum.

### ***Standard II – Curriculum***

Our curriculum has a 19-credit core, many electives, including opportunities for Certificates of Advanced Study in particular areas of interest, and the opportunity to use the Web-based Information Science Education (WISE) Consortium to offer courses from other schools. The core creates a foundation of key knowledge in Library and Information Science, particularly emphasizing the fundamentals of library science: knowledge creation; knowledge organization, description, retrieval, and preservation; systems of acquisition, selection, evaluation, and dissemination. The iSchool has a whole emphasizes the interaction between systems and users, clarifying the importance of creating systems that are usable by all people regardless of externalities like race and ability. The iSchool also has a spirit of entrepreneurship and innovation, pushing students to think about how to create better systems by understanding what has been done, and not thinking inside the box. This mix of goals and ideas allows students to craft a curriculum that suits their personal career goals and their preferred method of learning.

Students can take the program online or on-campus, and some students take a mixture of online and campus courses. Indeed, we pride ourselves on delivering the same curriculum online as we do on-campus. MSLIS students, who want to complete the program online, begin the program with a seven-day “boot camp” which includes IST 601 (Information and Information Environments) and IST 511 (Introduction to the Library and Information Science Profession). Students can then complete the rest of their coursework online. We firmly believe that having students come together at the start of their program helps them build a cohort, as well as feel connected to the iSchool and SU.

During this self-study, we created new tables or views of our curriculum, which fueled conversations and questions among MSLIS faculty, staff and those that reviewed this chapter (e.g., MSLIS students). These views of our curriculum will also help us as we continue to work towards changing the MSLIS curriculum, based on feedback received from a number of sources. Mapping the new curriculum using these tools will help us to spot topics where we need to build

more practice or reinforcement.

A Curriculum Working Group was established in 2013 to review and recommend changes to the MSLIS curriculum in light of the feedback received and the current and predicted future of the information and library field. Appendix S contains a report from the Curriculum Working Group, which shows the progress that group is making. The Curriculum Working Group has discussed its ideas with the MSLIS FPAG (now known as the Program Committee) and used the FPAG as a sounding board, which has then impacted their curriculum ideas and process. Although work on developing a new curriculum has been ongoing, but slower than we prefer due both to our process and to the external commitments of those involved, we know that the outcome will have a positive impact on our students.

Under Standards II (Curriculum), IV (Students) and VI (Physical Resources and Facilities), we discuss the Blackboard outcomes assessment pilot project, which was a collaborative effort between the MSLIS program, the College of Visual and Performing Arts (VPA) and SU's Information Technology and Services (ITS). We have long recognized the need to develop practices around outcomes assessment. We learned from the pilot what we did not know (e.g., all the steps necessary for an impactful process), and where we needed help (e.g., developing more direct measures for outcomes assessment). Near the end of the pilot, we learned of the impending efforts of the Associate and Assistant Deans for Academic Programs to create one process to be used across SU for program assessment and joined those efforts once they were announced. With the entire campus implementing the same tools and techniques for outcomes assessment, we are heartened to know that we will have a large support network around us.

MSLIS students who want to work in K-12 libraries are in a 37-credit program with no electives. The rest of our MSLIS students can take electives that allow them to focus on areas important to their career goals. Some students use those electives towards a certificate of advanced study (CAS). The iSchool conducts environmental scans to understand the efficacy of a CAS, as well as to determine if a new CAS would be useful to our students.

In 2014, we ended the CAS in Digital Library program after a careful review of its curriculum, the MSLIS curriculum and our external environment. The rationale for this decision was that librarianship today routinely deals with digital information resources of all formats and types, and regularly offers digital information services. While we sunsetted one CAS, we added two new CAS programs: one in cultural heritage preservation and another in data science. The CAS in cultural heritage preservation is in collaboration with Museum Studies and Anthropology, and students are required to take six credits outside of their home program. We note that the CAS in data science has been more popular than anticipated, with MSLIS, Information Management (IM), and Telecommunications & Network Management (TNM) students showing interest in it. In addition, we have had cohorts of students, sponsored by their corporations, undertake this CAS.

The areas for improvement noted in Chapter Two (Standard II) are:

- Revise the MSLIS core curriculum - The MSLIS faculty need to continue its efforts to revise the curriculum and to move that revised curriculum through the iSchool, SU and

New York State Education Department (NYSED) approval processes. The review and revision process has taken longer than expected, but we cannot lose momentum since working through to approval from NYSED may require another year.

- Outcomes assessment - Continue the outcomes assessment work that it has begun and ensure that the results of those efforts lead to data driven change for the program.

**Standard III – Faculty**

The iSchool has 50 full-time faculty members, including 27 tenured and 5 tenure-track professors, 15 professors of practice, two professors who combine being a professor of practice and a research professor, and one research professor. In practice, we make no distinction among them, although we recognize that there are some differences (e.g., teaching load). All faculty are able to teach at both the undergraduate and graduate level.

The interdisciplinary nature of the iSchool is most visible when looking at the doctoral degrees held by our faculty. As Table III.7 in Chapter Three states:

**Table III.7. Areas of Doctoral Degrees Held by Full-Time Faculty Members**

<b>Topic Area</b>	<b>Number of Doctoral Degrees</b>
Library and/or Information Science/Studies	15
Information Systems or Technology	10
Political Science/ Policy	5
Communication	3
Education	3
Organizational Studies	3
Economics	2
Computer Science	1
English	1
Psychology	1

The faculty also demonstrate this diversity in their research. The iSchool has \$28 million in sponsored grants<sup>10</sup> from fiscal years 2009-2014. These funds cover research on all aspects of information science: policy, management, library science, digital literacy, etc. Among the MSLIS faculty, research is similarly diverse. Jian Qin has researched how scientists use data to help determine the best ways to store and retrieve data for future use. Scott Nicholson researched the meaning of games in our lives and how games improve education. Ruth Small researched

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<sup>10</sup> During this time period, there were 111 unique grant-funded projects, as well as 16 supplements related to those projects.

digital literacy, and her Center for Digital Literacy continues to find new ways to motivate children to learn. David Lankes continues to be a thought leader in how libraries impact communities and knowledge creation. Megan Oakleaf is changing the way libraries assess their impact. All of these different streams of research create wonderful discussions and collaborations as faculty continue to find intersections between their own work and the work of their colleagues.

While the MSLIS program now is one of the smaller programs in the iSchool,<sup>11</sup> 15 out of 44 doctoral degrees held by iSchool faculty are in the topic area of library and/or information science/studies. Some of the faculty who hold these degrees now teach classes for students in other iSchool degree programs, rather than courses related to the MSLIS program. However, their knowledge of libraries and information science impacts how they think about their topic areas. This can be illustrated, for example, in how a professor thinks about the relationship of a system to a user who is being served.

Our process for review and promotion has changed since 2008 to better support those efforts for professors of practice. The review and promotion of tenure-track professors remains the same, and we continue to support our young faculty with yearly evaluations to ensure that they are prepared for the tenure review. Since 2008, six of our 15 professors of practice have moved from Assistant Professor of Practice to Associate Professor of Practice. Three of our professors of practice are now in leadership positions:

- Barbara Stripling, DPS – Senior Associate Dean
- Arthur Thomas, PhD – Associate Dean for Academic Affairs
  - Prior to spring 2015, Professor Thomas was the director of the Information Management and Telecommunications & Network Management programs.
- Jill Hurst-Wahl, MLS – Director, MSLIS and MSLIS: School Media

We believe that our professors of practice help to distinguish the iSchool and its curriculum by giving our students a perspective from practitioners. The connections that our professors of practice bring into the classroom and advising sessions are valued by students, and their industry perspective is valued by their academic colleagues.

With two MSLIS program-focused faculty members announcing their departure from the iSchool during spring 2015, our immediate challenge is finding qualified people to teach several classes in our Certificate of Advanced Study in Cultural Heritage Preservation (CAS-CHP) program. We look forward to searching for a new member of our iSchool faculty, who will come with MSLIS knowledge and skills, and a passion for transferring that knowledge to our students.

Areas for improvement noted in Chapter Three (Standard III) include:

- Improving the quality of all instruction through the newly instituted Faculty Center for Teaching and Learning (FCTL).

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<sup>11</sup> In fall 2015, the MSLIS program has 166 enrolled students, while the iSchool had 1496 enrolled students in all of its undergraduate and graduate programs, including certificates of advanced study.

- Rethink our method of developing curriculum and instructional strategies for courses with more than one section and several instructors (perhaps both full-time and adjunct).
- Hire a qualified candidate to fill our open-rank tenure track position with someone who can deepen and extend our strengths in library and information science (LIS).

#### ***Standard IV – Students***

Our students are why this MSLIS program exists. In academic year 2013-2014, the MSLIS had 71 new matriculated students who are enrolled with:

- 15 percent registered for the MSLIS with school media specialization.
- 39 percent enrolled as online students.
- 42 percent residing close enough to Syracuse to take an on-campus elective if they should desire to do so.
- 24 percent of the MSLIS students are male.
- 20 percent of the MSLIS students are from diverse backgrounds.

In terms of employment, placement of MSLIS students averaged 89 percent for 2011-2013, while placement for School Media students was 95 percent for the same period. (See Appendix NN for placement data.)

Clearly, without interested students, there would be no MSLIS program. The economic downturn of 2008 led more people to seek graduate degrees. The number of students in our MSLIS program peaked in 2009 at 229. In subsequent years, we have increased our marketing and recruitment efforts. We also have allotted more money to fund scholarships, knowing that prospective students can be price sensitive. We developed a scholarship offering a 25 percent tuition discount as a benefit for library workers and for New York State residents. The number of students in our MSLIS program during 2014 was 178 students.

We have sought to have a culturally and ethnically diverse student body. In addition to diversity among students who are U.S. citizens or permanent residents of the U.S., in recent years we have attracted MSLIS students from other countries including Norway, Germany, South Africa, Swaziland, Botswana, Rwanda, Mexico, Korea, and China. Although international diversity is not a statistic that the American Library Association captures, we know that our communities in the U.S. increasingly include members of our global community and that our MSLIS professionals will need to be able to work in those diverse communities.

As part of a larger institution, we are reliant on the systems of SU. The impact of this reliance can be demonstrated when looking at our ability to understand our retention rate for the MSLIS program. SU has not had a system to help us understand our retention rate for the MSLIS program and to be able to identify students at risk for not graduating. The system in place only provided an aggregated analysis. Instead we used the tools that we had on hand to check a student's progress towards graduation, as well as the knowledge the faculty and staff have developed about our students, to identify students who were progressing slowly or those who were stalled. The SU Office of Institutional Research and Assessment (OIRA) is now developing a new Academic Retention Analysis system, which will provide all schools and

programs with detailed information about retention. The iSchool Associate Dean of Academic Affairs is in charge of implementing this Academic Retention Analysis system in 2015-2016 with our iSchool programs.

Areas for improvement noted in Chapter Four (Standard IV) include:

- Implement outcomes assessment which assist in systematic improvements to the education our students receive.
- Expand our recruitment efforts to include those who are seeking careers outside of libraries.
- Strengthening and broadening the internship program to increase the diversity of organizations seeking our interns.
- Better connect our MSLIS students to SU alumni including those outside of libraries who are understand the knowledge, skills and abilities an MSLIS graduate can provide.
- Expand scholarships and merit-based awards.
- Strengthen our career placement advisory support.

### ***Standard V - Administration and Financial Support***

As this self-study captures a seven-year window of activity, it also illustrates a period in which Syracuse University made a major administrative change – the departure of one chancellor and the hiring of a new one. The previous chancellor was supportive of the iSchool and all that we do; and happily, so is the new chancellor. The University provides an excellent framework and infrastructure for the iSchool’s operation. The iSchool itself also has a hard-working and dedicated staff to support our passionate faculty.

The iSchool is one of 13 schools and colleges at Syracuse University. All of the University’s academic units operate within the guidelines of the University. SU gives autonomy to the school in the areas of the intellectual content of its programs, selection and promotion of faculty members, and selection of students, which are thus guided by policies established within the school.

The school manages its own budget under the University’s Responsibility Center Management (RCM) model. This “all funds” model gives the school broad discretion in the management of expenses and incentives to increase revenues. At this time, the school is financially healthy, is enjoying overall growth in student numbers, and has a comfortable reserve account to hedge against declines in revenues and to fund new strategic initiatives.

Since the iSchool does not have departments, none of the academic programs have separate operating budgets. The school provides the resources each program needs, in order to attract top-notch students, support faculty development, improve classrooms, etc. For example, all faculty are able to request travel support to attend conferences, present papers, or engage in continuing education.

In 2014, the school received a sizable gift from the estate of Estelle Wilhelm '38 (Arts and Sciences) and MLS '39 (iSchool), who was a professional librarian for most of her career. When the gift was announced, the faculty and staff began discussing how to best use it to further the mission of the school. We have not rushed to allocate all of it, but instead are being mindful to put it to the uses which will help us recruit, matriculate and retain the best students for our program. To that end, part of this gift is being used for scholarships to support MSLIS students with our Expect More Scholarship, which is being offered to five matriculated students in fall 2015.

Finally, as noted in Chapter Five, our dean, Elizabeth (Liz) Liddy was selected as Syracuse University's Interim Provost and Vice Chancellor, and began serving that role in January 2015. Jeff Stanton, who had been our Senior Associate Dean, is now our Interim Dean. A search has begun for a new Syracuse University provost, which is anticipated to conclude before the end of the calendar year. Due to retreat rights, our dean position will be settled after that. As a school, however, we are pleased that Interim Dean Stanton has sought to ensure that the iSchool continues its forward motion. There have been a number of organizational changes in the iSchool this spring and likely more to follow. We look forward to providing the External Review Panel a more specific update on these issues in November.

The area for improvement noted in Chapter Five (Standard V) is:

- As a 'School of One', the iSchool does not operate in a manner that is easy to explain. Faculty and staff need to continue to improve our explanations on how the school operates.

### ***Standard VI - Physical Resources and Facilities***

The iSchool is housed in Hinds Hall, on the main quad of the Syracuse University campus. Hinds Hall provides space to all of our faculty and staff and is continuously maintained and improved. Feedback from students, staff and faculty has impacted the changes, such as expanding the number of computers available for student use and the remodeling of classrooms. All iSchool staff and faculty have office space in Hinds Hall and are given the resources they need to work effectively.

The iSchool delivers classes both on-campus and online. The MSLIS curriculum is delivered in both formats and we strive to ensure that our online students and on-campus students receive the same quality in terms of instruction and experience.

We use the Blackboard learning management system for our online class environment. Blackboard is used by those class sections that are being taught online and frequently by on-campus classes, in order to have an online/virtual component to the class. The Blackboard software is hosted by Syracuse University and maintained/supported by Online Learning Services (OLS), which is part of Information Technology and Services (ITS). The iSchool moved away from maintaining its own instance of a learning management system in order to have our staff focus on maximizing our use of Blackboard and helping our faculty to innovate. However, using the centrally hosted version of Blackboard has impacted what we are able to do with the software. For example, we cannot control when the software is updated or what features

are available to us. At the moment, the software available on campus is generally one version behind the current release. This had a negative impact on our pilot test of the Blackboard outcomes assessment module, but otherwise is sufficient to support our on-campus and online classes.

Our own IT staff, along with our instructional design and technology staff, work diligently to ensure that we have the resources we need—outside of Blackboard—to deliver high quality instruction both on campus and online. Staff members are open to helping faculty test new tools to use in their classes. When problems arise, especially when they impact instruction, the staff is quick to respond, which we all appreciate.

The area for improvement noted in Chapter Six (Standard VI) is:

- We – as a school and a faculty - need to experiment more with software which can be used to improve instruction and learning for our students both on campus and online, and adopt those tools that will make a positive impact on our pedagogy.

### **Addressing Feedback from the Biennial Reports**

The MSLIS program has submitted three biennial reports since the last program presentation (self-study) in 2008. The Committee on Accreditation (COA) has asked for specific information in its response letters to those reports. While that information is elsewhere in this program presentation and its appendices, it is provided here for clarity.

#### ***Feedback from the 2010 Biennial Report***

In 2011, the Committee on Accreditation asked the MSLIS program to address “how the appointment of a new full-time faculty member, an Assistant Professor of Practice, addresses the following within Standard III. Faculty:

- “Full-time faculty members are qualified for appointment to the graduate faculty with the parent institution.” Standard III.1.
- “For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.” Standard III.5.

The qualifications of the iSchool’s full-time tenured, tenure-track, and professor of practice faculty members, at all levels of hiring, meet the University’s guidelines (<http://provost.syr.edu/faculty-support/faculty-manual/>). Syracuse University does not have separate qualifications for graduate faculty members, and the Graduate School does not employ a separate review or appointment process.

In terms of a “sustained record of accomplishment in research or other appropriate scholarship,” both Standard III.5 and Appendices DD (Conference Presentations), FF (Committee Work), GG (Funded Research) and HH (Publications) provide information on the work of our faculty. In addition, the CVs for our faculty are in Appendix V. Our faculty—including professors of



practice, tenure-track, tenured and research faculty—recognize the need to stay maintain an active research and practice agenda as way of both bolstering and disseminating their knowledge.

### ***Request Prior to the 2012 Biennial Report***

In April 2012, the COA requested the MSLIS program to identify in its next biennial “how and where the program publicly provides evidence of assessment and evaluation of student achievement, as mentioned in Standards II.7 and IV.6.” This information was also requested in an email correspondence to all ALA accredited programs in July 2012, to which the MSLIS program responded:

In terms of where the Syracuse University School of Information Studies is “providing current information publicly on assessment and evaluation of student achievement,” I want to first note that we are relaunching and reorganizing our web site. Inherent in this effort is the hope of eliminating duplicate content and ensuring that all content is up-to-date and easily updateable. Information on the assessment and evaluation of student achievement for our LIS students in the School Media program is available at <http://ischool.syr.edu/academics/graduate/masters-degrees/ncate-assessment/>.<sup>12</sup> We are working to add more text to that page and have it linked appropriately from other sections of the iSchool web site.

We continue to update our web site and information is available at the URL above for our MSLIS: School Media.

As reported in our biennials and elsewhere in this report (Introduction, Standard IV.6, VI.5), the MSLIS program has worked to discern the appropriate tools and methodology for assessment. Our most ardent effort in conjunction with the College of Visual & Performing Arts (VPA) and Information Technology & Services (ITS) ended when we recognized the inadequacies of the software being piloted. We are now on-board with the assessment efforts of the Associate Provost for Academic Programs and our first reports are due in October 2015. Those reports will be available to the External Review Panel, when they are on-site. As of September 2015, assessment information for the MSLIS program is not available on the iSchool web site.

Information on our MSLIS students' post-graduation placement is available at <http://ischool.syr.edu/careers/career-outlook/>. With the new iteration of our web site (implemented in summer 2015) we are looking to connect this information to the program pages used by prospective and current students.

### ***Feedback from the 2012 Biennial Report***

In 2013, the Committee on Accreditation accepted information provided on our decrease in minority enrollment from 2007-2011 and plans to address that decrease. While the COA asked for no additional information, we want to make clear that we work very hard to increase our minority enrollment in the MSLIS program.

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<sup>12</sup> This URL has been updated to this current address from what was reported in the 2012 biennial report.

Chapter Four includes the following table:

**Table IV.6. Self-Reported Ethnicity of Incoming Matriculated Enrolled MSLIS Students**

Academic Year (Fall Census Date)	Native American	Asian Pacific	Black / African American	Hispanic / Latino / Puerto Rican	Multi- Ethnicity	Not Available	White
2009-2010		6	3	1	1	9	95
2010-2011	1	5	3	4	1	3	80
2011-2012		6	4	3		3	69
2012-2013	1	6	5	1		1	61
2013-2014		5	3	4	1	1	57
2014-2015		5	14	5		4	56

In 2014-2015, 23.7 percent of our MSLIS students were not Caucasian/white—compared to 19.4 percent in that category in 2007-2008 (excluding “not available”). Our recruiting efforts include targeting events where we might specifically recruit students of color or let people of color learn more about our program, and thus refer prospective students to us (e.g., Joint Conference of Librarians of Color). We also support students of color through scholarship funding. Since 2009, we have given more than \$631,440 in funds to students with diverse backgrounds.

We understand that the number of students of color in our program has vacillated over the years, with some of that due to the grants for our Preparing Librarians for Urban Schools (PLUS) program, which have targeted current K-12 teachers. The PLUS program has attracted teachers of color, which then provides a spike in our diversity numbers.

***Feedback from the 2014 Biennial Report***

In 2015, the COA asked that the MSLIS program provide the following in this program presentation:

- Updated description of “...ongoing, broad-based, systematic planning process...” (Standard I.1)
- Updated description and evidence of curriculum development showing how it evolves from an “...ongoing, systematic planning process...” (Standard II.1)
- Evidence of how the curriculum has been “continually reviewed and is receptive to innovation; its evaluation is used for on-going appraisal, to make improvements, and to plan for the future.” (Standard II.7)
- Provide data on student retention rates for the period under review (Standard IV)
- Provide data on program-specific finances (Standard V)

As noted under Standard I.1, the planning process for the MSLIS program includes input from three advisory councils (Board of Advisors, LIS Guiding Council and School Media Governing

Council), current MSLIS students, alumni, and members of the library and information science profession. Our internal process for considering changes to the program includes action by the MSLIS faculty, who meet as a faculty program advisory group (FPAG) and the entire iSchool full-time faculty. Both groups meet nearly every month during the academic year. Our planning process is fueled by twice-yearly faculty planning days, which full-time faculty and some staff attend.

As noted under Standard II.1, the planning and evolution of the MSLIS curriculum is operated through two mechanisms within the iSchool: a Faculty Planning and Advising Group (FPAG) that meets nearly once a month to discuss, among other things, changes, updates, and development related to the MSLIS curriculum; and the Curriculum Committee that governs the procedural and developmental processes. The FPAG (which is now known as the MSLIS Program Committee) has regularly taken feedback from students, alumni, employers, and practicing librarians in the planning, scheduling, and revising of the MSLIS curriculum. A student liaison also regularly collects feedback from students regarding the curriculum, course offerings, and other issues and brings that feedback to the FPAG meeting for discussion and solutions.

Evidence of our review of the MSLIS curriculum (Standard II.7) can be seen in the MSLIS FPAG's creation of a four-person working group to review the MSLIS curriculum and provide a proposal to the FPAG on possible changes. The working group used input from a variety of sources including our advisory councils, students, professional organizations (through their competency documents), and other sources. The working group has periodically brought information to the FPAG, and sought input and feedback. In spring 2015, the working group brought a preliminary proposal to the FPAG, which is in Appendix S. Work on the proposed curriculum changes will continue in fall 2015.

In terms of retention, as reported in our 2014 biennial report (page 7):

As reported in our 2012 biennial report, update data is not available on our retention rates. We rely on Syracuse University for this information, and due to a change in reporting platforms, this data is not available. However, a school-wide goal remains to increase retention through improved communication with students. Our Program Managers, Student Services staff, and faculty all work to ensure that students are staying engaged with the program. We talk to students who seem to not be progressing towards graduation to offer advice and assistance.

The SU Office of Institutional Research and Assessment (OIRA) is now developing a new Academic Retention Analysis system, which will provide all schools and programs with detailed information about retention. The iSchool Associate Dean of Academic Affairs is in charge of implementing this Academic Retention Analysis system in 2015-2016 with our iSchool programs.

Chapter Four includes this table of basic information, which shows the number of students enrolled each year in the MSLIS program and in which academic year they graduate. It is normal for the majority our MSLIS students to graduate in 2-4 years after beginning the program. A few do graduate within one year, while also a few take longer than four years.

**Table IV.2: Number of Graduating Students and Graduation Rates by Incoming Class Year**  
[Edited]

Incoming Class Year	Total # of Initial Enrolled	Academic Graduation Year						Total Graduates
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	
2007	98	59	14	3	2		3	81
2008	98	5	60	10	7	5	4	91
2009	115		6	64	13	6	2	91
2010	97			5	64	11	3	83
2011	85				4	51	8	63
2012	75					3	51	54
2013	71						1	1
<b>Total</b>	639	64	80	82	90	76	72	464

Faculty are able to see the academic progress of their advisees, and are encouraged to follow-up with those who are progressing slowly or who have stalled. Faculty advisors will work in conjunction with iSchool academic advisors to help a student, who has been identified as struggling, to discern a way of helping the student finish the program within seven years of matriculation.

The iSchool maintains a “faculty of one” environment, which means that the school has no departments. The curriculum and the faculty belong to the school as a whole. This also means that individual academic programs within the iSchool do not have their own budgets. As noted under Standard V.5, using the Responsibility Center Management (RCM) model, all revenues and all expenses are allocated to the academic unit, which for us is the school, not the program. Chapter Five contains some tables generated for purposes of this report that allow for comparison across programs. Additional material on the finances of the iSchool will be available to the External Review Panel during their November visit.

### **Conclusion**

This chapter has provided an executive summary of the 2015 program presentation for the MSLIS program’s accreditation review by noting highlights and challenges, as well as discussing some of the unique features of the program and the School of Information Studies. It is worth noting that conducting this self-study for this program presentation has demonstrated how quickly changes can occur in an academic unit.

The overarching challenge has been defining a clear endpoint for the self-study. Rather than using the last day of 2014 as the endpoint, we have including information from spring 2015 when we felt that its inclusion provided an important update to events and updates occurring in the iSchool. We look forward to discussing with the External Review Panel any additional and relevant changes that occurred prior to their visit in November.



# Chapter One: Mission, Goals, and Objectives

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# Chapter One: Mission, Goals, and Objectives

## Introduction

The Master of Science in Library and Information Science (MSLIS) program is one of three graduate degree programs in the School of Information Studies (iSchool), with the other two being Information Management (IM) and Telecommunications & Network Management (TNM). The MSLIS program provides graduate professional education in library and information science (LIS) within the context of an integrated, interdisciplinary information school. The iSchool maintains a “Faculty of One”, which means that the school does not have any departments. Our faculty, staff, and budget belong to the school as a whole. In this environment of the School of Information Studies (iSchool), the MSLIS program shares the school’s vision, values, goals, and points of distinction.

## Three Overarching Themes

There are three overarching themes for the LIS curriculum:

- **Focus on the users of library and information services.** Keeping the needs of users—and potential users—of library and information services in the foreground is a fundamental value of librarianship.
- **Use technology to provide exemplary library and information services.** Librarians need to be able to use technology effectively to provide quality library and information services.
- **Manage information services and systems.** Librarians in the 21st century must be competent managers of information, capable of innovation, efficiency, and leadership to meet the needs of their clientele.

**Standard I.1:** *A school's mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.*

## A Broad-Based Planning Process

Planning for the MSLIS program occurs in many different forums that engage faculty, staff, students, and alumni.

The **MSLIS Faculty Program Advisory Group (FPAG)** is the key committee within the school that focuses on the MSLIS program and advises the MSLIS program director. It meets monthly and is open to all faculty and staff members. It also involves members from other constituencies, including a Syracuse University librarian and a current student.

Historically, faculty have voluntarily associated themselves with one or more FPAGs. A steady group of LIS faculty have been involved in the FPAG over the last seven years (Appendix Q). These LIS faculty members functioned in an advisory role, a decision-making role, and a policy-making role depending on the need. For example, they made decisions on course proposals which were they forwarded to the iSchool Curriculum Committee; they made policy regarding the management courses needed by an MSLIS student if that student was a graduate from our undergraduate IM&T program (which contains several management-related courses); and they provided advice on course scheduling.

The FPAG discusses a wide range of topics and activities, including clarifying the MSLIS program's historical strengths and values; reviewing library position descriptions in terms of our curriculum; exploring the future market for an MSLIS degree; and assessing the current strengths of the faculty and hiring needs. In addition, the student representative puts out a call for student concerns before each FPAG meeting, and these are discussed or passed along to the appropriate committee.

The role of the FPAG is to aid the program director in decision-making by providing viewpoints and advice. Many times, issues that are brought up in the FPAG meeting are then taken by the program director to the larger monthly faculty meeting or to one of the school's other committees, listed on Appendix A. Items that go to another committee, such as the curriculum committee, will eventually come before the entire faculty. When an item reaches the faculty meeting, it is then discussed so that all of the faculty and senior staff understand the issue. Sometimes, the item is brought to Faculty Planning Day, which is a day-long retreat held twice a year to discuss issues in-depth. This process allows the iSchool's collaboratively formulated "Faculty of One" to understand the issues that are occurring, and allows opportunity for inputs across the degree programs. Therefore, few decisions are made at the FPAG level; rather, the FPAG provides the program director, school administration, and other committees with advice from the LIS (and other faculty) perspectives. This process illustrates one of the real strengths of our organization as a Faculty of One. Through our collaboration across the entire faculty, issues that arise in the MSLIS program FPAG are discussed, understood, and addressed by the entire faculty in the context of all iSchool programs and the larger information world.

In fall 2015, the FPAGs have moved to a different structure and name. While affiliating with an FPAG had been voluntary to this point, in fall 2015 faculty will be appointed by our interim dean to specific program committees as part of their service commitment. For the LIS program, the Program Committee (which replaced the FPAG) will include all nine LIS focused faculty, who had been attending the FPAG meetings, and three non-MSLIS faculty (Yun Huang, Paul Gandel, and Lee McKnight). Appendix KKK contains the documentation in regards to this change. We also have several advisory groups made up of participants from outside the school.

The **Board of Advisors** (<http://ischool.syr.edu/alumni/board/default.aspx>), listed in Appendix B, of the School of Information Studies represents a collective resource of senior business people, professionals, librarians, industry leaders and other supporters of the school. They are organized to assist in the school's development and to help shape and realize its vision. The Board's mission is to provide counsel to the School of Information Studies with respect to the school's administration, programs, and general advancement by advising the dean and the faculty on

matters of policy, planning, external relations, admissions and scholarships, placement, and development of new educational and research programs, and by providing leadership in financial development.

The **LIS Guiding Council** was started in 2013 to bring together iSchool 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 guidelines for the Guiding Council are in Appendix C along with notes from a recent meeting. Information on the Guiding Council is also available at <http://ischool.syr.edu/academics/graduate/masters-degrees/ms-library-and-information-science/>.

The **MSLIS: School Media Governing Council** meets annually and consists of faculty and graduate student representatives from the School of Information Studies and the School of Education; an associate in school library services at the New York State Education Department; and local school district superintendents, school library system directors, K-12 administrators, and library media specialists. The Council stays up-to-date on the MSLIS: School Media, presents its perspectives on the “state of the field,” provides advice on the preparation of school media students, and provides information on relevant issues presented by the program director. Governing Council members and notes from a recent meeting are found in Appendix D. A list of Governing Council members is also available at <http://ischool.syr.edu/academics/graduate/masters-degrees/lis-school-media-governing-council>.

We also reach out to alumni and students through several platforms. The most active is our e-mail distribution list, which is used for official announcements, job postings, events, talks, and opportunities. Our official iSchool blog, *Information Space*, is updated several times a week with articles and viewpoints of interest to the iSchool community. The News section of our iSchool Web site is frequently updated with news of the School, faculty, programs, and students. We send out an email newsletter several times a year. Our Twitter account is managed daily and provides updated information about iSchool people, programs, and events. Our social media accounts – e.g., Twitter, Facebook and LinkedIn – also provide a way for us to listen to the profession and hear concerns that are being raised. Both faculty and staff members use social media to tap into thoughts of the profession.

We have a Town Hall meeting each spring with MSLIS students in order to discuss issues. We have re-implemented a regular alumni survey through which we learn more about what the alumni took away from their programs. Our alumni functions at the New York Library Association (NYLA) and is active at ALA conferences as places to collect industry updates and professional feedback, and provide attendees with news about our school activities.

Additionally, our faculty are involved in professional associations, which allows them to stay connected to state and national issues. In fact, one of our faculty was president of the American Library Association and led the development of ALA’s strategic plan, the Center for the Future of Libraries, a national school library advocacy campaign, and the national community engagement initiative. Professional involvement by our faculty members informs our program planning and the decisions that the faculty makes.

## Mission and Program Goals

Together, the iSchool's [Vision and Values](http://ischool.syr.edu/ilife/about/vision.aspx) (<http://ischool.syr.edu/ilife/about/vision.aspx>) and the MSLIS goals and outcomes provide the mission and program goals for the MSLIS program. The school's Vision and Values are:

*Vision:* To expand human capabilities through information

What matters is that we make a difference in everything we do, and that this difference is a positive one, affecting individuals, organizations, and ultimately, society. We intend to add value to society through education and through the information, systems, and services we help to create. We pledge to do this ethically, competently, professionally, with respect for the individual, and with passion.

*Values:*

- ***Inquiry.*** We are dedicated to exploration. Exploration and innovation are critically important to the information field and a vital part of our school. We share the university's vision and dedicate ourselves to being a student-centered research college. We promote this aim through discovery, development, application, integration, and active learning.
- ***Individuality.*** We are committed to the individual. High-performance organizations are composed of high-performance individuals. Our faculty, staff, students, and partners are risk takers who have a high tolerance for ambiguity. While we value our work together in a highly spirited team atmosphere, we value the individual and respect individuality. Our organizational norms dictate that we are relentless in attacking problems, but supportive in valuing individual differences.
- ***Diversity.*** We are intellectually diverse. Complex problems require multidimensional and interdisciplinary analysis and solutions. The school fosters a multiplicity of "voices" to address the important areas of teaching and research in the information field. The school seeks faculty from many related disciplines who respect a diversity of opinion and perspective, and who thrive on the tension of discussion and debate.
- ***Adaptability.*** We are adaptive and able to evolve. Today's competitive, complex, and ever-changing environment requires innovation, flexibility, and rapid responses. Our initiatives and developmental processes are driven by a Do-Learn-Revise model. This model encourages entrepreneurship and risk-taking, celebrates success as a community achievement, and embraces challenge as a learning opportunity.
- ***Unity.*** We are a faculty of one. The faculty sits as a whole, not as individuals or groups who represent the specific program in which they teach or ascribe affiliation. Students and faculty are challenged to benefit from the paradox of a single information field that is manifested in many professional expressions. Students and faculty learn from each other through shared intellectual experiences and appropriate curriculum integration across the degree programs.
- ***Continuity.*** We are an enduring organization. With over a century of innovation and leadership behind us, the school makes a lasting contribution to our field. In building our school, we concentrate on building an organization that goes beyond the influence of any particular dean or member of the faculty.

The school's Vision and Values capture the identity and the personality of the school. The current document emerged from a collaborative process of reflection on, articulation of, and commitment to the school's essential characteristics. Because it captures the values and the culture of the school, it provides both direction and correction for ongoing activity.

The MSLIS Statement of Goals and Outcomes articulates our vision of quality professional education for librarians. The goals and outcomes provide a framework for planning, evaluating, and continually improving MSLIS education in the school. As preparation for developing the objectives, we reviewed statements of professional competencies from multiple professional associations. We then worked with representatives of the stakeholder groups to produce a series of drafts.

As part of new assessment process, which is being implemented across Syracuse University (see <http://assessment.syr.edu>), the MSLIS Program Committee (referred to as the FPAG until fall 2015) will begin revising the MSLIS Goals and Outcomes. The Assistant Provost for Academic Programs kicked-off this effort by attending one of the September Program Committee meetings to provide instruction on how we should rethink our Goals and Outcomes, which have not been updated since 2008.

### **MSLIS Goals and Outcomes: Topic Areas**

We categorized the goals and outcomes around five areas:

- Philosophy, Principles, and Ethics of Librarianship
- Information Resources
- Information Services
- Librarianship in a Broader Information Society
- Professional Communication and Leadership Skills

The entire statement can be found below. These five areas, which have been used by the MSLIS program for a number of years, originally came from an examination of a previous MSLIS Mission Document in context with the American Library Association (ALA) Accreditation Standards. Focusing on these areas allowed us to create a set of achievable and measurable learning outcomes. Details about these five areas will be presented in the next section in the context of the Accreditation Standard I.2.

**1. Philosophy, Principles, and Ethics of Librarianship:** *Students are well-grounded in the philosophy, principles, knowledge, character, and ethics of librarianship and understand the value of teaching, service, and research to the advancement of the field.*

Evidence: In different library and information contexts, students:

- 1.a.: apply theory, conceptual principles, and scholarly research; and
- 1.b: engage in teaching, service, and research.

**2. Information Resources:** *Students understand the variety of information resources and the systems and technologies that facilitate their management and use.*

Evidence: Students can manage information resources through:

- 2.a.: identification, selection, and acquisition;
- 2.b.: organization and description;
- 2.c.: retrieval, provision of access, storage, and preservation; and
- 2.d.: analysis, interpretation, and evaluation of an existing collection.

**3. Information Services:** *Students understand the role of rapidly changing library and information services and technologies in a multicultural, multiethnic, multilingual global society, including the role of serving the needs of underserved groups.*

Evidence: Students can create and manage user-centered information services and systems to meet the needs of changing and diverse communities of users by:

- 3.a.: analyzing the information needs of the individuals and communities in the context of the demographic, social, economic, and ethical factors
- 3.b.: discovering and synthesizing existing resources, systems, and services; and
- 3.c.: developing and disseminating new resources, systems, and services.

**4. Librarianship in a Broader Information Society:** *Students understand the importance of contributions of library and information studies to other fields of knowledge and the importance of contributions of other fields of knowledge to library and information studies.*

Evidence:

- 4.a.: Students collaborate with future members of other information professions to apply basic and applied research from related information fields
- 4.b.: Students can debate local, national, and international information issues, policies, and regulations in a cross-disciplined digital and global society

**5. Professional Communication and Leadership Skills:** *Students understand the principles, norms, and practices governing professional communication in the field through informal structures and professional organizations. Students can assume team member, management, and leadership roles in their workplace and their profession.*

Evidence:

- 5.a.: Students communicate appropriately to individuals and groups through group discussions and presentations
- 5.b.: Students learn about, select, and join appropriate professional organizations for their specialties
- 5.c.: Students apply teamwork, management, and leadership principles both conceptually to library and other information settings and in collaboration with other students through group projects.

## **Program Outcomes and Core Courses**

The MSLIS program is structured around the following core courses:

### *Introductory Core*

- IST 511: Introduction to the Library and Information Profession (3 credits)
- IST 601: Information and Information Environments (1 credit)

### *Library Services and Information Resources Core*

- IST 605: Reference and Information Literacy Services (3 credits)
- IST 613: Library Planning, Marketing, and Assessment (3 credits)
- IST 616: Information Resources: Organization and Access (3 credits)

### *Management and Policy Core*

- IST 618: Information Policy (3 credits)
- IST 614: Management Principles for Information Professionals (3 credits)  
*Or IST 661: Information Management in Schools (3 credits) for School Media students*

Since all MSLIS students take these core courses, we map all of our program learning outcomes to them. Table. I.2 summarizes the learning outcomes and where they are covered by MSLIS core courses, in terms of being introduced (I), practiced (P), or reinforced/strengthened (R). These learning outcomes may also be practiced and/or reinforced through the iSchool electives, which are available to all MSLIS students.

**Table I.1: MSLIS Program Outcomes Mapped to MSLIS Core Classes**

MSLIS Core Classes		MSLS Program Outcomes				
Course Number	Course Title	Philosophy, Principles, and Ethics of Librarianship	Information Resources	Information Services	Librarianship in a Broader Information Society	Professional Communication and Leadership Skills
511	Intro. To the Library & Info. Profession	I,P	I	I	I,P,R	I,P
601	Info. & Info. Environments	I	I	I	I	I
605	Reference & Info. Literacy Services	I,P	I,P	I,P	I,P	I,P
613	Library Planning, Marketing & Assessment	I,P	--	I,P,R	I,P	I,P
614	Mgmt. Principles for Info. Professionals	I	I	I	--	I,P,R
616	Info. Resources: Organization & Access	R	I	I,P,R	I	--
618	Information Policy	I, R	I,P	--	I,P,R	P
661 (for MSLIS: SM students)	Info. Mgmt. in Schools	I,P	I,P	I,P	I,P	I,P

Key: I – Introduced; P – Practiced; R - Reinforced



**Standard I.2:** *Program objectives are stated in terms of educational results to be achieved and reflect:*

**Standard I.2.1:** *the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management*

Standard I.2.1 is covered in the Information Resources and Information Services topic areas of the MSLIS Goals and Outcomes statement in the following ways:

**2. Information Resources:** *Students understand the variety of information resources and the systems and technologies that facilitate their management and use.*

Evidence: Students can manage information resources through:

- 2.a.: identification, selection, and acquisition
- 2.b.: organization and description
- 2.c.: retrieval, provision of access, storage, and preservation; and
- 2.d.: analysis, interpretation, and evaluation of an existing collection.

**3. Information Services:** *Students understand the role of rapidly changing library and information services and technologies in a multicultural, multiethnic, multilingual global society, including the role of serving the needs of underserved groups.*

Evidence: Students can create and manage user-centered information services and systems to meet the needs of changing and diverse communities of users by:

- 3.a.: analyzing the information needs of the individuals and communities in the context of the demographic, social, economic, and ethical factors
- 3.b.: discovering and synthesizing existing resources, systems, and services; and
- 3.c.: developing and disseminating new resources, systems, and services.

These topics are significant components of the MSLIS core classes, including IST 511: Introduction to the Library and Information Profession; IST 605: Reference and Information Literacy Services; IST 613: Library Planning, Marketing, and Assessment; IST 616: Information Resources: Organization and Access; and IST 618: Information Policy.

In the introductory course, IST 511, students actively engage in investigating the library profession by interviewing librarians in every type of library, engaging in reflective writing about new concepts framing librarianship, and researching and presenting their own conclusions about future areas of library programming and service.

The comprehensive policy and legal context for library and information services forms the core of the information policy course, IST 618. LIS students collaborate with other iSchool information graduate students to research and explore substantive issues in the information field. The broad perspective they gain through the course prepares them for understanding the legal and policy framework within which they will be forming local policy.

***Standard I.2.2: the philosophy, principles, and ethics of the field***

Standard I.2.2 is one of our topic areas in our statement of goals and outcomes:

- 1. Philosophy, Principles, and Ethics of Librarianship:** *Students are well-grounded in the philosophy, principles, knowledge, character, and ethics of librarianship and understand the value of teaching, service, and research to the advancement of the field.*

While this topic is something that students will discuss throughout their coursework, it is a significant component of IST 511: Introduction to the Library and Information Profession. We believe in starting with these concepts as the groundwork upon which students can build, so much of IST 511 is about the core philosophies and principles of being a librarian.

Ethical issues are explored in the provision of reference services through IST 605: Reference and Information Literacy Services, while the importance of non-biased organization tools are examined through IST 616: Information Resources: Organization and Access. In IST 614: Management Principles for Information Professionals, ethics are integral to understanding how to manage people fairly. Also, ethics are a key part of the discussions of policy in IST 618: Information Policy.

***Standard I.2.3: appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations***

Standard I.2.3 is embodied in our topic areas of Philosophy, Principles, and Ethics of Librarianship and our Professional Communication and Leadership Skills:

- 1. Philosophy, Principles, and Ethics of Librarianship:** *Students are well-grounded in the philosophy, principles, knowledge, character, and ethics of librarianship and understand the value of teaching, service, and research to the advancement of the field.*

**5. Professional Communication and Leadership Skills:** *Students understand the principles, norms, and practices governing professional communication in the field through informal structures and professional organizations.*

Evidence:

- 5.b.: Students learn about, select, and join appropriate professional organizations for their specialties.

This topic is covered as part of the MSLIS gateway course, IST 511: Introduction to the Library and Information Profession through its coverage of professional organizations. We have guest speakers come in from different areas of librarianship and also spend time throughout the class discussing the role of different professional organizations. We also pay for each student's first-year membership in ALA/NYLA or the Special Libraries Association (SLA).

Professional communications is emphasized throughout our students' program of study. Students receive experience in developing and delivering presentations and posters. Students engage with the profession, when researching and completing assignments (e.g., the project in IST 613: Library Planning, Marketing and Assessment) and emphasis is placed on those interactions being professional and appropriate. As part of the classes, faculty coach students on professionalism.

**Standard I.2.4:** *the value of teaching and service to the advancement of the field*

**Standard I.2.5:** *the importance of research to the advancement of the field's knowledge base*

These Standards are covered both explicitly and then through more informal interaction with faculty members. They are part of our first and fifth Goals:

**1. Philosophy, Principles, and Ethics of Librarianship:** *Students are well-grounded in the philosophy, principles, knowledge, character, and ethics of librarianship and understand the value of teaching, service, and research to the advancement of the field.*

Evidence: In different library and information contexts, students:

- 1.a.: apply theory, conceptual principles, and scholarly research; and
- 1.b.: engage in teaching, service, and research.

**5. Professional Communication and Leadership Skills:** *Students understand the principles, norms, and practices governing professional communication in the field through informal structures and professional organizations. Students can assume team member, management, and leadership roles in their workplace and their profession.*

Evidence:

5.a.: Students communicate appropriately to individuals, and groups through group discussions and presentations.

In various courses, students engage in and interact with different teaching, service, and research activities. For example, in IST 605: Reference and Information Literacy Services, covers instruction as a component of the course and an assignment in that class has students becoming more skilled in instruction. In IST 613: Library Planning Marketing and Assessment, students develop plans for services to be offered in an actual library, which has requested this work. Through this class, students see the impact that service can have on a library in terms of the conversations that might develop from the plans or even the actual implementation of the plans (e.g., the Open Mic Night at Dunham Public Library in Whitesboro, NY, which is based on the poetry slam plans produced by a team of IST 613 students).

Each MSLIS core course requires students to read appropriate research, and most of these courses have some type of writing assignment in which students explore the importance of research in the field.

In many classes, students do presentations or poster sessions, and, online students create web-based presentations similar to what a librarian creates for a web-based exhibit.

When possible, students interact with librarians and libraries for class research projects. This interaction helps the students to see how applying research can help in the job and also helps to establish a service mindset in the students. Students work with librarians in IST 511: Introduction to the Library and Information Profession; IST 605: Reference and Information Literacy Services; and IST 613: Library Planning, Marketing, and Assessment. In IST 613, students work directly with libraries to create and plan programs, then some students volunteer or negotiate an internship to carry out the program they planned. Through these service activities, students see how their ideas and volunteer time can make a difference in libraries. For example, in spring 2014, a team of students re-envisioned the children and young adult space for a suburban library in the Syracuse area. That team was invited to present their ideas to the library's board of trustees. In spring 2015, a team worked on plans to help the central library in Syracuse develop its new makerspace.

**Standard I.2.6:** *the importance of contributions of library and information studies to other fields of knowledge*

**Standard I.2.7:** *the importance of contributions of other fields of knowledge to library and information studies*

Standards I.2.6 and I.2.7 are both explicitly covered in Goal 4:

**4. Librarianship in a Broader Information Society:** *Students understand the importance of contributions of library and information studies to other fields of knowledge and the importance of contributions of other fields of knowledge to library and information studies.*

Evidence:

- 4.a.: Students collaborate with future members of other information professions to apply basic and applied research from related information fields.
- 4.b.: Students can debate local, national, and international information issues, and policies, and regulations in a cross-discipline digital and global society.

In IST 616: Information Resources: Organization and Access, students look at the information systems behind corporate organizations, such as Amazon, Wegman's grocery stores, and online commercial media streaming sites, and compare those with the methods of organization used in libraries.

Students take three of their core courses with students from the other two master's degree programs—Information Management, and Telecommunications and Network Management. Many times, the instructors for these courses are not from the LIS field. In these classes, students are expected to explore how LIS fits in with other information professions. Through group work and class discussions, students learn both how to place LIS in different information contexts and how to take ideas from other fields and bring them into LIS. It is a core value of the school that each information field respects and can learn from the others, and students are exposed to these ideas throughout their coursework. For example, the syllabus of IST 618 explains why an information policy course is core for all information science graduate students in the iSchool:

IST 618 is a core course because law, regulation, politics, and public policy are powerful factors shaping the environment of information and communication technologies. Information professionals need to have a well- rounded picture of the current situation and future direction of ICTs.

We recognize that public, academic, K-12, and special libraries are impacted by many policies that are not immediately apparent. IST 618 provides the structure for the exploration of those policies and for students to understand how those policies might impact their professional practice (e.g., USA PATRIOT Act).

**Standard I.2.8:** *the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups*

Standard I.2.8 is part of our Information Services goal:

**3. Information Services:** *Students understand the role of rapidly changing library and information services and technologies in a multicultural, multiethnic, multilingual global society, including the role of serving the needs of underserved groups.*

Evidence: Students can create and manage user-centered information services and systems to meet the needs of changing and diverse communities of users by:

- 3.a.: analyzing the information needs of the individuals and communities in the context of the demographic, social, economic, and ethical factors;
- 3.b.: discovering and synthesizing existing resources, systems, and services; and
- 3.c.: developing and disseminating new resources, systems, and services.

This topic is covered in three of the core classes. In IST 511: Introduction to the Library and Information Profession, students explore ethical issues in librarianship, and understanding the issues that arise from supporting communities with different value systems is. In IST 605: Reference and Information Literacy Services students create and synthesize resources for specific user groups. IST 613: Library Planning, Marketing, and Assessment focuses on understanding different user communities and providing appropriate services. In IST 616: Information Resources: Organization and Access, students understand how to consider the needs of a diverse audience.

**Standard I.2.9:** *the role of library and information services in a rapidly changing technological society*

Standard I.2.9 is explicitly covered in the Information Services goal and implicitly part of the Librarianship in a Broader Information Society goal:

**3. Information Services:** *Students understand the role of rapidly changing library and information services and technologies in a multicultural, multiethnic, multilingual global society, including the role of serving the needs of underserved groups.*

Evidence: Students can create and manage user-centered information services and systems to meet the needs of changing and diverse communities of users by:

- 3.a.: analyzing the information needs of the individuals and communities in the context of the demographic, social, economic, and ethical factors;
- 3.b.: discovering and synthesizing existing resources, systems, and services; and
- 3.c.: developing and disseminating new resources, systems, and services.

**4. Librarianship in a Broader Information Society:** *Students understand the importance of contributions of library and information studies to other fields of knowledge and the importance of contributions of other fields of knowledge to library and information studies.*

Evidence:

- 4.a.: Students collaborate with future members of other information professions to apply basic and applied research from related information fields.
- 4.b.: Students can debate local, national, and international information issues, and policies, and regulations in a cross-disciplined digital and global society.

From the beginning of the program, we discuss the future of libraries. We strive to teach about the past, explore the present, and then discuss the future. An example of this occurs, in IST 601: Information and Information Environments. In this class, MSLIS students work in groups with students from the other master's degree programs and explore both how library and information science is impacted by and impacts national and global issues. One of the outcomes of this assignment is that LIS students recognize the important role that librarianship can play in working with members from other information disciplines (and the students from the other disciplines gain an appreciation of the role of librarians).

In IST 511: Introduction to the Library and Information Profession, students are immersed in the concepts of New Librarianship, which focuses on librarians being responsive to the changes occurring in our society, and recognizing our role in knowledge creation and use. In this class, students are aided in understanding the role of libraries and librarians in a larger context with the help of core faculty active in the library domain. This provides a balance to students who also take courses with non-LIS students, taught by faculty without a library background, where they find themselves challenged to explore how library and information science fits into the larger information universe.

**Standard I.2.10:** *the needs of the constituencies that a program seeks to serve.*

Standard I.2.10 is also part of our Information Services goal:

**3. Information Services:** *Students understand the role of rapidly changing library and information services and technologies in a multicultural, multiethnic, multilingual global society, including the role of serving the needs of underserved groups.*

Evidence: Students can create and manage user-centered information services and systems to meet the needs of changing and diverse communities of users by:

- 3.a.: analyzing the information needs of the individuals and communities in the context of the demographic, social, economic, and ethical factors;
- 3.b.: discovering and synthesizing existing resources, systems, and services; and
- 3.c.: developing and disseminating new resources, systems, and services.

Throughout our LIS courses, the focus on serving the user is placed as the primary reason for library services, and this is an essential topic of IST 613: Library Planning, Marketing, and Assessment. IST 616: Information Resources: Organization and Access looks at the data that a subset of library users need to navigate a library system and code and present for the best user experience. IST 614: Management Principles for Information Professionals (and IST 661: Information Management in School), looks at the needs of the constituency and how to supply service to those needs using streamlined and cost efficient management techniques.

**Standard 1.3:** *Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.*

The MSLIS goals and objectives form a framework for evaluating the program. We assess how well we meet our objectives using numerous mechanisms. Results of the assessments are used to make decisions that shape and continuously improve the program.

### **Assessment Inputs**

The MSLIS FPAG's primary task is to assess on an ongoing basis how well the courses available to MSLIS students enable them to meet their academic goals. To this end, we draw from diverse perspectives and use a variety of formal and informal methods which include:

- **Alumni Input:** We use both formal and informal ways of gathering alumni input. We solicit informal feedback at alumni events which we host at LIS-related conferences (e.g., ALA and NYLA). Alumni guest lecture in our classes, which provides an opportunity for them to provide input in relation to a specific class. Several alumni are part of the LIS Guiding Council and School Media Governing Council, which allows them to provide input to the MSLIS program director and other MSLIS faculty. Alumni, who host MSLIS interns, formally provide feedback when they complete the internship evaluation forms. The faculty



supervisor for internships also consults with the site supervisor, and gains input through that process.

In the past, the school has sent out a survey to alumni every few years. In 2015, we re-instituted regular alumni surveys, which will be sent to alumni one and five years after their graduation. The first surveys were sent in the spring of 2015 to December 2014 graduates. We look at the results of the survey in order to identify areas for improvement. The results of the most recent alumni survey can be found in Appendix E.

- ***Student Input:*** As discussed below, we collect feedback from students at the end of each semester in the form of course evaluations. In addition, the student representative to the FPAG asks other students for issues on a regular basis, brings up those issues with the Program Director and then to the rest of the FPAG as needed. We also hold an annual MSLIS Town Hall meeting that takes place every spring between students and the program director.
- ***Internship Supervisor Input:*** All MSLIS students are required to complete an internship, unless they have sufficient prior work experience in a library setting to warrant a waiver. The internship process includes an evaluation submitted by each internship supervisor, who rates the student on the MSLIS learning outcomes. These evaluations provide valuable information from a practitioner's viewpoint about the preparation of our students in their chosen profession. The faculty supervisor and the staff of the School of Information Studies placement office reviews these evaluations as they arrive and passes them along to the FPAG, which uses them for assessment. A review of the data collected from the internship evaluation forms can be found in Appendix F.
- ***Feedback from the Field:*** In addition to the information below under "Anecdotes from Faculty," MSLIS faculty listen closely to practitioners, when they provide information on what they are seeking in job applicants. We have noted that frequently practitioners assume the core LIS skills, when talking about their wishes in terms of what they want students to learn, and are vocal about the soft skills which they want future staff members to have. As the MSLIS faculty has discussed this, we see this as being a part of the changing demographic of incoming MSLIS students, who tend to be younger and have not developed mature soft skills.
- ***Placement (Employment) Information:*** Placement information is gathered yearly through a survey of that year's MSLIS graduates. The survey, which asks for their employment status and location, closes six months after graduation. This information helps the faculty and the iSchool understand if we are preparing our students for employment using the knowledge, skills and abilities gain in the MSLIS program and if we are preparing them for the industries in which they locate positions. Note that every student does not report his or her place of employment to the iSchool.

**Table I.2. Place of Employment**

<b>Library/ Organization Type</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>TOTAL</b>
Academic	11	10	16	12	21	70
Corporate	4	4	6	2	4	20
Government	5			1	2	8
K-12	7	12	15	8	9	51
Museum		9	3			12
Non-profit	1	4	4	1	1	11
Public	9	10	8	11	11	49
Special (Medical, Law, News Media)	1	2	2	9	1	15
Other	2	1	1			4
<b>TOTAL</b>	<b>40</b>	<b>52</b>	<b>55</b>	<b>44</b>	<b>49</b>	<b>240</b>

- Course Evaluation and Revision:** Course evaluation and revision is a critical piece in assessing whether program objectives are being met. Course evaluation can be viewed from two perspectives: 1) the extent to which courses provide content relevant to attaining objectives, and 2) the extent to which the course is successful in preparing the student to meet the objectives. Each student evaluates every course he or she completes, using the form found in Appendix G. These evaluations provide information from both perspectives. Individual instructors review the evaluations as input for revising the course. A faculty member has been designated as the Director of Instructional Quality, whose role is to: review course evaluations for targeted support to specific faculty members; analyze the student feedback for faculty-wide professional development needs and opportunities; and work with the newly established Faculty Center for Teaching and Learning to provide consultation, tools, and strategies to faculty members. The dean and associate deans also review evaluations and relay patterns of concern to the appropriate individual or FPAG.

Consistent with the collaborative culture of our school, groups of faculty members who teach the same course work together to address needs and concerns that arise from course evaluations and other student feedback.

This broad range of input described above fuels conversations among the LIS faculty and the iSchool faculty overall. As the program develops its assessment plan as part of the overall efforts at SU, these inputs will be used as sources of possible direct and indirect data.

**Results - Anecdotes from Faculty**

As faculty members teach the same course, they work to improve the course through feedback from the students and through discussions with stakeholders in the profession. Here are some anecdotes from faculty members, who are the professors of record for specific LIS core classes, exploring how they have adjusted their course based upon input from students and stakeholders.

*IST 616 (Information Resources: Organization and Access - Jian Qin):*

In IST 616, a metadata librarian was invited to class to give a presentation on metadata creation, application of standards, and workflow management. Her guest lecture provided insights into how the final project might be used to tie to both the theory and practice in organizing information. Following her guest lecture, the final project of this course was redesigned and structured to reflect the constant changes and use of wide variety of metadata standards in the organization of information not only for conventional types of materials but also for emerging types of resources. In the final project, students are asked to work in groups (mimicking the library task force) to investigate the options and best practice in organizing a particular type or domain of resources and provide example metadata records of original or copy cataloging with inline annotations.

*IST 614 (Management Principles for Information Professionals - Paul Gandel):*

Based on course evaluation feedback from students, both formally and informally, this year we decided to add a case study to 614 to give students more exposure to strategic budgeting. For this case, library students will developed a detailed budget for a library in light of a major cut in funding (IT students will do a similar exercise for an IT organization). Deliverables are: (1) a detailed Excel workbook with worksheets for current and proposed fiscal year budgets; (2) a detailed budget justification in the form of a schematic report; (3) an oral (in-class) presentation of their proposal to Senior Administrators. The case study is designed to teach students that budgeting is not just processing numbers, tables and a calculation but a managerial artifact that synthesizes organizational concepts, and reflects beliefs and strategies. This case study is piloted in one section of 614. Through student feedback and graded assessment of the case study assignment, we modify and improve the case study before expanding its use to additional sections. We plan to use this case study assignment consistently in all sections of 614.

*IST 618 (Information Policy - Milton Mueller and Lee McKnight):*

Originally, 618 was called “Survey of Telecommunications Policy.” This label reflected the background of the professors who taught the course and developed it. We learned via student advising and FPAGs that this label was foreign and off-putting to the LIS students, so we changed its title to “Information Policy.” Some library students routinely ask for cases or topics in the class that are more directly related to their profession. In response to this, we added debate topics such as the impact of the USA PATRIOT Act on libraries, lecture sections on the role of libraries in copyright legislation, etc.

Also in this class, students share their findings with classmates in several presentations they give at various stages of their work over the course of the semester. IST 618 students themselves suggested that they be required to search for and include an appropriate video link in their presentation; these students asked for more required classwork. They all still had to prepare their research paper and final presentation; now abridged by a few minutes to accommodate their video selections in the time available. Adding a required video element to the presentations, per the students’ own suggestion, has been effective in enhancing learning in Information Policy.

## **Conclusion**

Feedback on the MSLIS program's mission, goals and outcomes comes from a variety of sources including students, internship site supervisors, alumni, employers, course evaluations, meetings of the LIS Guiding Council and the School Media Governing Council, and faculty. MSLIS students, faculty and a member of the LIS Guiding Council, who read drafts of this chapter, also provided valuable input on those areas. In the last two years, the iSchool has resurrected alumni surveys and is creating processes for outcomes assessment to further evaluate the program's mission and outcomes, and ensure that students receive a quality education. As noted, the MSLIS faculty and Program Committee will review the MSLIS program goals and outcomes in 2015-2016 and work to revise them as part of the University's assessment efforts.

Input into the monthly MSLIS FPAG meetings may also come from other sources including the monthly iSchool faculty meetings, email discussions on academic topics, and other sources. As delineated elsewhere in this program presentation, discussions from the FPAG may create discussions at Curriculum Committee meeting or at the iSchool faculty meetings. As is our habit, information flows freely throughout the iSchool and helps all of us think about the impact we are having on our students.

A practical look-back process (such as this self-study) has helped us recognize that we have areas for improvement (e.g., outcomes assessment). With the processes that now are being put into place at SU, we have a more clearly defined path forward for making those improvements.

### ***Areas for Improvement***

One area where we are still working to improve is in Outcome Assessment. As noted in more details in Chapters Four and Six, since 2008, the MSLIS program has investigated options for conducting assessment of its program outcomes. After investigating the use of the Taskstream system, which educational assessment software, and the ability to use portfolios for outcomes assessment, the MSLIS program was persuaded to join a pilot project to use Blackboard Outcomes software instead. Blackboard outcomes assessment software presented interesting benefits, including the ability to use student assignments (artifacts) for assessment purposes.

While the software provided benefits, it came with a number of challenges. After 1.5 years of working with the software in a pilot test, and without successfully being able to use it for outcomes assessment, the MSLIS program withdrew from the painful pilot in December 2014. We have since joined in the campus-wide efforts headed by the Associate Provost for Academic Programs to implement outcomes assessment for every academic, co-curricular and business unit at Syracuse University. The MSLIS program is now using the procedures developed by the team headed by the Associate Provost for Academic Programs. Because of our efforts to-date, we are ahead of other units on campus in terms of program outcomes and an up-to-date curriculum map. We are now working to populate the Student Learning Outcomes Assessment and Action Plan, which is due to the University Assessment and Accreditation Committee in October 2015, along with a status report. The report and its corresponding information will be available to the External Review Panel when they are on site.

Another area where changes will occur is our MSLIS program outcomes. As we embark on

outcomes assessment using the Student Learning Outcomes Assessment and Action Plan, it is evident that some of our outcomes need to change, while others may need to be updated. Our Associate Provost for Academic Programs recommends that most academic programs have seven outcomes; we currently have fourteen. The period after our first report to the UAAC will be a good time to rethink our program outcomes, using the input that we have gathered from the sources mentioned above.



## Chapter Two: Curriculum

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## Chapter Two: Curriculum

This chapter provides the bridge from thoughts about the program's structure to the products and processes which are part of that structure: the curriculum of the Master of Science in Library and Information Science (MSLIS) program.

The MSLIS program (degree) is one of five graduate degrees<sup>13</sup> offered by the School of Information Studies.<sup>14</sup> The Library and Information Science (LIS) curriculum splits courses into core courses and electives. All of its courses are open to any master-degree student in the iSchool. Conversely, any MSLIS student can use as an elective any graduate course offered by the iSchool.

**Standard II.1:** *The curriculum is based on goals and objectives and evolves in response to a systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.*

The goals and outcomes of the MSLIS program are presented in Chapter One under Standard I.1. The systematic planning and assessment methods are presented in response to Standard I.3.

The MSLIS program at Syracuse University has an enduring focus on educating leaders for the profession. A related notion is that the program prepares graduates not only for their first position, but also for leadership roles as their careers unfold in more responsibilities and challenges. This key element is articulated in Chapter One and infused in virtually all the program's goals and objectives.

The planning and evolution of the MSLIS curriculum is operated through two mechanisms within the iSchool: a Faculty Planning and Advising Group (FPAG)<sup>15</sup> that meets once a month to discuss, among other things, changes, updates, and development related to the MSLIS curriculum; and the Curriculum Committee that governs the procedural and developmental processes. The FPAG has regularly taken feedback from students and practicing librarians in the

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<sup>13</sup> The five are: M.S. in Library and Information Science (which includes MSLIS: School Media), M.S. in Information Management (which includes the M.S.I.M. for Executives), M.S. in Telecommunications & Network Management, Ph.D. in Information Science and Technology, and a Doctorate of Professional Studies in Information Management. The iSchool also have an undergraduate degree, undergraduate minors, and undergraduate dual degrees as well as certificates of advanced study at the graduate level.

<sup>14</sup> Among the degrees is a Juris Doctor/Master of Science in Library and Information Science (JD/MSLIS) degree with the SU Law School. While the MSLIS program has attracted students who already have a JD, none of the SU law students in recent years have been interested in the JD/MSLIS degree.

<sup>15</sup> As noted elsewhere, in fall 2015 the program advisory groups moved to a different structure and are now called Program Committees. The role of the Program Committees is similar to the role of the FPAGs. Since the FPAGs were in place for the duration of our self-study review, they will continue to be mentioned in this document.

planning, scheduling, and revisions of the MSLIS curriculum. A student liaison also regularly collects feedback from students regarding the curriculum, course offerings, and other issues and brings that feedback to the FPAG meeting for discussion and solutions.

### **Conveying LIS Knowledge, Skills, and Values**

The curriculum is designed, and constantly evolves, to reflect the principles, skills, practices, and values of library and information science (LIS) and the profession. The “gateway” course, IST 511: Introduction to the Library and Information Profession, lays the foundation of knowledge, skills, and values of the profession. In addition, nine credits of required coursework (as discussed in Standard II.2) are devoted to the fundamental activities of the planning, marketing, mediation, management, and assessment—either directly through assistance to the user, or indirectly through the design of information retrieval systems—of information resources and services. These courses cover the entire life-cycle of recordable knowledge as demonstrated in Table 1 (under Standard II.2).

The curriculum focuses on the provision of services, with an emphasis on services that match the needs of users and organizations, demographic groups, and communities to which they belong. The attention to users is a distinguishing characteristic of our information school throughout all of its degree programs.

Engaging students with a variety of management viewpoints and skills as a means to provide exemplary information practice is another of the school’s points of distinction. The entire curriculum approaches management, and the related area of policy, as essential ingredients of the provision of library and information services. Like leadership, management and policy are not directly addressed in the ALA Standards, but implied throughout.

Both on-campus and online students are involved in a variety of experiences throughout the degree program. The primary experience for students is formal coursework, which consists of lectures, readings, discussions, group projects, and individual assignments; many courses also involve projects in which students work with librarians or information professionals. We encourage students to develop professional networks, and we pay for their first year of student membership for either the American Library Association (ALA)/New York Library Association (NYLA) or the Special Libraries Association (SLA). We hold alumni receptions locally and at conferences and encourage students to attend. Many faculty members work individually with students on a range of research and independent study projects. The exit experience for students, typically an internship, allows students to apply their classroom education to a real-world setting.

### **A Core Focus on Basic Concepts, Theories, Knowledge, and Skills**

LIS students split their coursework between a set of core courses and elective choices. The primary goal of the core courses is to focus on the basic concepts, theories, knowledge, and skills required for library and information professionals regardless of setting. It is the standard practice among the faculty to clearly display the learning objectives in their course syllabi. In these core courses, we select readings from a variety of library settings and discuss the same concepts from different perspectives in order to help students form conceptual and theoretical frameworks about the field. Many assignments are designed as projects to be done in libraries, which allow students to select a library setting in which they are interested in applying this knowledge.

As students move from the core to electives, they have options to shape their specialization through taking a cluster of elective courses, comprising a track. Students may also use their electives toward one of the iSchool Certificate for Advanced Study (CAS) programs. All of these can be tailored to students' preference for a setting, e.g., museum, public/academic library, or archive. Many students do a combination of both the MSLIS and the CAS as they move toward their respective internships.

### **Embedding LIS Education in a Technological and Interdisciplinary Information Context**

The effective use of information technologies to provide library and information service translates into one of the MSLIS overarching themes. Faculty members regularly use information technology (IT) in instructional and learning activities, not only as a means to complete academic requirements, but also to expose students to practices involving information technology applications.

The School of Information Studies prides itself on providing educational programs for various information professions—each with its own disciplinary and professional integrity—within an interdisciplinary information context.

The interdisciplinarity is represented both by faculty members' academic backgrounds and by the curricula of our three master-degree programs. We value collaboration across professional boundaries and encourage MSLIS students to take courses in information management & technology as well as library science. We have found recognition and support for this broader view in the literature, across the profession, and from an increasing number of students. Our goal in this area translates specifically into the practice of integrating students from all three master programs (LIS, Information Management - IM, Telecommunications and Network Management - TNM) in selected courses: IST 614: Management Principles for Information Professionals (note that school media students take IST 661 instead); IST 618: Information Policy; and IST 601: Information and Information Environments. These are core courses for MSLIS students, as well as for IM and TNM master-degree students, and are described in more detail in several places within this report.

We view leadership from the faculty in their teaching, research, and service as essential in achieving our ambitious educational goals and objectives. Leadership in teaching includes an emphasis on innovation combined with ongoing assessment and improvement. Leadership in research and service takes many forms in the School of Information Studies, as documented in Chapter Three: Faculty. We also expect our faculty to lead in terms of exploring the interdisciplinary nature of the information field.

**Standard II.2:** *The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.*

## **Core Courses**

Through our 19-credit core, the program emphasizes the principles and practices that underlie librarianship in general (i.e., information resources and organization), plus essential knowledge and skills in management and digital information policy.

Students thus have foundational knowledge of the profession that can be applied to many different types of libraries and to other information environments. This foundation is a base for tailoring programs of study to meet individual career goals. It also provides graduates with flexibility and mobility across contexts as their careers progress.

While students may have specific career goals during their professional preparation, opportunities often arise in unanticipated directions. An MSLIS education provides a base from which students can adapt to new professional contexts. A strong base of LIS principles and competencies, illustrated with current best practices at the time of educational preparation, also provides a foundation for the continual professional growth that will be necessary for all library and information professionals throughout their careers as a response to rapid changes in information technologies and library practice.

The MSLIS core consists of seven required courses:

### *Introductory Core*

IST 511: Introduction to the Library and Information Profession (3 credits)

IST 601: Information and Information Environments (1 credit)

### *Library Services and Information Resources Core*

IST 605: Reference and Information Literacy Services (3 credits)

IST 613: Library Planning, Marketing, and Assessment (3 credits)

IST 616: Information Resources: Organization and Access (3 credits)

### *Management and Policy Core*

IST 614: Management Principles for Information Professionals (3 credits)

*or, for School Media students* IST 661: Information Management in Schools (3 credits)  
IST 618: Information Policy (3 credits)

Syllabi from recent offerings of the core courses can be found in Appendix H.

Table II.1 maps the curriculum content coverage specified in Standard II.2 to the MSLIS core, which all MSLIS students are required to take. In addition, Table II.1 indicates where the curriculum content is covered by MSLIS core courses, in terms of being introduced (I), practiced (P), or reinforced (R).

**Table II.1. Mapping Between Committee on Accreditation (COA) Standards for Curriculum Coverage and Core Courses at the School of Information Studies**

MSLIS Core Classes		COA Standards for Curriculum Coverage						
Course Num.	Course Title	Info and knowledge creation, communication	Identification, selection, acquisition	Organization and description	Storage and retrieval	Preservation	Analysis, interpretation, evaluation, synthesis	Dissemination Management
511	Intro. To the Library & Info. Profession	I	I	--	--	I	I	I
601	Info. & Info. Environments	I	--	--	--	--	I,P	--
605	Reference & Info. Literacy Services	I	I	--	--	--	I,P	I,P
613	Library Planning, Marketing & Assessment	I,P	--	--	--	--	I,P	I,P
614	Mgmt. Principles for Info. Professionals	I,P,R	I,P	--	--	--	I,P	I
616	Info. Resources: Organization & Access	I	--	I,P,R	I,P	I	I,P	I
618	Information Policy	I,P	--	--	--	--	I,P,R	--
661	Info. Mgmt. in Schools	I,P	I,P	--	--	--	I,P	I,P

Key: I – Introduced; P – Practiced; R - Reinforced

**Standard II.3 The curriculum**

*II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services;*

*II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;*

*II.3.3 integrates the theory, application, and use of technology;*

*II.3.4 responds to the needs of a diverse society including the needs of underserved groups;*

*II.3.5 responds to the needs of a rapidly changing technological and global society;*

*II.3.6 provides direction for future development of the field;*

*II.3.7 promotes commitment to continuous professional growth.*

Specifically, each core course addresses several areas in Standard II.3. This report details each course, then mentions which of the areas of Standard II.3 are covered. Below the list of standards is a table that shows where each standard is addressed.

**Table II.2. Core Courses Mapped to Standard II.3**

MSLIS Core Courses		Subsections of Standard II.3						
Course #	Course Title	II.3.1	II.3.2	II.3.3	II.3.4	II.3.5	II.3.6	II.3.7
IST 511	Intro. To the Library & Info. Profession		✓	✓	✓		✓	✓
IST 601	Info. & Info. Environments		✓	✓		✓	✓	
IST 605	Reference & Info. Literacy Services	✓	✓	✓	✓	✓	✓	✓
IST 613	Library Planning, Marketing & Assessment	✓		✓	✓	✓	✓	✓
IST 614	Mgmt. Principles for Info. Professionals		✓	✓			✓	✓
IST 616	Info. Resources: Organization & Access		✓	✓	✓	✓	✓	
IST 618	Information Policy		✓	✓	✓	✓	✓	✓
IST 661	Info. Mgmt. in Schools	✓	✓	✓	✓		✓	✓

**IST 511: Introduction to the Library and Information Profession:** Key components of the field and its relationship to other fields and professions. General structure, issues and problems, research, and literature. [*Addresses Standards II.3.2, II.3.3, II.3.4, II.3.6, II.3.7.*]

As the MSLIS “gateway” course, IST 511 is designed to provide a comprehensive introduction to the library and information profession that will be a foundation on which further coursework, both in the core and in electives, will rest. We view the entire gateway experience as providing a framework for the students’ professional education and experience in which they can add continually to their understanding of specific topics. The course covers the history, scope, and ethics of the profession; the role of professional organizations; the basics of the field; the future of library services; and the key skills needed for the rest of the student’s graduate work and professional writing. The following are examples of these learning activities and experiences:

- Students choose a professional organization to join and are asked to lead class discussions as a team by following a theme from assigned readings.
- Students are encouraged to attend the annual NYLA conference to meet with professional librarians, attend lectures, become familiar with new technology from vendors, and represent the school in meetings and at its information booth.
- Students work in groups to develop a poster session emphasizing the evolving nature of the discipline. Student groups that have created good posters are then encouraged to submit to a state or national poster session, and several have been accepted to and attended the ALA and NYLA conferences.
- Students each interview a librarian or library administrator in order to better understand the realities of the library profession.

**IST 601: Information and Information Environments:** A broad overview of the field and an orientation to the School of Information Studies. Describes the past, present, and future of information studies. [*Addresses Standards II.3.2, II.3.3, II.3.5, and II.3.6.*]

IST 601 is required of all master’s students in the School of Information Studies, and it is taught by faculty in the three master-degree programs. Mixing students from all three programs in one class offers opportunities for the graduate students to get to know each other and fosters their understanding of both the interdisciplinary nature of information studies and the research emphases of the three programs. The IST 601 group project and presentation help underscore the reality and importance of teamwork involving people from different fields of expertise.

**IST 605: Reference and Information Literacy Services:** 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. [*Addresses Standards II.3.1, II.3.2, II.3.3, II.3.4, II.3.5, II.3.6, and II.3.7.*]

This course serves to introduce students to the essential ethics, techniques, and tools related to communicating and teaching users. It also helps hone students’ burgeoning information search, evaluation, and use skills—skills that are of critical importance to the rest of the library and information science curriculum, as well as to students’ future professional careers. The evolving



nature of library services makes training in information literacy one of the key content areas of this course.

This education, of course, relies in turn on applied research from the fields of education and human-computer interaction. IST 605 is the course that covers the wide gamut of reference and user services, focusing on using sources to provide user-centered services. It is important for almost all future electives in that it stresses the link between users and the design and delivery of information services. The course assumes an integrated approach, combining print and electronic resources and comprehensive services in a broad range of contexts. Examples of course activities include:

- Students develop and teach lessons on the use of specific reference resources.
- Students each interview a reference librarian to learn more about the current state of reference services.
- Students answer questions of users of Yahoo Answers, a real-time reference service.
- Students conduct reference interviews and learn to assess user needs.

**IST 613: Library Planning, Marketing, and Assessment:** User-focused planning, marketing, and assessment of activities that support core functions of libraries, such as collection development, systems, and public services. [*Addresses Standards II.3.1, II.3.3, II.3.4, II.3.5, II.3.6, and II.3.7.*]

This course focuses on user-centered planning, marketing, and assessment activities that support the core functions of libraries, such as collection development, systems, and public services. The goal is to ensure that students understand a library's user base and how to plan services based upon the needs of users; then marketing the services to those users; and assessing the success (or failure) of those services.

In IST 613, students work in groups with librarians on a real-world specific library service that will be implemented by the library. The student groups develop a formal project plan for the service, create a marketing plan, and propose methods of assessment. The groups present these projects to the librarians, who then provide feedback.

**IST 614: Management Principles for Information Professionals:** This course covers basic ideas, concepts, and perspectives of management as they apply to the information professions. Students learn to understand and apply basic principles of organization theory and behavior and managerial techniques needed to improve organizational effectiveness. [*Addresses Standards II.3.2, II.3.6, and II.3.7.*] (Note that instead of IST 614, school media students take IST 661: Information Management in Schools.)

The fundamental notion underlying this course is that management principles derive from the discipline of organizational theory and business practices, and that these basic principles can be usefully applied in any context, including libraries.

MSLIS students benefit from the study of management as a root discipline, and then apply it within a library context. By bringing together students from all three master- degree programs, this course also provides an interdisciplinary forum for the exchange and discussion of questions and ideas about management issues. It prepares students to understand and apply both the basic theoretical principles of organization theory and useful managerial techniques. This exposure is important because some MSLIS students go on to work in settings other than traditional libraries, and their interaction with students who will work in a corporate environment will give them some understanding of the needs of, for example, corporate users as patrons of a corporate library.

One typical assignment in IST 614 is a case study in which students analyze different organizations. Students work in groups to prepare portfolios about profit or non-profit organizations, applying the content taught in the course to real-world settings. Understanding how different types of organizations are managed helps students to have multiple mental models to tap when they are in a management role.

**IST 616: Information Resources: Organization and Access:** 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. [*Addresses Standards II.3.2, II.3.3, II.3.4, II.3.5, and II.3.6.*]

This course covers organization of, description of, and access to resources. It introduces students to the principles, standards, and technologies that are at the heart of librarianship: methods, standards, and tools for description and subject representation, encoding formats for metadata records, and information discovery and retrieval systems. This course also provides a survey of issues and trends in this fast changing technical area of LIS and the profession. Students learn about resource description and representation through assignments and practical exercises in which students apply course concepts to create records for individual items and collections. Examples of typical class activities include:

- A virtual field trip in which students choose an information object, observe the features of records for this object in a commercial, networked, and local library catalog, then discuss their findings in class and in an assignment;
- Skill workshops that provide hands-on experience with professional-grade tools in creating cataloging records; and
- Working in group to develop cataloging policies for specific collections of information objects by integrating their knowledge of standards and information resources with requirements and habits of targeted users.

These activities provide students with practical experience to accompany their conceptual knowledge.

**IST 618: Information Policy:** Public policy issues of the digital environment, include: freedom of expression, intellectual property, economic regulations, privacy, security, access, standards,

and dissemination of public information. Application of economic, legal, and political science concepts to policy analysis. [*Addresses Standards II.3.2, II.3.3, II.3.4, II.3.5, II.3.6, and II.3.7.*]

The 21<sup>st</sup> century is a time in which national and global policy governing digital, networked information increasingly affects businesses, society, and our daily lives. Working effectively with all stakeholders in this policy debate will be an essential skill for leaders in our profession. This required course introduces students to the process of making social policy and to such issues as censorship, intellectual property, competition policy, access and affordability, privacy & security, public-sector information policy, and standards and standardization. It also involves students in discussion and debate with students from other information professions who bring other values and perspectives to policy issues.

Students in this course typically write one or more papers that require not only research into complex policy issues, but also the ability to articulate and counter competing viewpoints. This ability enables students to build stronger arguments when they take a particular position, a skill librarians find especially useful when, for example, they must persuade funding organizations to make a grant. Students in this course also participate in role-playing exercises that simulate real-life policy debates. These experiences help to prepare our students to become leaders in the field, able to enter into policy discussions at all levels.

### **Evidence in Addressing Standard II.3.1-7**

In addressing Standard II.3.1-7, we regularly discuss the curriculum and update it by adding new content and changing or removing outdated content. The faculty members with whom students interact come from a variety of information fields and are working in areas of basic and applied research. In addition, the faculty includes professors of practice, who are focused on keeping a connection to practitioners (or continue to be practitioners themselves), and informing other faculty about changes in the field.

In 2014, we discontinued the CAS in Digital Library program after carefully reviewing our MSLIS curriculum. The rationale for this decision was that librarianship today has routinely been dealing with digital information resources of all formats and types, and regularly offering digital information services. Digital library services have become an integral part of our core courses. For example, in IST 605, a large portion of the reference scenarios and sources that students work with are in digital format. The final project for this course involves the development of a LibGuide, topical portfolio, or online video with supporting documentation.

Faculty recognize that we need to develop future members of the LIS profession who are willing to have an **assertive role in providing services** (Standard II.3.1). Students learn about the influencers which impact libraries and the need for libraries and librarians to be willing to challenge negative influences and to engage positive influences.

#### *Example evidence:*

- With the changes that are occurring in libraries, the role of reference is not always clearly understood by our user communities. In IST 605: Reference and Information Literacy

Services, students learn about the changing role of reference, what is influencing it, and how to recast reference for our 21<sup>st</sup> century patrons.

- In IST 613: Library Planning, Marketing and Assessment, students develop marketing plans for the real-world specific library services that will be implemented by their host library. These plans include a position statement and target audience specific taglines which assert the need for the service (and by extension, the library).

One of the core skills of a LIS professional is the ability to relate **basic and applied research** (Standard II.3.2) to the areas of interest to their community and information users. Faculty have addressed this skill in most of the core curriculum.

*Example evidence:*

- In IST 605: Reference and Information Literacy Services, students learn about the reference interview and basic reference and research skills. Students interact with reference materials for their assignments. They work on an assignment (LibGuide) which allows them to understand how to present reference and research materials to their user community.
- In IST 614: Management Principles for Information Professionals, students are given a case study, which they must research. Faculty understand that students, who will likely become managers, must be able to delve into the information provided by for-profit and non-profit (e.g., library) organizations. They then learn how to apply the research that they have done to the case study, in order to make a recommendation for action.

One of the differentiators of the MSLIS program at SU is our **use of technology** (Standard II.3.3) in every class. Faculty expectation is that MSLIS students will learn how to apply and use technology, and understand when a specific technology is appropriate. The curriculum has technology learning influenced in it beginning with the first class which students take.

*Example evidence:*

- The first assignment in IST 511: Introduction to the Library and Information Profession requires the students to create hypertext markup language (HTML) code. Most students have not done any computer programming, so this assignment is in the curriculum in order to begin to inculcate students to the technology aspects of the LIS profession.
- Some projects in IST 613: Library Planning, Marketing and Assessment are technology based (e.g., 3D printing); however, all students find themselves challenged in the class to use technology such that it helps with the development of their plans. Student teams are encouraged to use a variety of online collaboration tools. Students frequently explore new tools on their own or teach each other a tool that is particularly helpful.

In IST 616: Information Resources: Organization and Access, the OCLC Connexion® cataloging system is used in IST 616. The use of a real-world cataloging system gives

students firsthand experience in applying metadata standards and methods to the creation of metadata records.

In teaching the core courses, the faculty are sensitive to **the needs of a diverse society** (Standard II.3.4) as well as issues related to social groups, ethics, and equity of service.

*Example Evidence:*

- IST 511: Introduction to the Library and Information Profession, introduces students to the ALA Bill of Rights, the ALA Code of Ethics, and the concepts behind equity of service.
- IST 605: Reference and Information Literacy Services, has several components related to serving different groups. Students learn about the importance of the reference interview in providing customized information services for users. They also explore how to provide information literacy services tailored to different groups.
- IST 613: Library Planning, Marketing, and Assessment, has significant coverage of methods for understanding and serving different library constituencies. Course topics include learning about multiple user groups, creating programs to meet differing needs, marketing to appropriate groups, and assessing the success of these programs.
- IST 618: Information Policy looks at global information policies and the impact these policies have on the provision of information services. Through online services, the reach of libraries can go far beyond national borders, and understanding the potential impact of globalization is a key part of this course. In addition, the course covers the digital divide and issues surrounding the information gap.

Because of the nature of our interdisciplinary program, faculty members are engaged in research across many information and technological areas. At each faculty meeting, we talk about our ongoing research, which allows us to be aware of the changes in different information fields. In addition, our professors of practice are engaged directly with the information professions and work with the rest of the faculty to ensure that key topics are covered in the curriculum. Therefore, in all of these classes, the faculty presents **tools and solutions for library services** (Standard II.3.5) that have been used in the past, that are currently in use, and that are potential areas of exploration for the future.

*Example evidence:*

- IST 601: Information and Information Environments, unites students from the MSLIS program with students from the school's other master-level information programs. This integration has the effect of introducing students to the variety of changing information needs in non-library settings. Students learn what they can bring to the table as librarians when working with non-librarian information professionals.
- IST 605: Reference and Information Literacy Services, focuses on providing both in-person and online reference and information literacy services. The course also examines

issues involved in providing information to users at the point of their need, which requires understanding changes in society.

Members of the faculty are engaged with the future of librarianship through their service and research, and this engagement is brought forward into the curriculum. Recent revisions in the curriculum reflect some of the **changes occurring in the field** (Standard II.3.6), with a focus on users, services, and information literacy. A typical class pattern is a series of readings and lectures to help students to understand the past and present, a series of assignments through which students ground and develop their knowledge, and then discussions to involve students in thinking about the future.

*Example evidence:*

- IST 511: Introduction to the Library and Information Profession, brings into the classroom a series of leaders in library and information science. Many of these guests are creating the future of libraries and invite students along through their presentations. Considerable time is spent in this course reflecting on the future of the field in order to give students a context for selecting their electives.
- IST 601: Information and Information Environments, is a key experience in getting students to think beyond the world of libraries. By interacting with faculty and peers from different information professions from the beginning of their degree work, library students have their minds opened to what is going on outside libraries.
- IST 605: Reference and Information Literacy Services, presents traditional reference service alongside newer services, such as virtual reference and other question-answering services. In addition, the course poses the question of future directions, both for reference and for the provision of information literacy services.
- IST 614: Management Principles for Information Professionals, looks at how to manage people, and part of that management process is learning how to prompt employees to contribute good ideas about the future. Creating a positive work environment that is open to change is critical in moving a field forward, and a challenge in libraries is how to balance change with an organizational structure that provides stability.

Faculty believe that learning does not end when an MSLIS student graduates from our program. One of the qualities of an effective LIS professional is an emphasis on **continuous professional growth** (Standard II.3.7). Our curriculum emphasizes this throughout, through class conversation, interaction with LIS professionals, and class readings. The curriculum connects students to professional development opportunities (e.g., conferences) when appropriate.

*Example evidence:*

- In IST 511: Introduction to the Library and Information Science Profession, students select to join either ALA/NYLA or SLA, with their first year dues paid by the iSchool.

**Exit Requirement:** Most students end their coursework with an internship (IST 971, or IST 972 for School Media students). Students with considerable library experience may do an independent study instead. During this requirement, students work with practicing librarians to plan and carry out experiences that enable them to develop needed competencies, complete important projects for the library, and prepare for their future careers. An essential piece of the internship is a reflective journal in which students record the lessons they have learned about the library situation, the skills they are developing, and their personal growth.

The internship is supervised by both an onsite supervisor and a faculty member. At the end of the internship, the onsite supervisor fills out a student evaluation form. Part of this evaluation asks the supervisor to describe how well the student has mastered our program objectives. Students can pursue an internship after taking 18 credit hours (and have a 3.0 GPA). Many therefore do the internship in the summer after achieving one year of coursework. For those students, the evaluation feedback can help them choose their courses for the next year to ensure they have the skills they need when seeking employment.

### Course Rotation

Since our core classes are the heart of the MSLIS program, it is important to understand their rotation in the course schedule. All MSLIS core classes are offered at least once per year, with some offered more frequently. In their advising sessions, students are made aware of core classes that are offered in specific semesters. Below is a sample course rotation for one 12-month period.

**Table II.3. MSLIS Core Course Rotation**

Course	Fall	Spring	Summer
IST 601: Information & Information Environments	X		X
IST 511: Intro. to the Library & Information Profession	X		X
IST 605: Reference & Information Literacy Services	X		
IST 613: Library Planning, Marketing & Assessment		X	
IST 614: (Mgmt. Principles for Info. Professionals (or IST 661 Info. Mgmt. in Schools for school media students)	X	X (614/661)	X
IST 616: Information Resources: Organization & Access	X	X	
IST 618: Information Policy		X	X
IST 971: Internship or IST 972: School Media Practicum	X	X	X

**Standard II.4:** *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 development of the competencies necessary for productive careers. 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.*

Students complete the 36-credit MSLIS by choosing electives that match their interests and career plans. While emphasizing the theory, principles, practices, and values of the LIS profession, the curriculum strives for comprehensive coverage. In that way, it allows students to focus not only in traditional library service areas (such as public and technical services) but also in new and emerging service areas, such as digital collections and libraries. One of the strengths of the school is the availability of all graduate electives to students in all three master-degree programs, subject to the appropriate prerequisites. Thus, MSLIS students can take any graduate-level elective offered by the school. Descriptions of all of these courses can be found in Appendix I.

A variety of aids are available to students to assist them in putting together programs of study, including the MSLIS Student Handbook and advising guides. (See Appendix J). Faculty advisors and a staff graduate counselor are also available to help in this process.

Students often wish to prepare to work in a specific context, either in specific types of libraries or outside of libraries but involved with specific activities that use MSLIS knowledge and skills. Some context-specific electives exist, but most electives are designed to apply across contexts. Students can tailor the program to specific contexts in numerous ways, including:

- Choosing context-specific projects. Many projects in the core courses are set within a specific type of library or even a particular library. Students can select the type of library in which they have interest to position their assignments. Through class discussions, students learn about the challenges that their peers faced doing the same assignment in different library settings.
- Taking an independent study. Through this experience, students have designed instruction modules, web pages, and user surveys for specific types of libraries, for example. Other students have taken a group independent study on genre fiction and readers' advisory services.
- Selecting one or two internships in order to explore specific types of libraries. One student, who had never worked in a library before, completed two internships: one in a historical-society library, and another in an academic library. Typically, students



who have experience in one type of library are encouraged to try a different type of library for an internship.

- Enrolling in courses focused on specific contexts, such as those available in the school media specialization, the certificate for advanced study in data science, or cultural heritage preservation.
- Consulting advising guides (Appendix J), which identify courses relevant to specific contexts and also provide additional references for more information about the context.

Electives offer students in-depth opportunities to explore evolving bodies of knowledge regarding specific areas of study and endeavor. Faculty members respond to the needs of an evolving field through continual preparation and analysis, and by publishing in their areas of specialization. The school responds through the addition of new courses and other programs that reflect the changing nature of the information field (and thus the evolving needs of the students).

One example of a course evolving to meet changes in the first is the recent revamping of IST 676: Digital Libraries. As the CAS in Digital Libraries program has been discontinued, one of its core courses, IST 676: Digital Libraries, was updated throughout to address changes in the field and changes in our curriculum. The new title for this course, “Foundations of Digital Data,” is more inclusive and relevant to the current status of digital data (which include materials found in digital libraries). It provides information now commonplace in libraries, museums, and archives; and also in research, learning, and daily life. The course is an elective in the certificate of advanced study in data science and available to others who are interested in digital data. This course supports different programs of study which our students might create and allows them to understand the intersection of their course of study with other areas in the information field, in regards to digital material.

Using information technologies effectively to provide exemplary library and information service is an MSLIS goal, and it translates into one of the MSLIS program’s overarching themes.

The School’s hosting of the Center for Natural Language Processing (CNLP), the Center for Digital Literacy (CDL), the Center for Convergence and Emerging Network Technologies (CCENT), and the Certificate of Advanced Study in Data Science provides a living laboratory for the demonstration and practice of exemplary technology-enabled library and information service. Each of the core courses demonstrates a commitment to this fundamental concept of integration.

Students also may engage in independent studies with faculty members as an elective. This option allows students to explore a specific library setting, skill, or ability. In addition, as special projects become available through libraries, the independent study process allows a faculty member to work with a librarian to create a unique learning opportunity for a student. Some sample independent studies can be found in Appendix K.

Appendix L contains multiple examples of different ways MSLIS students have completed the program. There are degree plans for a student who:

- Completed the program as a full-time MSLIS student
- Completed the program as a part-time MSLIS student
- Earned the MSLIS degree with the school media specialization
- Finished the MSLIS degree with the Certificate of Advanced Studies in Cultural Heritage
- Finished the MSLIS degree with the Certificate of Advanced Studies in Data Science.

## **Experiential Requirements**

MSLIS students are required to complete at least one internship, usually after completing at least 18 credit hours and having a 3.0 GPA. Internships are a primary means for students to experience classroom principles at work in real-life settings and to gain experience in a particular context of their choice. Students work with their respective advisors and the school's career planning office to establish their internships. Internships are supervised on-site by practicing librarians or information professionals. A designated full-time 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. The journals, self-evaluations, and supervisor evaluations provide the faculty member with excellent sources of data concerning students' preparation.

Internships are experiential learning, which allow the student to develop new competencies. Internships are designed to provide real-life experience in the context in which a student anticipates working, or to give a student an opportunity to try something different from his or her career plans. Students with library experience are encouraged to try a new area apart from their prior experiences. Students with no experience are encouraged to consider two internships in different library settings. When students already have substantial experience in their chosen context, an independent study may be substituted for the internship requirement. Students who choose to do an independent study tend to be those with professional-level experience. However, the faculty believes that internships are preferred even for those with library experience as a way to expose them to different environments, new contexts, and approaches and solutions other than the ones they already have observed.

Descriptions of a number of internships from recent years can be found in Appendix M.

**Standard II.5:** *When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.*

There are three programs for Certificate of Advanced Study (CAS) commonly explored by LIS students: Cultural Heritage Preservation (CHP), Data Science (DS), and School Media (SM).

### **MSLIS: School Media**

The MSLIS: School Media prepares information professionals for work in schools. It is a competency-based program that incorporates the ALA/American Association of School Librarians (AASL) Standards for Initial Programs for School Library Media Specialist Preparation

([http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/ala-aasl\\_slms2003.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/ala-aasl_slms2003.pdf)), New York State Teaching Standards

(<http://www.highered.nysed.gov/tcert/pdf/teachingstandards9122011.pdf>), and ALA Core Competences of Librarianship

(<http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>). These standards are incorporated into 57 competencies and five dispositions order to adequately prepare students for New York State certification requirements.

The competency checklist (Appendix XX) is completed by all school media students at the beginning of the program (as an advisement tool), after the 100 hours of fieldwork experience, after the first internship (practicum), and after the second internship (practicum), and after all coursework has been completed. The main categories of the competency checklist are presented in Table II.4. Specific skills and abilities required of school media practitioners are listed under these main categories. Each year, these competencies are reviewed, modified, and updated.

**Table II.4. Learning Outcomes on the Competency Checklist for School Media Students**

Standard 1: Teaching for Learning 1.1 Knowledge of learners and learning 1.2 Effective and knowledgeable teacher 1.3 Instructional partner 1.4 Integration of 21 <sup>st</sup> -century skills and learning standards	Standard 2: Literacy and Reading 2.1 Literature 2.2 Reading promotion 2.3 Respect for diversity 2.4 Literacy strategies
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<p>Standard 3: Information and Knowledge</p> <p>3.1 Efficient and ethical information-seeking behavior</p> <p>3.2 Access to information</p> <p>3.3 Information technology</p> <p>3.4 Research and knowledge creation</p>	<p>Standard 4: Advocacy and Leadership</p> <p>4.1. Networking with the library community</p> <p>4.2 Professional development</p> <p>4.3 Leadership</p> <p>4.4 Advocacy</p>
<p>Standard 5: Program Management and Administration</p> <p>5.1 Collections</p> <p>5.2 Professional Ethics</p> <p>5.3 Personnel, Funding, and Facilities</p> <p>5.4 Strategic Planning and Assessment</p>	

An example of these competencies is Standard 2:

Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children’s and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

This standard includes “Respect for Diversity,” where the competency is:

Develop a collection of reading and information materials in print and digital formats that support the diverse development, cultural, social, and linguistic needs of P-12 students and their communities.

### **Curriculum**

School Media is a major specialization within the Library and Information Science (LIS) program. It requires that students meet not only the core LIS requirements, but also specified coursework in information literacy, youth services, information technology in schools, literacy and reading support, and management in school libraries.

School librarians 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; and implement a range of 21<sup>st</sup>-century skills-based programs and services.

The traditional role of school librarians has expanded to include:

- Collection management based on a unified media concept (both integrating all of the media together within the library and promoting the collection beyond the walls of the library);
- Teaching, support, and guidance in the use of information resources from a problem-solving, inquiry-based perspective;
- Promotion of print, media, and digital literacy;
- Curriculum consultation and technology innovation;
- Information management beyond the walls of the centralized library facility; and program management.
- Teaching and assessing 21<sup>st</sup>-century skills to diverse learners

The current educational focus on lifetime learning, critical thinking skills, and multiple literacies directly links overall educational goals to the services and resources of the school library program.

The nationally ranked (*U.S. News & World Report*) MSLIS: School Media at Syracuse University prepares students for the exciting and challenging role of being a school librarian. In conjunction with the area of Instructional Design, Development, and Evaluation at the School of Education, the School of Information Studies has developed a competency-based curriculum, leading to New York State certification as a school library media specialist.

The MSLIS: SM requires the demonstration of competency in a number of specific tasks that are grouped into the following functional areas:

- Administration
- Design, development, and delivery of instruction
- Selection of media and information provision
- Organization and logistics
- Production and utilization of media
- Research
- Communication and leadership

The MSLIS: School Media also enables graduates to enter other specializations in the library profession. For example, there is a critical need for librarians for children and young adult services in public libraries. In community college libraries, there is a high need for librarians trained in teaching information and technology skills. Some school media students are choosing to become digital librarians in government and corporate settings. Students trained as school librarians are highly qualified for these and other library positions.

All school media students take the same core courses as other MSLIS students, as listed below. (One exception is the management course, where IST 661 is substituted instead.)

IST 511: Introduction to the Library and Information Profession (3 credits)

IST 601: Information and Information Environments (1 credit)

IST 605: Reference and Information Literacy Services (3 credits)

IST 613: Library Planning, Marketing, and Assessment (3 credits)

IST 616: Information Resources: Organization and Access (3 credits)

IST 661: Information Management in Schools (3 credits)

IST 618: Information Policy (3 credits)

Detailed descriptions of the MSLIS core courses are presented in the Core Courses Section that addresses Standard II.3 Curriculum. An exception is IST 661, whose description is provided below. In addition to the LIS core, school media students are required to take the following courses:

**IST 564: Library and Information Services to Students with Disabilities (3 credits)** This course 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 Educational Organizations (3 credits)** Information and communications technologies, ethical issues, knowledge management tools, collaborative learning technologies, education databases, etc. On-site project fieldwork constitutes a major portion of course requirements.

**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: Information Management in Schools (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.

**IST 663: Motivating 21<sup>st</sup>-Century Learning in School Libraries (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 21<sup>st</sup>-century skills and ways of fostering librarian-teacher collaboration.

**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.

**Fieldwork: 100 hours** (no credit) School media students must complete 100 hours of fieldwork before the practicum experience in order to satisfy New York State certification requirements. A minimum of 15 hours must be with students with special needs.

**IST 972: School Media Practicum (3 credits)** Fully supervised and evaluated school-based library experience at the elementary and secondary levels (120 hours each). Includes an online seminar. Must meet GPA/program requirements and complete a learning agreement with site supervisor.

Certification as a K-12 school media specialist is granted by New York State upon completion of the following:

- (1) Completion of the New York State child abuse, substance abuse, and violence prevention workshops
- (2) The Child Health and Life Safety Prevention workshop (fire and arson prevention; highway safety and traffic regulations and school safety patrols; child abduction prevention; and prevention of alcohol, tobacco, and drug abuse)
- (3) Fingerprint clearance
- (4) Dignity for All Students Act (DASA) workshop; and
- (5) Successful completion of the appropriate New York State certification exams,
  - Educating All Students Test (EAS)
  - Academic Literacy Skills Test (ALST)
  - Content Specialty Test for Library Media Specialists (CST)
  - edTPA (teacher performance assessment)

Once students have fulfilled all the necessary requirements for certification as a school library media specialist in an elementary or secondary school in New York State, the School of Education, with approval from the School of Information Studies, will recommend a student for a New York State School Media Specialist initial certificate, preK-12. This certificate is necessary for employment in New York State public schools and is accepted through reciprocity for state certification and then employment by most other states.

### **Experiential Requirements**

School media students are expected to fulfill the New York State requirement to complete 100 hours of on-site fieldwork in elementary and secondary schools before beginning their practica. This pre-practica experience can be obtained by completing two (50-hour) non-credit projects; preference is given to federally designated, high-need/-risk urban and rural schools, supervised by a school media professional. School media students participate in the design and/or implementation of the following types of activities during such pre-practica fieldwork:

- Collaborative instructional planning with classroom teachers
- Development/delivery of differentiated instruction for a diverse range of students, including students with disabilities/special needs
- Integration of technology into instruction
- Exposure to a wide range of management tasks (e.g., budgeting, planning, and evaluation)
- A storytelling and/or book talking session
- A classroom-management and/or conflict-resolution experience

- A language-acquisition and/or literacy-development activity (e.g., reading guidance, literature appreciation, speaking, writing, or listening skills)
- Planning and/or evaluation of a library media center or program.
- An information-literacy skills lesson or unit for students.

During the fieldwork experiences, students document participation in each activity on a form that includes dates, location, level (elementary or secondary), related competency category (e.g., administration, research, communication, or leadership), and a brief description of the activity and their role in it.

School media students also complete 240 hours of practica (three credits), divided into two practicum experiences in different Library Media Centers, at the elementary and secondary levels. (240 hours is the minimum required by NYS Education Department for K-12 educators.) Students work with a Library Media Specialist who has been certified for at least three years. Students who have been continuously employed as teachers in a K-12 setting for at least three years may opt to complete one practicum of 120 hours. If this option is exercised, the student must complete the practicum in a setting in which they are not currently teaching (e.g., an elementary school teacher must do his/her practicum at a secondary school).

### Other Activities

The school library media program offers its students a number of value-added services, including:

- **A website specifically designed for school media students:** The School of Information Studies website contains a link to a special school media website (<http://ischool.syr.edu/academics/graduate/masters-degrees/ms-library-information-science-school-media/>). It includes information about all aspects including information on course and certification requirements. School media students frequently refer to this site to confirm the certification requirements required by the New York State Education Department.
- **Project ENABLE web site:** The Project ENABLE (Expanding Nondiscriminatory Access By Libraries Everywhere) web site (<http://projectenable.syr.edu/>) provides librarians with a broad scope of information on an array of disabilities topics. In addition to describing types of disabilities, the site helps librarians learn about assistive technologies; become aware of laws and policies governing disability services in schools and libraries; see steps they can take in their own libraries to provide high-quality services to people with autism, attention deficit hyperactivity disorder (ADHD), and other disabilities; and assess their knowledge of those topics. This site is a resource used in some of the classes which have a school media focus and may be referenced by students during their fieldwork and practica.
- **Center for Digital Literacy (CDL):** CDL (<http://digital-literacy.syr.edu/>) is an interdisciplinary, collaborative research and development center in the iSchool dedicated to (1) understanding the impact of information, technology, and media literacies on children and adults (particularly those from underserved populations) in



today's technology-intensive society and (2) studying the impact having or not having these literacies has on people, organizations, and society. CDL is not only a resource to school media students, but some students work on CDL projects.

- **The Governing Council:** This group includes select teachers, school administrators, New York State Education Department representatives, library system coordinators, faculty members from the School of Information Studies and the School of Education, and School of Information Studies students and staff. This is an advisory group that meets once a year to discuss issues and provide counsel to the MSLIS program director. This group is a resource to students as they seek fieldwork and practica experiences, as well as tapping into employment opportunities.

## **Certificate of Advanced Study in Cultural Heritage Preservation**

### **Background**

The CAS in Cultural Heritage Preservation (CAS CHP) is a 15-credit hour, graduate-level certificate designed for students currently pursuing another graduate degree or as post-baccalaureate work (<http://ischool.syr.edu/future/cas/culturalheritagepres.aspx>). This program is an interdisciplinary collaboration between Information Studies, Anthropology, and Museum Studies, and it is housed in the iSchool. Students in the CAS CHP program are provided with an interdisciplinary grounding in the preservation of cultural heritage, including opportunities to focus on such areas as:

- The preservation and curation of cultural heritage resources
- The basics of historic site preservation
- The management and interpretation of cultural resources; and
- The collection, preservation, and curation of archeological artifacts, archival materials, ethnographic data, and museum collections

The certificate program is intended to prepare students to work with organizations such as libraries, museums, national parks, and state and local agencies in preserving cultural resources. This program is only offered to campus-based students.

### **Curriculum**

The Certificate of Advanced Study in Cultural Heritage Preservation (CAS CHP) requires the completion of 15 credits: 3 units of required courses, 6-9 units of elective courses, and 3-6 units of internships.

Because students enter the program with different educational and experiential backgrounds, they will work with program advisors to determine the most appropriate ratio of coursework to internships.

All students in the CAS take the same core class, which is:

**IST 622: Introduction to Cultural Heritage Preservation** (3 credits) This is an introductory course to the field of preservation of cultural heritage, including institutions, contexts and methodologies, concepts of place and culture, and objects and resources for study. Emphasis also is placed on the role of digital applications. The program requires a research project and a presentation.

Possible electives for the CAS include:

- ANT 644 - Laboratory Analysis in Archaeology 3 credit(s)
- ANT 682 - Life Histories/Narratives 3 credit(s)
- ANT 645 - Public Policy and Archaeology 3 credit(s)
- ANT 461 - Museums and Native Americas 3 credit(s)
- IST 616 - Information Resources: Organization and Access 3 credit(s)
- IST 624 - Preservation of Library and Archival Collections 3 credit(s)
- IST 628 - Organization/Management of Archival Collections 3 credit(s)
- IST 632 - Management and Organization of Special Collections 3 credit(s)
- IST 677 - Creating, Managing, and Preserving Digital Assets 3 credit(s)
- IST 715 - LAMS: Libraries, Archives, Museums 3 credit(s)
- MUS 500 - Selected Topics 1-6 credit(s)
- MUS 506 - Introduction to Curatorship 3 credit(s)
- MUS 607 - Collections Management 3 credit(s)
- MUS 703 - Advanced Curatorship 3 credit(s)

## **Certificate of Advanced Study in Data Science**

### **Background**

Evolving information technology and digital resources have changed library resource structures and formats, and have raised new challenges to future librarians. While we recognize the importance in maintaining a comprehensive coverage of the library's core functions in the MSLIS curriculum, we also believe that developing a new curriculum is an effective way to address the new challenges in the increasingly data-driven environment.

As a result of National Science Foundation (NSF) and IMLS grant-supported efforts in training data literacy and data librarians (which partnered with the Cornell University Library), the new curriculum evolved from separate activities into a new Certificate of Advanced Study in Data Science (CAS DS) program. After studying its feasibility and discussions in faculty meetings, the new program was submitted to the State Education Board, and was approved in fall 2011. The CAS DS program focuses on the creation, organization, storage, analysis, and sharing of data. The CAS DS is designed for practicing information professionals, librarians, and students in IT management, the entertainment and digital-imaging industries, and other data-intensive fields that need to be able to store, organize, retrieve, analyze, and share large collections of data efficiently.

This CAS follows a non-traditional path, as it is available to three groups of students:

- Students who are currently working on a master degree at the School of Information Studies may use their electives as course choices for the CAS DS, enabling students to complete both the MSLIS and the CAS DS with one additional course.
- Students admitted within one year of completing another master degree may apply courses taken for that degree to the CAS DS.
- Students with a bachelor's degree and significant library work experience may apply for admission to the CAS DS. As these students work on the CAS, we encourage them to consider applying for the MSLIS degree as well, as the CAS DS courses count toward the MSLIS degree.

The CAS DS program was launched in spring 2012 and has been a popular choice of study for past and current MSLIS students. It also has attracted students from non-library and non-information fields, including students in science, business, and information management programs.

## Curriculum

The CAS DS (<http://ischool.syr.edu/future/cas/datascience.aspx>) curriculum consists of five courses (15 credits), two of which are core courses:

### **IST 659: Data Administration Concepts and Database Management** (3 credits)

Definition, development, and management of databases for information systems. Data analysis techniques, data modeling, and schema design. Query languages and search specifications. Overview of file organization for databases. Data administration concepts and skills.

**IST 687: Applied Data Science** (3 credits): Introduces fundamentals about data and the standards, technologies, and methods for organizing, managing, curating, preserving, and using data. Discusses broader issues relating to data management and use as well as quality control and publication of data.

The electives for the CAS DS program include nine credits of courses in digital curation and management, data analytics, data visualization, and general system management. Typical electives by MSLIS students who enroll in the CAS DS program include:

- IST 676: Foundations of Digital Data (3 credits)
- IST 681: Metadata (3 credits)
- IST 719: Information Visualization (3 credits)

The CAS DS curriculum not only fulfills the demand for data librarians but also supplements the MSLIS curriculum with a series of regular elective offerings regarding digital resources and services.

## Other Activities

Some students combine their MSLIS program internship with a digital science elective by doing work in a digital library setting. Students have developed digital library infrastructure, engaged in scanning projects, created new metadata, and advised traditional libraries on different ways to compose digital services. For example, two MSLIS students were supported by the e-science librarianship fellowship funded by ILMS, and completed internships at the University of Virginia Library's Scientific Data Consulting Group. Their work was greatly needed and appreciated by the host. The students were asked to continue the internship virtually, after their return to campus.

Another MSLIS student did a virtual internship for the U.S. Agency for International Development (USAID). That student completed work in searching, identifying, selecting agricultural and aqua data resources relevant to an international region and compiling the list and report to USAID.

***Standard II.6:*** *The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.*

## Curriculum Delivery

The MSLIS curriculum is delivered in the traditional scheduling format of fall, spring, and summer sessions. The MSLIS curriculum is offered during 15-week semesters in the fall and spring either in face-to-face format or online. Classes meet once a week, mostly in the evening. All classes use our online learning environment. MSLIS courses are also offered in the University's summer sessions, meeting more frequently over fewer weeks than in the fall and spring semesters. In Maymester (a two-week period) and during summer, we also offer intensive one-, two-, and three-credit courses in an all-day format. Classes usually require some work in advance and a project or paper following the on-campus experience. Summer courses are taken by both campus and online students.

Our on-campus classes primarily occur in Hinds Hall, with class sizes limited to 40 students. Classes are interactive, rather than only being lecture-based, and frequently include group work during class sessions. On-campus classes are able to take advantage of the public, academic and special libraries in the Syracuse area for class tours or assignments. With the technology available in our classrooms, library and information science professionals can be guest presenters in our classes even if they are at a distance. This allows us to open our classes to ideas from a broader range of libraries and library professionals.

The limited-residency online delivery option for the MSLIS program began in 1993. Over the years, its online delivery has evolved into a more optimal model, in which all online students complete a seven-day campus residency. In that time, they take IST 601: Information and Information Environments, and IST 511: Introduction to the Library and Information Profession,

in an intensive format. Students interact with one another in group discussions, group presentations, a poster session (to which local librarians and other students are invited), and other class activities designed to build a sense of community that will last throughout the program study. Local library professionals frequently guest lecture during the residency and, when possible, students visit local libraries, in order to see how libraries are engaging with their communities.

When prospective students apply to the MSLIS program, they indicate whether they will be an on-campus or online student in the MSLIS program which is one program delivered in two modes. Matriculated online students begin their program of study in the summer with a seven-day campus residency (described above). On-campus students begin their program of study with the fall semester. Indicating whether the student intends to be an on-campus or online student assists us with planning sections of our core curriculum; however, students can take classes in the other mode, if it fits with their schedule. For example, students who indicate that they will be online students may live close to Syracuse and want to take a few classes on-campus, in order to have an on-campus experience. Campus students frequently take electives which are only offered online, so that they are available to more people. We have also had students purposefully transition from on-campus to online and vice versa due to job or life changes.

Many of the elective courses across the three master-degree programs in our school are offered in online format. While on-campus students have the opportunity to take online courses and interact with online students, our online students also have the opportunity to take on-campus courses. Some of our online students live within a reasonable driving distance of campus and decide to take an on-campus class. Others may actually live in Syracuse and are primarily taking online courses due to their work schedules. Still others may travel to campus in the summer, in order to take a weekend or week-long campus class (part of our Helen Benning Regnier Summer Institute, <http://ischool.syr.edu/future/summer.aspx>).

### **Online Course Environment**

The composition of the online student body is described in detail in Chapter Four: Students. Here, we provide a brief look at the structure of the program.

We often refer to our “online-learning program.” In reality, it is not a separate program at all, but merely another way of delivering the MSLIS curriculum. This distinction is important because it articulates our commitment to delivering the same quality degree regardless of delivery mode.

Students begin the online delivery option once a year—at present in July. They begin with a seven-day residency on campus, where they become acquainted with the school, the faculty, and one other. They learn to use our online technology and complete both IST 601: Information and Information Environments and the MSLIS gateway course, IST 511: Introduction to the Library and Information Profession.

Many students stay to take additional electives offered in summer. Core courses are offered in the fall and spring, as well as in summer, via our online teaching and learning environment, known as the iSchool learning management system (iLMS). This system is discussed in detail in Chapter Six: Physical Resources and Facilities.

Our iLMS environment offers instructors a great deal of flexibility in course design, and no two courses are exactly the same. Most faculty members use intensive electronic discussion combined with project work. Many faculty members teach both on-campus and online courses, which allows us to maintain similar experiences, regardless of format delivery. It also helps us ensure that faculty members can make informed decisions about processes and policies involving online students. In Appendix H, there are syllabi from both on-campus and online LIS courses.

Much faculty time and concern is put into assuring that our online students receive the same high-quality education that the School of Information Studies delivers in our on-campus courses. Faculty members have applied their pedagogical expertise to plan their courses. Components of the courses that require personal interaction between professor and students, and among students, are accomplished during the residency. The components that can utilize asynchronous modes are delivered via the iLMS.

### **Course Rotation and Frequency**

We strive to deliver enough sections of our core courses in the fall, spring, and summer so that a student can complete all of the core courses in one year. We also work to offer the core courses for our CAS degrees on a regular basis. We do an annual survey of student interests to determine what electives to offer. A number of electives are offered regularly, while other electives are presented based upon student interest and instructor availability.

Information about the course rotation and frequency from 2008-2014 is available in Appendix N. Appendix YY contains results of a 2012 survey on electives desired by MSLIS students and which ones we offered in subsequent years.

### **Improving the Variety and Quality of iSchool Education through Partnerships**

In addition to the three delivery options (on-campus, online and blended, i.e., an online course that has a limited residency), a fourth option of course-taking is available to both on-campus and online students through the Web-based Information Science Education (WISE) Consortium. WISE is a collaboration among more than a dozen library and information schools offering specialized courses. Our school's membership in the WISE Consortium both enhances the existing Syracuse curriculum by increasing the number and variety of electives available each semester, and encourages the proliferation of quality in existing Syracuse courses.

As a leading WISE Consortium school, the School of Information Studies has both an opportunity to benefit from guidance provided by other member institutions, and a responsibility to produce exemplary courses. The network effect of the consortium provides a natural system of checks and balances with regard to online course quality. Accountability is increased, as Syracuse courses offered to WISE must meet the quality criteria of 16 of the top LIS programs in the world, in addition to meeting our own high standards.

*WISE: A Model for Quality Online Education in Library and Information Science* (see Appendix O) outlines principles and metrics related to quality at the course and program levels.

Each WISE school has agreed to adhere to the standards described in this living document, which is continually revised and updated by WISE.

The discussion of quality extends beyond the Consortium to include members of the greater LIS education community at events such as the annual WISE pre-conference workshop at the meeting of the Association for Library and Information Science Education (ALISE). The collective exchanges facilitated by these half-day workshops (which are open to all conference attendees), generate new energy and ideas. When carried back to the academic institution, these ideas translate into well-designed curricula and effective online instruction, producing better-prepared MSLIS graduates.

A listing of WISE courses offered during 2008-2014 to SU iSchool students is included in Appendix P.

**Standard II.7:** *The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students' achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.*

## Curriculum Review

The primary review of the LIS program takes place in the MSLIS FPAG meetings. The iSchool curriculum committee is also involved in review of the curriculum, and the whole faculty approves major changes to courses and curricula. The university also has a curriculum committee which oversees new courses and major changes to programs. All of these reviewers use a variety of data to determine their course of action, including core course outcome assessment, alumni input, program advisor input, student input, and the information from internship supervisors. This section will discuss the various methods for review and then the data used for this review. Changes to the curriculum usually follow this process:

- 1) Student evaluations from individual courses are reviewed by the Director of Instructional Quality and the Associate Dean for Academic Affairs. Courses that receive low ratings are reviewed more closely. Concerns about instructional quality are brought to the instructor by the Associate Dean for Academic Affairs or the Director of Instructional Quality. Concerns regarding course content are brought to the LIS FPAG for its deliberation.
- 2) Changes are discussed by the LIS FPAG. Once a change has been agreed upon it is brought to the attention of the school's curriculum committee for review.

- 3) Once approved by the curriculum committee, significant changes may be brought to the full iSchool faculty for review and a vote on approval. In a streamlined process that will be implemented in the fall of 2015, most changes will be thoroughly investigated and discussed by the curriculum committee (with an open invitation to all faculty members to participate in the discussion), and decisions made by the curriculum committee will be implemented.
- 4) The revisions are then sent to the University Senate's Committee on Curricula for approval, and then on to the whole University Senate for approval. (A syllabus template is in Appendix III. The University Senate Committee on Curricula Course Proposal Form is in Appendix FFF. Completed Course Proposal Forms for iSchool graduate courses, approved since the 2008, are in Appendix GGG.)
- 5) If approved by the University Senate and the revisions change what is deemed to be a significant portion of a program, they will be sent to the New York State Education Department Office of Higher Education for approval. Thus, the School of Information Studies makes decisions about changes to programs and courses, but these decisions are approved by the University and the New York State government before being implemented.

The data used for making these decisions or starting these discussions is both formal and informal. Formally, the school has certain mechanisms for feedback from students. Students are asked to fill out course evaluations at the end of all courses. Course professors and program directors review the evaluations. Professors take this feedback seriously, and often make changes to courses based on the reviews.

In addition, many faculty also have a mid-semester review, so that students can influence and provide feedback before the course is completed. This has proved so useful for some faculty that, as of 2014, most faculty had initiated that process.

In the FPAG, faculty discuss changes they have made based on student feedback. Sometimes these changes are minor and relate to when coursework is due or which part of the LMS software the faculty uses to make announcements. Other times, the changes are more substantial, and typically, faculty members make changes in the next iteration of the course they teach. This overall process has resulted in major modifications to some of the MSLIS core courses, the sunset of the CAS Digital Library program, and the newly implemented CAS Data Science program. Minutes from the MSLIS FPAG meetings are available in Appendix Q.

Students are also invited to Town Hall meetings every spring. (Notes from recent Town Hall sessions are in Appendix R.). These sessions allow students to air and discuss any issues they may have in a relaxed, friendly atmosphere with an audience comprised mostly of other students. It is emphasized that feedback from these discussions will be reported to the faculty for review. One student attends the FPAG meetings and regularly asks students for concerns or comments on the program. This student then reports on these concerns to the faculty at the FPAG for comment. The faculty discuss the concerns from this process and comments from the Town Hall. As a group, the faculty assess how to address the concern, and relay a message back to the student(s).



Alumni input is formally solicited through a survey, which recently was reinstated. (See Appendix E for the alumni survey, recent results and the timeline for future surveys.) The survey helps us know where alumni are, what they are doing professionally, and how they feel about their education, now that they are working in the field. We also have alumni get-togethers at various conferences or as standalone events. This allows faculty to informally touch base with alumni and talk about the state of the field. These discussions are often interesting, and faculty reflect on them with their colleagues.

The curriculum also is evaluated through student internships. The internship supervisor is asked to fill out a form which includes a list of the program outcomes. Supervisors rate how well he or she thinks the student has mastered those outcomes. This provides insight into how a supervisor would feel about our students' performances after their graduation. (See Appendix F for the Internship Data Report.) In addition, the faculty supervisor for internships gathers information through email and telephone conversations with the site supervisor and through site visits (when possible). Those interactions allow the faculty supervisor to identify gaps in the preparation of our students. Those gaps are brought to the LIS FPAG for its discussion, consideration and action.

Many faculty also invite guest lecturers to their classrooms. Most guest lecturers are professionals practicing what is being taught in the course. The lecturer is typically invited to teach the students about a task or skill, and to discuss how that skill is used on the job. Faculty also learn from lecturers, and occasionally make changes to their course to reflect the changing dynamics of the profession.

The LIS program also has a Guiding Council comprised of stakeholders in the field. (See Appendix C for additional information on the Guiding Council.) These professionals meet at least once a year to hear about the program and to make any suggestions, comments or thoughts on it. These comments are then circulated to and discussed in the FPAG.

Thus, the faculty teaching the LIS program work together, using a variety of inputs, to continuously improve the curriculum. The large improvements are subject to approval by the other faculty in the iSchool and the University, but small changes happen all the time, sometimes during the progress of a course, and sometimes from course to course offerings.

### **Reviewing the LIS Core Curriculum**

In 2013, the MSLIS FPAG charged a working group comprised of three MSLIS faculty and one staff member to begin a review of the MSLIS core curriculum. This working group used input that had been received from students through LIS Town Hall sessions and course evaluations, alumni, the LIS Advising Group (a short-lived precursor to the LIS Guiding Council), and voices from the field.

The working group included in its thought process information on where graduates are finding employment, as well as where LIS-related jobs are being created. Additionally, the group consulted competencies from various LIS associations, including ALA, SLA and ACRL. A review of all of this information, along with desires for our own curriculum, was used by the

working group to create a draft idea on how to restructure core classes. The goal was to assure that the classes contain both an in-class and a practicum experience. The team has not yet developed a recommendation to be discussed and approved by the faculty. Since 2013, the working group has brought information and ideas to the MSLIS FPAG, and has tested those ideas with other MSLIS faculty.

In spring 2015, the FPAG gave its approval to the direction that the working group is taking. It has asked for a fuller recommendation to be presented in the 2015-2016 academic year (See Appendix S for the report from the Curriculum Working Group).

### **Outcome-Based Assessment**

In 2013, the MSLIS program joined a pilot related to implementing the outcomes assessment component of the Blackboard Learning Management System. This followed several years of iSchool faculty and staff investing software options and discussing the possible use of portfolios as a means of assessment.

As discussed in Chapter Six, in December 2014, the iSchool decided to pull out of the pilot due ongoing problems and the recognition that this software would not help us achieve our goals.

The University recognizes the increased emphasis that is needed on assessment as a way of assuring institutional effectiveness. The Associate Provost Office for Academic Programs now is working with academic, co-curricular and functional units across campus to implement assessment and action plans. The first plans and reports are due this October. The report for the MSLIS program will be available to the External Review Panel during their campus visit.

### **Conclusion**

The 19-credit core curriculum for the MSLIS program gives students the grounding in reference, information literacy, information organization, and planning capabilities that the MSLIS faculty believe are necessary for a future member of the LIS profession. The curriculum includes three classes which cut across our three master-degree programs (IST 601, 614 and 618). As members of the same larger profession, we believe that it is a benefit for our IM, TNM, and LIS students to learn together about the information environment, management principles, and information policy.

The delivery of our curriculum is inclusive, meaning that we accommodate everyone from learners with disabilities to learners who are physically far from our on-site learning spaces. We seamlessly blend the on-site and online learning experiences, in order to be in line with contemporary learning approaches.

The iSchool engages in systematic planning of its curriculum through discussions and actions in the FPAGs, Curriculum Committee, iSchool faculty meetings and our Faculty Planning Days. Ensuring that the curriculum meets the needs of our undergraduate and graduate students is a responsibility which the faculty takes seriously. Input on the current curriculum and needs for the future is received from the iSchool Board of Advisors, the LIS Guiding Council, the School

Media Governing Council, iSchool students, iSchool alumni, internship site supervisors, and employers. That input is received through a variety of different mechanisms including surveys, evaluations forms, and formal and informal meetings.

### *Areas for Improvement*

The MSLIS faculty need to continue its efforts to revise the core curriculum and to move that revised curriculum through the iSchool, SU and New York State Education Department (NYSED) approval processes. The review and revision process has taken longer than expected, but we cannot lose momentum since working through to approval from NYSED may require another year.

As noted elsewhere, the MSLIS program also need to continue the outcomes assessment work that it has begun and ensure that the results of those efforts lead to data driven change for the program.



# Chapter Three: Faculty

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## Chapter Three: Faculty

### Introduction

The School of Information Studies has three types of full-time faculty: tenured and tenure-track, professors of practice, and research professors. Throughout this document, the term *full-time faculty* refers to all three of these groups. Each month, all full-time faculty members meet to discuss developments and issues that may be occurring within the school.

*Tenured and tenure-track faculty members* make up the majority of the faculty. As expected, they are required to balance teaching, research, and service. Full-time tenured and tenure-track (research active) faculty follow a 40/40/20 model referring to the percentage of research, teaching, and service. In the domain of teaching, 40% implies four courses per academic year.

*Professors of practice* have significant experience in the field and are expected to remain actively connected to the professions represented by the school. These faculty members focus on teaching, service, and connection to the profession. While they may engage in research, if doing so will enable them to keep in contact with the field, research is not as important of a measure for professors of practice as it is for tenured and tenure-track members. Professors of practice follow a 60/20/20 model for teaching, professional practice, and service, where 60% implies six courses per academic year.

Note that each SU academic school/college is expected to develop their own workload policies within reasonable limits specified by the American Association of University Professors (AAUP). There is no uniform policy across the University.

Both tenure-track faculty and professors of practice also are engaged in significant ways in the degree programs, and in making decisions about the curriculum.

*Research professors* are hired primarily for their research skills. They typically work with one of the School's research centers, although they may also teach courses related to their areas and serve on appropriate committees. They are funded primarily through grants, although the School of Information Studies may fund some of their salary to have them teach and conduct service activities for the school.

For the academic year 2014-15, the composition of the faculty was as follows:

- 32 tenured or tenure-track faculty
- 15 professors of practice
- 1 research professor
- 2 research professor/professor of practice faculty

See Appendix T for a complete list of full-time faculty for 2014-15.

In addition to our full-time faculty, the school has part-time faculty members (also known as adjuncts), who are discussed under Standard III.1.

### **“Faculty of One”**

The School of Information Studies has a belief in and a practice of having a “Faculty of One.” This concept means that all faculty members are appointed to the school as a whole, and not to specific degree programs. In other words, the MSLIS program does not have faculty who are specifically assigned to it.

We believe that students and the faculty both benefit from exposure to the broader context of the information professions, while at the same time extending and enhancing their own specific areas of interest. Faculty members are expected to teach courses that cut across the degree programs over the course of their careers. This helps to fulfill the school’s objectives of providing an interdisciplinary perspective for all students while still providing a strong and deep immersion in the subject matter and professional values of their chosen programs of study.

Faculty members may teach undergraduate students, master’s students, certificate students, and doctoral students in all the programs, but will have a particularly close and deep affiliation with the particular programs for which their education and experience matches them. In 2014-2015, there were 11 iSchool faculty who taught primarily in the MSLIS program.

All faculty members participate in at least one faculty program advisory group (FPAG). The role of each FPAG is to advise the program director on issues related to that program. In addition to receiving advice from the FPAG, each program director solicits advice and viewpoints from other committees within the school—as well as from full-time faculty members not involved in the FPAG, part-time faculty, students, employers, and alumni—as input to help make decisions related to his or her program.<sup>16</sup>

Membership in FPAGs is both fluid and open. Some faculty members have a primary affiliation with one, and follow the activities of another. For example, a faculty member could be a member of both the Master of Science in Library and Information Science (MSLIS) FPAG, and still maintain a strong interest in the Information Management FPAG. Since FPAG meetings are open to all, various faculty members might attend a particular FPAG meeting depending on the topic, as well. For instance, someone from the curriculum committee might attend the MSLIS FPAG meeting for a debriefing. The Associate Dean for Academic Affairs attends all FPAGs, and thus serves as a bridge and coordinator among the various groups.

The regular members of the MSLIS FPAG are those individuals who have a special interest in the ongoing curriculum, policies, and planning for the MSLIS program.

In 2014-2015, MSLIS FPAG regular attendees were Marilyn Arnone, Renee Hill, Jill Hurst-Wahl, Barbara Kwasnik, David Lankes, Ken Lavender, Scott Nicholson, Megan Oakleaf, Jian

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<sup>16</sup> In the fall 2015, a new structure was put into place as described in Appendix KKK which includes the FPAGs becoming Program Committees. These Program Committees function similarly to the FPAGs.



Qin, Ruth Small, and Barbara Stripling.<sup>17</sup> In addition, other attendees included a standing student representative, a liaison from the library, the senior associate dean, the associate dean for academic affairs, selected staff members, and other guests (e.g., representatives from other units on campus). Table III.1 lists the MSLIS FPAG members since 2008, along with their gender and ethnicity.

For the purposes of this report, most of the focus is on the MSLIS FPAG members, as these are the faculty members who self-identify most closely with the MSLIS program. This group makes up 22 percent of the full-time faculty; this is an appropriate portion, as about 26 percent of the credits enrolled in at the School of Information Studies are carried by MSLIS students. The MSLIS faculty in 2014-2015 was 36 percent male and 27 percent from diverse backgrounds.

**Table III.1. Gender and Ethnicity of 2014-2015 MSLIS FPAG Members**

<b>MSLIS FPAG Faculty</b>	<b>Faculty Type</b>	<b>2014-2015 Status</b>	<b>Gender</b>	<b>Background</b>
Arnone, Marilyn	Research Professor/Professor of Practice	Associate Professor of Practice	Female	Caucasian
Hill, Renee	Professor of Practice	Assistant Professor of Practice	Female	African-American
Hurst-Wahl, Jill	Professor of Practice	Associate Professor of Practice	Female	African-American
Kwasnik, Barbara	Tenured	Professor	Female	Caucasian
Lankes, R. David	Tenured	Professor	Male	Caucasian
Lavender, Kenneth	Professor of Practice	Assistant Professor of Practice	Male	Caucasian
Nicholson, Scott	Tenured	Associate Professor	Male	Caucasian
Oakleaf, Megan	Tenured	Associate Professor	Female	Caucasian
Qin, Jian	Tenured	Professor	Female	Asian
Small, Ruth	Tenured	Professor	Female	Caucasian
Stripling, Barbara	Professor of Practice	Assistant Professor of Practice	Female	Caucasian

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<sup>17</sup> At the end of the 2014-2015 academic year, Drs. Scott Nicholson and Ken Lavender headed to Wilfred Laurier University (Brantford campus) in Canada, where Dr. Nicholson is launching that college's newest curriculum in game design.

As our school has no departments, many other faculty members also work with MSLIS students, through the management and policy core classes, electives, independent studies, and research projects. These faculty members are included in the faculty list in Appendix T.

**Standard III.1:** *The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. 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 a program.*

The program objectives of the MSLIS program are met through the core courses. We strive to deliver the core to all MSLIS students, both on-campus and through online learning, *via* full-time faculty members. A summary of teaching assignments over the past five years for the MSLIS core (except for IST 601, Information & Information Environments, which is taught jointly by faculty across the school) appears in Table III.2. A summary of teaching assignments for all graduate-level courses over the past seven years appears in Appendix U.

When we cannot assign a full-time faculty member to a core class, we strive to replace full-time faculty members with our best and most experienced adjunct faculty members and with doctoral students who have experience in that field. Doctoral students have a long-term collegial relationship with the faculty and do their teaching under close supervision through an apprenticeship-based teaching practicum requirement.

**Table III.2. Number of Sections of MSLIS Core Courses, 2009–2014 by Semester and Instructor Category**

Semester	IST 511		IST 605		IST 613		IST 614		IST 616		IST 618	
	Full-Time	Part-Time /Doc	Full-Time	Part-Time /Doc	Full-Time	Part-Time /Doc	Full-Time	Part-Time /Doc	Full-Time	Part-Time /Doc	Full-Time	Part-Time /Doc
Spring 2009					3		1	1/0	1		2	2/0
Summer 2009	1	1/0						1/0				1/1
Fall 2009	1		4					1/2	1	0/1	2	0/2

	IST 511		IST 605		IST 613		IST 614		IST 616		IST 618	
Semester	Intro. To the Library & Info. Profession		Reference & Info. Literacy Services		Library Planning, Marketing & Assessment		Mgmt. Principles for Info. Professionals		Info. Resources: Organization & Access		Information Policy	
	Full-Time	Part-Time /Doc	Full-Time	Part-Time /Doc	Full-Time	Part-Time /Doc	Full-Time	Part-Time /Doc	Full-Time	Part-Time /Doc	Full-Time	Part-Time /Doc
Spring 2010					3	1/0	1	1/1	1		3	1/0
Summer 2010	1							1/0				0/2
Fall 2010	1		3	1/0			2	1/1	2		2	1/1
Spring 2011					3		2	1/1	1		3	0/1
Summer 2011	1							0/1		1/0		0/2
Fall 2011	1		3	1/0			2	1/1	2		4	
Spring 2012					3		2	1/1	1		2	0/1
Summer 2012	1							1/0				0/2
Fall 2012	1		4	0/1			1	1/2	2		2	1/1
Spring 2013					2		1	1/2	1	0	2	1/1
Summer 2013	1							1/0				2/0
Fall 2013	1		2				1	1/2	1	0/1	2	2/0
Spring 2014					3		1	1/2	1		3	2/0
Summer 2014	1	0/1						1/0				2/0
Fall 2014	1		2				1	1/2	1	0/1	2	1/1
Total	12	2	18	3	17	1	15	35	15	4	29	31

The qualifications of the school's full-time tenured, tenure-track, and professor of practice faculty members, at all levels of hiring, meet the University's guidelines (<http://provost.syr.edu/faculty-support/faculty-manual/>).

Syracuse University does not have separate qualifications for graduate faculty members, and the Graduate School does not employ a separate review or appointment process. By virtue of being hired by the University and the School of Information Studies, all tenured and tenure-track faculty members may teach courses at the graduate level, including doctoral seminars; participate in doctoral dissertation committees and defenses as committee members and dissertation advisors; serve as advisors for graduate students at the master's and doctoral levels; and serve as chairs for dissertation defenses at other divisions of the University.

Professors of Practice faculty also teach at both the undergraduate and graduate levels; serve as advisors for undergraduate and graduate students; and may serve on doctoral committees when their area of focus is of value. Table III.3 lists the 2014-2015 MSLIS FPAG faculty members, the areas of their graduate degrees, and their areas of library and information science (LIS) interest.

The faculty at the School of Information Studies represents a wide variety of backgrounds and interests. Because the school is interdisciplinary, we value the growth that can occur through open discussions among faculty members of different disciplines. In addition, the faculty's diversity makes it easier for our school to be involved in other departments and other schools on the Syracuse campus, as we are accustomed to presenting our work in a way that those outside the discipline can understand.

**Table III.3. Graduate Degrees and Areas of Interest of MSLIS FPAG Faculty**

<b>MSLIS FPAG Faculty</b>	<b>Area of Masters</b>	<b>Area of Ph.D.</b>	<b>Areas of LIS interest</b>
Arnone, Marilyn	Education (Harvard)	Instructional design, development, and evaluation (Syracuse)	Interactive learning technologies, instructional strategies, motivation
Hill, Renee	Information studies (Florida State)	Information studies (Florida State)	Information access for members of under-represented populations (e.g., racial/ethnic groups, individuals with disabilities)
Hurst-Wahl, Jill	Library science (Maryland)	N/A	Copyright, use of social media, future of the profession
Kwasnik, Barbara	English; library studies (Queens)	Information and library science (Rutgers)	Classification, information behavior
Lankes, R. David	Telecommunications (Syracuse)	Information transfer (Syracuse)	Digital libraries, participatory librarianship, digital reference, library transformation
Lavender, Kenneth	English, library science (Illinois)	English (UC Santa Barbara)	Preservation, special collections
Nicholson, Scott	Library and information studies (Oklahoma)	Information science (North Texas)	Gaming in libraries, evaluation and assessment through bibliomining
Oakleaf, Megan	Library and information science (Kent State)	Library and information science (North Carolina)	Assessment, information literacy, evidence-based decision making, user education digital librarianship, information services
Qin, Jian	Library science (Western Ontario)	Library and information science (Illinois)	Knowledge and information organization and management, metadata
Small, Ruth	Education, information studies (Syracuse)	Instructional design, development and evaluation (Syracuse)	Motivation, information literacy, school media
Stripling, Barbara	Communication and theatre (Colorado) ; Instructional resources (Arkansas); Educational administration (Arkansas)	Information management (Syracuse)	Library management, inquiry, literacy, school media, advocacy, professional leadership

## **Part-Time/Adjunct Faculty**

Part-time faculty members, also known as adjuncts, are individuals who have significant professional experience and teach courses related to their experience. An example of this is Suzanne Preate, the SU Libraries Digital Initiatives Librarian, who has taught IST 677: Creating, Managing & Preserving Digital Assets. Part-time faculty members rarely teach more than one graduate course per semester, and most part-time faculty members continue to work full-time in a professional capacity. Our overall goal is to balance part-time faculty members with full-time faculty members. To reach this goal, we aim for the following:

- MSLIS core classes are taught by full-time faculty members.
- MSLIS electives are taught by full-time faculty members when the course subject matter falls within a full-time faculty member's area of experience.
- MSLIS electives are taught by part-time faculty members when the course subject matter does not fall within a full-time faculty member's area of expertise.

This goal allows us to keep a strong and cohesive MSLIS core and use part-time faculty members when their areas of strength complement those of the full-time faculty. There are times, however, when we turn to part-time faculty members for core courses. This happens when:

- We work with a Ph.D. student who has expertise in this area and has previously worked with a full-time faculty member to learn how to teach this course. The Ph.D. student gains valuable experience, and sometimes helps us update the course.
- We have a summer section for which no full-time faculty members are available.
- Leaves, health issues, or faculty attrition create a temporary gap.

Although we prefer to have our full-time faculty teach the core courses, we notice that when a part-time or Ph.D. student teaches a section, their fresh eyes can help us adapt the course to current trends.

Appendix WW lists part-time faculty members who taught courses with at least three LIS students in a section within the past seven years, the courses they taught, and their competence to teach those courses. In addition, curricula vitae for part-time faculty members are available in the Appendix V.

**Standard III.2:** *The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.*

As a faculty, we consider the hiring of new faculty members to be one of the most important decisions (if not the most important decision) we make. We consider all new hires as investments in the continuing excellence of the school. We actively seek to hire only candidates we believe will succeed in obtaining tenure or contract renewal at the University, and who therefore will be (if they choose) a permanent part of the school’s 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. Generally, interviews 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 schedules are in Appendix W, which show the commitment that the entire faculty makes to assess the fit of a potential faculty member.

The school has conducted intensive and ongoing recruitment for new and vacant positions in recent years. Priority is given to balancing out our teaching areas in all graduate and undergraduate programs. Faculty members are chosen for their ability to teach core courses and areas of specialization in their respective fields and also for their ability to teach interdisciplinary courses across the programs. Advertisements for recent faculty position openings are in Appendix ZZ.

This is the timeline of faculty hires since the last accreditation. All full-time faculty hired during this time period are still part of the iSchool.

**Table III.4: Timeline of Faculty Hires**

<b>Year</b>	<b>Faculty Member Hired</b>
2008	No hires
2009	Marilyn Arnone, Carlos Caicedo, Bei Yu, Jason Dedrick, Arthur Thomas, Jill Hurst-Wahl
2010	No hires
2011	No hires
2012	Marcene Sonneborn, Yun Huang, Barbara Stripling, Yang Wang, Deborah Nosky
2013	Jennifer Stromer-Galley
2014	Jeffrey Saltz, Jeffery Hemsley, Bryan Semaan

## **Tenured and Tenure-track Faculty**

Our tenured and tenure-track faculty are vital to our school and to the MSLIS program. It is our tenured/tenure-track faculty who provide the research and theory which grounds our academic programs. These faculty are expected to teach, to conduct research and to be engaged in service both inside the school and in other contexts (e.g., professional associations).

All of our faculty come with different areas of focus into a school that values both individual and collaborative research efforts. One recent collaborative effort is the Behavior, Information, Technology and Society (BITS) Lab (<http://bits.ischool.syr.edu/>), which is the home of an interdisciplinary team of researchers who develop cutting-edge applications, tools, and software, and engage in innovative studies of how people use information and communication technologies and how their use of these technologies affects society. Tenured professor Jennifer Stromer-Galley has joined with tenure-track faculty members Jeffrey Hemsley and Bryan Semaan in the lab. Also affiliated with this lab is Nancy McCracken (research professor) and Bei Yu (tenured professor).

## **Professors of Practice**

Our school has made a strategic decision to provide substantive connection to professional practice, as well as to core theory and research-based principles. To implement this approach, the school actively recruits and hires professors of practice. Appointment as a professor of practice occurs after a formal search as designated by the iSchool's Personnel Policies (see Appendix X). The personnel policies also govern promotion of professors of practice through a system of ranks with the same labeling as for tenure-track and tenured professors. The present professors of practice model evolved in the early 2000s. These faculty members 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 also serve on various committees of the school and of the University. Professors of practice typically have a three-year renewable contract. They also have a career path available to them, as they can move through the ranks of assistant, associate, and full professor of practice through a process similar to that used for tenure-track faculty members. 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 as well as help students make connections out in the field.

Our LIS-related professors of practice are:

- Marilyn Arnone is an associate professor of practice in the school library field. She teaches our storytelling and literacy courses, and services to youth. She developed information literacy modules which are used by all matriculated iSchool graduate students. Along with Renee Hill, she developed modules to help school media students understand the Teacher Performance Assessment (edTPA) certification requirement.



Arnone is also a research professor and works closely with the Center for Digital Literacy.

- Renee Hill is an assistant professor of practice in the school library field. She provides support to school library students during their internships and prepares them for the state certification assessment. She has developed a curriculum emphasis area on service to individuals with disabilities. Renee is involved with preparing school media students for their New York State certification requirements and provides Dignity for All Students Act (DASA) training for them.
- Jill Hurst-Wahl is an associate professor of practice who worked in information technology as a trainer and a programmer/analyst, managed two corporate libraries, and started her own consulting practice before joining the faculty. She has served on statewide committees and task forces on libraries (including the NYS Regents Advisory Council on Libraries 2007-2012 and the USNY Technology Policy and Practices Council since 2009) and completed a term on the Special Libraries Association's Board of Directors (2011-2013).
- Kenneth Lavender is an assistant professor of practice from the library profession. He was head of the Rare Book and Texana Collections at the University of North Texas for 20 years. He worked for the Special Collections Research Center at Bird Library on the Syracuse campus, and for some time, continued to volunteer in Bird Library one day a week. He has served on many committees for professional organizations and, within the School of Information Studies, was the LIS internship coordinator until 2014. He serves as a valuable connection between the school and the profession.<sup>18</sup>
- Barbara Stripling is an assistant professor of practice with more than 35 years of experience as a school librarian, school library grant director, and school library administrator. Before joining the faculty at our school, Barbara was Director of School Library Services for all New York City schools. Barbara also has extensive executive experience as a leader in the American Library Association, serving as president of the American Association of School Librarians, an ALA Councilor, and the 2013-2014 president of ALA. She was recently elected the 2016-2017 president of the New York Library Association.

In total, the iSchool has 15 professors of practice, all working with their own professional areas in a similar fashion. Since 2008, six have moved from Assistant Professor of Practice to Associate Professor of Practice. These six were David Dischiave, Susan Dischiave, Jill Hurst-Wahl, David Molta, Jeffrey Rubin, and Art Thomas.

## **Research Professors**

Another category of full-time faculty is the research professor. Research professors are hired primarily to work with a research center, although many of them also teach. Like the professors

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<sup>18</sup> Note that Dr. Lavender left Syracuse University in summer 2015.

of practice, research professors may hold the rank of assistant, associate, or full professor. Nancy McCracken, Yun Huang, and Marilyn Arnone are the current research professors.

The research professors are engaged with our LIS students in several ways. One way is 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. Marilyn Arnone is the research professor most closely aligned with the LIS program, as she works with Ruth Small and Barbara Stripling in the Center for Digital Literacy. She also teaches as a professor of practice and brings students into her research projects.

## **Promotion and Tenure**

Promotion of faculty occurs within the schools and colleges with the oversight of the office of the provost. There is an increasing amount of standardization in processes among schools and colleges but a significant amount of variation remains. The university senate has an advisory role in promotion cases and an appeals process for faculty who believe that school/college procedures have not been observed.

The promotion and tenure process is designed to be an opportunity for growth. Each year, tenure-track junior faculty members have an annual review conducted by three to four other faculty members. The goals of these reviews include advising the faculty member about what he or she needs to do to succeed and also allowing the faculty member to inform the members of the committee about what his or her research or practice areas involve. The third-year review process for tenure-track faculty is thorough and involves all of the senior faculty members. The result of these review processes is that, by the time a faculty member applies for tenure or contract renewal, the senior faculty members know what he or she is working toward and have had a hand in helping the junior faculty to move closer to their goals. In addition, junior faculty members are assigned to the personnel committee once before they apply for tenure, so that they can participate in the process before experiencing it themselves. One School of Information Studies faculty member (Megan Oakleaf) was up for tenure between 2008 and 2014, and was successfully tenured in 2012.

The process for promotion to full professor is less regimented and requires only four years of service at the associate professor level before faculty members can apply for full professor status. Associate professors can request an annual review in order to check their progress toward full professorship, and can choose when to apply for full professor.

The following faculty members have been promoted to full professor since the last accreditation review: R. David Lankes, Martha Garcia-Murillo, Steven Sawyer, Jeffrey Stanton, and Ping Zhang.

Details about the tenure policy for the University can be found at [http://provost.syr.edu/wp-content/uploads/2014/09/Revised-Faculty-Manual-sections-08\\_18\\_14.pdf](http://provost.syr.edu/wp-content/uploads/2014/09/Revised-Faculty-Manual-sections-08_18_14.pdf) and the tenure and promotion policy document for the School of Information Studies is in Appendix X.

## Encouragement of Innovation

Support for innovation in teaching and research is yet another feature of the school's culture. The school chooses to operate under a philosophy of personal empowerment, and the faculty operates 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 it is permissible to take chances with new ventures and to reassess without humiliation if a venture is less than a complete success.

At the same time, we have worked hard to provide some guidelines to prevent ourselves from jumping at every opportunity without reflection. Over the last two decades the school has experienced rapid growth, and that has brought with it the need to do some reflective planning. One aim, with respect to faculty, is to achieve a balance where we can support the growth and high demand in burgeoning areas, but also assure some space for individual innovation. We are especially vigilant in mentoring our junior faculty members and encouraging them to consider carefully their time commitments and energy. We want them to gain experience in choosing projects that are stimulating and intellectually entrepreneurial, but that maximize the contribution to their development as teachers and researchers.

The school has a history of innovation. For example, our online learning program, founded in 1993, has led the way in providing an MSLIS education of the highest caliber. Each faculty member teaching online has poured hours of time into developing innovative ways of making the online experience comparable to the on-campus experience. These efforts have spilled over into on-campus teaching. In addition, most on-campus classes have some kind of online component. We have gained a reputation as Syracuse University's leader in online learning.

The atmosphere in the school is highly collaborative, both among faculty members and among faculty and students. Faculty members collaborate frequently on research projects, on projects related to the curriculum, and with student activities. A piece of school folklore, often repeated to new faculty candidates, is that if one were to select any three faculty members at random, put them in a paper bag, and shake it, out would come a grant proposal. The school's interdisciplinary nature is seen as the main source of this rich environment.

In some LIS schools, faculty members must reach across campus to interact with others in related fields of study. Within the School of Information Studies, this opportunity is immediately available and, in fact, is difficult to avoid. Students are included in many of these interactions. This may be via class projects that go beyond class boundaries, independent studies, and research project assistance. There are many overlapping interests and new interests discovered through the various forums that are part of the school's intellectual life. Here is a sample:

- Monthly brown-bag lunches, coordinated by a faculty member, provide a lively and informal atmosphere to share works-in-progress and research endeavors. In addition, the school sponsors high-profile speakers in a variety of information fields to visit the school and interact with faculty members and students. Speakers have included (with year of presentation):

- Marcia Mardis, Ph.D., Assistant Professor, College of Communication & Information's School of Library and Information Studies, Florida State University (2011)
  - Stephen Krashen, Ph.D., professor emeritus in the Rossier School of Education's Language and Learning Department, University of Southern California (2010)
  - Frederik Zuiderveen Borgesius, Ph.D. researcher at the Institute for Information Law (IViR) of the University of Amsterdam (2012)
  - Richard N Landers, Ph.D., Assistant Professor, Old Dominion University (2013)
  - Michael Lauruhn, who worked at Elsevier Labs for over three years as Disruptive Technology Director. (2013)
- The school generously supports travel to conferences and workshops, especially if for the purpose of developing new research or teaching ideas. See Appendix Y for a sample list of conferences and workshops attended by faculty.
  - The school's research centers provide a venue for introducing faculty members and students to exciting and groundbreaking work. Many research endeavors either start in these centers or are in some way affiliated with them. The research centers are described at <http://ischool.syr.edu/research/researchcenters/index.aspx>.
  - All-day faculty planning retreats bring us together once each semester to discuss research, teaching, curriculum, and the life of the school.
  - There are many joint research and publication efforts throughout the school. Joint projects across the disciplines are the norm rather than the exception. See Appendix AA for a sample list of these efforts.
  - Teaching techniques and approaches are shared through the faculty mentoring process, as well as through informal scheduled events such as Breakfast Club and Syllabus Club.
  - In 2014, we launched a pilot Senior Faculty Development (SFD) Project (see section on "Mentoring" later in this chapter), in which five faculty members are participating. SFD is a participatory, "bottom-up" process where participants are active and reflective planners of their own futures. They define their own incentives that make the process worthwhile for them and at the same time benefit the school. Taking a look-back-to-look-ahead approach, participants may form cohorts and are facilitated by an outside consultant to evaluate their past and envision their future. Each participant will design and then execute a project or goal.

## Teaching

The school places a high value on strong and innovative teaching, as articulated in our objectives and as part of our goal for faculty leadership. The priority the school places on teaching is demonstrated not only by its presence in our vision and values (<http://ischool.syr.edu/ilife/about/vision.aspx>), but by the emphasis placed on teaching in promotion and tenure. The best proof of the school's priority in teaching is the large number of outstanding teachers we have in a school that also prides itself on high research productivity.

In general the faculty members have mutual respect for one another's strengths and special competencies. Faculty members often share resources, provide guest lectures in one another's classes, and otherwise support one another with advice and suggestions.

In addition to their normal teaching course loads, faculty spend many hours on other teaching activities, such as guiding independent studies, doctoral students, and class projects. The faculty's generosity in devoting off-load time is indicative of the strong sense of common purpose and focus on students. Appendix K shows some of the MSLIS and doctoral independent studies supervised by faculty in the past few years.

### *Assessing and Supporting High Quality Teaching*

We have established the position of Director of Instructional Quality (Megan Oakleaf at present). She coordinates efforts to assess and support the full-time faculty and adjuncts as teachers. Each semester the Senior Associate Dean, the Associate Dean for Academic Affairs, and the Director of Instructional Quality review teaching evaluations to identify strengths and weaknesses. This is followed by one-on-one meetings with instructors as well as class visits to offer help or suggestions. In order to enable our faculty to continuously improve their instruction, our school has initiated two major efforts.

First, a new Faculty Center for Teaching and Learning (FCTL) was launched in the fall of 2015 to provide one-on-one, small-group, and whole-faculty support for effective course design, technology assistance and instruction, promotion of evidence-based teaching methods, and means of assessment for all iSchool instructors, including faculty, professors of practice, adjunct instructors, Ph.D. students, teaching assistants, and students. The FCTL is staffed by two full-time staff members, the Director of the Center (Peggy Takach) and the Director of Instructional Technology (Jeffrey Fouts). The Faculty Center on our school's website provides many resources electronically, including sample syllabi, tips on instructional quality, research support, and Blackboard support.

Second, to facilitate the improvement of online instruction, our Director of Online Education (Victoria Williams) collaborates with the FCTL staff to plan and coordinate regular professional development to faculty about online teaching techniques and tools, research new software and strategies, and offer support to faculty members who teach fully online and those who offer blended courses with a mix of face-to-face and online presence. In the spring of 2015, a special two-day workshop was conducted for adjuncts who teach online. The participating adjuncts (plus full-time faculty who attended because they were interested) benefited from practical sessions on techniques and tools, models of exemplary online course structures and syllabi, and the opportunity to develop their syllabi with the mentoring help of experienced online instructors.

### *Hiring Good Teachers*

When hiring faculty, the school strives to select candidates who are or will likely become outstanding teachers and researchers. In the applicant pools, we look to balance the candidates' expertise with our teaching needs. In hiring faculty members with MSLIS qualifications and

expertise, we seek candidates who will contribute to the MSLIS core, as well as have a niche in teaching the MSLIS electives.

Candidates for faculty positions are informed of the value the school places on teaching. When they make a presentation to the faculty, content and instructional styles are equally important. The interview process also requires candidates who are invited to campus to submit teaching evaluations. The form that faculty members complete to evaluate candidates includes an assessment of prior teaching and future teaching potential. Students meet with the candidates and provide feedback.

## **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 members are on one or more school committees, such as the personnel committee, the instructional technology/online education committee, or the curriculum committee. As needed, faculty members also serve on search committees and *ad hoc* task forces.

In addition to these formal avenues of service and program governance, our faculty members are very involved in many other ways in helping the school and the MSLIS program develop in a cohesive and positive way. Faculty members from all of the programs share these activities. All meetings are open to anyone with an interest or with particular information to share. A selection of such activities includes:

- **Faculty Program Advisory Groups:** There is an FPAG (Program Committee) for each program. Each FPAG meets regularly to discuss curriculum issues, planning, coordination of programs, and so on.
- **Summer Institute on Leadership and Change:** Summer Institute classes are a venue for faculty members to try new and groundbreaking topics.
- **Search Committees:** All faculty members participate in the formal and informal aspects of recruiting and interviewing faculty candidates.
- **Distance-Learning Program:** Faculty members provide service by planning for the direction and design of our online learning program. This is an ongoing service area.
- **Laboratories and Other Learning Resources:** Faculty members work on designing and maintaining laboratories.
- **Grant Writing:** Faculty members are active in writing grants for fellowships and other sources of funding for the school.

Faculty members are also involved in University-level service outside the school. The school has five representatives on the University Senate, and some faculty members have specific type of University-wide committee appointment (see Appendix A). For example, the University is currently reviewing all of its operations as part of the new chancellor's initiatives. Our faculty

are involved in these efforts in a variety of ways. Three faculty members are serving in specific committees related to Fast Forward, which is a university-wide initiative focused on setting priorities for the future:

- Jeff Rubin (Athletic Committee; Chancellor's Committee on Dome Roof), Operational Excellence Development Committee
- Ian MacInnes (University Strategic Plan Steering Committee and its Subcommittee on Ideation and Public Input for the Strategic Plan; New P&T Guidelines Working Group)
- Jennifer Stromer-Galley (Working Group 2: Research and Doctoral Programs)

Furthermore, our Dean, Elizabeth Liddy, was asked to assume the role of Interim Provost and Vice Chancellor. This was an honor for our school and recognized Liddy's managerial skills and leadership.

Since 2008, two other faculty from the iSchool have served in University-wide administrative positions.

- Jeff Stanton served as interim Associate Vice President of Research
- Bruce Kingma served as Associate Provost of Entrepreneurship and Innovation

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

The faculty also is active in service to numerous professional communities through professional organizations, juries, and review panels. Being asked to be part of the selection processes for awards and grants is an indicator of stature within a particular professional community. Similarly, editorial and review work—including writing book reviews and reviewing manuscripts and editing journals—reflects an established position within a professional community. Details about these various service activities for the MSLIS FPAG faculty can be found in Appendix BB. Details about these various service activities for all faculty members of the iSchool can be found in Appendix V.

Listed below are service activities performed specifically for the LIS community:

- **Supervising Internships:** The faculty supervisor makes a visit to local internship sites and contacts supervisors for sites online. Faculty members rotate through the position of faculty supervisor, thus giving several faculty members the opportunity to interact with a variety of libraries and librarians.
- **Workshops:** Faculty members give workshops at conferences and libraries. These are documented in Appendix CC.
- **Conference Participation and Presentations:** Our faculty members gave numerous conference presentations to librarians between 2008 and 2014. The activities provided frequent opportunities for faculty members to interact with practitioners. Conference presentations are listed in Appendix DD.

- **Conference Exhibits:** The School of Information Studies exhibits at several conferences a year. These create valuable opportunities to meet with stakeholders and get feedback about the program. Conference exhibit information is listed in Appendix EE.
- **Committee Work:** Some faculty members serve on local library boards, committees that put on specific programs in libraries, or committees for the American Library Association (ALA), Special Libraries Association (SLA), or New York Library Association (NYLA). In these capacities, faculty can learn from librarians about the needs of the field and can provide expertise from library and information science, as well as connections to specialists in other disciplines when needed. Committee work is listed in Appendix FF.
- **Leadership in ALA:** iSchool Assistant Professor and newly named Senior Associate Dean, Barbara Stripling, offered both national and international service to the profession as 2012-2013 President-Elect and 2013-2014 President of the American Library Association. Through extensive presentations, interviews, written documents, and governance activities, Barbara promoted the transformation of libraries and challenged librarians to meet higher standards of excellence.

**Standard III.3:** *The school has policies to recruit and retain faculty from multicultural, multiethnic, and multilingual backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.*

The school strives for a diverse faculty in all its aspects—intellectual, cultural, and ethnic. We have been fortunate to have hired faculty members with diverse ethnic backgrounds. In terms of cultural diversity, we have been and continue to be successful in a very satisfying way. At present, approximately one-third of the faculty comes from countries other than the U.S. The following countries are represented: Canada (3), China (6), Colombia, Denmark, India, Iran, Korea, and Mexico.

We are very fortunate to have two African-American women on our LIS faculty, Renee Hill and Jill Hurst-Wahl. African-American representation in the library field is unfortunately low, and we hope that having these two excellent role models on our faculty will help more African-Americans feel comfortable in our school. Both were hired for their achievements and not based on race, of course, but we recognize our hope that their presence and perspective helps our school. In addition, Scott Nicholson and Ken Lavender are members of the LGBTQ community. Many of our faculty are allies of this community and strive to make our program welcoming to students in this area.

This diversity brings with it various perspectives and teaching styles. We have many students who are from the countries represented by our faculty or who speak the languages in which some faculty members are fluent. The diversity of our faculty means that these students have role models. Students also experience a variety of styles in the classroom and in one-on-one interactions.



Several of our iSchool student organizations are focused on students from diverse backgrounds. Faculty are involved in those organizations as advisors. For example:

- Black and Latino Information Studies Support (BLISTS) - Renee Hill
- Chinese Students/Scholars Association (iBranch) - Bei Yu
- Korean Students in IT (KIT) - Joon Park
- Women in Technology (WIT) - Deborah Nosky

The Syracuse University formal statements about this Non-Discrimination and Anti-Harassment in Employment can be found on the web at

[http://supolicies.syr.edu/ethics/nonD\\_harass\\_emp.htm](http://supolicies.syr.edu/ethics/nonD_harass_emp.htm).

**Standard III.4:** *The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.*

MSLIS FPAG faculty members have some type of library degree or research experience, and this background maps to their teaching. Table III.5 lists the MSLIS FPAG faculty members, the master’s-level courses they have taught in the past five years, and the competence that they bring to teach those courses. This table does not include undergraduate or Ph.D.-level courses, nor does it include supervision of internships, practica, or independent studies.

Evidence to support the effectiveness of teaching is gathered through our evaluation processes. These are detailed later in this chapter, under Standard III.8.

When hiring faculty members in the MSLIS program, we look for a strong conceptual understanding of the issues that face the library profession in the 21<sup>st</sup> century, many of which involve the impact of technology on information services. Both new and continuing faculty members have a baseline technological fluency that is substantially above that required of our students. Furthermore, most of the faculty members who teach MSLIS students use technology in their teaching and research.

**Table III.5. Competence of MSLIS FPAG Faculty Members To Teach Master’s-Level Courses**

<b>MSLIS FPAG Faculty</b>	<b>Course</b>	<b>Competence</b>
Arnone, Marilyn	IST 611: Information Technology in Educational Organizations	LIS and Ph.D. work; extensive career in video production and media
Arnone, Marilyn	IST 612: Youth Services in Library Information Centers	Experience in youth and media

<b>MSLIS FPAG Faculty</b>	<b>Course</b>	<b>Competence</b>
Arnone, Marilyn	IST 646: Storytelling	Interest and experience in storytelling
Hill, Renee	IST 564: Library Services to Students with Disabilities	LIS and Ph.D. work, including dissertation
Hurst-Wahl, Jill	IST 626: Business Information Research and Strategic Intelligence	Manager of two corporate libraries and versed in business intelligence research
Hurst-Wahl, Jill	IST 677: Creating Digital Assets	Manager of two corporate libraries and digitization consultant
Hurst-Wahl, Jill	IST 735: Copyright for Information Professionals	Manager of two corporate libraries; member of USNY Technology Policy and Practices Council
Kwasnik, Barbara	IST 511: Introduction to the Library and Information Profession	Experience as a librarian
Kwasnik, Barbara	IST 604: Cataloging of Information Resources	Experience as head of technical services, Dutchess Community College; Ph.D. work
Kwasnik, Barbara	IST 616: Information Resources: Organization and Access	Experience as a cataloger and indexer; Ph.D. work
Kwasnik, Barbara	IST 631: Theory of Classification and Subject Representation	Primary research area; Ph.D. work, including dissertation; professional library experience
Kwasnik, Barbara	IST 638: Indexing and Abstracting Systems and Services	Freelance indexer experience, research area; MLS and Ph.D. coursework
Kwasnik, Barbara	IST 655: Foundations of Information Science	MLS and Ph.D. coursework, including dissertation; experience as a librarian
Lankes, R. David	IST 553: Information Architecture for Internet Services	Research area; experience creating several different Internet services for government grants
Lankes, R. David	IST 600: Participatory Librarianship	Research area, experience working for ALA's Office for Information Technology Policy (OITP)
Lankes, R. David	IST 676: Digital Libraries	Research area; receipt of funding to create tools for the National Science Digital Library
Lankes, R. David	IST 759: Planning and Designing Digital Library Services	Experience as director of ERIC/IT and AskERIC, research area
Lavender, Kenneth	IST 600: Archives and Records Management	Experience as a librarian; research area
Lavender, Kenneth	IST 605: Reference and Information Literacy Services	MMLS work; experience as a librarian

<b>MSLIS FPAG Faculty</b>	<b>Course</b>	<b>Competence</b>
Lavender, Kenneth	IST 632: Management and Organization of Special Collections	Experience as a librarian; research area
Nicholson, Scott	IST 511: Introduction to the Library and Information Profession	Experience as a librarian; MLIS work
Nicholson, Scott	IST 553: Information Architecture for Internet Services	Experience as a computer professional; Ph.D. work
Nicholson, Scott	IST 565: Data Mining	Ph.D. work; experience as a statistician; research area
Nicholson, Scott	IST 600: Professional Organizations and Leadership	Experience as a librarian
Nicholson, Scott	IST 600: Web Search Tools	MLIS and Ph.D. work; experience as a librarian, research area
Nicholson, Scott	IST 613: Library Planning, Marketing, and Assessment	MLIS work; experience as a librarian, research area
Nicholson, Scott	IST 636: Planning and Evaluation of Library/Information Services	MLIS work; experience as a librarian, research area
Nicholson, Scott	IST 637: Digital Information Retrieval Services	MLIS and Ph.D. work; experience as a librarian, research area
Oakleaf, Megan	IST 605: Reference and Information Literacy Services	Experience as a librarian; MLS work; research area
Oakleaf, Megan	IST 613: Library Planning, Marketing, and Assessment	Experience as a librarian; MLS work; research area; national assessment work for ACRL
Oakleaf, Megan	IST 662: Instructional Strategies and Techniques for Information Professionals	Experience as a librarian; MLS work; research area
Qin, Jian	IST 558: Technologies in Web Content Management	Research and work experience in information organization and technology applications
Qin, Jian	IST 600: Scientific Data Management	Research and work experience in information organization; research in scientific communication
Qin, Jian	IST 600: Website Content Management with XML	Research and work experience in information organization and technology applications
Qin, Jian	IST 616: Information Resources: Organization and Access	Experience in cataloging
Qin, Jian	IST 676: Digital Libraries	Research and development experience in building a digital library Workforce Open Knowledge Exchange
Qin, Jian	IST 681: Metadata	Research experience in metadata

<b>MSLIS FPAG Faculty</b>	<b>Course</b>	<b>Competence</b>
Small, Ruth	IST 504/663: Motivation and Information Literacy	Ph.D. work; role as director of Center for Digital Literacy; research area; experience as a consultant, librarian, and teacher
Small, Ruth	IST 611: Information Technologies in Educational Organizations	Research area; experience as a consultant and librarian
Small, Ruth	IST 617: Motivational Aspects of Information Use	Research area; experience as a consultant and teacher; Ph.D. work
Small, Ruth	IST 662: Instructional Strategies and Techniques for Information Professionals	Research area; experience as a teacher, librarian, and consultant; Ph.D. work
Stripling, Barbara	IST 661: Managing a School Library	Master's and Doctoral degrees; extensive experience managing school libraries, both from school and district level
Stripling, Barbara	IST 668: Literacy Through School Libraries	Experience as English teacher and school librarian
Stripling, Barbara	IST 600: Advocacy for Academic, Public, and School Libraries	Advocacy focus and experience during ALA president-elect and presidential years

As discussed earlier, our faculty is exceptionally active in professional organizations. Many hold positions of leadership in these organizations, serving as officers, members of program committees, and organizers of workshops and mini-tracks, among other activities. Involvement in professional organizations is seen as a critical way of keeping in touch with stakeholders about school issues and advancements in the information fields.

***Standard III.5:*** For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.

Research is highly valued by Syracuse University and the School of Information Studies. Collaborative research is the norm; however, faculty members work on individual research projects as well.

### **Funded Research**

In his inaugural address (<http://news.syr.edu/into-a-new-era-syracuse-university-inaugurates-12th-chancellor-and-president-kent-syverud-24191/>), Chancellor Syverud said, “we must empower research excellence at Syracuse.” Faculty research is encouraged in the iSchool and valued because it keeps our faculty and students connected to the questions being asked by our field.

Between 2008 and 2014, the school brought in approximately \$26 million through 172 external grants for sponsored research, with individual faculty members being active in securing sponsored research.

Table III.6 provides a breakdown by year of some of the school’s funded projects between 2008 and 2014. The funding that the MSLIS FPAG has brought in is separated out. Of the eleven MSLIS faculty members, four are professors of practice and not involved in research activities. Among the research active MSLIS faculty, the complexities of life interfered in submitting research proposals in 2014.

A sample of recent funded research projects related to the MSLIS program appears in Appendix GG. Information on the iSchool research centers is in Appendix Z.

**Table III.6. Amount of Funded Research Awarded, by Fiscal Year (July 1-June 30)**

	FY09	FY10	FY11	FY12	FY13	FY14
Proposals written by iSchool faculty	\$28,331,864	\$15,932,970	\$17,825,879	\$19,239,739	\$27,728,877	\$22,630,136
# of proposals written by MSLIS faculty	16	15	15	13	12	7
\$ of proposals written by MSLIS faculty	\$ 5,452,708	\$ 6,987,738	\$ 4,806,433	\$ 2,318,634	\$ 3,023,405	\$ 1,093,535
Awards received by iSchool faculty	\$ 3,657,279	\$ 2,813,485	\$10,115,446	\$ 5,477,805	\$ 4,166,387	\$ 1,841,524
# of awards received by MSLIS faculty	5	0	7	0	8	1
Awards continued from previous year	2	1				
\$ of awards received by MSLIS faculty	\$ 1,155,390	\$ 28,139	\$ 1,685,262	\$ 193,361	\$ 1,472,841	\$ 16,000

## Publications

Publication in books and scholarly journals is a standard measure of research productivity, and our faculty members publish extensively. Appendix HH contains lists of the journal articles and other publications by MSLIS FPAG faculty members between 2008 and 2014, as well as full-text of a few sample publications from MSLIS faculty. Details regarding publications and conference papers by all faculty members can be found in Appendix V.

The school exemplifies the University’s commitment to being a student-centered research university. Students in all of the school’s programs are actively involved in faculty research through class projects, independent studies, assistantships, and volunteer and paid positions. Here are a few recent examples of ways MSLIS students have been involved with research:

- Faculty member Jian Qin worked with MSLIS student Kai Li as her faculty assistant during 2012-2013 and worked on a research project that surveyed metadata standards for scientific data. Kai conducted data collection, coding, and some analysis and made valuable contributions to the research project. This project resulted in a full research paper that was presented at the DCMI International Conference for Metadata Applications 2013. He is the coauthor of this paper. The link to the paper is: <http://jianqin.metadataetc.org/wp-content/uploads/2013/08/DC2013-metadata-portability.pdf>.
- Working with Sarah Inoue, iSchool Post-Doctoral Researcher (with Barbara Kwasnik supervising), MSLIS student Laura Wark did a study looking at library issues in Africa.
- Again with Sarah Inoue and Barbara Kwasnik, MSLIS student Alec Gilfillan built an application for the Cameroon and Botswana Library Associations that helped them communicate.
- MSLIS student Ben Chartoff worked with Barbara Kwasnik and Sarah Inoue on a paper looking at access to private school libraries.
- MSLIS student Jennifer Peters worked with Barbara Kwasnik and Sarah Inoue to create a digital narrative of the trip to Florence, Italy that students took in 2014. This can be found at <http://digitalstorytellingfirenze.tumblr.com/>
- Communications Director JD Ross is supervising a MSLIS student Margaret Craft, who is doing an inventory and organizing/cataloging our historical documents and photographs. She's helping create a database of what we have, and figuring out how to best archive and store it so we know what materials we have and how we can find them easily.
- Jill Hurst-Wahl worked with an MSLIS student, Elaine Patton, on a section of the book *The Information and Knowledge Professional's Career Handbook: Define and create your success* which Hurst-Wahl co-authored with Ulla de Stricker. The student's duties included reaching out to LIS professionals and interviewing them.

MSLIS student Jessica Stewart edited and captioned videos created by Renee Hill, Ruth Small, Barbara Stripling and Marilyn Arnone for a workshop on teacher-librarianship as part of the project "Improving Teacher-Librarianship Education in Rwanda" led by Sarah Inoue.

- MSLIS student Kyra Nay worked with faculty member Bei Yu for the IMLS-funded Citation Opinion Retrieval and Analysis (CORA) project. The student's role included annotating medical articles for Natural Language Processing (NLP) purposes, preparing training materials for training annotators, including written tutorial and video, and training new annotators.

- MSLIS students Katie Swingly, Colin Connors (who switched to the IM program), and Chad Harper are all working on the CORA project as annotators. Colin and Katie are annotating and training new annotators. Chad is likely to conduct some data analysis later.
- Four MSLIS students (Katie Justus, Lydia Herring-Harrington, Jessica Regitano, and Carolyn Fagnoli) have developed a robust website for an IMLS-funded grant project awarded to Ruth Small. Called Project ENABLE (Expanding Nondiscriminatory Access by Librarians Everywhere), the website provides free, foundational training, designed specifically for public, academic or school librarians worldwide, to help them gain the knowledge and skills needed to create inclusive and accessible libraries that meet the needs of all students.

**Standard 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 evaluation, 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. These characteristics apply to faculty regardless of forms or locations of delivery of programs.*

Table III.3 (under Standard III.1) details the advanced degrees held by the MSLIS FPAG faculty. This table shows that 73 percent of MSLIS FPAG faculty have a master’s degree in LIS and 91 percent have a doctoral degree in this area. Additional faculty members have a background in LIS but are not currently heavily involved with the MSLIS program (e.g., Elizabeth Liddy, Bruce Kingma, and Paul Gandel). In addition, 34 percent of the iSchool full-time faculty have doctorate degrees in library and/or information science/studies.

All faculty members contribute in some way to the MSLIS program, either through the direct contributions detailed in this report, or as part of the school’s interdisciplinary context. The range of doctorates, disciplines, research, and teaching interests brings an incredible richness to the school and the MSLIS program. Appendix II shows the full range of advanced degrees held by our full-time faculty members. Table III.7 summarizes the variety of doctoral degrees held by our current full-time faculty members.

**Table III.7. Areas of Doctoral Degrees Held by Full-Time Faculty Members**

<b>Topic Area</b>	<b>Number of Doctoral Degrees</b>
Library and/or Information Science/Studies	15
Information Systems or Technology	10
Political Science/Policy	5
Communication	3
Education	3
Organizational Studies	3
Economics	2
Computer Science	1
English	1
Psychology	1

Full-time faculty members are expected to teach in both on-campus and online modes. They also have the option of teaching in the iSchool Helen Benning Regnier Summer Institute, and many do so. The Summer Institute is the venue for hot-topics courses and courses offered by student request. These requested courses can be outside of the school's catalog courses and are frequently taught by adjunct faculty members.

Any master's-level elective is available to students in the MSLIS program, regardless of their affiliation with the on-campus or online mode. The faculty (full-time and adjunct) is especially strong in a wide array of elective courses that can be effectively combined into an excellent preparation for both traditional and nontraditional career trajectories for librarians. MSLIS students have the opportunity to take independent studies with any faculty member in the school. In addition, students may work as assistants on educational projects, thereby gaining both experience and exposure to a truly interdisciplinary team of researchers, teachers, and leaders in the field.

Syracuse's iSchool has continued to offer online courses in the MSLIS program for over 20 years. Students enrolled in our online MSLIS program begin with a seven-day residency in the summer and then complete their degree online. Some students enrolled in the online program will return to campus to take a class in the Helen Benning Regnier Summer Institute, while others, who live close to Syracuse, may choose to take a campus class during the fall or spring semester. Many of our campus students choose to take at least one course online, sometimes due to the fact that the class is only offered online, or else in order to accommodate their busy schedules of work, internships, and other courses. A few students intentionally take only campus classes. For some, that is due to a requirement imposed by their scholarship source (e.g., their home government).



Syracuse strengthens its focus on providing high-quality online education by working with other schools through the Web-based Information Science Education (WISE) Consortium, which the iSchool is a member. Syracuse University faculty and doctoral students have benefited from the WISE Consortium's dedication to increasing the preparedness of instructors who wish to teach in the online environment. WISE pedagogy workshops are offered both online and in person. Face-to-face sessions have traditionally been held at national library association conferences, such as the annual Association for Library and Information Science Education (ALISE) conference. In addition, two online sessions are offered each semester. The pedagogical training focuses on methods for developing effective teaching techniques for the electronic environment; effective integration of instructor-created content, web materials, and guest lectures; effective use of synchronous and asynchronous presentation options; facilitation of group work; strategies for sharing student work; student assessment; and understanding diverse students' needs.

Faculty members and doctoral students from Syracuse's School of Information Studies have participated in WISE pedagogical development opportunities both online and face-to-face, as students, presenters, and facilitators. Beyond the basic skills imparted, a valuable collegial network emerges from each of these sessions and conversations about pedagogy and research collaborations continue long after the workshops end. WISE is discussed in further detail in Chapter Four.

In addition to supporting pedagogical development, the WISE Consortium recognizes dedication to excellence in online instruction. Each year outstanding WISE educators are rewarded for their high-quality work with the Excellence in Online Education award. Faculty members selected for the award are nominated by WISE students at an institution other than the instructors' respective home institutions, based on their demonstration of best practices in online education in one or more WISE courses.

Four Syracuse faculty members have been honored with this award since its inception in 2006. Each award recipient contributes an online instruction method, which is then compiled with student nomination comments to create an annual publication, *WISE Best Practices in Online Education* (see Appendix O). Information on who has received this and other teaching awards can be found in Appendix CCC.

***Standard III.7: Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and takes into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.***

An exemplary teaching faculty member must have instructional assignments that are a good match for the individual's competencies, interests, and research. Achieving this match and meeting teaching needs is an ongoing balancing act. The Associate Dean for Academic Affairs (ADAA) solicits each faculty member's teaching preferences by means of a questionnaire sent out before the beginning of the planning cycle. The ADAA works with these preferences and with the directors of the programs to prepare teaching assignments. The school calls upon its

pool of outstanding adjunct faculty members to cover specialties not represented within the expertise of the full-time faculty.

Each semester, one faculty member supervises MSLIS students' internships as part of a course-load assignment. The faculty supervisor works with students to structure the internship following exemplary and rigorous criteria and provides feedback on both the Proposal and Learning Agreement. Interns are required to maintain a reflective journal and the supervisor provides feedback throughout the internship. The supervisor visits the site, or else has email or phone contact with the intern and site supervisor, and assigns a grade for the internship based on the consultation with the site supervisor.

Many of the faculty members who do not otherwise teach MSLIS students in classes have contact with them through independent studies or research projects. MSLIS students work for faculty members as graduate or faculty assistants on many kinds of projects. The students work with these faculty members in the school's research centers, as well.

Opportunities for interesting and stimulating projects in teaching and research abound, and expectations for achievement in both teaching and research are high. In addition, governance and planning in the "Faculty of One" model is extremely time consuming. A culture of cooperation has arisen to handle these tasks, and the seemingly endless meetings they entail, fueled by the knowledge that the price paid for our integrated culture is worthwhile. In addition, most faculty members are willing to accept a certain degree of inequity for a period of time, in terms of service assignments to help with the governance of the school (e.g., Personnel Committee), with the general assumption that there will be some respite later on.

Our policies ensure that, with few exceptions, new junior faculty members are shielded from heavy committee work or administrative duties. We have an autonomous self-governing school, however, one whose deep commitment to integration of the faculty and programs occurs in a meaningful way. Program directors generally rotate every three to five years, and standing committee chairs rotate every year or two. New faculty members are encouraged to participate at a more modest level through committees that meet only once or twice a year, such as financial aid, or through integrative activities, such as participating in search committees, attending FPAG meetings, organizing brown-bag lunches, and so on.

Following the third-year review, junior faculty members on the tenure track may take a research leave. This leave may be one year at half-pay, or half a year at full pay. This leave is intended to assist the faculty member in building a strong case for tenure, bolster his or her publication record, and firmly establish a research agenda. We see the benefits in the outstanding tenure and promotion packets being submitted by the faculty.

A normal contractual obligation for a tenured or tenure-track faculty member is to teach five courses a year—three in one semester and two in another. (This is typically called a "3/2 load.") Faculty members who engage intensively in research have a reduced load of 2/2. Program directors receive a reduction of one course per semester. Faculty members with sponsored research may also "buy out" courses, but may not fall below teaching one course per semester. The University does not allow 100 percent buy-out, regardless of the grant amount. Teaching also goes on in independent studies, work on doctoral committees, and doctoral research

practica, all of which are done off-load, meaning that they are in addition to the courses counted for load purposes. Appendix U shows full-time and adjunct faculty graduate teaching assignments across all programs from 2008 through 2014.

**Table III.8. Sample of Recent Course Reductions Received by iSchool Faculty**

Name	Title	Load	Reduction	Rationale
Arthur Thomas	Senior Associate Dean/Asst. Professor of Practice	6	4	Associate Dean for Academic Affairs
Barbara Stripling	Senior Associate Dean/Asst. Professor of Practice	6	3	Senior Associate Dean, ALA President
Bruce Kingma	Professor	4	2	Research Leave
Carsten Oesterlund	Associate Professor	4	2	Director, Information Management and Telecommunications and Network Management
David Dischiave	Assistant Professor of Practice	6	2	Director, Global Enterprise Technology (GET) and Systems and Information Science (SIS)
Deborah Nosky	Assistant Professor of Practice	6	2	Director, Bachelor of Science in Information Management and Technology
Jason Dedrick	Professor/Associate Dean	4	2	Associate Dean for Research
Jeffrey Rubin	Associate Professor of Practice	6	2	Web Site Maintenance
Jeffrey Stanton	Dean	1	1	Interim Dean
Jennifer Strommer-Galley	Associate Professor	4	0	2 course release over 4 years for Association of Internet Researchers (AIR) leadership
Jian Qin	Professor	4	2	Research Leave
Jill Hurst-Wahl	Assistant Professor of Practice	6	3	Director, MS in Library and Information Science & MS LIS with School Media Specialization Programs, ALA Accreditation
Kevin Crowston	Professor	4	2	NSF Engagement
Martha Garcia-Murillo	Professor	4	1	Program for Inclusion
Megan Oakleaf	Associate Professor	4	2	Maternity leave
Nancy McCracken	Research Associate Professor	4	1	Research
Paul Gandel	Professor	4	2	Director, Doctorate of Professional Studies
Ping Zhang	Professor	4	2	Editor Journal of the Association for Information Systems (JAIS)
Steven Sawyer	Associate Professor	4	3	Associate Dean for Research and Doctoral Programs, Research Leave
Yang Wang	Assistant Professor	4	1	Course development IST 719

Faculty members are not required to teach during the summer. Many do, not only for the extra compensation, but also because the Summer Institute provides an opportunity to test new course ideas and structures.

Faculty members advise master’s students within their area of expertise in conjunction with the graduate advisor, who helps students with procedural matters. Students are encouraged to change advisors as they wish, and many do after taking a few courses. Under normal circumstances, new faculty members are exempt from advising during the first year, after which the load gradually increases. Program directors typically have high advising loads because they handle many of the unusual cases, such as transfer students. Other factors may be taken into account, when assigning new advisees to faculty, including if the person will be on leave in the coming semesters or if the person has leadership commitments in or outside of the iSchool. The distribution of advisees never is equal across faculty members. The advising load for 2013-2015 is:

**Table III.9. Advising Load for MSLIS Faculty**

Faculty Member	Number of Advisees 2013-2014	Number of Advisees 2014-2015
Marilyn Arnone	3	0
Renee Hill	25	20
Jill Hurst-Wahl	23	18
Barbara Kwasnik	18	10
David Lankes	22	15
Kenneth Lavender	27	13
Scott Nicholson	17	11
Megan Oakleaf	26	22
Jian Qin	24	13
Ruth Small	21	17
Barbara Stripling	22	15

**Standard III.8:** *Procedures are established for systematic evaluation of 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.*

New faculty members are hired with the expectation that they have the potential to succeed at the school. As a faculty, we feel a strong commitment to providing the support that turns those expectations into reality. The school has a number of policies and structures designed to support new and untenured faculty members.

## **Effectiveness in Teaching**

Teaching effectiveness is evaluated internally in two major ways, by semester-end course evaluations completed by students, and, for junior faculty members, by classroom visits by mentors. In addition, before each FPAG meeting, students are invited to provide feedback and comments through a student representative. We also do a formal alumni survey and gather feedback informally through our alumni receptions.

Individual faculty members and the faculty as a whole take student evaluations of classes very seriously. The standardized instrument for course evaluation appears in Appendix G. These evaluations are distributed at the end of every course. In addition, the school sends short mid-term evaluations to the students in every course via e-mail notification and an online survey. All evaluations used to be done manually on paper for campus students and electronically for online students. The School switched to all online evaluations in 2013.

After the start of the following semester, the faculty member receives average scores and breakdowns for the numerical questions and a copy of all of the comments. The Associate Dean for Academic Affairs, the Director of Teaching Quality and the program director review the evaluations and use them when determining classes for the future and retaining or releasing adjuncts. Instructors with low scores or consistent problems are brought in for a discussion and evaluation. The school's personnel committee also sees these student evaluations as part of each junior faculty member's annual evaluation or as part of the tenure or promotion evaluation process. The form provides a comparative ranking along the various dimensions evaluated by students. Teaching evaluations consistently yield ratings in the "above average" range, with average scores typically above 4 on a 5-point scale. Student course evaluations are available upon request.

The next section includes activities that are geared to help faculty improve their teaching performance. Course evaluation data may be found in Appendix DDD.

## **Mentoring**

The iSchool does a number of things to mentor all faculty, although, typically new faculty need more mentoring than those who have been on staff for a time. All faculty members are assigned a mentor for their first year. The mentorship relationship is allowed to develop naturally, as each new faculty member may need different things from their mentor. During that year, the new faculty member may turn to the mentor for advice in regards to teaching, service or campus activities. After the first year, the relationship may become more like peers supporting each other, than of mentor-mentee. In addition to the mentoring relationship, new faculty have yearly evaluations; for tenure-track faculty, the yearly evaluation helps to ensure that they are on top of their tenure process. The mentor is invited to part of the person's evaluation while that person is still a junior faculty member (i.e., at the assistant level).

New faculty have an orientation. The orientation works for both professors of practice and tenure-track professors, but focuses on different components for each group. Tenure-track faculty learn about developing a research plan, funding, grant-getting, and grant opportunities. Professors of practice learn about connecting to practice and bringing their practical experience

into the classroom. Both learn about teaching: courses, syllabus and curricular basics, resources, common issues, and SU and iSchool policies. These orientations are facilitated by faculty, some of whom are assigned as mentors to the new faculty, and some of whom may act as unofficial mentors.

For teaching, all faculty, including adjuncts, have a specific orientation to make sure that they know the tools available to them and the pedagogical philosophy of the school. These orientations start with a one-on-one meeting with the Director of the Faculty Center for Teaching and Learning (Peggy Takach). Peggy and Jeffrey Fouts, Director of Instructional Technology, also run frequent workshops on various aspects of using Blackboard. Peggy runs workshops on all areas of teaching and using technology in teaching. Peggy has also developed training for our adjunct faculty on online teaching.

Megan Oakleaf, Associate Professor and Director of Instructional Quality, works with Peggy Takach to host a number of meetings to support teaching. They host a meeting at the beginning of the school year, the syllabus club, and faculty breakfast meetings. Megan also can observe teaching and offer feedback upon request.

In addition, the Faculty Center for Teaching and Learning (<http://facultycenter.ischool.syr.edu>) has a range of resources for faculty. This includes resources for teaching, which are carefully curated by Peggy Takach, Jeffrey Fouts, and Megan Oakleaf. Eileen Allen, iSchool Research Administrator, helps with all external funding, and she organizes and maintains the research resources in the online Faculty Center. She also sends emails regularly to remind the faculty the resources are there and to give notice about impending funding opportunities. Finally, the online Faculty Center has information about SU policies, general support and a calendar of professional development workshops and events.

## **Review and Evaluation**

Each year, every untenured and full-time non-tenure-track faculty member below the associate level participates in a private planning and evaluation meeting in which the school's personnel committee reviews teaching, service, practice, and research. These sessions are meant to provide feedback and strategies for success. Areas of discussion differ somewhat for tenure-track or professors of practice, but might include teaching, service load, potential outside reviewers for tenure and/or promotion, potential venues for publication, the development of a coherent research agenda, continued connection to practice, and research progress. In addition, the review team writes a summary of the process that serves as a guideline for the coming year, as well as an instrument of advocacy on behalf of the faculty member being reviewed. Such advocacy might include recommendations for teaching and service assignments.

Tenure track faculty members are initially appointed for a three-year period. In the middle of the third year, the third-year review takes place, and a recommendation regarding reappointment is provided to the dean. The review is organized by the personnel committee, but includes all of the tenured faculty members, as well as a representative of the non-tenured faculty and a doctoral student representative (all of whom have a vote). The third-year review is seen as an important mentoring activity as well as an evaluation, and much attention is given to advising the candidate on positioning him or herself effectively for the tenure review and/or for future promotions.

After the third-year review, the faculty member is eligible for a junior faculty leave, as discussed previously.

Syracuse University does not have a system of required post-tenure review. Each associate and full professor is expected to submit a yearly update of new publications and professional activities. On an informal basis, some tenured faculty seek mentoring feedback from the dean on an annual basis.

The process is similar for professors of practice. They are initially hired on a three-year contract that is reviewed each year based on the regular faculty evaluation process and the recommendation for renewal by the evaluation committee. At the end of the three-year cycle, professors of practice who have received positive evaluations are offered another three to five year contract. Also after three years, a professor of practice may seek a promotion from assistant to associate. The review is organized by the personnel committee, but includes all of the tenured faculty members, as well as those professors of practice who have the rank of associate or full, and a doctoral student representative (all of whom have a vote). Professors of practice who have been promoted to the associate or full professor rank still operate under the contract arrangement, although they no longer have the yearly evaluation meeting.

For reappointment, tenure, and promotion reviews, letters are requested from students who have worked with or taken classes from the faculty member. The faculty member's current and previous students, many of whom are librarians, are contacted and asked to provide letters about the candidate's teaching, research, and service. In addition, faculty members from other schools are invited to review packets.

Adjunct and doctoral student instructors<sup>19</sup> are evaluated after each semester, using student ratings of instructional quality as a basis for prioritizing mentoring and coaching services. Each instructor receives a summary of their numeric ratings and all of the textual comments. The Associate Dean for Academic Affairs and the Director of Instructional Quality follow-up with those adjunct and doctoral student instructors whose rating or comments demonstrate areas where improvements to their pedagogy are warranted. Both the Associate Dean for Academic Affairs and the Director of Instructional Quality, as well as the Director of the Faculty Center for Teaching and Learning and the Director of Instructional Technology, will work with instructors in order to help them improve. If a person is found unwilling or unable to improve, the person is removed as a possible instructor.

## **Conclusion**

In conclusion, the faculty at the iSchool are well-chosen, well-mentored, and capable of meeting the demands of the job. Our tenure-track faculty work on interesting research issues, and many are thought leaders in their areas. Our professors of practice and our adjunct faculty have key ties to industry that help keep our programs fresh and responsive. All of our faculty are committed to

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<sup>19</sup> Doctoral students (pre-candidacy) also have an annual evaluation meeting which includes the student's advisor and other faculty with whom that student has worked. The doctoral student evaluation results in a letter to the student which outlines areas of excellence and improvement.

excellence in teaching, and we ensure that through careful monitoring of our courses and sharing of best practices.

Our faculty enjoy working at the iSchool in its convivial, collegiate environment. Most of the faculty work hard in service to the University and School, beyond their teaching and research duties. We are proud to work here and proud of the colleagues who are members of our faculty team.

### *Areas for Improvement*

We are taking a careful look at improving the quality of all instruction through the newly instituted Faculty Center for Teaching and Learning (FCTL). Although we recognize that any new initiative takes time to lay a solid foundation and be integrated throughout an organization, we have already seen a number of faculty members who have come to the FCTL for support in revising their courses for fall 2015 and reconfiguring their Blackboard sites for their courses. Because of the training and support offered through the FCTL, faculty members are already beginning to take advantage of some of the features of Blackboard and pedagogical strategies that have not been in common use (e.g., wikis, a “Start Here” protocol for the start of online classes, and enhanced use of the Discussion Board).

To enable collaboration among faculty members and the enhancement of faculty expertise in instruction, we plan to rethink our method of developing curriculum and instructional strategies for courses with more than one section and several instructors (perhaps both full-time and adjunct). The curriculum committee of the iSchool will develop a review and revision process to ensure that every course is consistent in content and quality (no matter how many sections or instructors).

Finally, we note that we have three faculty searches in progress with one targeted for an open-rank tenure track position for someone who can deepen and extend our strengths in library and information science (LIS).



# Chapter Four: Students

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## Chapter Four: Students

### Introduction

In a survey of matriculated students conducted in 2014, students were asked why they ultimately chose their degree program at the iSchool at Syracuse University. The most frequently cited reason students mentioned was the iSchool's *reputation*. The Master of Science in Library and Information Science (MSLIS) program has consistently been rated among the top-tiered LIS programs in the country. LIS students enjoy highly interactive and authentic learning experiences on campus and online. In this chapter, data about students and the opportunities available to them will be detailed along with critical information that affects their welfare and experience.

Students taking courses in library and information science (LIS) fall into several categories. There are students who are in the MSLIS program and are taking the program in our on-campus mode, and students who are taking the program in the online mode. Similarly, there are MSLIS students also taking classes for the school media specialization in one or the other mode. For the first few classes, all take courses together, but the school media students take a series of required courses for New York State certification, while the non-school media MSLIS students can choose from electives. There are a growing number of students in each of our certificate of advanced study (CAS) programs, which adds to the richness of our student body.

Some demographic information for the 2013-2014 student body, expanded in subsequent sections, include:

- 46 percent of our MSLIS students are online students, although online and on-campus students can take electives in either form.
- 59 percent of our students are close enough to Syracuse to take an on-campus elective if they should desire to do so.
- 14 percent of the MSLIS students are specializing in school media, although we have had large spikes in the MSLIS: School Media enrollment due to an increased number of grant-funded students.
- 23 percent of the MSLIS students are male, and about 19 percent of the MSLIS students are from diverse backgrounds. In comparison, 27 percent of the MSLIS FPAG faculty members are male, and 27 percent are from diverse backgrounds.

Table IV.1 on the next page presents some basic data about these different groups. Please note that in 2014, we had a large number of matriculated online school media students due to a grant that is described later.

**Table IV.1. Composition of Incoming Matriculated Enrolled Student Cohort**

<b>YEAR</b>	<b>Incoming MSLIS Students</b>	<b>Percentage of Incoming Students Who Are Online Students</b>	<b>Percentage of Incoming Students Who Are in the School Media Program</b>	<b>Total MSLIS Students</b>
2009	115	58%	22%	239
2010	97	46%	24%	235
2011	85	44%	19%	209
2012	75	44%	11%	172
2013	71	39%	15%	155
2014	84	60%	29%	161

Table IV.2 presents basic information, which shows the number of students enrolled each year in the MSLIS program and in which academic year they graduate. It is normal for the majority of our MSLIS students to graduate in 2-4 years after beginning the program. A few do graduate within one year, while also a few take longer than four years.

**Table IV.2. Number of Graduating Students and Graduation Rates by Incoming Class Year**  
[Edited]

<b>Incoming Class Year</b>	<b>Total # of Initial Enrolled</b>	<b>Academic Graduation Year</b>						<b>Total Graduates</b>
		<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	
<b>2007</b>	98	59	14	3	2		3	81
<b>2008</b>	98	5	60	10	7	5	4	91
<b>2009</b>	115		6	64	13	6	2	91
<b>2010</b>	97			5	64	11	3	83
<b>2011</b>	85				4	51	8	63
<b>2012</b>	75					3	51	54
<b>2013</b>	71						1	1
<b>Total</b>	639	64	80	82	90	76	72	464

**Standard IV.1:** *The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school 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 school's mission and program goals and objectives.*

The school's marketing plan reflects its policies on admissions, financial aid, placement, and other academic and administrative policies, and includes a solid information dissemination strategy to recruit and retain students from diverse backgrounds as can be seen in Tables IV.5 and IV.6. The school's communication director and dean of enrollment management work closely with the dean, the associate deans, and the program directors to revise the plan each year and to ensure that marketing activities and events are executed strategically to reach our desired audiences. Data from the graduate application is analyzed to determine how students learn about our program, and surveys and focus groups are conducted with admitted students to assess ways in which communications and marketing strategies can be improved. As a result of this process, we continually modify our recruitment efforts to improve the quality, quantity, and diversity of students who apply to the MSLIS program at Syracuse.

Inquiries are received via email, phone, or web form and entered into the University database and information and materials are sent to the prospect. Current students in the program (graduate assistants) send email to the prospective students to offer guidance and invite them for a visit. We also send them emails to inform them of news items about the school and to continue to encourage them to visit the school and apply.

### **Information Dissemination Strategy**

The MSLIS information-dissemination strategy is based on the school's general strategy, tailored to the needs of the MSLIS program through the collaboration of the program director and the director of marketing and recruitment. The strategy components include information sessions, exhibits at conferences, directories and the school website, direct mail, email, social media, online advertising, and publications.

### **Information Sessions**

We target our information-session efforts to recruit part-time and full-time MSLIS students for the on-campus and online programs. We seek to attract a diverse student body, from both urban and rural areas and from different geographic locations across the country. We also seek to attract students with diverse ethnic and social backgrounds. In order to reach a wide market, our marketing activities include information sessions and supporting print and digital advertising in several major cities throughout the United States and Canada. In the past two years, we have held information sessions in New York City, Syracuse, Rochester (New York), and at other locations around the country in conjunction with conferences and other events. Information sessions are

unevenly attended and can range from five to thirty attendees. People who have requested information on the school and its programs are sent an invitation to the information session and the events are posted on the SU iSchool website, Twitter and sometimes LinkedIn. Program directors, staff, current students, and alumni attend the sessions to provide prospective students with an excellent opportunity to learn first-hand about the program.

### **Exhibits at Conferences**

Recruitment goals for exhibiting at conferences include increasing overall enrollment for both campus and online programs and creating more opportunities for virtual engagement with the iSchool. Each year, the iSchool exhibits at a number of conferences. In recent years, the school has exhibited at conferences including:

- The New England Library Association
- New Hampshire Library Association
- School Library Media Section (SLMS/SSL) of the New York Library Association (NYLA)
- New York City School Library Conference
- American Library Association (ALA) Annual and Midwinter Conferences
- American Society for Information Science and Technology (ASIS&T)
- The Joint Conference for Librarians of Color (JCLC)

Additionally, non-LIS conferences increase the reach and overall reputation of the iSchool and this also addresses Standard IV.1. This attention to both LIS and non-LIS recruitment efforts through conferences is illustrated in Table IV. 3, excerpted from the 2013-2014 Graduate Recruitment Events Report. The table also shows a number of new conferences listed in bold where the iSchool has exhibited in an effort to represent expanding opportunities for librarians in data science, special libraries, and healthcare.

**Table IV.3. Excerpt from 2013-2014 Graduate Recruitment Events Reports**

<b>Conferences where the iSchool Exhibited in the USA</b>	<b>IM/TNM Focus</b>	<b>LIS/LISSM Focus</b>	<b>Target population</b>
American Association of School Librarians (AASL)		X	School media
American Library Association (ALA) Annual Conference		X	Library employees, online
American Library Association (ALA) Midwinter Conference		X	Library employees, online
Computers in Libraries (CIL) Conference	X	X	Online, domestic
<b>Grace Hopper Celebration of Women in Computing Conference</b>	X		Women
<b>Mid-Atlantic Regional Archives Conference (MARAC)</b>		X	Archiving, cultural heritage
New England Library Association (NELA)		X	Regional, online, library employees
New York Library Association (NYLA)		X	New York State
New York City Library Services Annual Fall Conference		X	School media, New York State
<b>Project Managers Institute (PMI) Global Congress Conference</b>	X		Project management
<b>Public Library Association Conference (PLA)</b>		X	Public libraries, online, library employees
<b>SIMposium (Society of Information Managers) Conference</b>	X		Information managers, online, domestic, MS in Information Management for Executives
<b>Special Library Association (SLA) Competitive Intelligence Conference</b>		X	Special libraries, online
<b>StrataRx</b>	X	X	Data science – healthcare, online, domestic
Women Igniting the Spirit of Entrepreneurship (WISE) Symposium	X	X	Women
<b>TOTAL</b>	<b>6</b>	<b>12</b>	

In addition to the 15 conferences listed above, in 2013-2014 the iSchool attended 22 graduate school fairs and hosted 27-plus recruitment events and 38-plus online chats to reach prospective students in and out of New York State, online, and around the world.

### **Directories and School Website**

The School seeks to make its programs and policies visible to students through popular sources of information, such as the Peterson's Guide to Graduate Study. Our website (<http://ischool.syr.edu>) includes the full text of the MSLIS program guide; our vision, values, goals, and objectives; links to curricula and course descriptions; class schedules; faculty interests and research projects; internship and placement information; and information on the admission and financial aid processes.

The website gives prospective students a comprehensive picture of the school and its mission and goals. The site includes information about all of the graduate programs and includes images to highlight a diverse student body. The school provides a variety of services on its website to support the MSLIS program, the faculty, students, and prospective students. These resources include admission requirements, financial aid information, program descriptions, the curriculum, learning outcomes and career information; descriptions of and links to a variety of student and professional organizations; and contact information for current MSLIS faculty, staff, and a student representative.

### **Social Media and Student Participation**

Social media is an area in which the iSchool has excelled in terms of garnering interest and participation from potential and existing students. The school's experienced social media team is active on LinkedIn, Facebook, Twitter, YouTube, and other outlets, and student response has been outstanding. For example, one form of social media that has experienced incredible growth in the past four years is the blog entitled *Information Space* (<http://infospace.ischool.syr.edu/>). This blog was launched in 2011, publishing Monday through Friday year round. In 2012, the blog received 381,926 page hits and by 2013, page views had increased 307 percent to 1,172,541. In 2014, *Information Space* was on target to again achieve greater than a million hits for the year with 1,127,916 views. This outlet has become an important way for students to share their thoughts, stories, and ideas about the information field. Each semester, there are an average of 10 - 20 active bloggers, including MSLIS students, contributing to *Information Space*. It has also become a very successful means of connecting the iSchool community to its alumni.

### **Direct Mail**

We conduct direct-mail campaigns to make people aware of our MSLIS online-learning program as well as to make people aware of scholarship opportunities. Mailings are sent to library directors and librarians at academic, special, school, and public libraries in New York State. Marketing directly to libraries helps us reach prospective students who have relevant work experience and are committed to careers in libraries. We also do direct email campaigns to prospective students, providing them with useful information about career paths, the faculty, financial aid, and upcoming open-house events.



In 2014, we implemented a new Constituent Relationship Management (CRM) system to help better manage electronic communications and details about inquiries and applicants. Prospective students receive emails on a regular basis to help inform them of the iSchool and guide them through the application and enrollment processes. We utilize a proxy email account ([iGrad@syr.edu](mailto:iGrad@syr.edu)) which is continually monitored by staff and graduate student employees to respond to questions.

## **Advertising**

Advertising for the iSchool's Library and Information Science program is part of an integrated marketing strategy that is guided by our goal to recruit a diverse student body that seeks to have a positive impact on how communities access and use information through librarianship. The content strategy for our web presence is integrated into ad campaigns to provide examples of our key strengths. Advertising is continuously assessed and adjusted.

Advertising for MSLIS programs has traditionally been focused across the following channels: email, search, pay per click (PPC), online display, print and radio.

- Radio has included NPR spots on 24 stations throughout the following states and Canadian cities where we seek to raise awareness: New York, Massachusetts, Connecticut, New Jersey, Vermont, New Hampshire, Pennsylvania; and in Canada, Montreal and Quebec.
- Print advertisements have included *Petersons Graduate Guide*, the *Library Journal* "Placements and Salaries Survey" and "Library Education Showcase" publications, and ads in *Newsweek*'s special interest publication, "Leaders in Library & Information Sciences."
- Online banner and/or display ads were placed in the *ALA Buyers Guide* and *Library Journal*, I Need a Library Job (INALJ) and its INALJ New York State webpage, and the iSchool Information Space blog. Assessment revealed the best impact was with the *Information Space* post, which has broad reach.
- Email outreach was extended to purchase distribution via ALA and regional library associations. In addition, a specific diversity-focused outreach was implemented to McNair Scholars.

More recently, the advertising strategy is now being directed more heavily toward digital, as research of our current students indicates more potential students are getting their information online. Efforts have been put forth to enhance the Search Engine Optimization (SEO) of our website and we have started to do online advertising such as Google Ads. In the future, our plan is to enhance digital advertising and also expand and develop agreements with reputable lead generation companies to reach specific markets.

## **Pay Per Click (PPC) Advertising**

The iSchool is also placing an increased emphasis on Pay Per Click (PCC) advertising via search rather than online banner ads. Ad groupings target two specific areas: online programs and residential programs. Several ads are created for each target focusing on an aspect to grab

attention, e.g., career, flexibility, funding, or rankings. Examples of the landing pages for the 2014 October/November ads to drive potential students to our online chats can be seen at <http://ischool.syr.edu/landing/gads-onlinechatsession/lis.html> and <http://ischool.syr.edu/landing/gads-onlinechatsession/lis-online.html>.

The initial top level calendar for our PPC ads is below. Refinements were made as we progressed through the cycle.

**Table IV.4. Initial Top Level Calendar for Pay Per Click Advertisements**

<b>WHEN</b>	<b>CALL to Action</b>
February/March Start of Recruitment Cycle	Rotation will include: Learn about the programs/concentration highlights/faculty highlights/ visit us/contact us
April/May	Visit/Connect
June/July	Actions to be determined based on analysis of results to date.
August/September	CONNECT with US [info sessions/grad fairs/visits]
October/November	Register for online Chat Sessions
December/January	Apply Now

Years ago, advertising was limited to supporting the professional organizations for librarians. As the role of the librarian expands, our efforts in advertising are targeted at enhancing a broader understanding of the profession and the marketable skills associated with an MSLIS degree. For this reason, our audience may not be currently engaged with the library community so our efforts are much more expansive. It is likely that in the near future, our travel efforts will decrease to support more extensive online advertising campaigns.

### **Print Advertising**

The iSchool no longer places print advertisements for its MSLIS program. We have found that online ads perform better than print. In the past, we did place ads in publications such as *Syracuse University Magazine*, *Diversity/Careers* magazine, the ALA conference program, and *American Libraries Buyer's Guide*. We have also posted advertisements in other conference programs, such as New York Library Association, its School Library Media Section (SLMS/SSL/NYLA), and the New Hampshire Library Association (NHLA). Sample print ads are in Appendix JJ.

## Publications

Brochures, guides and flyers are produced to fully communicate information about our programs. These materials are distributed at external recruitment events and electronic copies of the program guide are sent to prospects who inquire electronically. The materials are also used to support information sessions and campus visits. In an effort to be more environmentally friendly, large mailing of guides are no longer sent to inquiries and prospects. The current Graduate Program Guide can be viewed at <http://ischool.syr.edu/media/documents/2013/8/2014GradBooklet.pdf> and in Appendix KK.

## Diversity Within the MSLIS Program

The atmosphere of the iSchool benefits from the rich diversity of students drawn to the program. This diversity adds new perspectives on content and issues presented in the classroom, as well as a celebration of cultures. In this section, different aspects of diversity (including ethnic, gender, and age) will be discussed for a better understanding of the makeup of the student body. Each year, a report is submitted to the American Library Association (ALA) and Association for Library and Information Science Education (ALISE) on various aspects of this diversity. The sections below will further illustrate the ways in which diversity has been addressed since the previous report.

## Citizenship Status

During the admissions process, students identify as a U.S. citizen, a permanent resident in the U.S., or a non-U.S. citizen. Table IV.5 shows the breakdown of our incoming (matriculated) students by citizenship for each of the past seven years.

**Table IV.5. Incoming MSLIS Students, by Citizenship**

<b>Academic Year of Matriculation</b>	<b>U.S. Citizens/ Permanent Residents</b>	<b>Non-U.S. Citizens</b>
<b>2009</b>	109	6
<b>2010</b>	94	3
<b>2011</b>	80	5
<b>2012</b>	69	6
<b>2013</b>	67	4
<b>2014</b>	79	5

## Ethnicity

Our ethnic diversity is evident in the fact that matriculated students come from a number of countries including China, Korea, Norway, Germany, Swaziland, Botswana, Rwanda, Mexico, Russia, and South Africa. The student from South Africa was a Fulbright scholar.

Students who are U.S. citizens or permanent residents of the U.S. are asked during the admission process to identify their ethnicity; answering the question is optional. Table IV.6 contains these self-reported data. The first growth of ethnic diversity, described in the previous accreditation report, occurred in 2006 and 2007 and was aided by a grant that helped to fund the Preparing Librarians for Urban Schools (PLUS) program. The program was designed to prepare teachers in urban schools to become school librarians. The iSchool is pleased to report the continuation of that growth with another PLUS program grant funded in 2014. The PLUS-NY program will be described in greater detail later in this section.

**Table IV.6. Self-Reported Ethnicity of Incoming Matriculated Enrolled MSLIS Students**

Academic Year (Fall Census Date)	Native American	Asian Pacific	Black / African American	Hispanic / Latino / Puerto Rican	Multi- Ethnicity	Not Available	White
2009-2010		6	3	1	1	9	95
2010-2011	1	5	3	4	1	3	80
2011-2012		6	4	3		3	69
2012-2013	1	6	5	1		1	61
2013-2014		5	3	4	1	1	57
2014-2015		5	14	5		4	56

## Attracting a More Diverse Student Body

In a continuing focus on recruiting a more diverse student body, efforts are made to hold events at historically black colleges and universities. For example, a visit to the Joint Conference of Librarians of Color (JCLC) was made in 2012, and new plans for recruitment of a diverse study body continue to be implemented on a yearly basis.

In 2011, the iSchool began a relationship with the University of Rwanda. In a country of more than 11 million, there are fewer than 10 people with a master's degree in library science. One of them reached out to us, asking for help training more librarians and information professionals to meet the needs of a growing nation, with a desire to become a knowledge society (<http://edprs.rw/content/vision-2020>). In partnership, our two universities have sought funding for scholarships to train Rwandans who would then be able to teach library and information science in Rwanda. Although funding for all areas of library and information science has proven

elusive, we were able to receive funding to train four lecturers from the University of Rwanda's College of Education in Teacher-Librarianship. The four scholars have attended five courses in our school library media program, mostly through online education. They visited in July of 2013 and had a chance to share with our LIS students about the genocide and the after-effects of the war on their society and their schools. Their participation in our courses has not only helped the University of Rwanda, but also contributed to the diversity of our school, giving our students a new perspective on libraries and what they can achieve for society.

To further improve representation of diverse backgrounds in the MSLIS program, the iSchool seeks out ways, such as through funding, to bring in a more diverse student body. More scholarships to include students of underrepresented populations have been established. These include the Excellence, Diversity, Endowed awards, High Needs, PLUS, and Coe Awards. (Descriptions of these awards appear in Appendix LL.) These total more than \$631,440 in funds that the school has awarded to students with diverse backgrounds since 2009. The iSchool will continue such efforts to support a diverse student body.

In addition, we have worked with the Fulbright program over the past few years to sponsor students in the MSLIS program from all over the world. The scholars are chosen through the various Fulbright offices, but also must meet criteria for Syracuse admission. Syracuse provides partial scholarships to assist with funding provided by the foundation. Information on scholarships for underrepresented groups and for highly qualified candidates is available in the MSLIS program guide and on the school website (<http://ischool.syr.edu/contact/awards/lis.aspx>). The availability of the scholarships encourages applications from students with diverse backgrounds. Qualified applicants are considered for awards and, where appropriate, applicants are contacted with further information about scholarship opportunities.

### **Age and Gender Diversity**

Table IV.7 shows the breakdown of MSLIS students by gender. In 2014, one-third of our incoming matriculated enrolled students were male.

In terms of age, anecdotally we find that more of the local and full-time students tend to be younger, while the online and part-time students tend to be older.<sup>20</sup> One of the differences between these populations is reflected in participation in our student groups, with students who have full-time jobs being less likely to participate due time conflicts.

Because of this, it is important that we continue to pursue multiple forms of social networking to allow students to connect outside of classes, including Facebook, Twitter, and LinkedIn. For example, the iSchool LinkedIn group now consists of more than 3,200 members, and the Social Media Director for the school maintains active discussions in it on a variety of topics.

The local, full-time students tend to become a cohesive group as they spend considerable time on campus together. We also find that, during the residency period, many of the online students take the same courses together and form friendships through the intensive process. Graduation is always a fun time, as some of the online students, who met at the start of the program and have

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<sup>20</sup> The data to confirm this is not readily available from the SU student information.

taken online classes together, decide to return to campus as a group and then cross the Commencement stage together with the campus-based students.

**Table IV.7. Incoming Matriculated Enrolled MSLIS Students by Gender**

<b>Academic Year</b>	<b>Female</b>	<b>Male</b>
2009	93	22
2010	78	19
2011	66	19
2012	60	15
2013	54	17
2014	63	21

### **Preparing Librarians for Urban Schools (PLUS) Program**

The Institute of Museum and Library Services (IMLS), with matching funds from the iSchool, has funded five cohorts of the Preparing Librarians for Urban Schools (PLUS) program in the MSLIS: School Media at Syracuse University. From 2002 until 2014 a total of 118 students received funding and completed the program. The majority of these students were New York City teachers, while a small group of six students came from Rochester, NY. The latest PLUS program is currently in effect with 15 New York City teachers pursuing their Master’s degree in library and information science (MSLIS) and their K-12 school library media specialist certifications. These PLUS-NY students began the program in 2014 and will graduate in 2016.

For the first four cohorts, a majority (53 percent) of the PLUS students were white; followed by African-American (26 percent); and Hispanic (10 percent) of students. More than half of those PLUS students (52 percent) were bilingual. Of that group, 75 percent spoke Spanish, 15 percent spoke French, 5 percent spoke German, and 5 percent spoke Russian. In the new PLUS cohort, the majority (40 percent) are African-American, followed by white (33 percent), Latino (20 percent), and Indian (not Native American) (7 percent). These data show a substantial increase in participation in the program by African-American students in the current cohort.

PLUS students are primarily experienced teachers. More than half of the current PLUS students (53 percent) have an average of 20 years of classroom teaching experience, with a range of 15 to 30 years. Another 27 percent have 8 to 11 years of teaching experience, and the remainder has between 4 and 7 years of experience. Almost 27 percent serve in elementary schools, another 27 percent in middle schools, 40 percent in high schools, and one student serves all three levels in her current role as outreach librarian. A total of 47 percent of the students have been assigned to work in a school library; 40 percent are currently classroom teachers; and the remaining 13 percent are comprised of one non-certified library media specialist and one outreach librarian. There are 10 female and five male students enrolled.

### **Tuition Help**

In addition to the University-wide financial aid for which students can apply, the iSchool offers other ways to help students meet their financial needs. Several were mentioned under the section

entitled “Attracting a Diverse Student Body” and include the Diversity in Information Science Scholarship. Additionally, all master’s students can apply for merit-based awards from the iSchool, with some that are directed towards specific populations such as library students. Highly motivated and accomplished individuals from New York State can apply for a 25 percent tuition scholarship program under the NY State Resident Award. Library employees can also apply for a 25 percent tuition award. These awards and others, such as the Army Scholarship awards, are fully described on the iSchool Web site (<http://ischool.syr.edu/future/meritbasedaid.aspx>). A list of alumni funded and endowed awards is also on that page.

**Standard IV.2:** *Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements 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 school demonstrates that it has procedures to support these policies.*

Our website serves as the first stop for most students to obtain current information about the school and the MSLIS program. In addition, personal interaction at trade shows, alumni receptions, and school events allow for current information to be disseminated.

The school’s marketing strategy is tied to a strong focus on public relations with the goals of increasing the visibility of the school’s degree programs, research centers, and faculty. The school maintains a strong and effective public relations working group that consists of staff and faculty members. They work on numerous projects, including an active social media presence, the web site, general publications, and special programs.

The school web site (<http://ischool.syr.edu>) is updated daily. The site was relaunched in summer 2015. At the end of 2014, the site included a banner that rotated the current news features and special events. The news section also showcased faculty research projects, student internships, alumni profiles, student groups, and profiles of new faculty and staff members. Its sharp look, packed with dynamic, updated content, reinforces the school’s image of being on the cutting edge of the field. Students are attracted to the section entitled “iSchool Life,” which features many opportunities and challenges available to students (such as classes that incorporate road trips as part of the learning, and a Women in Technology section). Through the site, veterans and the military can discover opportunities to earn a master’s degree or certificate of advanced study that acknowledges their need for flexibility. There is also a section dedicated to the career services available to students, which contains resources for students to use on their own (including recordings of career-related workshops), information on career-related events, and contact information for making appointments with our career services staff.

Application requirements for admission can be found on the web site (<http://ischool.syr.edu/future/checklists/lislistsmchecklist.aspx>) and graduate applicants are encouraged to apply online using Syracuse University’s Embark system. This site also contains information on the programs, the central themes of the School, and on scholarships and financial aid, tuition and fees, faculty profiles, course descriptions, schedules, and a program handbook.



We have worked to make the financial-aid section of the site broad, so as to guide students seeking aid toward a variety of options (<http://ischool.syr.edu/future/tuitionandaid.aspx>). The website is publicly accessible and fulfills the role of content distribution for the iSchool's large online-student body.

Print publications about the program are also available. The University publishes an electronic annual graduate course catalog with program and curricular information (<http://coursecatalog.syr.edu/>). The School of Information Studies has several publications about the program, such as a comprehensive graduate guide and postcards or flyers with particular detail about the school such as application instructions, event opportunities and summer course offerings.

We rely upon several electronic forums for regular communication with existing students. The LIS discussion list is the official channel from the school to students; students are given an @syr.edu email account and are instructed that email to that account and from the LIS discussion lists are important and should be read. We also use Twitter and Facebook to alert students to important notices and information. The Announcements feature in the Blackboard learning management system is another way to provide timely information to students.

Another effort is to provide online students with access to school events and information through video. For example, administrators, faculty, and students can all use Adobe Connect to provide information to students who cannot come to campus. Often, they can be tied to events in real time. Some talks given on campus are video recorded and made available to our online students. Some faculty are now producing short videos to describe their courses to prospective students. We continue to take advantage of web-based technologies to seek ways to engage online students in the life of the school.

**Standard IV.3:** *Standards for admission are applied consistently. Students admitted to a 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 a program, a program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable (successful) completion of a program and subsequent contribution to the field.*

The main Syracuse University website for the university regarding graduate education is at <http://graduateadmissions.syr.edu/>. There is a link to the application <https://apply.embark.com/grad/syracuse/37/> which is administered by Embark Corporation.

The requirements for admission are set at the School or College level under the guidance of the Graduate School. The Graduate School provides the infrastructure and the policies of graduate education including the admission review process at Syracuse University. This includes



validating the financial status of non-residents in order to offer a full admission and provide an I-20 to initiate the visa process. The actual criteria for admission and the review process is determined and executed at the program level. The admission recommendation is submitted by the department and the formal offer is processed by the Graduate School.

The details about the applicant process are found within Embark as well as on the iSchool website at

[http://ischool.syr.edu/media/documents/2015/1/2015\\_IST\\_Application\\_Instrucons\\_Embark.pdf](http://ischool.syr.edu/media/documents/2015/1/2015_IST_Application_Instrucons_Embark.pdf).

The application checklist for the MS in Library and Information Science program and the MS in Library and Information Science – School Media Specialization is available at

<http://ischool.syr.edu/future/checklists/lislissmchecklist.aspx>. The checklist includes all the components required for the application for admission.

In making an admission decision, the school weighs all of the materials in the application, including:

- Academic Aptitude, which is assessed using all or several of the following:
  - Test Scores: GRE scores of Verbal  $\geq$  150 and Quantitative  $\geq$  150 and Writing  $\geq$  3.5
  - Academic transcript: Grade Point Average  $\geq$  3.0.
  - Interview and approval from the program director.
- Fit for Program:
  - It is important for us that the applicant be a good fit for this program. The Personal Statement, letters of reference and/or the resume are used to assess the applicant's fit with the environment of the iSchool and the MSLIS program. For example, we look for students who see technology as a necessary tool which is used in library and information organizations.
- Good Citizenship:
  - An applicant must provide indication of good citizenship. This can be provided in many ways including activities listed on the resume, letters of recommendation and personal statements.
- International Students:
  - All international students from non-English countries must provide proof of language skills. This is most commonly 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 s/he can be admitted conditional on completion of Level 4 at the English Language Institute.

Currently an MSLIS applicant may not be required to submit GRE scores if any of the following applies:

- Graduates of a Syracuse University undergraduate program.
- Master's applicants who have completed another graduate program from an accredited U.S. educational institution.

- Master's applicants who have graduated with an undergraduate degree from an accredited U.S. educational institution with a cumulative GPA of 3.3 or higher.

The faculty of the iSchool are responsible for setting the parameters for admission for applicants for the master's programs. These parameters serve as guidelines for staff to assist in the application review process. The Assistant Dean for Enrollment Management, the Program Manager for the MSLIS program, and other enrollment management staff assist the program director in application review. Any candidates who do not clearly meet the indicators for admission are reviewed by the program director prior to admission. The applications are reviewed through Onbase, which provides a platform to electronically review the application documents. Decisions are forwarded to the Graduate School and they are responsible for authorizing any department recommendation for admission and to officially notify the candidates via email. This is especially important 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 at Syracuse University.

Our application review process is comprehensive and intentionally subjective. There are two major assessments in the application review process:

1. Does the student have the aptitude to succeed in graduate school? Assessing an applicant's aptitude for success is very clear when reviewing someone who recently graduated from an undergraduate program and is planning to attend graduate school immediately or within a short period of time. The primary indicators would be the GPA and the GRE to assess aptitude. If these scores fall below our criteria of 3.0 GPA or GRE scores of Verbal  $\geq 150$  and Quantitative  $\geq 150$  and Writing  $\geq 3.5$  then the student would most likely be denied. However, these criteria are often too rigid when reviewing applicants who are returning to school after many years. In this situation, the employment history and recommendations may render more valuable information about aptitude, especially if the work was related to the library or information profession.

Applicants who fall below the designated aptitude criteria for admission are forwarded to the Program Director for review. S/he will look at the complete application including resume, letters of recommendation, transcript, personal statement, and the scores to determine admission.

2. Is the applicant a good fit for the MS in Library and Information Science program at Syracuse University? The second element of evaluation for admission is fit for the program. Each applicant, through their personal statement, resume, and letters of recommendation must communicate their understanding of librarianship. Syracuse is much more interested in educating students whom share our vision of librarianship and the expansive reach librarians have within the information field and communities.

In the iSchool, the enrollment management team and those who are involved in application review take the review process very seriously. We feel that the worst error is to offer admission to a student who is not able to succeed in our school. The personal and financial investment is extensive and we desire only to have strong and committed scholars. The average completion

rates for classes matriculated from 2007-2011 is 81% which indicates successful application review processes. (See Table IV.2) These completion rates were calculated post four years since a large number of our students are part time; a student has seven years to complete the degree according to university policy).

Table IV.8 contains the mean GRE and mean undergraduate GPA scores for the incoming (matriculated) MSLIS classes for each of the past seven years.

**Table IV.8. Mean GPA and GRE of Incoming MSLIS Classes**

	<b>GPA</b>	<b>GRE Verbal</b>	<b>GRE Quantitative</b>
<b>2009</b>	3.35	587	589
<b>2010</b>	3.43	599	592
<b>2011</b>	3.43	577	576
<b>2012</b>	3.46	157/596	150/605
<b>2013</b>	3.54	157/631	154/579
<b>2014</b>	3.48	157/605	150/618

Once the formal application deadline has passed and all received files have been processed, the applicant files that were flagged along the way are collected and analyzed to determine which students will receive financial-aid offers from the school.

**Standard IV.4:** *Students 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. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.*

Review and evaluation of student achievement has two distinct parts: 1) the assessment and grading of student coursework, and 2) student feedback about their instructional experience for program planning and development.

### **Assessment and Grading**

Individual instructors are responsible for the grading of student work in their courses and other for-credit instructional experiences.

Faculty provide written feedback for students in both on-campus and online courses. In the last few years, the online learning system has evolved and allows instructors to grade students' uploaded projects electronically with many of the features of a Word document such as highlighting, strikethroughs, and commenting. The format for feedback differs by instructor preference. Some instructors write directly on a printed assignment for on-campus classes, some

write up a sheet of comments for each assignment, and some use the “Comments” and “Track Changes” features in Microsoft Word to communicate with students. For large assignments, some faculty prefer to have an in-person or telephone meeting with a student to talk about the assignment. Others use Skype, Adobe Connect web conferencing, and audio files for providing feedback.

As of 2014, students in the School Media specialization within LIS are also required to pass an assessment entitled edTPA or Teacher Performance Assessment. This assessment was developed by the Stanford Center for Assessment, Learning and Equity (SCALE) and evaluates students’ readiness for teaching based on three authentic tasks: planning, implementation, and assessment. The core component of the edTPA assessment is the submission of a portfolio, which includes a video of the school media student engaged in teaching. There are only three students in 2014 who submitted a portfolio, with two of them passing the edTPA on their first try. In comparison to the state average, the aggregate score for our students was exactly the same.

It is important to note that the edTPA is based on one important facet of school media specialist preparation – teaching. Performance on other competencies is measured by the students’ completion of class assignments, authentic products, and self-evaluation on a competency checklist throughout their program.

### **Policies and Procedures**

Graduate students are subject to the policies of the Syracuse University Graduate School. These policies are contained in the *Syracuse University Bulletin: Academic Rules and Regulations*. Students may receive grades of A, A-, B+, B, B-, C+, C, C-, and F. At the time of graduation, the minimum GPA for all graduate-level courses taken in a student’s degree program must be at least 3.0.

The MSLIS advising handbook indicates the school’s criteria for evaluating student performance: “A grade of B will be given for student performance that meets all course requirements and that is judged to be satisfactory and at the graduate level. Each course instructor will decide upon the meaning of ‘satisfactory’ and ‘graduate level’ that is most appropriate for the course. Other grades will be determined in relation to the standards of the B grade.”

Faculty members are expected to include information about the criteria for grading in the course syllabus. Each syllabus also includes a statement on academic integrity that explains the possible consequences for plagiarism, cheating, and other acts of dishonesty. The school’s website (<https://ischool.syr.edu/academics/advising/student-resources/>) and the advising handbook (see Appendix J) also include a full explanation of this policy.

### **Procedures for Grade Appeals**

The assignment of grades at Syracuse University is the responsibility of the faculty; once assigned by a member of the faculty, a grade cannot be changed without his or her consent except by due process as detailed below. In cases where the instructor of record is not a member of the faculty, the faculty member charged with oversight of that instructor is ultimately responsible for the assignment of grades.

A course grade is based upon the instructor's professional assessment of the academic quality of the student's performance on a body of work. Such assessments are non-negotiable, and disputes about them do not constitute valid grounds for an appeal. Valid grounds can arise, for example, when an instructor fails to provide or implement uniform and consistent standards, or bases an assessment on criteria other than academic performance.

Unless there are issues of a personal nature, the appeal process for a grade dispute begins with the instructor of record. Any student wishing to dispute a grade given in a course should first attempt to resolve the dispute informally with the instructor. Failure to comply with this procedure may be grounds for denial of subsequent appeals.

Should no resolution with the instructor be found, the student may appeal directly to the program director. Any appeal beyond the instructor of record must be initiated in writing before the last day of classes of the semester immediately following the one in which the disputed grade was received by the registrar. This written appeal should describe the basis for the appeal, the informal steps taken to resolve the dispute, and the remedies sought.

The program director will then review the petition and documentation. Should no resolution be found at this point, the petition and documentation will be submitted to the associate dean for academic affairs for review. At each level of appeal, a fair and thorough hearing of all views is sought before a decision is made. This may, but need not, require a face-to-face meeting of the parties involved in the dispute.

A decision may be reached if both student and instructor agree. If such a decision cannot be reached, an appeals committee, which consists of three tenured faculty members from the School of Information Studies, shall hear the case and reach a final resolution.

### **Internship Reviews and Evaluations**

All MSLIS students are required to do one internship, unless the student has LIS professional level work experience and seeks an exemption. In those cases, which are rare, students complete an independent study or another three-credit class in its place. The internship is a source of experiential learning for the student; therefore, students are encouraged to seek internships where they will learn knowledge, skills and abilities which complement their course of study. All internships are supervised by both a faculty supervisor and site supervisor. The site supervisor is a person with library or information science knowledge who can advise and mentor the student in his/her work.

If a student wants to have the internship requirement waived, due to LIS work experience, that student must communicate with the MSLIS program director. The program director reviews the student's work experience and determines if that work experience demonstrates that the student is already working at a professional level. If the student is not, then the waiver is not granted. Each year, a small percent of students seek a waiver for the internship requirement and not every waiver is granted.

The iSchool maintains a database of internship opportunities and information about them is regularly distributed to the LIS student list. The student selects his/her own internship by

matching his/her interests and perceived preparation needs with the description of the internship focus. The student and the site supervisor engage in an opening conversation and complete an internship proposal which is submitted to the faculty supervisor for approval and feedback. After 50 hours of the internship, the supervisor and student complete and submit the Learning Agreement to finalize the learning expectations and get feedback from the faculty supervisor.

**Student Reviews and Evaluations:** Students also provide feedback through internship review and evaluation forms. (See Appendix MM) The responses provide information about the quality of sites and supervisors, the quality of services provided by the school's career planning office, and the process of internship placement. One faculty or staff member is assigned to monitor the quality of internship sites and be aware of problems. Since school media students do a special set of practica, there is a faculty member also assigned to just those students.

**Internship Supervisor Evaluations:** Part of the grading process requires internship supervisors to complete reviews and evaluations on every student intern. The review and evaluation process provides the faculty supervisor with a basis for determining the student's grade. In addition, the faculty supervisor can update the MSLIS FPAG on the general preparation of students for their internships.

In 2014, the faculty who had supervised LIS internships over the last several years and the LIS program director reviewed all of the data from the internships regarding the site supervisor assessment of student knowledge, skills and abilities based program outcomes. A report, available in Appendix F, was presented to the LIS FPAG, including recommendations for changing the form and data collection procedures. The FPAG noted that while our students consistently score high across the board, they score slightly lower relating to discussing policy. However, no changes to curriculum were recommended.

## Advising

Students have access to a variety of services provided both by the School of Information Studies and by Syracuse University. We have worked with our campus-wide Writing Center (<http://wc.syr.edu/>) and Career Services (<http://careerservices.syr.edu/>) departments to ensure that our online students have access to services just as students on campus do. Most of the services for MSLIS students are within the school and include a recorded Professional Development Series by the Associate Director of the iSchool Career Center ([https://ensemble.syr.edu/app/sites/index.aspx?destinationID=pb4X\\_gaO1E2y5xqo0mc9-A](https://ensemble.syr.edu/app/sites/index.aspx?destinationID=pb4X_gaO1E2y5xqo0mc9-A)).

Besides the advising guides (Appendix J) that are available to students, iSchool students formally have three advisors for assistance, although the culture of the school is such that any faculty member could discuss issues with any student. Each MSLIS student is assigned an iSchool faculty advisor with an LIS background, who will advise the student on coursework, professional organizations, networking, and career paths. MSLIS students are encouraged to meet with their faculty advisors in person, via phone, Skype or by email. In addition, each student has access to an iSchool graduate advisor, who is part of the iSchool Office of Student Services. The graduate advisor helps students with the paperwork and processes related to enrollment, financial aid, graduation, and maneuvering through the University's systems. This support by the graduate advisor is given in person, via phone, or by email as the student desires. Finally, the LIS program

director is, *de facto*, an advisor for all MSLIS students and she frequently interacts with students face-to-face or through virtual methods, who want to discuss their program of study, job opportunities, or class concerns. The program director provides a face-to-face group advising session for all new enrolled students at the start of their program. This is done during the summer boot camp for online students and before the start of the fall semester for on-campus students. She also makes available before each course registration period information to all students that helps them in their course planning and selection.

## Placement

Placement of MSLIS students averaged 89 percent for 2011-2013, while placement for school media students was 95 percent for the same period. (See Appendix NN for placement data.) Over the last seven years, the iSchool has become more intentional in obtaining employment information from our graduates. We now use surveys to gather that information. Table I.3 in Chapter One (inserted below) shows the breadth of areas where iSchool graduates find employment after graduation. Note that every student does not report their place of employment to the iSchool.

**Table I.3 from Chapter One. Place of Employment**

<b>Library/ Organization Type</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>TOTAL</b>
Academic	11	10	16	12	21	70
Corporate	4	4	6	2	4	20
Government	5			1	2	8
K-12	7	12	15	8	9	51
Museum		9	3			12
Non-profit	1	4	4	1	1	11
Public	9	10	8	11	11	49
Special (Medical, Law, News Media)	1	2	2	9	1	15
Other	2	1	1			4
<b>TOTAL</b>	<b>40</b>	<b>52</b>	<b>55</b>	<b>44</b>	<b>49</b>	<b>240</b>

The School of Information Studies currently works in conjunction with the University's career-services office to post placement and internship opportunities for all on-campus and online MSLIS students. All placement postings are sent to the Center for Career Services for data entry in the OrangeLink system, an online recruiting program that can be used by all current students and alumni (<https://syr-csm.symplicity.com/students/>). Internship postings are sent to the MSLIS email list as these particular postings are generally only for our MSLIS students.

OrangeLink has a wealth of information regarding job searches, resume and cover-letter assistance, upcoming events and information sessions, interview schedules, etc. Students must establish an account in OrangeLink in order to participate in any of the above topics or to apply for positions through OrangeLink. Students and alumni can create an account by contacting the Center for Career Services.

Plans currently taking place to take advantage of these opportunities include:

- Expanding and re-targeting MSLIS program outreach to leverage growth in data research needs and employment trends - skillsets in other careers that match those for librarians
- Expanding Career Services for MSLIS
- Expanding target audience (for admissions) to include students looking for positions outside of libraries
- Expanding ad campaigns with a focus on digital ads to reach target audiences
- Strengthening and expanding internship program
- Leverage the awareness that the school's DATA MOOC has raised
- Utilize iSchool alumni network outside of MSLIS alumni for placement
- Expand 25 percent Tuition Award to employees at related companies that service libraries

***Standard IV.5:*** *The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.*

Student involvement in the school, outside the for-credit instructional experiences, can take a number of forms: student participation in organizations and conferences, attendance at such events as research forums and lectures, engagement in one of the many online forums, and participation in such activities as the selection of the school's outstanding professor. Our online students can be involved through online chats, informal videos and longer videos of guest speakers, and through alumni events around the country. As was mentioned in the section on Information Dissemination Strategy, *Information Space*, the iSchool blog, has also become a successful means of encouraging student participation in the creation of relevant blog posts.

As more students pursue degrees part-time and online, extracurricular activities compete with other commitments, such as job and family. Furthermore, the difficulties of creating meaningful online participation are very real. We believe that the key to success is to provide experiences that students perceive as central enough to their career needs that they will give them priority over competing demands on their time. For example, when iSchool faculty and staff travel to conferences, we encourage online students to meet with us and with local alumni through organized social events. Student opinion is vital in selecting where to develop opportunities for involvement, and student leadership is essential for success.



## Faculty Assistant Program

A new opportunity to enhance students' total learning experience is the Faculty Assistant Program, initiated in 2009. Master's students can apply for paid faculty assistantships with faculty members who share similar research or work-related interests. Students have found these experiences to be invaluable to them as they have pursued their degrees. Faculty assistants can work 10 hours per week for a faculty member. If employed by two faculty members, a student can work a total of 20 hours per week in compliance with university guidelines.

## Providing Connections to Other Viewpoints through Online Education

As a founding member of the Web-based Information Science Education (WISE) Consortium, Syracuse's School of Information Studies offers students in the MSLIS program access to highly specialized courses from global leaders in online LIS education. This collaboration expands the collection of elective courses available at Syracuse, allowing students to explore their interests beyond the limits of our curriculum.

Each semester, students may choose from several preselected WISE courses, with topics ranging from legal research to poetry and children's services. After being accepted into a WISE course, students register directly through Syracuse University; course credit is processed through the registrar and payment through the bursar, just as it would be for any other graduate-level course.

Since the previous report, great strides have been made with respect to the number of offerings students can select. This growth has given the School of Information Studies the opportunity to teach 283 students from the Consortium.

Below is a summary of the number of iSchool courses offered to the other WISE programs and the number of WISE courses offered to iSchool students.

**Table IV.9. Number of WISE Courses Offered and Completed.**

	<b>Pre-2008</b>	<b>2008-2014</b>	<b>Total</b>
# of WISE courses offered to Syracuse students	122	242	364
# of SU students who have completed WISE courses	69	141	210
# of SU courses offered to other WISE programs	69	99	168
# of WISE students who have completed SU courses			283

Students in WISE courses engage in rich discussions with a diverse group of classmates from LIS programs around the world, while studying with expert instructors who are dedicated to fostering a productive online learning environment. WISE course topics are developed to reflect current issues in the field, and many WISE instructors are practicing librarians with immense practical knowledge in their respective subject areas. This combination creates a dynamic learning environment in which LIS students and professionals network and share ideas. Another way the School of Information Studies has enhanced the total learning experience of MSLIS program students in the past two years is through the development and implementation of massive open online courses (MOOCs), and a free webinar series for professional development. The School has offered MOOCs on Applied Data Science

(<https://ischool.syr.edu/landing-pages/applied-data-science-open-online-course>) and New Librarianship (<http://ischool.syr.edu/landing-pages/admissions/new-librarianship-open-online-course>). As part of its 20<sup>th</sup> anniversary of offering online education, the iSchool launched a series of webinars on topics relevant to our students and the LIS profession:

- Using Big Data for Library Advocacy, <https://webconference.syr.edu/p2184oe6x2w/>
- Giving Your First Conference Presentation, <https://webconference.syr.edu/p1rg7lrtlva/>
- Avoiding the Risks of Rewards: Meaningful Gamification in Libraries, <https://webconference.syr.edu/p4e3dp7gssa/>

## **Student Organizations and Groups**

The School has always encouraged a culture where students participate in school committees and have a voice in setting or changing policy. A major initiative is providing a student membership in ALA/NYLA (or other state organization) or SLA for each first-year student. While there are numerous undergraduate organizations, this section focuses on graduate organizations of potential interest to LIS students.

Although the groups meet face-to-face on campus, students make a special effort to include online students through personal contact at the beginning-of-program residency for IST 511: Introduction to the Library and Information Profession, by offering an electronic way to connect to some of the meetings, by using multiple methods of communication including Twitter and Facebook, and by building relationships with online students through collaborative projects in their courses.

### **ALA/SLA Student Group**

The School hosts official student groups for the ALA and the SLA. Based upon student involvement and leadership interest, these groups sometimes combine their efforts, and other times act as two groups. The ALA student group was created as a virtual group, where the primary meeting place is the same online platform that we use for teaching; however, it now operates primarily in a face-to-face mode.

In 2011-2012, MSLIS students created a new ad hoc group which they named “The Library and Information Science Student Assembly” (LISSA) as a forum where they could explore ideas without the formalities of an ALA or SLA student chapter. Under the auspices of LISSA, MSLIS students have provided professional development opportunities for each other, including sessions entitled “Filling in the Spaces” (FiTS). These sessions are geared to fill in the spaces of their knowledge. Sessions held in fall 2014 included the use of genealogical databases, pivot tables, and copyright. Groups such as this help round out the iSchool’s learning community, giving students experience in preparing and presenting to peers, and engaging in learning that extends beyond what is covered in core courses. In 2014, LISSA placed the ALA and SLA student chapters under its wings, recognizing that they all have the same mission. As an iSchool student group, LISSA/ALA/SLA receives funding from the iSchool.

In recent years, ALA/SLA/LISSA have visited the New York State Library and toured libraries at other institutions such as Cornell University. The group also puts together regular online chats and guest discussions.

Through LISSA, MSLIS students were solicited to participate in the accreditation review process by reviewing drafts of the six chapters which address the ALA standards. LIS students took on this task with gusto and provided valuable feedback to the chapter writers.

### **Beta Phi Mu**

The MSLIS faculty cooperates closely with the Syracuse chapter of Beta Phi Mu to nominate and encourage membership for graduating students. Several of the MSLIS FPAG faculty members are also Beta Phi Mu members. Beta Phi Mu has moved its annual meeting to coincide with our school's Commencement in order to encourage improved attendance at both events. The result is a year-end celebration of students entering the profession by graduating from the school and joining the professional network of Beta Phi Mu.

### **School of Information Studies Graduate Organization and Student Representation on School Committees**

The School of Information Studies Graduate Organization (iSGO) receives funding from student fees, and the school provides additional support to help with special programs, such as field trips. LIS students serve on the iSGO board and attend its events. In addition, iSGO runs programs of interest to all graduate students in the school. The group works to enhance the academic and social experience at the school through mentoring and social activities. Several activities that have been sponsored by the group are Multi-Cultural Day, where all of the different nationalities share a pot-luck of their native dishes, and several advising sessions throughout the semester to talk about the different programs and curriculums.

### **Black and Latino Information Studies Support (BLISTS)**

BLISTS is a student-run organization that focuses on educating African-American and Latino students, as well as other students from other populations, about information science and technology, providing computer literacy support and building a corporate and alumni network. BLISTS is an organization that crosses the iSchool undergraduate and graduate programs.

### **Women in Information Technology (WIT)**

With the increase of women in the field of technology, women in the School of Information Studies recognize the need for an organization to capitalize on the presence and strength of women in the information management field. The goals of the organization include raising awareness of women in the field by hosting school-based events, such as an alumni panel; assisting with the recruitment of women into the bachelor of science in information management and technology program; and offering career-exploration opportunities. Membership is open to School of Information Studies women of all levels and interests.

## **Koreans in Information Technology**

This organization is designed to serve as a networking platform for current Korean students and alumni to keep in touch with each other and share information on IT events, job searches, and potential resources.

## **Activities and Events**

The school encourages students to enrich their educational experience by participating in non-class activities and events, both social and educational. The student organizations described above organize a number of social events each semester. The school also holds several receptions during the year, usually planned to coincide with online residencies so that online students can participate. For on-campus students, orientation and advisory sessions are complemented by food and social time. The iSchool have also been successful in introducing social time during the weekend course, IST 601: Information and Information Environments, which begins a student's experience at the school, and at conclusion IST 511: Introduction to the Library and Information Profession during the summer boot camp (weeklong residency) for our online students. Another extracurricular activity for students is participation in the selection of the Jeffrey Katzer Outstanding Professor of the Year Award. Each year the selection procedure alternates between undergraduate and graduate students. The award recipient is recognized at graduation and gives an address to the graduates at the iSchool convocation ceremony. A student nominator is invited to present the award. In 2012 and 2014, graduate students nominated LIS faculty members Jill Hurst-Wahl and Megan Oakleaf for the honor.

Speaking of the graduation convocation, each year a graduate student is selected to speak during the program. Selected by the faculty, the student is chosen based on demonstrated all-around excellence as a student, contributions to the school through service on committees or in student organizations, and being a role model for other students. In recent years, those students have included Mia Breitkopf and Elise Lambson, both MSLIS graduates.

Information on other awards given at the graduation convocation can be found in Appendix PP.

***Standard IV.6:*** *The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a 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.*

The iSchool has structures and procedures in place for ongoing evaluation of the whole student experience and the way it contributes to achieving the program's purpose and its objectives. These ongoing evaluation mechanisms are detailed in Chapter One: Mission, Goals and Objectives, and in Chapter Two: Curriculum.

The MSLIS program has a set of program outcomes and ask faculty members, internship supervisors, and the students themselves to assess how the students are doing in relation to each

of the outcomes. The MSLIS FPAG examines these assessments and looks for areas of weakness or concern. The MSLIS program address those areas by working with faculty, staff, students, alumni, and librarians through the channels presented in Chapter One to improve our courses. The paragraphs below highlight the governance structures that allow for the regular discussion of students and curriculum.

## **Governance Structures Related to MSLIS Assessment Activities**

### **Administrative Services**

Planning and review of all aspects of the MSLIS program, from admission to graduation, take place in a variety of arenas. The school's entire staff meets monthly to discuss current issues related to students, from classroom and cluster use to better systems for advising and registration. A smaller group of student services staff meet separately on a weekly basis to review administrative procedures and ways to improve specific student services.

### **MSLIS Faculty Program Advisory Group and Standing Committees**

The governance of the MSLIS program through the FPAG and the School's standing committees is described earlier in this document (also see Appendix A). The FPAG, which includes a student representative and an SU Libraries representative, discusses recruiting, marketing, the diversity of the student body and other topics. It also examines the frequency of course offerings, recommends new courses, revises advising materials, and discusses changes in admission requirements and competencies of graduates. The FPAG reviews data gathered from direct and indirect measures in order to review and revise the curriculum as needed. The FPAG makes recommendations to the School's standing committees (e.g., the curriculum committee) and at faculty meetings for any formal action. Data from the direct and indirect measures, as well as from conversations with students, alumni, employers and other members of the LIS profession have been used by the Curriculum Working Group as it work on proposing a revised curriculum for the LIS program. (See Chapter Two for more information.)

### **Other iSchool Meetings**

How the MSLIS program and the iSchool can improve student learning is a topic raised through several different meetings that are held regularly. At any of these meetings, data may be used or requested so that decisions are data-driven:

- iSchool Curriculum Committee – The Curriculum Committee reviews proposals for new courses and degree programs. Beginning in fall 2015, the committee will also review the iSchool's assessment plans.
- Associate Dean for Academic Affairs regular meetings with program directors and program managers – Course scheduling
- The iSchool Executive Committee – This committee includes the deans, program directors, and full professors. This committee's discussions can include information on teaching needs, enrollments, and iSchool strategy. Topics often move from this forum to the FPAGs or iSchool Faculty Meetings.

- The iSchool Recruitment Team – The program director regularly meets with the recruitment team to discuss strategic directions for enrollment. In addition, a member of the recruitment team regularly attends the MSLIS FPAG in order to hear concerns of the faculty in regards to the skill set of matriculated students.

## **Faculty Planning Days**

One special meeting in the iSchool is Faculty Planning Day, which is one day each semester reserved specifically for a faculty-wide discussion of teaching, research, or service issues. Faculty Planning Days sometimes are led by the School administration, and at other times, by faculty members. Issues related to curriculum and teaching, as well as policy, are frequently on the day's agenda. Some faculty planning days focus on new teaching tools, a discussion of group projects, grading policies, or other teaching-related issues. As an example, a number of faculty members attended the Teaching Professor Conference in Boston, MA, in the spring of 2014. They were able to share what they learned during the fall Faculty Planning Day. This helps bring pedagogical strategies for teaching to the entire faculty.

During the spring 2014 Faculty Planning Day, an exercise was conducted that illuminated the impact of LIS students on the other curriculum programs within the school. Nearly 90 ideas were suggested by faculty on the ways the LIS program and its students touch the other programs. Examples of those points, illustrated by these comments, include:

- I [faculty] worked with LIS graduate students to write grant applications. They provide unique insight and perspective.
- I [faculty] teach LIS students in my classes, IST 659, 565 and 736. These are "data-science" types of classes. I can see that LIS students are embracing technology more than ever. They also bring to the classroom unique library-related "data problems," which become very good "food for thought" for other students.
- Use LIS students as "judges" in my Honors course.
- The LIS students I have in my Ph.D. coursework add rich and diverse perspectives to our class discussion.
- LIS students in my IST 618 Info Policy class have produced research papers in my class which were so good, I have adopted them as readings assigned to students in future semesters.
- Worked with LIS students to develop and implement BOOST, which is a community service program. They wrote the grant that received funding from Kauffman. The students developed curriculum and taught displaced homemakers technology.
- Wrote and published a paper regarding BOOST with a LIS grad.

- I teach and see every new LIS student in our 601 gateway course for all of our programs. They bring great perspectives in the interaction of students from all of our programs.

### **Course Reviews and Evaluations**

Faculty members use student achievement in courses as sources of data for course and program development. Student evaluation of courses is also extremely useful in this regard. Student feedback on courses and curriculum is systematically collected each semester via course reviews and evaluations. All faculty members, both full-time and adjunct, receive copies of their reviews and evaluations as well as individual rating summaries. The dean and associate dean for academic affairs review course evaluations each semester and address any problems with individual instructors.

The school makes a continuous effort to improve its methods. For example, beginning in the 2014 fall semester, students were given an opportunity to fill in a mid-semester evaluation on each of their courses. This provided a means for instructors to receive formative feedback which they could use to improve their courses while they were still in session.

Reviews, evaluations, and comments via email discussion lists, and direct email have been important sources of course feedback as well as concerns raised anonymously by students through the LIS student program assistant to the program director. Students also have the ability to post questions and concerns anonymously in the Blackboard learning management system used for their courses. The school encourages innovation in teaching, but is also mindful that innovations are experiments with new approaches and need to be monitored and evaluated as to their success. Any course in which students raise consistent issues is subject to review and modification.

### **Status of the MSLIS Program's Outcomes Assessment Efforts**

Since our last accreditation review, the MSLIS program has looked at tools to assist it in gathering data for evaluating program outcomes. A review of systems in 2009 showed that they lacked the functionality that the faculty wanted. In this same timeframe, the MSLIS program developed a homegrown system, but found that it didn't receive enough faculty buy-in and understanding for it to be sustainable. In 2012-2013, the program looked at the Taskstream software as an option, which was being used by another school on campus. In 2013, the central Information Technology & Services (ITS) department on campus began pursuing the use of Blackboard outcomes assessment software. With the possibility of shared cost and support, the MSLIS program decided to join in a pilot/beta test of the Blackboard outcomes assessment software, along with one other unit at SU.

In September 2013, a trainer from Blackboard taught representatives from the iSchool/MSLIS program and School of Visual & Performing Arts on its assessment software. With the semester already under way, the goal was to use the fall semester to lay some groundwork, and then to use the software with representative classes in spring 2014 as the formal pilot. However, the pilot did not proceed as anticipated. The software did not leave beta mode, but instead continued to run into software issues. In December 2014, the MSLIS program abandoned the pilot, recognizing that it was not making the progress that was needed. (See Appendix UU for a report on the pilot.)

During the last four months of the pilot, the Assistant Provost for Academic Programs joined the meetings of the pilot group. The pilot participants were able to show him the hurdles facing an academic program at SU in order to implement outcomes assessment. From us, he gained a better understanding of the structure that needed to be put in place, the workshops from which we might benefit, and the support that an academic program would require. His efforts to create a structure for outcomes assessment at SU lagged behind our desires to have outcomes assessment in place for this program presentation. However, his efforts are creating structure that will serve the MSLIS program well in the months and years ahead. That structure includes:

- On-demand consulting by the SU Assessment Working Team
- Workshops
  - The Assessment Working Team will conduct workshops on specific aspects of assessment for any unit on campus. In addition, the Assessment Working Team will host university-wide workshops when applicable. The first university-wide workshop was given in April 2015 by Barbara Walvoord, Ph.D.
- Resources available on the Institutional Effectiveness and Assessment web site, <http://assessment.syr.edu>
- A process for ongoing assessment, which begins in fall 2015. The process requires every academic program to:
  - State the student learning outcomes for the program
  - Create a curriculum map
  - Create an assessment action plan
  - Submit yearly assessment reports
- The creation of the University Assessment and Accreditation Committee. The committee is charged with increasing awareness of how assessment should be used at Syracuse University to improve teaching/learning and institutional processes, interpreting Middle States accreditation standards and policy, and advising the University, its faculty, and administrative leaders on assessment and accreditation activities. The director of the MSLIS sits on this committee and provides to the committee knowledge gained during the Blackboard outcomes assessment pilot.

The heart of the process is the assessment action plan (<http://assessment.syr.edu/wp-content/uploads/2015/07/Academic-AAP-Guide-7-31-15.pdf>), which details how student learning outcomes will be measured, and also the data-driven changes that occur from those measures. Changes may include revising student learning outcomes, creation of more appropriate measures, or altering curriculum. The assessment action plan has three phases, with phase 1 due in October 2015. Phase 1 includes stating the program's student learning outcomes, associated measures, and criteria for success.

The MSLIS program has program outcomes, which it has used for several years (and which will be updated as our assessment activities progress), and a curriculum map, which is updated every year. The program will work with the Associate Dean for Academic Affairs (ADAA) in the iSchool on the creation of its assessment action plan. The ADAA, along with the iSchool Curriculum Committee, will review all of the assessment action plans submitted by the academic programs in the iSchool and assure that the programs are meeting the assessment and reporting criteria required by the university.



From interactions with the Associate Provost for Academic Programs, the MSLIS program knows it has more indirect evidence for outcomes assessment (e.g., course and assignment grades, student satisfaction, employment rates, etc.) than direct measures (e.g., assessments from internship supervisors, student reflections, systematic observations, etc.). Using the assessment action plan, the MSLIS program will review its program outcomes (student learning outcomes) and connect each to direct measures, recognizing that in some instances more appropriate direct measures may need to be created.

During the Blackboard outcomes assessment pilot (which ended in December 2014), the director of MSLIS program discussed the need for outcomes assessment with all faculty who teach LIS core classes. Those conversations were fruitful in getting faculty to discuss the importance of outcomes assessment, the need for more harmonization across course sections, and what counts as direct evidence. Those conversations laid important groundwork for the effort that lies ahead for all of the academic programs in the iSchool as the academic programs develop their assessment action plans.

As the MSLIS program has worked towards better assessment, the following has occurred in calendar year 2014:

- Three MSLIS faculty reviewed the ratings given to interns based on the program outcomes by their internship site supervisors and submitted a report (Appendix F) to the LIS FPAG. While the MSLIS faculty found that site supervisors gave good ratings to MSLIS interns, we noted that changes are needed to the form, and to how data are collected, in order to have better data quality.
- The iSchool re-implemented alumni surveys, which include alumni assessing themselves based on the MSLIS program outcomes. (The survey, implementation plan and report are in Appendix E.) The survey was implemented with our December 2014 graduates. Since that semester's graduating number is a smaller cohort than the May graduates, the return rate was small. More robust results are anticipated in future interactions of the survey, especially with our May graduates.
- Outcomes assessment has been discussed at LIS FPAG meetings. These discussions have been loud, boisterous and probing with multiple perspectives contributing. These discussions have created the grounding that is needed for outcomes assessment to work for an academic program.
- Outcomes assessment has been discussed with other iSchool faculty, program directors, and deans. Because the MSLIS program is entwined in the programs of the iSchool, it is important that everyone understand the importance of outcomes assessment. The work that every academic unit on campus must do this year will create additional opportunities for conversations and conflict, which are needed for us to agree on the path forward.
- Outcomes assessment has been discussed with the School Media Governing Council and the LIS Guiding Council. Some members of both councils are familiar with the need for data-driven changes and thus recognize the value that this effort will have.

- The MSLIS program has become more mindful of displaying its program outcomes (<http://ischool.syr.edu/academics/graduate/library-and-information-science-program-goals-and-outcomes/>) and sharing them with current and prospective students. Core MSLIS classes list the program outcomes that relate to them on their syllabi or in the Blackboard course sites, which helps to reinforce the outcomes with our students.
- The MSLIS: School Media is part of the Syracuse University Unit for Preparing School Professionals. The Unit for Preparing School Professionals is accredited by NCATE (now known as Council for Accreditation of Educator Preparation or CAEP). As part of the Unit, the MSLIS: School Media has continued to meet the requirements of the Council for Accreditation of Educator Preparation (CAEP). Annual reports from the CAEP (formerly National Council for Accreditation of Teacher Education) assessment are available at <http://ischool.syr.edu/academics/graduate/masters-degrees/ncate-assessment/>.
  - Faculty who teach school media students have concerns with the amount of scoring that is done based on individual competencies. One assignment can have multiple competencies associated with it. The faculty will be working to select the most appropriate competencies to associate with specific assignments, keeping in mind that all competencies must be assessed during a student's course of study.
  - The entering of CAEP scores is a manual process, which uses the same system that is used for entering end of semester grades. The faculty continue to voice concerns over the tedious process of entering the scores. However, it is unlikely that a better system and process will be put into place in the near-term.
- In response to input from the IST 613: Library Planning, Marketing and Assessment course instructors, and based on an assessment of the plans created in that class and feedback from MSLIS students, the instructors in IST 614: Management Principles for Information Professionals are implementing an assignment that requires investigation and understanding of an organization's budget. Additionally, the MSLIS program is in the process of regularizing a new special topics class on leadership, which will include course sections on budgeting.

## **Conclusion**

Since our last self-study, the MSLIS has sought to attract and engage students from different backgrounds and cultures. Our recruiting processes and means of promoting our program have increased. In addition, the scholarship/tuition awards provided by the School have and continue to increase with several scholarship opportunities occurring in spring 2015 and outside the timeframe for this report.

The program is attracting students who are interested in public, academic and school librarianship as well as working in special libraries and “nontraditional” areas (e.g., marketing firms). Students are using the MSLIS program to create their own version of librarianship. Students who come to the program with a narrow view of librarianship find that the degree can take them in directions which they had not imagined.

### *Areas for Improvement*

While this chapter has detailed many positives about our students and their efforts, we recognize that assessment is an area where we need to improve. Under the direction of the Associate Provost for Academic Programs, the entire campus is implementing outcomes assessment beginning in fall 2015. The MSLIS program, and all programs in the iSchool, will benefit from the assessment efforts of and support from the entire campus.

In addition, the iSchool has plans to deepen support for LIS students by expanding recruitment to include those who are seeking careers outside of libraries, strengthening and broadening the internship program, helping students match their skillsets with a wider and more diversified array of employment opportunities, connecting students to SU alumni in numerous appropriate careers, expanding scholarships and awards, and strengthening our career placement advisory support.



# Chapter Five: Administration and Financial Support

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## Chapter Five: Administration and Financial Support

### Introduction

The School of Information Studies has adequate support to carry out its mission. Its main source of financial support is tuition with additional support from grants and gifts. Administrative support comes from staff dedicated to a variety of tasks. The school operates as a “Faculty of One” and thus there are no departments within the school. The budget, staff and faculty belong to the school as a whole. This section will elaborate upon the school’s financial base and staff support.

**Standard V.1:** *The school is an integral yet distinctive academic unit within the institution. 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 school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.*

The School of Information Studies is one of 13 schools and colleges at Syracuse University.<sup>21</sup> As is the case for all academic units at Syracuse, the school enjoys autonomy sufficient to ensure that the intellectual content of its programs, selection and promotion of faculty members, and selection of students are guided by policies established within the school. This is in accordance with Article IX: Section 5 of the University By-laws<sup>22</sup>. Program oversight is shared between individual academic units, the university senate, and the office of the provost. The provost initiates and ultimately approves programs and can request a program review. The senate approved specific curriculum requirements prior to their referral to the New York State Department of Education. Each school and college had considerable autonomy with respect to ongoing program review and modification.

Known as “The Original Information School,” it is our vision to expand human capabilities through information; our goal to transform the information field through leadership in research,

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<sup>21</sup> The 13 academic units are 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, Graduate School, School of Information Studies (iSchool), College of Law, Maxwell School of Citizenship and Public Affairs, S.I. Newhouse School of Public Communications, University College, College of Visual and Performing Arts, and Martin J. Whitman School of Management.

<sup>22</sup> The exact text of Article IX: SECTION 5 is as follows:

#### **POWERS OF FACULTIES**

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.

development, and education; and our values based on the belief that whatever we do, we do through information and for people.

The iSchool also has a distinctive culture that mixes a faculty comprised of traditional theory-based academicians and contemporary researchers, together with nearly one-third of the members who come to their roles from experience as information professionals, leaders and executives, who now also teach. They are called professors of practice, and both capacities and perspectives lend to the unique culture of the school. The culture of the school is often called a “Faculty of One” orientation, and it features an interdisciplinary focus rather than distinct, separated departments.

Within this framework, as a guiding principle, the faculty of the School are collaborative and non-competitive. Our professors frequently co-teach and often conduct research projects together. They respect one another and the unique knowledge and practices each can bring to the academic mix, as well as to the student-learning perspective. The combination offers students a unique learning environment that is both theory and research-based and anchored in real-world practicalities. All major decisions about the school are made with the approval of the faculty.

Because researchers are conducting cutting-edge discovery, and practitioners are regularly participating in the continually changing life of their industries, learning with innovation at its center is a hallmark of the School, as well as one of its self-imposed benchmarks.

The School offers bachelor’s degrees in Information Management and Technology (IM&T); master degrees in Library and Information Science (LIS), which includes those students specializing in school media, Information Management (IM), and Telecommunications and Network Management (TNM); a Ph.D. program in Information Science and Technology; a Doctorate of Professional Studies program in Information Management. Each degree program is overseen by a program director and a program manager. Individual iSchool faculty frequently teach classes associated with the school’s different degree programs, and are not associated solely with one program.

In addition, the school offers several graduate-level certificates of advanced study (CAS). Every CAS is overseen by a lead faculty member, as well as by a faculty program director and a staff program manager. The School offers the CAS in these areas: Cultural Heritage Preservation; Data Science; e-Government Management and Leadership; Information Security Management; Information Systems & Telecommunications Management; and School Media.

The School’s program directors are responsible for the daily management of the degree. For example, the LIS program director is responsible for the daily management of the Master of Science in Library and Information Science (MSLIS) program, including school media specialization and also is responsible for long-range planning activities, recruiting and marketing, and program development related to the programs. The program director meets regularly with interested faculty to discuss the program, student concerns and any issues (such as accreditation). Major changes discussed within this body would then go through a larger discussion with the whole faculty. In addition, the faculty also serve on various committees, such as the Personnel Committee, handling specific decision areas, such as hiring.



The following sections explain the policies for curriculum development, personnel policies, admissions, and budget and then explain how the school works with the larger university.

## **Curriculum Policies**

The courses taught by the School of Information Studies and the school's degree programs are the purview of the school itself. The iSchool policies on curriculum have already been discussed under Standard II (Curriculum).

## **Personnel Policies**

The school has well-developed faculty personnel policies that govern the search and hiring processes for new faculty and the review and approval processes for tenure and promotion decisions. Policies are reviewed by the faculty personnel committee periodically and revised as necessary. This information has been covered in Chapter Three of this document (Standard III: Faculty).

We assume that with few exceptions a qualified doctoral degree holder in a discipline is qualified to teach a wide range of introductory level material. Likewise, with those who have a master's as their terminal degree in an area, we generally assume that if they are experienced at course preparation, that they are capable of preparing and delivering introductory level material. For advanced material, we expect that the faculty has documented (or documentable) prior experience relevant to the specific area of practice represented by the advanced course. These judgments of qualifications are generally accomplished by program directors in consultation with the associate dean of academic affairs. We monitor the correctness of these judgments post hoc by examining student evaluations of instructional quality, student outcomes in internships and initial placements, and alumni reports of early career success.

All decisions about faculty recruiting and hiring are driven by faculty input. The executive committee (comprised of the iSchool academic deans, program directors and full professors), the augmented personnel committee (the iSchool personnel committee and all associate and full tenured and Professor of practice faculty), and the whole faculty are each consulted by the dean on an annual basis to assess hiring needs. This assessment generally includes consideration of the current composition of the faculty, but we never try to "replace" a person who has left the school. Rather, we look forward towards future opportunities for the school to develop a perspective on the profile of new hires. Student demand across content and practice areas is a key element of these conversations as is the budget of the school and the fiscal health of the university at large. Considering these sources of input, the dean seeks approval for a preliminary description of hiring priorities with the provost in the spring semester. The provost may approve or deny any hiring request, may seek more data about the school's strategy, and may make additional suggestions. Approved positions are then referred to a search committee appointed by the dean to be refined into job specifications and a job advertisement. The search committee seeks the input of the whole faculty in shaping these details. As a footnote, the current leadership of the school eschews hiring large groups of faculty in any given year because of the difficulty of

mentoring such a large group. For example, if the school needed to hire six new faculty, and had the budget to do so, the hires would be spread across two or more years.

Additional information on faculty specifically can be found under Standard III.

### **Selection of Students**

Students are selected by and admitted to the iSchool. Admission to the School is governed by standards and processes determined by the School's program directors, associate deans, and dean in conformance with University guidelines. This has been covered in Chapter Four of this document (Standard IV: Students).

### **Resources**

The school manages its own budget under the University's Responsibility Center Management (RCM) model. This "all funds" model gives the school broad discretion in the management of expenses and incentives to increase revenues. At this time, the school is financially healthy, is enjoying overall growth in student numbers, and has a comfortable reserve account to hedge against declines in revenues and to fund new strategic initiatives. More information on this is covered later in this chapter.

### **University Support**

In all of the above activities, the University provides assistance through central resources. The Admissions Office, Graduate Enrollment Management Council, Office of Budget and Planning, Office of Human Resources, Slutzker Center for International Services, Office of Financial Aid and Scholarship Programs, SU Abroad, and Office for Academic Affairs all provide guidance and assistance. These are the offices our faculty and staff interact with most frequently, but 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., Slutzker Center for International Services) work with faculty, staff and students. The School of Information Studies enjoys exceptionally good working relationships with all of these offices.

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

### **Representation**

All members of the School of Information Studies, including the dean, faculty, staff, and students, have opportunities for participation and representation on the University's advisory and policy-making bodies.

One clear example of the iSchool's influence on the entire campus is that in December, our former Dean, Elizabeth Liddy, was selected by the University Chancellor to become the Interim Provost and Vice Chancellor of the University, and to lead the implementation of a major, new Academic Strategic Plan for the whole university. The Academic Strategic Plan is one part of Fast Forward Syracuse, which is described as the following:

Fast Forward Syracuse is a University-wide initiative that involves three inter-related components: an Academic Strategic Plan laying out a common vision for Syracuse and clear academic priorities needed to achieve that vision; a Campus Master Plan to provide a framework for our University's infrastructure needs; and an Operational Excellence program to help support and fund these investments and the pursuit of our overall objectives (<http://fastforward.syr.edu>).

Other faculty have served in high positions on University committees. For example, Jeff Stanton was Interim Vice President of Research for the University; Barbara Kwasnik was chair of the University Curriculum Committee, and Martha Garcia-Murillo served on the committee to select the next chancellor. In addition, a number of staff have served on University-wide committees. They include Roger Merrill, who is chair of the Technology Leadership Council; Scott Barrett, a co-lead for the Fast Forward Operational Excellence Development CRM (Constituent Relationship Management); Stephen Block, member of the Working Group on Sustainable Benefits; and Sarah Hagelin<sup>23</sup>, who served on the Registrar Advisory Council.

The environment of the iSchool fosters participation in the larger University community. Faculty and staff get involved in university-wide working groups and councils by (1) requesting to join an initiative where it is important to for the iSchool to be represented, or (2) through the request of iSchool or University leadership. Because undergraduate students are on campus for multiple years, some do get involved in university-level committees and initiatives. Graduate students, due to their shorter time at SU, are unlikely to become part of a university-wide committee or initiative. The iSchool is one of the smallest schools at Syracuse University, but our presence is large, and frequently one of academic leadership. It could be said that the School's faculty have more opportunities for participation and representation within the School, and within the entire University, than do other faculty, students and staff at the twelve other colleges and schools comprising the University in entirety.

### **Intersecting with Other SU Programs**

The school intersects with other programs at Syracuse University in a number of ways and allows us to contribute to the intellectual environment of the entire University:

- 1) We have a number of programs at the undergraduate and graduate level that are interdisciplinary and work with other schools and departments in the university.
  - The school has dual-degree undergraduate programs with the Whitman School of Management and the S.I. Newhouse School of Public Communications. In these programs, students receive a B.S. in Information Management and Technology from

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<sup>23</sup> Sarah Hagelin moved to a position outside of Syracuse University at the end of the spring 2015 semester.

the iSchool and another degree from the other school (i.e., S.I. Newhouse School of Public Communications and Whitman School of Management). We coordinate with both schools to make sure that this is possible for students.

- The B.S. in Systems and Information Science is a degree coordinated between the iSchool and the College of Engineering and Computer Science.
- We offer two undergraduate minors, which are collaborations with other academic units and which are open to any student in the university. They are:
  - Minor in Global Enterprise Technology (GET) which is a collaboration among the iSchool, the School of Engineering and Computer Science, and the School of Management.
  - Minor in Information Technology, Design, and Startups, which is a collaboration among the iSchool, the School of Management, and the School of Visual and Performing and Arts (VPA).
- The graduate-level Certificate of Advanced Studies in Cultural Heritage Preservation is a collaboration between the iSchool and the College of Arts and Science's departments of Museum Studies and Anthropology.
- In addition:
  - Several of our undergraduate courses attract students from across campus, including IST 444: Information Reporting and Presentation.
  - Our doctoral students frequently take courses in other departments and have members of other departments on their committees.
  - Our faculty serve on doctoral committees in other schools. This increases the visibility of our school and the interdisciplinary research that occurs.

2) Our research centers often collaborate with other members of campus.

- An example of this was our Because Play Matters lab, which moved to Canada with Dr. Scott Nicholson at the end of the 2014-2015 academic year. The Because Play Matters game lab, which focused on games in informal learning spaces such as libraries and museums, had a faculty affiliate group that brought together faculty members and students from different schools and colleges. These included the S.I. Newhouse School of Public Communication, The College of Arts and Sciences, the School of Education, the College of Visual and Performing Arts, and the College of Engineering and Computer Science.

The outreach arm of this lab, called the Game Designers' Guild, was a community group that made games for the good of the community. Students and faculty from all over campus had been a part of this guild. Since there was no game degree program, this guild provided a point where people interested in game design could come together to create and play/test games. Dr. Scott Nicholson, an iSchool professor who directed the lab, has provided classes on game design and gamification. These were

taken by students in many different departments, and he had run a version of his gamification class in conjunction with the Honors program for undergraduates from across campus. (More recently, he added additional outreach, conducting game lab programs in community environments for families and youth, held at a Syracuse museum and at a local school.)

- Another example of how our research contributes to the intellectual environment of the university can be seen in the Center for Digital Literacy (CDL). The center has collaborated with researchers from the School of Education, the School of Visual and Performing Arts, the School of Management, the Maxwell School of Citizenship, and the College of Law. In particular, CDL currently collaborates with a College of Law adjunct faculty member who is a part of the Burton Blatt Institute, which is focused on advancing the civil, economic and social participation of people with disabilities; on Project ENABLE (Expanding Non-discriminatory Access By Librarians Everywhere). This project has been funded since 2010 by three successive grants from Institute of Museum and Library Services to train librarians to create accessible libraries and inclusive library programs for students with disabilities. It began with face-to-face training. Now, all of our training is online and customized by type of library. This is the only program of this nature in the country. It is beginning a pilot research study to determine its impact on library practice and of that library practice on students with disabilities.

In another project, CDL worked with a faculty in the School of Education on a project involving at-risk middle school students in a small private school in Syracuse. The goal of the project was to learn how to use technology to improve these students' reading and writing skills. The students used technology to create their own stories and books, which they then shared with and read to younger students.

- 3) Similarly, our doctoral students collaborate with other departments and schools, and our faculty contribute to doctoral students in other departments.
  - Our doctoral students<sup>24</sup> are required to have two members of their dissertation defense committee from outside of the iSchool, and at least one has to be from another unit at Syracuse University. Examples of faculty from other SU colleges include Steven Brechin from Sociology (within the Maxwell School for Citizenship and Public Affairs). He served on two committees where students were interested in using a sociological approach to their dissertation. Similarly, our faculty have served on doctoral committees outside of the iSchool, including Ken Lavender (for the College of Arts and Sciences), Bruce Kingma (for the Maxwell School for Citizenship and

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<sup>24</sup> For a dissertation defense, the doctoral student has seven members on his/her committee: the supervisor and two other faculty from the iSchool; a fourth faculty member who can be from the iSchool or from another SU unit or from another university or lab; and two faculty who are added specifically for the defense as examiners. One of the examiners must be from the iSchool (internal) and one must be from elsewhere (either another SU unit or from another university or lab); and the chair of the defense, who is a faculty member from SU (but not from the iSchool), who represents the Graduate School and is charged with the proper conduct of the defense.

Public Affairs), and Marilyn Arnone (for the S.I. Newhouse School of Public Communications).

Another way the school contributes to the intellectual environment of the University is by ensuring crossover and clarity within interdisciplinary areas. For example, two of our faculty are liaisons to other schools on campus, so that the schools understand how our coursework fits within their programs. Nancy McCracken is the liaison to the Computational Linguistics Department in the College of Engineering and Computer Science. Bei Yu is the liaison to the linguistics department in the College of Arts and Sciences. Dr. McCracken and Dr. Yu teach our information retrieval and natural language processing courses, which are closely related to the work in these other schools and departments.

**Standard V.3:** *The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer 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. The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's 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.*

### **Executive Officer**

Elizabeth D. Liddy, Ph.D., served as dean of the School of Information Studies from 2007<sup>25</sup> until December 2014, when she was asked by the University Chancellor to become Interim Provost and Vice Chancellor of the University as a whole. This was a great honor for our school and recognized Liddy's leadership skills, innovation, and good stewardship. Our school currently is being led by Interim Dean and Professor Jeffrey Stanton, Ph.D.

Both Liddy and Stanton have comparable title, salary, status, and authority to the heads of similar units at Syracuse University. (See Appendix V for their curriculum vitae. Compensation information can be made available on-site.) They also have similar authority to other deans. The interim dean of the School of Information Studies (Stanton) now reports directly to the University's Interim Vice Chancellor and Provost, Elizabeth Liddy. This reporting relationship is in line with that of the other college and school deans across the campus. The Interim Vice Chancellor and Provost reports to the Chancellor and President of the University, Kent Syverud, who in turn reports to the Syracuse University Board of Trustees.

Interim Dean Stanton joined the iSchool as an assistant professor, receiving tenure in 2004. He was promoted to full professor in 2011 based on scholarly output that included books, journal

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<sup>25</sup> Liddy was first an Interim Dean from June 2007 – January 2008. In February of 2008 she officially became dean of the iSchool.

articles, book chapters, and conference papers. In 2007, he became the Associate Dean of Research for the iSchool, and served in that position until 2011. In 2011, he was the interim Vice President for Research for Syracuse University. In 2012, he became the Senior Associate Dean for the iSchool. In 2012 and 2013, he was a fellow of the American Council on Education in the Emerging Higher Education Leaders program, serving a placement in the Office of the President at State University of New York-Cortland. During his fellowship year, Stanton also was certified as a campus planner by the Society for College and University Planning.

As a faculty member of the School he has obtained more than \$5.5 million in outside funding, including the National Science Foundation's CAREER award. In addition to serving as the interim Vice President for Research, Stanton previously served Syracuse University in campus-wide roles as chair of both the Institutional Review Board and the Senate Administrative Operations Committee.

In 2014, Stanton was selected as a fellow of the Leading Change Institute, co-sponsored by EDUCAUSE and CLIR. Formerly known as the Frye Institute, Leading Change provides leadership training for individuals involved in higher education librarianship and information technology professions. As this long list of accomplishments makes clear, Stanton is well qualified and substantially equipped to lead the school.

### **Nurturing Intellectual Environment**

The Interim Dean shares his authority to a great extent with the faculty, in support of the school's culture of collaboration and innovation and the invigorating intellectual environment it produces. As noted at other points in this self-study, the faculty meet monthly to discuss all aspects of the school. The faculty also have two planning days per year in which larger discussions on the direction of the school are conducted.

The Interim Dean is supported by the Senior Associate Dean, who helps with the administrative tasks of running the school. Barbara Stripling, an assistant professor of practice, and a former president of the American Library Association, is the current Senior Associate Dean. Dr. Stripling teaches classes that are a part of the LIS and School Media programs.

The program director of the MSLIS program meets regularly with both the Interim Dean and the Senior Associate Dean to discuss the needs of the MSLIS program. In addition, the program director hosts monthly meetings of the faculty interested in the MSLIS program. As Senior Associate Dean, Jeff Stanton frequently attended these meetings. In her role as MSLIS faculty, Barbara Stripling is a regular attendee of these meetings. These regular meetings ensure that the program is adequately administered and its future is actively planned. In addition, the attendance of the Senior Associate Dean assures that senior leadership is aware of discussions occurring among the LIS faculty.

Faculty, including the Interim Dean and senior administrators, regularly attend library science-oriented conferences such as ALISE, ASIS&T, ALA, SLA and regional library association meetings (NYLA and NELA). The iSchool frequently hosts events for alumni, faculty and any students attending these conferences. Particularly at the New York Library Association (NYLA)

and New England Library Association (NELA) annual conferences, students are encouraged to attend the conference and to visit with alumni.

### **Nurturing Student Interaction with the LIS Profession**

Over the last three years, the school has supported student attendance to Computers in Libraries by assisting with registration and travel arrangements. The iSchool has raised funds to support MSLIS student attendance at professional conferences and is putting processes in place so that students can request financial support for conference attendance. In addition, a donor established the Theresa C. Huang Scholarship to help support 1-2 students to attend the ALA Annual Conference each year. Students also take advantage of other conference scholarship opportunities through the SU Graduate Student Organization and other external sources.

**Standard V.4:** *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.*

The iSchool dean appoints a variable number of associate deans: in recent years this group has comprised a senior associate dean, an associate dean of academic affairs, and an associate dean of research. This group holds regular “kitchen cabinet” meetings with the senior staff budget officer in attendance. At the next level, the executive committee – comprising all iSchool full professors and all program directors – serves as a consultative body to advise the dean. On the staff side, there is a staff leadership group attended by the senior associate dean (and sometimes the dean) and consisting of all assistant deans and executive directors in the school who oversee the staff in the iSchool.

### **Staff Support**

The iSchool benefits from incredible staff support, including many staff members who are dedicated to supporting the school and our students. Because we are a “Faculty of One,” many staff support the whole school. To provide a clear picture of this, we have included the organizational chart in Appendix QQ. This shows that most support functions across program lines and that staff members are available to the entire school.

Some positions are dedicated strictly to supporting the instructional mission of the school (e.g. the director of instructional technology). Some staff members are dedicated purely to the administrative and operational activities (budget, human resources, etc.) and to the advancement efforts of the school. Program Managers provide full-time administrative support to our degree programs. All of these staff members contribute to the fulfillment of the program's mission, goals, and objectives.



The iSchool has a dedicated student services staff of 12 FTEs. These staff members do everything from advising students to helping students find jobs and offering career advice. As is typical in our school, all of the staff members are ready and able to help within any program, including a full-time advisor dedicated to all of our Master of Science degree students, who ensures that our students are able to register for courses and are fulfilling their program requirements.

In addition to the student services staff, the MSLIS program has one dedicated program manager. The program manager works with the MSLIS program director on course scheduling and student advising (e.g., course selection). She works with the iSchool recruitment team in order to advise potential students about aspects of the MSLIS and MSLIS: School Media. She advises school media students on their certification requirements and ensures that they have met those requirements for graduation or for their initial certification on New York State. She works with the program director and enrollment management on admitting students to the program and awarding scholarships. Among the myriad of other details handled by the program manager, it is important to note that students see her as a go-to person for helping them with concerns and issues that are interfering with their studies. In these cases, the program manager and faculty members work with students to understand a path forward which will allow them to complete their studies.

### **Fulfillment of Values**

The staff at the iSchool are dedicated to supporting the school and all it represents. The values and vision of the school reflect the idea that everyone involved in the school – faculty, staff and students – are part of that overarching mission. One staff member summed up the feeling of working at the iSchool this way:

*The vision and values of the iSchool are our personal values also. I believe that we each put the student and his/her needs first, and we totally enjoy our individual work, but also enjoy working with each other, all of the faculty, and the students. It's more than a "Faculty of One," it is "One School" where everyone's work is respected and valued.*

### **Decision-making**

Because of the "Faculty of One" philosophy within the school, decision-making is collaborative and consensus-based. The typical path of MSLIS issues is that they are initially addressed at a Faculty Program Advisory Group (FPAG) meeting. After discussion with faculty, staff, and the MSLIS student representative, the program director takes the issue to the executive committee meeting, which is a meeting of all of the program directors, full professors, and senior academic administrators. The issue is further explored in the context of the entire school, and then the issue may be presented to the entire faculty at a monthly faculty meeting or on one of the two annual faculty planning days.

Faculty are attuned to the needs of the program and the students and regularly bring up concerns in FPAGs or faculty meetings. We have a number of faculty who are frequently in direct contact with librarians in the field, mostly through professional associations. In this way, the faculty can bring back issues from the field to our program. Megan Oakleaf is a strong member of ACRL,

Jill Hurst-Wahl is an active member of SLA and a former member of its Board of Directors, Barb Stripling has been noted before as a Past President of ALA, Barb Kwasnik is a member of NASKO (North American Symposium on Knowledge Organization), and Dave Lankes is highly regarded and beloved everywhere (including his current World Tour to Expect More of Librarianship), to name but a few of the ways our faculty stay in touch with the profession. This is explored at greater length in the chapter on Faculty (Chapter Three); we include it here to mention that all decisions are made with the profession in mind.

**Standard V.5:** *The parent institution provides continuing financial support sufficient to develop and maintain 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 school's program of teaching, research, and service.*

### **Provision of Support**

As mentioned earlier, Syracuse University operates under a Responsibility Center Management (RCM) budgeting system. Under RCM, the revenue producing units (i.e., the Schools and Colleges) are allocated all of the revenue generated from tuition, fees, gifts, grants and endowment proceeds. They are also responsible for all of their expenses, including overhead payments back to the university to cover expenses in the non-revenue generating departments. The following chart shows the Fiscal Year 2016 budget as an example. The RCM Cost Pool represents the overhead return to the university.

**Table V.1 iSchool Fiscal Year 2016 Budget**

Due to the proprietary nature of this information, the table has been removed.

Due to the proprietary nature of this information, the table has been removed.

RCM considers all sources and uses of funds. The above budget is an “all funds” budget meaning that funds from operations, restricted gifts and grants and endowment proceeds are all included in both the income and expenses figures. It also represents all income and expenses for all programs within the iSchool.

In all schools and colleges at Syracuse University, the RCM model actually stops at the Dean’s office. It is the responsibility of each Dean to assure that the various programs are adequately funded through the RCM budget. A program-to-program comparison of funding across campus is virtually impossible to do as programs (in the iSchool) and academic departments (in other schools and colleges) do not have discreet full RCM budgets.

In those schools that have a more traditional departmental organization, an expense only budget would be allocated to a department. Since the iSchool at Syracuse University operates under a “faculty of one” philosophy, the school does not manage a departmental structure. The various programs offered by the school share resources such as staff, space, equipment and even faculty.

The following chart shows expenditures by program from unrestricted funds for fiscal year 2015. Note that programs highlighted on the right are academic programs and programs highlighted on the left are overhead expenses paid back to the university.

## **Table V.2 iSchool Expenditures by Program from Unrestricted Funds for Fiscal Year 2015**

Due to the proprietary nature of this information, the table has been removed.

As mentioned before, most resources are shared across the school. Staffing for general administration, research support, technology support, student services and enrollment management work across program lines. Faculty travel is supported by its own budget and includes travel support for MSLIS faculty.

To the extent that it is practical, expenses are allocated to the academic programs. In the case of MSLIS, a program manager staff position is allocated the LIS program itself. Some faculty salary expense, when discretely identified as MSLIS, is allocated to the program as well, along with fringe benefit expenses. And operating expenses such as ALA and ALISE membership fees and staff travel to library specific conferences is allocated to the program.

The allocation of expenses in this manner functions as a comparative measure of support for the various programs. The following table illustrates the expenses allocated to each of the iSchool's Master Degree programs along with the number of students in the program as of the Fall 2014 census.

## **Table V.3 Expense Allocation by iSchool Master Degree Based on Fall 2014 Census**

Due to the proprietary nature of this information, the table has been removed.

## More on iSchool Revenue and Expenses

Tuition from course offerings is the main source of revenue supporting operations. Other revenues, from gifts, grants and sponsored programs, are sequestered in restricted accounts and can be spent only for the purposes for which they were intended. However, in certain circumstances, these restricted funds can be used to offset operating expenses, thereby improving the financial health of the school. For example, a scholarship fund can be used to pay for a graduate assistantship that may have previously been paid for through school operating funds.

Because revenue is so closely tied to tuition and therefore to course offerings, the financial support is closely related to the number of faculty and staff. As more students enter our programs, we have more money to hire faculty and staff. In the last 10 years, as the school has grown in number of students, we have also grown in the number of faculty and staff. For example, as the interest in data science has increased, we have been hiring more faculty in that area and will be hiring two faculty in that area this year.

The school currently maintains a comfortable reserve account, the proceeds from several years of operating surplus. This provides the school with a buffer against unexpected decreases in income and also allows the school to think strategically about investments that would lead to growth and/or better programs. In Appendix RR is a summary of the school's fiscal year 2014 financial performance. Since the school is not organized by departments, there is no discrete MSLIS budget.

In 2014, the school received a sizable gift from the estate of Estelle Wilhelm '38 (Arts and Sciences) and MLS '39 (iSchool), who was a professional librarian for most of her career. Part of this gift is being used for scholarships to support MSLIS students with our Expert More Scholarships. The details of the scholarship are as follows:

- Pairing of each "Expect More" Library Scholar to a specific faculty member (<http://ischool.syr.edu/academics/expect-more-lis-faculty/>), a mentor who is carefully matched to the student's career field of interest, for the two years of the graduate education program;
- A 50 percent tuition scholarship award, funded by a generous bequest from the late Estelle Wilhelm, herself a librarian and MLS alumna of the school;
- A paid faculty assistant position - a job working directly with the paired faculty member, on projects in the student's field of interest, for 20 hours per week during the academic year, over the two years of the program;
- A fund of \$1,000 for student travel to library conferences, industry networking events, and professional development activities.

## Financial Planning

Financial planning is done by examining historical performance and trending and projecting future activities. A variety of modeling tools are used, most notably queries against the University's data warehouse, which contains enrollment, financial, and other relevant

information. These data are used when making decisions about enrollment, marketing, program and curriculum development, and investments in technology.

**Standard V.6:** *Compensation for a program's executive officer, 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.*

The “executive officer” for the MSLIS program is the program director, Jill Hurst-Wahl, who has accountability for all curricular and instructional decisions, and input on financial aid. The interim dean, Jeffrey Stanton, serves as the chief academic officer of the MSLIS program. Stanton and his team maintain responsibility for financial issues related to the overall program. The interim dean, senior associate dean and associate dean for academic affairs are responsible for personnel concerns.

### **Fair Compensation**

Compensation for the school’s dean, faculty, and staff is on par with that offered by other schools and colleges with similar program offerings. As Syracuse University is a private institution, salaries are private; they can, however, be provided to External Review Panel members on-site if this information is needed. To ensure that our LIS faculty are compensated fairly, the iSchool contributes salary data to ALISE on a regular basis and then uses their report for comparison purposes.

The Pay Administration Handbook, which is used for staff positions, is available at <http://humanresources.syr.edu/resources/staff/compensation/pay-administration-handbook/>. Resources related to faculty hiring and appointment are available at <http://humanresources.syr.edu/resources/faculty/academic-hiring-and-appointment/>.

**Standard V.7:** *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 Funds for Faculty**

Research funding is typically generated through faculty initiatives and external sources throughout the university. The school has a dedicated staff member to support faculty in applying for funding.

Travel funds from school operating accounts are provided across programs for faculty members presenting papers at conferences and for travel related to program administration. Professional-

development travel is funded for staff as the need arises. The school’s faculty travel reimbursement policy is in Appendix SS. The amount spent for all school faculty travel, as well as the amount for the MSLIS FPAG faculty (as defined in Chapter Three: Faculty), is listed in Table V.4. As the 11 members of the MSLIS FPAG constitute more than 20 percent of the entire faculty, the portion of funding allocated to MSLIS FPAG faculty travel is appropriate.

**Table V.4. Faculty Travel Funded by the School**

Due to the proprietary nature of this information, the table has been removed.
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Leaves with pay are available to faculty members in accordance with University guidelines and the school’s personnel policy.

### **Funds for Financial Aid**

Financial Aid for graduate education at Syracuse University is managed by the individual schools and colleges as a part of the RCM budget system. As noted elsewhere in this document, most resources are not allocated at the program level, with one exception discussed below. Instead, most allocation decisions are at the level of individual faculty members and individual courses. One of the key elements of the faculty-of-one philosophy is that we do not “departmentalize” our allocation of funds. Rather, the needs of the whole faculty are served to the extent that resources are available. The one exception is financial aid. Financial aid is deployed in order to address enrollment goals in each graduate program (undergraduate aid is handled centrally by the university). Because of a surfeit of applications in the area of Information Management, very little aid is directed to this program. Conversely, because of cost competition in the Library Science education field, much institutional and endowed aid is directed toward the MSLIS program in order to address enrollment goals. For example, the \$3M Wilhelm endowment for student scholarships has been directed in its entirety to the MSLIS program.

Student financial aid is currently funded through the iSchool’s unrestricted operating funds and through funds derived from gifts and endowment proceeds. Undergraduate financial aid is calculated at a University-wide rate. Graduate financial aid is expensed as actual financial aid incurred by the school and is provided at the discretion of the school. Last year, students in the MSLIS program, including those specializing in school media, received \$653,329 in graduate

financial aid. This was about 22 percent of all scholarships given to graduate students. This did not include the new Expect More Scholarship, which starts in 2015.

**Table V.5. Student Enrollment and Financial Aid**

Due to the proprietary nature of this information, the table has been removed.

Another way to view these data is to look at the discount rate for the program. 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. In this view, the LIS program can be seen to receive slightly more financial aid than most of our other programs. This includes all of our CAS and Masters programs.

**Table V.6. FY 2014 Unrestricted Tuition and Aid Discount by Program**

Due to the proprietary nature of this information, the table has been removed.

When viewed by the Master programs, the 2015 discount rates are as follows:



**Table V.7. FY 2015 Discount Rate by Master Program**

Due to the proprietary nature of this information, the table has been removed.

Additional aid is provided to graduate students from restricted funds received through grants, gifts and endowment proceeds. Virtually all aid provided from restricted funds is given to LIS students. Of the \$307,961 provided in Fiscal Year 2015, \$299,771 was given to MSLIS students.

The total aid granted to MSLIS student in Fiscal Year 2015, then, was \$1,089,682.95 which results in a true discount rate of 28.56%. Scholarships for MSLIS students are given in a variety of categories all of which are described on our web page (<http://ischool.syr.edu/future/grad/lisAwards.aspx>). These include our Expect More Scholarship (see above about the Estelle Wilhelm gift to the school), which gives a 50 percent tuition discount; our 25 percent discount to people who are working in libraries when they apply; and our 25 percent Tuition Award for New York State Residents (formerly known as a the Upstate IT award).

**Standard V.8:** *The school's systematic planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.*

Consistent with the school's belief in participative and consensus-based governance, planning and evaluation processes are designed to encourage high levels of input, collaboration, and feedback from all stakeholders. Faculty have monthly meetings, plus two planning days a year, and interested faculty meet in faculty program advisory groups (FPAGs) to discuss specific programs.

Monthly faculty meetings are held to update the faculty on activities within the school and to further discuss plans. For example:

- Faculty give input into collaborative plans with other schools and colleges at Syracuse University;
- Faculty review the needs of specific academic programs and provide advice;
- Information on how the iSchool financially supports degree programs, e.g., scholarships, is brought to the faculty for their backing;
- The Wilhelm gift was discussed by the faculty several times as the school determined how it would best benefit our students.

Before each faculty meeting, the dean meets with the Faculty Executive Committee to solicit input from program directors and senior faculty, and to help plan the faculty meetings. These meetings help to determine what is discussed at a faculty meeting and the information that is needed for those discussions. This is where meeting processes—e.g., for faculty meetings and faculty planning days—are discussed and refined. The goal is to ensure that our faculty meetings, which can include more than 50 people, are efficiently and effectively managed.

Faculty Planning Days are planned by administration and faculty and are conducted twice per academic year for the purpose of engaging the faculty in planning and developing iSchool programs and services, as well as gathering input on a variety of issues covering the areas of instruction, research, and the administration of the school. In the last year, the faculty has reviewed how it is using these days and made constructive suggestions to how they might be more effective. The faculty recognizes that these days are important for the school and provides time for tackling big questions and strategic planning activities.

The school also solicits input from its Board of Advisors, comprised of widely respected professionals from the school's fields of instruction, including four who hold an MLS degree. The Board of Advisors meets regularly with the dean and senior administrators to review the school's direction and to provide feedback. This activity brings an outside perspective to the efforts of the iSchool, and advisors' comments and questions are highly valued. Information from the Board of Advisors (listed in Appendix B) comes back to the faculty and staff through faculty and staff meetings.

Faculty Program Advisory Groups (FPAGs) are organized and run by each program director in order to discuss programming issues, admission standards, marketplace positioning, and a variety of other issues. In the MSLIS FPAG, an LIS student attends the meetings and takes notes, which are shared among faculty and staff in order to keep the lines of communication open across programs. This student also anonymously provides the program director and the FPAG with concerns that other students have raised. This is an important feedback mechanism, which the LIS FPAG values. Student concerns and praises are taken seriously by faculty and staff. This student also is able to take resolutions and other information back to our MSLIS students.

### **Collaboration at All Levels**

The iSchool operates with a fully inclusionary and collaborative approach to all of its functions, encompassing all levels of administration, faculty, and students. Not only has this been characterized as a 'Faculty of One,' but more recently under Interim Dean Jeffrey Stanton as a 'School of One,' where all think and act with common goals designed for the common good and the core mission of teaching excellence for the next classes of students and the next generation of citizens of the world.

The approach is formalized via regularly planned meetings which address operational and academic issues and other school operating issues and concerns. The School is involved from the top administrative tier to the staff levels in regularly scheduled, dedicated meetings designed to continually examine effectiveness of faculty efforts and the delivered value of student learning. It is an innovative approach not typical of academic institutions, but very characteristic of the

culture of innovation, entrepreneurship, continual learning, and incorporation of real-world practices into academic learning that the iSchool encompasses.

### **Conclusion**

As one of the 13 schools and colleges at Syracuse University, the iSchool enjoys autonomy sufficient to ensure that the intellectual content of its programs, selection and promotions of faculty members, and selection of students are guided by policies established with the school. As a 'School of One', the iSchool operates with one faculty, one staff and one budget. The MSLIS program, its faculty and students are well supported financially by the iSchool.

### ***Area for Improvement***

As a 'School of One', the iSchool does not operate in a manner that it easy to explain. Faculty and staff need to continue to improve our explanations on how the school operates.



# Chapter Six: Physical Resources and Facilities

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## Chapter Six: Physical Resources and Facilities

### Introduction

Facilities are essential to delivering world-class instruction. The School of Information Studies recognizes that the term “facilities” goes well beyond walls and whiteboards to include software and technology infrastructure. We have interpreted Standard VI: Physical Resources and Facilities to encompass the entire infrastructure related to the master of science in library and information science (MSLIS) program—physical and technological.

In this expanded notion of facilities, wifi wiring and servers are equally as important to library education as classrooms and meeting spaces. In some areas, the physical and digital dimensions of a facility are joined—such as the networking connections in conference rooms. At other times, the two components are separate, such as the square footage allotted to a research center and the use of the iSchool learning management system (iLMS) software for delivery of online instruction. The point is that all aspects are essential to the school. Technology is emphasized in this chapter because of its central place in the School of Information Studies learning environment.

**Standard VI.1:** *A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.*

The School of Information Studies is located in Hinds Hall, which is in a prominent campus location on the Syracuse University main quad. Hinds Hall became the home of the iSchool in 2004, and a comprehensive and complete renovation was completed in 2007. Additional minor renovations were completed in 2013. The building is home to all of our faculty and staff, our research centers, most of our classes, and social spaces for faculty, staff and students. It has some wonderful features. When the building cannot accommodate the needs of our school, other classrooms and spaces are readily available. A floor plan of Hinds Hall is available in Appendix TT.

Hinds Hall is occupied solely by the School of Information Studies, and includes:

- Office space for all faculty members
- Eight classrooms, including two instructional technology clusters, a mobile furniture classroom, a digital learning center, and an innovation studio

**Table VI.1: Hinds Hall Classroom Capacity**

Room #	Room Type	Room Name	Capacity
010	Lab		42
011	Classroom	Innovation Studio	28 classroom; 50 theatre
013	Lab	Sys Lab	28
018	Classroom	Case Classroom (Registrar Classroom)	42
021	Classroom	Case Classroom (Registrar Classroom)	49
027	Lab	iTell Lab	28
111	Classroom	Digital Learning Center	42
117	Classroom	Tech Classroom	42
120	Collaboratory		20
121	Collaboratory		16
347	Collaboratory	Katzer Room	40 conference; 50 classroom; 110 theatre; 150 standing

- Additional rooms for teaching activities, including two multi-purpose rooms, a tutorial lab, several conference rooms that can be used for classes of fewer than 12 students, and several smaller rooms for student or faculty use for group work.
- More than 4,000 square feet devoted to research-center-based research
- More than 13,000 square feet reserved for student services, including offices for career planning, development, marketing, and student advising, as well as conference rooms and student offices
- More than 1,100 square feet dedicated to information-technology support staff
- A large dean’s suite on the third floor, which is welcoming for students, staff, faculty, alumni and visitors
- A café serving sandwiches, salads, coffee and treats is a new feature located on the basement floor. Given our cold winters and the busy pace of learning here, this is a welcome and convenient addition. This iCafe (also known as the iLounge) doubles as a multi-purpose space, demonstration and presentation hall, reception center, and is used for many other special events and diverse purposes.

When the iSchool originally moved to Hinds Hall, most of the above features were in place and were immediately put to use. Since that time, new areas in the building have been opened up or renovated. We also re-designed some spaces to accommodate changes as they occurred in the operations and needs of the school.



- We created an Innovation Studio, which allows for different ways of teaching and showing off student work. The studio is perfect for flipped classrooms, group work, and experimentation. One of the “unofficial” rules of the innovation studio is to “fail big,” which speaks to the fact that innovation is often not a straight line to success. In looking for space for the MSLIS course in preservation of library and archival collections, which includes lessons in textbook and paper repair, the Innovation Studio was identified as a space that could be modified to suit the need for running water for the class.
- The success of the Innovation Studio helped launch the Innovation, Collaboration and Entrepreneurship space known as the “ICE Box.” This space has two semi-private workspaces, a presentation area (which alternates as a lounge for students), a charging-station bar, and four faculty offices. It also has a kitchen space and vending services to support the socializing/learning spirit of the space. The ICE Box space has become a model for blending creative design and technology within a community environment.

The ICE Box is a merging of physical space for co-working and hosting events, and a resources hub that supports and connects entrepreneurship opportunities and activities. Originally designed to allow for the spontaneous expression of creativity, the ICE Box has become a place where students collaborate on innovative products and services, watch webinars with special guests, meet with faculty and professionals, mentor each other, show their latest innovations to others, and even complete their homework. The space has been built with the new economy in mind and the understanding that the best ideas flourish when conversations include diverse parties from multiple curricula and multiple colleges in a space that invites sharing.

- As advances in technology mean that our faculty do not have to be on campus, some of our faculty have chosen to work remotely or at a distance from Syracuse. For those faculty, we have a “hotel” office space that they can use when they visit campus. This dedicated area contains several cubicle offices, and is used by some faculty as their permanent office space due to the open-office environment it provides.
- A lactation room that is available for use by any faculty, staff or student.
- A new video recording studio has been designed to facilitate faculty requests for more professional-grade recording capacities when preparing online materials for courses. The space is equipped with recording and microphone equipment, backdrops, a studio desk and chairs. All the amenities are designed to ensure ease of use for both instructors and students.
- In fall 2015 a physical space on the second floor of Hinds Hall was designated for the Faculty Center for Teaching and Learning (FCTL). The FCTL is designed to provide iSchool faculty members and adjunct faculty with the resources and support to excel in teaching and instructional design. The FCTL’s scope is to

provide one-on-one, small-group, and whole-faculty support for effective course design, technology assistance and instruction, promotion of evidence-based teaching methods, and means of assessment for all iSchool instructors. Working with the FCTL staff can occur face-to-face or virtually.

As it is easy to recognize from the details above, Hinds Hall does an admirable job of providing facilities to equip our school and our educational programs. The University as a whole also provides a good learning environment and is currently evaluating the campus and the physical services it provides *via* an in-development Campus Master Plan. We expect that our facilities will continue to improve as we creatively and innovatively use our space and augment its capacities with the latest technologies to provide the best possible learning environment for our faculty, staff and students.

All iSchool students have access to Hinds Hall seven days per week. The building is unlocked during “operating hours” from morning to evening, with those hours fluctuating during the semester to accommodate student schedules (e.g., end of the semester exam preparations, semester breaks, etc.). Whenever the building is open, the iSchool IT help desk is staffed with a student worker, who can assist with technology problems in the classrooms, study spaces and labs. If someone is in the building before the building is locked for the night, the person is not asked to leave. That person can continue to work in the smaller computer labs or lounges/break out rooms. Faculty and staff can use their campus IDs to enter Hinds Hall at any time.

***Standard VI.2:*** *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 school’s program, regardless of the forms or locations of delivery.*

As we have detailed above, our physical and technological facilities are excellent. Our spaces reflect our focus on teaching, research, and the overall positive experience for students.

### **Functional Learning Environment**

Learning environments at the iSchool include the classrooms in which we teach, the spaces for students to engage with each other and with faculty outside the classroom, and the technologies that enable students to learn without regard to physical location. The whole campus has wireless Internet connectivity, which can be used in classrooms, throughout all buildings, and outside on the campus grounds.

## Classrooms

For academic year 2014 (Fall 2014-Summer 2015), there were 309 campus based classes for undergraduate and graduate courses. Of those, 116 were graduate level classes and four of those were courses associated with the LIS program and held outside of Hinds Hall. Those four classes were two sections of IST 601 (Information and the Information Environment), due to the number of students in the class (52 and 214 students), and IST 613 (Library Planning, Marketing and Assessment) and IST 614 (Management Principles for Information Professionals) due to all of the rooms in Hinds Hall being in use.<sup>26</sup>

All of the classrooms in Hinds Hall have either one or two high-definition (HD) LED screens or an HD projector. The university has expended significant effort to ensure that all classrooms have at least video/data projection and network connectivity. Most classrooms on campus are similarly equipped, and faculty can borrow a projector if necessary. Wireless Internet connectivity throughout the university provides for the level of technology needed for most class activities.

In classrooms assigned by the registrar and heavily used by departments with special needs, considerations are given to the installation of such equipment as audio CD and DVD players, document cameras, slide projectors(s), etc. Projectors may be housed in projection cabinets at the rear of the room or stored in a teaching station with a suitable mounting shelf provided for occasional use. Individual school departments are responsible for non-standard equipment purchases.

The university has always been aware of the needs of people who have disabilities, and has policies and processes in place to accommodate needs. This year those policies have been further strengthened, and we expect some changes in future teaching methods (e.g., making all content captioned or otherwise accessible). These changes are currently being discussed campus-wide and implementation tests are being done. Renovations to Hinds Hall have taken into account the needs of people who have ambulatory disabilities.

In addition to the typical classrooms, we also have computer labs and the Innovation Studio (as mentioned above). These allow students to explore technology further and in a guided way. The Innovation Studio also allows for group work, flipped classrooms, and new ways for students to present their work. The success of the Innovation Studio and the need to have classroom space that can be used for group work has led to another

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<sup>26</sup> For academic year 2014, 77 percent of iSchool undergraduate and graduate class sections were held on campus and 23 percent were held online. Of those held on campus, 9 percent were held outside of Hinds Hall and most of those were undergraduate class.

The size of a graduate section is governed by whether the class is held online or on-campus. Online classes have a maximum capacity of 30 seats, which is our practice in the iSchool. On-campus classes take the room capacity into consideration. Most classes are capped at 40 unless an exception is granted by the Associate Dean of Academic Affairs. For electives (non-core classes), the average size of all iSchool graduate electives is 27 for campus classes and 24 for online classes.

classroom (room 117) being designated as more flexible space through the use of mobile furniture.

### **Beyond the Classroom**

Hinds Hall has many spaces where students are able to interact with each other and with faculty. The iLounge (lounge space on the ground floor, which is used by students, staff and faculty and which contains our café); the ICE Box; and various corners of workspace are all available for students to use at any time. Collaboratories, which are well-equipped meeting rooms, are available for faculty to use for meetings, and are frequently used by students and student groups when they are otherwise not occupied.

Many faculty leave their doors open when they are in their offices, allowing students to stop by for a casual chat. All faculty have office hours for students to plan appointments officially or to chat using online services to discuss courses or concerns about their education. Most faculty are also happy to schedule time to meet with students, either individually or in groups, at other times.

The university also provides many spaces of this nature for all students. For example, the Schine Student Center has workspaces as well as a dining hall, bookstore and various other offerings. Bird Library has rooms for group work as well as areas for quiet study. Carnegie Library has a large reading room for quiet study.

### **Online Learning**

The line between on-campus and online learning is slowly blurring. The learning management system (LMS) used in the iSchool–Blackboard Learn–is a software application that is used to enhance teaching and learning. It does this in four ways, by:

- 1) Providing a set of educational tools to facilitate learning, communication, and collaboration
- 2) Providing a set of administrative tools to assist the instructor in the process of management and continuous improvement of the course
- 3) Interfacing with many multi-media resources to address the various learning styles and to incorporate audio, video, screen-capture and lecture capture
- 4) Providing an interface allowing the design of the presentation of the course such as color schemes, layout, and other elements.

This LMS is used to facilitate online learning and enhance on-campus courses at the iSchool. Five years ago, the School of Information Studies migrated from hosting our own LMS to the LMS utilized throughout Syracuse University’s campus–the Blackboard Learn system. The migration process began in the summer 2010 semester to a full implementation in the fall 2011 semester. During this migration process, several training sessions were held virtually and on-campus for both faculty and students for a smooth transition.

The decision to migrate to the Syracuse University Blackboard Learn system was based on many positive factors. It provides an interface that receives software support from the central Syracuse University Information Technology Services (ITS). The University also has a central team, Online Learning Services, which provides support to the faculty and students on the use of Blackboard. By utilizing these university-wide services, our staff can focus on maximizing our use of Blackboard and helping our faculty to innovate. The Director of Learning Systems, Director of Online Education, and Instructional Technology Analyst, all iSchool employees on site in Hinds Hall, are all available to help our faculty and students navigate the more nuanced aspects of our program, and Blackboard Learn, as the University takes care of the normal issues.

Online Learning Services (OLS) worked with the iSchool and the College of Visual and Performing Arts on a pilot of the Blackboard outcomes assessment software as detailed in Chapter Four and in Appendix UU. OLS installed the software, worked with Blackboard, Inc. on concerns/issues, and tried to support the two academic programs. In December 2015, the MSLIS ended its participation in the pilot. OLS continues to seek a software solution that will assist the campus in outcomes assessment.

### **Enhancing Opportunities**

Hinds Hall and the technologies it houses enhance research, teaching, service, consultation and communication. The features of the building described above make clear that we have many spaces devoted to these areas. Our research centers and collaboratories (conference rooms) support the research activities of the school. Our classrooms, LMS, and spaces support our teaching and learning activities. Our collaboratories support committee meetings and the service our faculty provides to the school and university. We also provide all faculty members with a computer, a telephone and office phone number, and a number of collaborative enhancing software programs. Many of our faculty use Blackboard to collaborate with each other and with students, as well as for committee work (e.g., search committees). Staff members may use Blackboard to facilitate communication about policy changes or policy adherence with faculty. Staff also use the university's software for human resources issues and to track student progress, as well as to communicate with faculty.

In addition, the University and the iSchool use particular software to facilitate virtual meetings such as Adobe Connect and Skype. Our FPAG (Program Committee) meetings, for example, are always accessible from a distance using Adobe Connect. Some of our faculty live far from the university and regularly attend meetings this way, and other faculty stay connected when traveling. Faculty frequently attend meetings through Adobe Connect while attending conferences or engaging in research activities. We work to take into account the timeframes for remote participants when setting the time of our meetings although most faculty are willing to attend remotely even at times that may be less convenient for them.

## **Effective and Efficient Administration**

The iSchool is fortunate to have a talented staff who take care of administrative tasks. Staff are organized in the following functional areas: Finance and Administration; Advancement; Student Services; Enrollment Management; and Information Technology Services. (See Appendix QQ for the iSchool organizational chart.) All staff members and area are provided with the resources necessary for their tasks. Technology hardware, including high volume printers and copiers, are networked in order to provide the most efficient means available for printing.

The University, as mentioned previously, provides wireless Internet service throughout the campus. It also provides centralized administrative applications for accounting, human resources, student administration, email and others. Both faculty and staff can access work files remotely, using a secure virtual private network.

***Standard VI.3:*** *Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.*

As we have noted, Hinds Hall is well-equipped to meet the instructional and research needs of our faculty, staff and students. Because technology changes rapidly, we are always updating our equipment, and our IT services and facilities staff are skilled at keeping up with or ahead of trends. The computers in classroom labs are updated on a schedule where 50 percent of the computers are new every two years. Computers in faculty offices are updated every three years. The school also welcomes innovation and experimentation, and therefore faculty, and even sometimes students, can propose that new equipment be purchased. Some of the budget for upgrades is reserved for these proposals.

This report continues to detail the services provided for students and for faculty. Some services are the same for both groups, such as library services and networking resources.

### **Library Services**

While this section presents a brief overview, a more thorough description of library services is provided under Standard VI.4.

Syracuse University has two main libraries, Bird Library and the Carnegie Library, as well as a few branch libraries in particular schools. The iSchool does not have its own library, but it is located only a few steps across the quad from Carnegie Library, which houses the collections related to the iSchool's degree programs. (Our home in Hinds Hall also is just a building or two away from Syracuse University's main library). The

university has 3.6 million titles, almost 150,000 journals (print and electronic), and spends around \$2 million a year on books and \$6 million a year on serials. Bird Library is open 146 hours a week (closed only 22 hours a week). Reference services, all databases, ebooks and ejournals are available from the Bird Library web site any time of day. The library makes sure to provide services to online students as well as to on-campus students. There are 47 librarians working at the university, and the libraries have a combined staff of 165 FTE. Subject specialists act as liaisons to specific departments on campus. They may hold office hours in academic buildings and attend academic department meetings.

The library has private study rooms that faculty and doctoral students can “check out” for a semester. These are useful for faculty who want a quiet space to focus on writing and work in consultation with university librarians. Use of this space can be a personal preference of some faculty and doctoral students. Master-degree students do not have access to these rooms, but can use the library for quiet study and reserve space for group meetings, and can use the resources to explore independent topics of interest.

### **Networking Resources**

The University provides all network services, including routing (wired and wireless), wiring, maintenance, and installation. The school is responsible for allocating IP numbers to school devices. In addition to the selected wired locations for network hook-up, the entire Hinds Hall facility is equipped with secure high-speed broadband wireless access. The university as a whole is very aggressive regarding maintaining a high level of quality by actively upgrading equipment and expanding services. Most recently, Hinds Hall switches have been upgraded, increasing speeds from 100MB to 1GB, and this change also included upgrades to the fiber backbone to the rest of campus.

In 2012 Central IT Services completed migrations of enterprise and virtual hosted environments (VHE) into the Green Data Center (GDC), a 12,000 square foot facility on the South Campus. The Green Data Center offers superior network services including redundancies and disaster recovery services. The GDC was created through a partnership between Syracuse University, IBM, and the New York State Energy Research and Development Authority. The creation of the GDC allowed for the transfer of more than 1,000 servers from a wide variety of university systems, and the process took almost a year to complete. The center uses 50 percent less energy than a typical computer center, which makes it one of the “greenest” data centers currently in operation in our nation. More information on the Green Data Center is available at <http://syr.edu/greendatacenter/>. This Center has become very important to our faculty members who conduct research on large data sets and to our students who are preparing for the large-data world.

### **Student Resources**

Students have access to a wide range of resources to complete and enrich their experience in the MSLIS program. This access can be roughly divided into:

- **iSchool Resources:** These are the resources provided by the iSchool to students
- **University Resources:** Resources provided to students by the University as a whole, such as computer labs and the libraries.

### *iSchool Resources: Students*

#### Computers and IT Technology

With its recent updates and additions, Hinds Hall has increased computing resources for students over the last several years. These resources, which are managed by the School of Information Studies, provide the most specialized and immediate access for MSLIS students. Each of these resources integrates with an extensive configuration of back-end resources and services. These include such specialized resources as virtual machines and database, application-delivery, and web resources.

#### Technology Resources

- All of the computers in our technology clusters are equipped with dual-screen LCD panels to assist in productivity and deliver concepts such as working with multiple systems *via* virtualization. The computers in our labs are never more than four years old. As mentioned previously, 50 percent of the systems are less than two years old. A list of software available in the iSchool computer labs is available at <http://ischool.syr.edu/facstaff/hs/labssoftware.aspx>.
- A 40-seat, 1,310-square-foot student computing facility, dubbed the “I-Lab” (Instructional Lab), has replaced the previous 29-seat facility. A software system allows the instructor to view any workstation’s screen from the teaching station and subsequently project this view to the projection screen for instruction.
- A second lab, containing 28 seats and at 855 square feet, is equipped in a similar way to the I-Lab. This “SysLab” is dedicated to teaching the more detailed aspects of operating systems and databases.
- An eight-seat tutorial lab allows students to schedule time for additional help from teaching assistants, faculty members, or other staff. Several workstations here are additionally equipped with video editing hardware and software, including PC cameras.
- The 28-seat Information Technology Experiential Learning Laboratory (ITELL), with its associated server room, is a highly enhanced lab providing hands-on experiences for those students pursuing courses and personal electives in the areas of cabling, wireless, routing switching, and network operating-system techniques.



- The Laptop Lab, comprising 28 laptops on a mobile cart, is available for classes with an occasional need for student computing access. The laptops host our full application suite and have Internet access over our high-bandwidth wireless network. The Laptop Lab is often used in MSLIS courses, such as IST 605: Reference and Information Literacy Services, in which students need to work on computers to learn reference products.
- The Virtual Lab, comprising 30 computers to which students can link from any computer with an Internet connection. This allows students to work with the software on the lab computers from anywhere. As our classroom labs have been used more and more for classes, we recognized a need to make the software in them more readily available. This also works well for online students.

All computers are networked to a high volume duplex laser printer. Students can also use a color laser printer and a large format plotter. These are centrally located so that students can access them when they are in the building.

In terms of software for student use, ITS provides software for student use across campus. The iSchool technically does not provide any software. We do partner with providers with whom the students may then enter into an agreement. Currently that includes some no-cost vendors, such as Microsoft DreamSpark where students may download the majority of MS products and operating systems, (Office is not included) and VMWare, and some low-cost options such as IBM/SPSS.

### *iSchool Help Desk*

Students on campus can request assistance with lab computers from iLAB Support Services, which is on the ground floor of Hinds Hall and which is staffed by student workers who are hired by iSchool IT. Assistance with Blackboard and other online learning technologies is available through the iSchool Instructional Technology Analyst by emailing [ilms@syr.edu](mailto:ilms@syr.edu) or by calling (315) 443-8144.

### *Independent Study/Learning*

Students are expected to study independently and the resources provided by the iSchool and the university allow them to do that. The campus resources allow them to connect to technology and services (mentioned above) no matter where they are. Students can also use campus resources for completing group work and even doing so remotely. Students may meet in person or use the network to include someone who is at a distance. Students in online classes can also work independently using the resources available to them and work in groups. The SU Libraries, the iSchool and the overall campus strive to make the same facilities available to students whether they are physically on campus or using the resources remotely.

## *University Resources: Students*

Aside from school-supported and -maintained technology resources, the University provides significant computing resources for all SU students. While these resources are not dedicated specifically to the MSLIS program, they constitute a significant portion of the students' experience. School resources are planned and purchased to complement these resources. University resources include the computing environment, desktop computing, Academic Applications and Support Centers, computer labs, help desk, library computing, and MakerSpace which are described below. Additional information is available on the Information Technology Services (ITS) web site (<http://its.syr.edu>) and on the Mobile Technology Guide (<https://guidebook.com/app/SUGuides/>).

### Computing Environment

The majority of students bring their own technology devices to campus with the expectation of connecting themselves and their devices to various networks. To this end, the University has deployed a high-speed wireless network, which it continues to upgrade and expand. IT Services currently supports these standards, at varying speeds and throughputs: 802.11ac, 802.11n, 802.11g, 802.11a.

### Desktop Computing

Information on the computing environment recommended for our iSchool students is updated every year and made available through ITS (<http://its.syr.edu/computers/recommendations.pdf>) and directly to our students. For the 2015, the recommendation is:

... that students come to campus with a laptop computer. Microsoft Windows-specific applications are used in many courses, and while Mac users can run these applications by using our physical labs or, in some cases, through a virtualization environment like VMWare Fusion, unless a student is technically capable with these mixed environments the recommendation would be for the student to start with a Microsoft Windows laptop.

In terms of providing services and resources to the University community, Syracuse's Information Technology and Services (ITS) includes six component divisions, two of which are the Academic Applications and Support Centers and the Learning Environments and Media Production.

The Academic Applications and Support Centers (AASC) unit within ITS delivers online academic applications (learning management, e-portfolios, web publishing, digital media systems) and provides information technology (IT) support to students, faculty, and staff. A wide variety of support services are provided to best accommodate the learning style and needs of each community member:

- Online tutorials.
- Online how-to documents.

- Hands-on computer and application training.
- Telephone IT help-desk support and email support.
- Walk-in student computing support centers.

### Computer Labs

Computer labs form the most public face of University resources for students. ITS has nine public computer labs and an additional nine email stations conveniently located around campus for students to use. The computers are directly connected to the University's campus network, allowing email transactions and Internet access. These computers have a variety of office productivity, statistical, graphical, and web creation tools.

### Help Desk

ITS operates a help desk available to students by telephone, in person, and on the Syracuse University website. The help desk utilizes a help-desk software package that builds on an online knowledge base of questions and answers.

ITS also offers a series of online tutorials and workshops throughout the academic year for faculty, staff, and students.

### Library Computing

The Syracuse University Libraries have 122 public workstations. All share a common application base with other University-managed computer labs including OPAC and Internet access, multimedia, productivity, and other academic applications. The Syracuse University Libraries also lend many other technology items including 49 laptops with many of the same multimedia and productivity applications as the public workstations. Other patron services include technology support, large format color printing, one-on-one audio / video capture and editing instruction, and six Team Rooms that contain PCs.

### MakerSpace

Defined by its creators as “a place to imagine, design, collaborate, build, tinker, modify, and hack, MakerSpace is an area housed in a space on campus that allows students, faculty, and staff to access and learn to use such technology as 3D printers, imaging tools, and circuit boards. MakerSpace is also available to be used for teaching and collaborative educational projects. The University Makerspace is available in Kimmel Hall, and can be used by any student. The iSchool also has the NEXIS Center (on the third floor of Hinds Hall), a place where students can experiment with new technologies such as Google Glass and a 3D printer.

## **Faculty Resources**

As with student access, faculty members have an overlapping and complementary series of resources and technology services to support their work in teaching, research, and service, provided by the school, the research centers and institutes, and the University.

## ***School Resources: Faculty***

The following sections outline computing resources managed by the school. These resources provide the most specialized and immediate services to MSLIS and other school faculty members.

### *Networking Resources*

While the University supports, plans, maintains, and installs the wired and wireless networking infrastructure for the school, the school must support these connections from its own budget. Therefore, placement of dedicated network connections is an indication of the school's priorities. Aside from providing at least one network connection per faculty office, workspaces and meeting rooms are also connected. This allows for full Internet and intranet access to faculty members during teaching, presentations, writing sessions, and meetings.

### *Faculty Computing*

When a new faculty member is hired, individual computing needs are discussed. Each faculty member is given an up-to-date machine. The recent trend has been to equip faculty members with laptops to allow greater flexibility in areas such as working from home or from the road, and having access to all of their work during class time. The School of Information Studies realizes that computing technology is always advancing rapidly and that computers become obsolete or require upgrades for current software, therefore, the school has budgeted to support an upgrade policy to provide a new machine every three years. Software available to faculty through Syracuse University is listed at <http://its.syr.edu/licenses/index.html>.

### *Production*

There are several iSchool resources for faculty to use to create a video, audio and/or screen-capture recording. The Technology Toolkit within the iSchool Faculty Center at <http://facultycenter.ischool.syr.edu/teaching-2/technology-toolkit-2/> lists these supported tools along with detailed instructions.

Faculty may also meet with the Director of Learning Systems (instructional designer) for assistance. Using the supported tool, Panopto CourseCast, faculty have the ability to record in their own office, in their classroom, in all of the Labs, in their home office, as well as the dedicated Video Recording Studio located in the iSchool.

### *The iSchool Help Desk*

Faculty and staff are able to submit help desk tickets to the iSchool Help Desk for assistance with general IT issues, equipment loans (e.g., the mobile laptop lab), video scheduling, and assistance with Teaching & Learning technologies (e.g., Blackboard). Normally the person staffing the iSchool IT front desk triages tickets, checks for accuracy, evaluates the request and assigns to an appropriate IT staff member. The system notifies the requestor of updates to the ticket, including to whom the ticket has

been assigned. As tickets are resolved, those resolutions are noted in the ticket. If an issue is found not to be resolved, a ticket can be reopened.

### ***University Resources: Faculty***

The previous sections have demonstrated the considerable computing and technology facilities available to the faculty. These resources provide the primary means of support and access. However, the University is committed to integrating technology throughout the University-wide faculty. It has demonstrated this commitment by building multimedia classrooms and giving Learning Environments and Media Production (LEMP) a separate staff and operations within ITS. LEMP provides a number of services to enhance the teaching and learning process, described below.

As part of the central ITS organization, one of LEMP's responsibilities is the design and maintenance of multimedia classrooms across the university "registrar" classrooms. The iSchool has both registrar (rooms 018 and 021) and captive classrooms. We work with LEMP to ensure harmonious design while attempting to accommodate the uniqueness of the iSchool.

A sub-unit of LEMP, the Video Production Unit (VPU), is a full-service facility specializing in the production of educational- and instructional-based programs. Professional production services include scripting, shooting, and editing. Post-production services include AVID® digital video editing, as well as an extensive sound and visual effects library.

***Standard VI.4:*** *The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.*

In the section above, we provided an overview of many of the services available to students and faculty. In this section, we will focus on the staff at the iSchool who support students and faculty. We will also present a more detailed description of the library services available. Students have access around the clock to the LMS and the Virtual Lab. These tools allow both campus and online students to work on their coursework at their convenience. Students have access to Hinds Hall seven days per week and can remain in the building after it is locked for the night as late as they want.

### **School Personnel**

One key to technology integration and utility is having ample and knowledgeable support staff.

- **Assistant Dean for Technology & Facilities:** This person budgets and manages the technology needs for the school. These needs range from managing research and implementation projects for new technologies to the management and maintenance of the existing technology infrastructure. Technology is so much a part of the infrastructure, particularly in classrooms, meeting rooms and lab environments, that oversight of facility projects, security and maintenance has become an integral responsibility for this position.
- **IT Support Administrator (2):** This person is responsible for end-user IT problem resolution, training and support, including the administration, implementation and maintenance of server and systems based information technologies serving the current and evolving academic, administrative and research needs of the iSchool's faculty, staff and students.
- **Instructional Technology Manager:** This person is responsible for the design, implementation, and maintenance of technology classrooms and laboratories and specifically the lab modules designed to support classes in residence and online modes.
- **Director of the Faculty Center for Teaching and Learning:** Although not formally part of the information technology staff, this person assesses and evaluates the use of existing and emerging technologies to enhance course delivery. Faculty, including adjunct faculty meet with the Director to go over their course plans and delivery methods to ensure that they can teach effectively and innovatively.
- **Director of Instructional Technology:** The person is primarily responsible for the administration and user management for the school's learning management system, training of faculty in the use of our various online tools and applications as well as various classroom technologies. This person is also researching trends in instruction and the various tools that may enhance learning and instruction.

**Instructional Technology Analyst:** This person is primarily responsible for making sure that the computers in the labs work and have the correct software packages.

- **Director of Online Education:** Although not part of the information technology staff, this person works closely with the Director of the Faculty Center for Teaching and Learning and the Director of Instructional Quality. The Director of Online Education leads efforts to support the iSchool's online student community throughout the entire student lifecycle – from recruitment through graduation. She is cognizant of the needs of our online students and works to ensure that we are meeting those needs.

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 products. The information systems staff members are responsible for supporting the administrative and instructional aspects of the MSLIS program and the school. The University also has an extensive central and distributed support personnel program that the school staff can utilize for technical solutions and support.

### **Access for Students with Disabilities**

Syracuse University and the School of Information Studies are especially responsive to the on-campus and online needs of students with disabilities. The physical facility, located on the main quad, has been designed with easy access to the first floor, which hosts the classroom facilities and the Student Services offices. Other offices, classrooms and labs are easily reached using a large passenger elevator. The majority of classrooms and labs have moveable seating, and those with fixed seating have been designed with wheelchair access and convenient desk areas.

Impairments that require assistance in the classroom or computer labs receive individual attention. Toward this end, the school's efforts are complemented by the University's Office of Disability Services, which 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 online learning program has been designed to engage students while addressing different learning modalities and learner needs. The Director of the Faculty Center for Teaching and Learning (instructional designer), the Director of Instructional Technology, and the Director of Online Education collaborate directly with the Office of Disability Services to address any specific student needs. Most online student needs are met through a combination of adding a member of the Office of Disability Services to the appropriate courses in the LMS and the use of instructional tools.

The school's faculty development program includes mandatory faculty training on instructional pedagogical resources to address the different learning modalities available within the iLMS, including audio lectures, text-based lectures, screen-capture, notes, and tutorials. Faculty members are shown instructional resources that enable self-sufficiency and require minimal support to create engaging, pedagogically sound, and flexible online content. In the spring of 2015, the University instituted new guidelines for Americans with Disabilities Act (ADA) compliance. The iSchool has hosted a number of workshops for faculty to help them adhere to the new guidelines.

### **Libraries and Resources**

In 2013, the campus library system was formally named Syracuse University Libraries (also referred to as The Libraries or SU Libraries). The Libraries are active partners in providing information resources and services in support of the MSLIS program. The Libraries consists of six units:

- **Architecture Reading Room** in Slocum Hall, which houses materials focused on the educational and research needs of students and faculty in the School of Architecture;
- **Belfer Audio Archive**, a small building next door to Bird Library, which includes holdings of historical commercial audio recordings as well as non-commercial and university events recordings;
- **Bird Library**, on Waverly Avenue, about a block north of Hinds Hall, which contains materials related to the humanities and social sciences. Bird is the largest library on campus, and contains the Learning Commons, Special Collections Research Center, and administrative offices;
- **Carnegie Library**, across the quad from Hinds Hall, which provides access to materials focused on biology, chemistry, engineering and computer science, library science, mathematics, military and naval science, nutrition science and dietetics, photography, public health, physics and astronomy, and technical arts (IT) and crafts. The Carnegie Library reading room was renovated in 2013-14, restoring the original appearance, and creating attractive, silent study space for 163 users. In addition, a new computer cluster was added during the summer of 2014.
- **Geology Library**, in Heroy Hall, which houses materials related to the Earth sciences;<sup>27</sup> and
- **Syracuse University Libraries Facility**, which is a 20,000 square foot facility located off campus that provides additional storage for a number of items (including books, journals, and audio/visual materials). Faculty and students fill out a form to request articles or books from the facility and the item is delivered within 24 hours Sunday–Friday. Books are delivered to Bird Library for pick-up and articles are scanned and sent through email.

There are also separately administered libraries that share borrowing privileges and a union catalog:

- **Syracuse University College of Law Library**, located in Dineen Hall, which houses the College of Law.
- **Martin Luther King Jr. Memorial Library** in Sims Hall, which supports the curriculum of the Department of African American Studies.
- Syracuse University students and faculty also have access to **F. Franklin Moon Library** (ESF) at the nearby State University of New York College of

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<sup>27</sup> In May 2015, the collection in Heroy Library was incorporated into the other libraries on campus and this library was closed.



Environmental Science and Forestry, as well as the **SUNY Health Sciences Library** at SUNY Upstate Medical University.

The SU Libraries' annual budget for the 2013-2014 fiscal year was approximately \$21 million to support collections, services, and personnel<sup>28</sup>.

System wide, the Libraries provide 1394 seats for users, 171 workstations and 45 loaner laptops.

### **Collections**

The SU Libraries collection consists of about 3.6 million titles and 157,402 journals and serials<sup>29</sup> of both physical and electronic materials.

### **Library and Information Studies Collection and Subject Librarian**

SU Libraries provide collections and services to the MSLIS program. A subject librarian for information studies develops and maintains the collection, working with MSLIS faculty members, to meet the needs of the students, faculty, and research programs of the School of Information Studies.

SU Libraries spend approximately \$95,986 (average of 2009-14 figures) annually specifically to acquire information studies resources to support all iSchool programs. Of that amount, an average of \$76,294 is allocated for monographs/firm orders and serial subscriptions, and an average of \$19,692 is allocated for online databases. In FY14, these amounts are \$107,454 total (\$86,844 for monographs/firm orders and serial subscriptions and \$20,610 for online databases). Significant additional funds are expended on many resources that cross disciplines and can be used in support of information studies (e.g., broad journal packages, ebook packages, etc.).

The print holdings in library and information studies (Library of Congress classes Z and ZA) number 47,916 volumes. Of these 24,147 are monographs, with periodicals and serials adding another 19,297 volumes. Current serial subscriptions in the same call number classes number approximately 110 (print and electronic), however, SU Libraries currently provide access to more than 574 electronic journals in library and information studies (including subscribed, open access, and others via database packages). Similar to the funding amount, numerous other monograph, serial, and journal resources not specifically classed as Z or ZA are used in support of iSchool programs.

SU Libraries provide access to over 300,000 ebooks, and subscribe to over 400 databases, including many specialized databases that support research in library and information studies, including Library and Information Science Abstracts; Library, Information Science & Technology Abstracts; Library Literature and Information Science Full Text, Children's Literature Comprehensive Database, TeachingBooks.net and an Emerald

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<sup>28</sup> Syracuse University Libraries Annual Report, <http://library.syr.edu/about/PDF/SULAnnualReport2014WEB.pdf>

<sup>29</sup> Syracuse University Libraries Facts and Figures, <http://library.syr.edu/about/general-info/facts.php>

journal package. Numerous supporting resources are collected in the areas of education and computer sciences, including electronic book collections, such as Books24x7 and EBSCO's eBook Collection; and databases, such as the ACM Digital Library and Education Source. SU Libraries subscribe to several broad interdisciplinary resources including ProQuest Central, LexisNexis Academic, and business and news sources. Many resources are acquired in electronic form providing access to on-campus and online students.

## **Services**

The lower floors (lower level through floor 2) of Bird Library are open 24 hours per day on Monday through Friday during regular semester hours, with slightly shorter hours on weekends. Floors 3-5 are open until midnight on weekdays, and the Carnegie Library until 11 p.m. on weekdays. A full schedule of hours is available at <http://library.syr.edu/hours/>.

Research assistance is available in person, by email, telephone and chat. SU Libraries participate in a 24/7 chat service for around-the-clock assistance.

A subject librarian for information studies provides specialized reference and instruction services to meet the needs of the students, faculty, and research programs of the School of Information Studies. The subject librarian is usually located in Bird Library but also holds office hours in Hinds Hall and regularly attends the LIS FPAG meetings. MSLIS students can schedule appointments with the subject librarian for information studies for in-depth assistance. MSLIS faculty members can arrange to have the subject librarian present specialized training sessions tailored to the needs of a particular course or assignment. The subject librarian for information studies keeps informed about the MSLIS program by attending faculty meetings, meeting individually with students, attending joint discussion group meetings, guest lecturing in MSLIS classes, and hosting student receptions and poster sessions in Bird Library. She solicits input from the iSchool faculty and students on resources available in the SU Libraries. For example, she will invite faculty and students to evaluate databases during a trial period. She listens to concerns raised about resources available and takes those concerns to the management of the SU Libraries. In addition, many librarians visit iSchool classes to speak about their professional work in special collections, cataloging, scholarly communication, and other areas. Some librarians have taught as adjuncts.

## ***Library Resources for Teaching and Learning***

### **Online and Online Learning Activities**

The Libraries' discovery tools, catalog, and licensed electronic resources are available off campus; licensed content is accessed through a proxy server. In Bird Library, the lower level through floor 2 are designated as the Learning Commons. The Learning Commons offers web-based reference via email, chat, text and 24/7 reference in addition to face-to-face information and in-depth consultations. Learning Commons staff triage subject-

specific reference questions to the relevant subject librarian, who is part of the Libraries' Research and Scholarship department.

SU Libraries has an extended loan period of 28 weeks for online students and ships books from its collections to online students within the United States and Canada (and to off-campus Ph.D. students within the continental United States). Interlibrary loan offers online delivery of articles to online students, both those from SU Libraries' collections and those obtained from other institutions.

The librarian designated as liaison to the School of Information Studies works closely with the school to plan and deliver library services to online students. She meets with new cohort groups during their initial summer residency to provide an orientation to SU Libraries services.

### **Internships**

SU Libraries provide internship opportunities for MSLIS students on a regular basis. Examples of recent internships include RDA and original cataloging, instructional design and assessment, and workflow and digital transfer process documentation projects in the Belfer Audio Archive.

SU Libraries also offer graduate assistantships in conjunction with the iSchool. Through this collaboration, the Libraries provide a stipend and the iSchool provides tuition, typically for a two-year term. The Libraries employ graduate assistants in work assignments that leverage these students' current expertise and also provide them opportunities to gain professional-level experience. Projects have included cataloging Arabic and Persian materials; processing audio collections, working on offsite preparation for audio materials, assisting generally in the Belfer Audio Archive; and providing reference and instructional services in the Learning Commons. SU Libraries participated in accessibility studies carried out by Project Enable students through the iSchool.

Additionally, librarians worked closely with the iSchool eScience program between 2010-2012, and hosted presentations by eScience fellows. SU Libraries have regularly hosted poster sessions for two iSchool classes (IST 511: Introduction to the Library & Information Profession and 613: Library Planning, Marketing & Assessment). Information about library-related events (for example, Open Access Week discussion) is regularly shared with iSchool students.

### **Antje Bultmann Lemke Seminar Room**

Special collections are the primary source materials for studying society and culture. SU's special collections include ancient objects such as cuneiform tablets, illuminated medieval manuscripts, and Gutenberg Bible leaves, as well as more modern materials, such as Margaret Bourke-White's cameras and photographs, Henry Miller's letters, correspondence from the Harlem Renaissance, handwritten first drafts of Joyce Carol Oates's novels, and drawings by architect Marcel Breuer. The Antje Bultmann Lemke

Seminar Room, part of the SU Libraries' Special Collections Research Center, is a dedicated venue for faculty members to share the University's priceless treasures in a classroom setting.

The Lemke Room—named in honor of Antje Bultmann Lemke, an information studies professor emerita—provides an ideal environment for instruction involving these materials. The room is equipped with high-speed Internet connection and state-of-the-art audiovisual technology that enhances the educational experience. Using a high-definition video camera and 65-inch high-resolution display, even the smallest artifact can be examined by a group of students. Using interactive SmartBoard technology, instructors can annotate displayed images on-screen with digital ink and upload or email the resulting image files.

### **Belfer Audio Archive Classroom**

Founded in 1963 with a collection of 150,000 recordings held off-campus under the leadership of Walter L. Welch, the Libraries' archive of sound recordings and related items has grown to over 340,000 items housed in a specially designed, climate-controlled facility on campus. Currently it is the fourth largest sound archive in the country and includes formats from the earliest experimental recordings on tinfoil to modern digital media. The collection of 22,000 cylinder records is the largest held by any private institution in North America, and one of the largest in the world. The Belfer Archive also has equipment capable of playing back all of these formats, and performs preservation, digitization, and delicate restoration work on deteriorating recordings.

The Belfer Audio Archive classroom was renovated in the summer of 2011 under the auspices of an Andrew W. Mellon Foundation grant. The Belfer Audio Archive has an active instruction program utilizing sound recordings, sound playback equipment, and other material from its collections. The Belfer classroom's setting is specifically designed for faculty interested in incorporating in-depth work with Belfer resources in their courses.

The Belfer classroom is equipped with state-of-the-art audiovisual technology. Technology includes a networked workstation, SMARTboard projection system, a DVD/VHS Combo and BluRay player, three gaming systems, and a 7.1 Surround Sound system.

**Standard VI.5:** *The school's planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.*

The planning and evaluation of the MSLIS curriculum is covered in Standard II.7. In this section, we discuss planning and evaluation of equipment, facilities, and software.

### **Equipment and Facilities**

Planning and evaluation for information technology and facilities is a shared responsibility of faculty and staff. Most of the technology is on a schedule for timely and systematic upgrades. For, example, all lab equipment is replaced every four years, but in two-year segments (50 percent one time, and the other 50 percent two years later).

### **Strategic and Tactical Technology Planning**

The Online Education and Instructional Technology committee<sup>30</sup> develops, reviews, and updates the school's strategic and tactical technology plans. This task includes assessment of the future technology and support requirements of all stakeholders (students, staff, and faculty); the generation, evaluation, and selection of future information technology investment alternatives; and resource planning to maximize the likelihood of successful implementation.

### **Review of Operational Performance**

The school's operations are increasingly dependent on an information technology infrastructure, while simultaneously the school is assuming responsibility for that functionality. The Online Education and Instructional Technology Committee regularly reviews and supports the efforts of the information technology staff to help them improve their performance.

### **Allocation of Resources**

We expect that there will always be greater demand for information technology resources among the three classes of stakeholders than the school can afford to supply. Thus, we anticipate that the prioritization of requests and allocation decisions will be an ongoing challenge. The Online Education and Instructional Technology Committee will review all requests in light of available funding and recommend acquisition priorities to the Assistant Dean of Information Technology and Facilities and the iSchool dean. The Assistant Dean of Information Technology and Facilities makes most decisions

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<sup>30</sup> This committee has also been called the Online Education Task Force (2008-2011) and the Distance Education/IT committee (2011-2013).

autonomously on behalf of the dean. Allocations are not generally made at the program level but rather at the course level. Within limits of overall budget, the Assistant Dean provisions all courses with the software and hardware needed to accomplish course goals. Because of the extensive endowment that the IT area possesses and the generous policies of the university on technology refreshes, there are rarely any “trade-offs” to be made with respect to information technology.

The iSchool was recently the beneficiary of a large bequest from the estate of Mrs. Estelle Wilhelm, MLS '39. Mrs. Wilhelm was also a significant contributor to the iSchool during her lifetime. As a part of her directives, a \$2 million endowment has been set up to support the technology needs of the school. This endowment produces approximately \$90,000 per year and the proceeds are used to offset the school's significant investment in information technology.

### **Assessing our Facilities**

Faculty, staff and students give the iSchool IT staff feedback on our facilities, equipment and software. Faculty and staff are able to submit help desk tickets, through the iSchool web site, to report problems within an office, laboratory or classroom.

Faculty and staff give feedback on space through staff and faculty meetings, as well as through informal communications. The Assistant Dean for IT Services and Facilities holds discussions with faculty and staff, when there is a possibility of changes to our facilities, in order to gain input. His goal is to ensure that our space is used efficiently and effectively for faculty, staff and students. Student input comes directly to him as well as through other channels, including course evaluation forms and the LIS Town Hall sessions (Appendix R). His staff and student workers interact with students in the labs, and hear from them their concerns about technology that is available to them as well as about space in the building. In response to their request for space, in 2014-2015, an additional 10 seat computer lab was created by repurposing a small lounge. In fall 2015, an office area was repurposed to create a “Quiet Zone” for students. Some student requests are raised year after year, but cannot be satisfied, such as the request for lockers for undergraduate and graduate students. The layout of the building and the utilization of our space does not give us room for lockers. However, one classroom was outfitted with flexible seating which allows students to easily store their items out of the way during class sessions. Some students have made use of locker space in the Schine Student Center, which is a block away from Hinds Hall, for items that they want to store long-term on campus.

The Assistant Dean for IT Services and Facilities and the Director of the Faculty Center for Teaching and Learning both solicit input on the facilities needed for our online classes. Our faculty are vocal about what they want to use in order to improve their pedagogy, and some are very willing to experiment with new technology, in order to understand how it would improve our online learning environment. Student feedback comes through informal and formal means, including course evaluation forms and LIS Town Hall sessions.

## Software for Outcomes Assessment

As discussed in Chapter Four, the iSchool investigated software for use in outcomes assessment and then joined a pilot project in 2013 to test Blackboard outcomes assessment software. As we discuss facilities, it is important for us to note that Information Technology & Services (ITS) runs two instances of Blackboard, with one being on a test server, which is used to evaluate upgrades, new products and system changes prior to putting them onto the Blackboard system that is in “production” (the production server) with current live courses. Having a test environment for investing new features is beneficial as it ensures that experiments do not affect our production environment.

The pilot of Blackboard outcomes assessment was in conjunction with representatives from the College of Visual and Performing Arts (VPA) and ITS. The Online Learning Services (OLS) team installed and maintained the software on the test server. They provided support of the software and facilitated interactions with Blackboard Inc., as we sought to have questions answered and features understood. In addition to the staff of OLS, the manager of Faculty Academic Computing Support Services and the Associate Chief Information Officer were also involved in the pilot.

The potential use of Blackboard outcomes assessment had the following benefit:

- It would require minimal training for faculty as it was a portal added directly to our existing Syracuse University Blackboard Learn system. The school’s faculty and students would already be familiar with the software platform. Blackboard Learn is used university-wide for face-to-face, blended and online courses.
- The software would use student assignments (artifacts), which are already submitted through the Blackboard system.
- We would be able to learn from the other SU units which were a part of the pilot.
- OLS would be paying for the software and offering direct support.

Among the drawbacks were:

- Because the software is hosted by SU, individual schools on campus are not given administrative rights. Thus we would not be able to pilot the administrative side of the project.
- Syracuse University restricts updates to the Blackboard software to once a year in the summer. Since Blackboard may provide updates more frequently, the software used by SU is generally one version behind what is available. While this means that we are using a more stable product, it also means that the newer functionality, as well as fixes to features, are not available to us as quickly as they would be to other Blackboard installations. In addition, demonstrations of techniques by Blackboard staff do not match what we are capable of doing in older version.

The pilot began in summer 2013 with a goal of full implementation in fall 2014. The original timeline for the pilot at the iSchool was:

- Summer 2013 – With OLS and VPA, develop and implement a test plan for the Blackboard outcomes assessment software and a timeline.
- Fall 2013 – Receive training from Blackboard representatives on the outcomes assessment software. Begin beta test with three non-live LIS core courses inside the test environment. Input ALA standards and School of Information Studies Program standards.
- Spring 2014 – pilot with two live MSLIS core courses in the Blackboard production environment,
- Summer 2014 – review data collection from spring, work with LIS faculty teaching MSLIS core classes in fall 2014, to ensure that artifacts were created for use with outcomes assessment.
- Fall 2014- implement Blackboard outcomes assessment for the remaining MSLIS core classes

Throughout the pilot project, we ran into difficulties with the software and management of the program that included (but were not limited to):

- Problems pulling data from Blackboard Learn into the outcomes assessment software.
- The adverse impact of running an older version of Blackboard Learn, which did not contain the software fixes needed to allow for group assignments to be used for assessment. Three of our MSLIS core classes have key assignments which are group assignments.
- The Blackboard upgrade schedule to which Online Learning Services (OLS) adheres, in which major upgrades are only done in the summer.
- Slow responses from Blackboard technical support to OLS on specific issues.
- Changes to both the OLS personnel and project manager assignment to the pilot.
- Understanding the type of rubrics which the outcomes assessment software expected and/or worked best with.
- Being underwhelmed by the analysis provided by the outcomes assessment software, or at least the analysis we have been able to view to date.

We had expected the outcome assessment software to leave pilot mode at some point in 2014, but that did not occur. With the ongoing problems, we decided in December 2014 to end involvement in the pilot project. The report issued to the MSLIS faculty after the pilot was terminated is in Appendix UU. OLS is still investigating software that SU could implement in the future to support the efforts of the Associate Provost for Academic Programs, who is overseeing the assessment activities on campus. The MSLIS program will welcome decisions that will be made about software for outcomes assessment. We look forward to using the software tools that are adopted by the campus.

### **The Future of Assessment at SU**

The members involved in the pilot project from the School of Information Studies are actively participating and involved in the development of the University assessment plan. Aspects of the University assessment plan include:



- (1) The creation of the University Assessment and Accreditation Committee, which includes a faculty member from each school. The director of the MSLIS program sits on this committee.
- (2) The designation of an internal group in each school/college that oversees that unit's assessment activities. In the iSchool, the Curriculum Committee is charged long-term with oversight of the school's assessment efforts. In terms of the reports due in October 2015 to the Assistant Provost for Academic Affairs, the iSchool program directors and program managers will work closely with the Associate Dean for Academic Affairs on the reports, due to the short timeframe. The ADAA and the program directors are part of the iSchool Curriculum Committee. The report for the MSLIS program will be available to the ERP when they are on-site.
- (3) A series of assessment workshops is being developed for the SU community, to ensure that faculty and staff have the knowledge, skills and abilities to effectively assess student learning/program outcomes. The first workshop was held in April 2015 with Dr. Barbara Walvoord, and others will follow.

The iSchool and MSLIS program recognize the importance of assessment and of the feedback that it provides. Given the importance that it holds at SU, we want to be in-step with those efforts, in terms of methodology and tools. Therefore, we will continue to work with both the Associate Provost and the Assistant Provost for Academic Programs and the University Assessment and Accreditation Council (UAAC) on these efforts, and implement the processes and procedures that entire campus adopts.

## **Conclusion**

The physical and technological infrastructure at the iSchool meets the needs of all of the academic programs of the iSchool, including the MSLIS program. Hinds Hall contains the classrooms, offices, research center space and laboratories that are needed to provide our students with an excellent education and to meet our program objectives. In addition, we have the technology needed to meet the needs of both campus and online students. The school and program are fortunate to have a talented and hard-working support staff, who make the facilities and technologies more readily available and easy to use.

The above descriptions of the resources and facilities available to students and faculty demonstrate that the iSchool's facilities are of high quality. The use of these facilities by MSLIS students can best be represented perhaps by FiTS – Filling in the Spaces<sup>31</sup>. FiTS was started by an MSLIS student in 2011 to allow students to fill in the spaces of their knowledge that is outside of their coursework. FiTS is now part of the Library and Information Science Student Assembly (LISSA), which was also begun in the 2011 timeframe. Both FiTS and LISSA – which are now one organization – have created informal learning opportunities built upon the resources available in Hinds Hall and elsewhere at SU (e.g., meetings held in other buildings). FiTS and LISSA use the

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<sup>31</sup> Carl C. Haynes. LIS Brief: LIS Students Taking Charge. <http://infospace.ischool.syr.edu/2015/03/20/lis-brief-lis-students-taking-charge/>

collaboratories, the ICE Box, the computer resources, and the wireless network to discuss projects and host events. They use Adobe Connect and other online resources to bring MSLIS students into their events who cannot physically be present. Their use of the iSchool facilities demonstrates the versatility of our resources and the impact those resources can have.

The iSchool is fortunate to have been able to continuously improve Hinds Hall and the technology resources within it. We are pleased that through the University's Fast Forward initiative, and specifically the work on the campus master plan, SU is strategizing how to update the campus' physical structure. Because we do use space outside of Hinds Hall, we welcome improvements to those facilities.

The Academic Strategic Plan includes efforts that will improve assessment activities at SU. The iSchool welcome having an entire campus that is using the same processes. We know that we will learn from the assessment efforts of other units on campus, and we look forward to those units also learning from us. We are delighted that the software testing done by the iSchool has been helpful to ITS and the Assistant Provost for Academic Programs as they look for appropriate software to support assessment efforts.

Finally, the iSchool has the financial resources to keep its physical and technical structure up-to-date, and it will put in the effort to do so. We listen to staff, faculty and students when making those decisions, recognizing that these facilities are indeed for everyone.

### ***Area for Improvement***

We – as a school and a faculty - need to experiment more with software that can be used to improve instruction and learning for our students both on campus and online, and adopt those tools that will make a positive impact on our pedagogy.