Syracuse University School of Information Studies

2017 COA BIENNIAL NARRATIVE REPORT: MSLIS PROGRAM

15 February 2017

Prepared by Jill Hurst-Wahl, Director, MSLIS Program

Library and Information Science Program

Submitted by Elizabeth D. Liddy, Dean

The following biennial narrative report to the COA presents the developments in the Master of Library and Information Science (MSLIS) program since its 2015 self-study and COA accreditation review.

Leadership Changes. In May 2016, Dr. Elizabeth (Liz) Liddy, our previous dean who was interim vice chancellor for academic affairs and provost, returned to the School of Information Studies (iSchool) after Dr. Michele G. Wheatly assumed that position. The decision to return to the iSchool affirmed Liddy’s desire to continue to work with information oriented students and faculty.

Prior to joining Syracuse University (SU), Dr. Michele Wheatly was a professor of biology at West Virginia University (WVU), where she served as provost from January 2010 to June 2014. Prior to that, she served in leadership at Wright State University.

During summer 2017, Dr. Caroline Haythornthwaite will assume the role of director of the MSLIS program from Jill Hurst-Wahl. Haythornthwaite joined Syracuse University in fall 2016 from the University of British Columbia (UBC). For five years, she served as the director of the School of Library, Archival and Information Studies at UBC. After serving as the MSLIS program director for five years, Hurst-Wahl will return to the iSchool faculty and focus on teaching.
Standard I: Systematic Planning

In 2014, with input from the campus community, Syracuse University began work on a university-wide strategic plan. Out of that effort has emerged the development of strategic plans for each of SU’s eleven colleges and schools. The iSchool faculty and staff began working on the school’s strategic plan in early 2016 with small group meetings and then with a larger conversation as part of the spring 2016 faculty planning day. Since then, smaller committees as well as the entire faculty have reviewed and wrestled with the plan to ensure that it reflects the ethos of the school. The iSchool senior associate dean, who is overseeing this effort, is moving us towards a March 2017 date for submitting it to the Provost. After that, the school’s strategic plan will be available on the iSchool web site.

Implementation of Online Degrees through New Alliance and Platform. During spring 2016, the University and subsequently the iSchool made a strategic alliance with the education company 2U, which supports the development and delivery of online degree programs. The alliance supports our draft strategic plan action step of “Develop strategic partnerships with internal and external institutions that can provide innovative learning opportunities for students while maximizing the strengths of each institution.” 2U offers:

- A course management platform that supports asynchronous and synchronous learning activities.
- Course development support, which allows a course to be fully planned and developed before the first class is offered, including the recording of all lectures and the integration of asynchronous and synchronous components.
- Support to market iSchool graduate programs to populations we have not yet reached using various online platforms.
- Recruitment and enrollment management support to assist the iSchool in assuring that applicants are supported with information and personal contact throughout their
inquiry and application process.

All courses developed on the 2U platform contain content developed and presented by iSchool faculty. All content is the property of the iSchool. All students, taking classes on this platform are SU students, have been accepted to the iSchool using our criteria. All students have access to all SU and iSchool resources; the same as students taking classes in Blackboard or on campus.

The iSchool is placing all of its online graduate programs on the 2U platform. When an online class is placed on this platform, it is no longer taught using our Blackboard platform. 2U is not being used to replace our campus classes. The MSLIS program continues to be offered on campus, accepting students who are interested in a face-to-face/on-campus learning environment.

The first MSLIS classes will be offered on the 2U platform beginning in April 2017. The program will launch 2-3 new courses on the platform each quarter through July 2018. Interest in the MSLIS program in this format has been robust; however, it will take several quarters to understand the trends in this student population.

The 2U platform/web site for the iSchool has been branded iSchoolOnline@Syracuse. The external portions of the site can be viewed at https://ischoolonline.syr.edu/.

**Revision of Program Outcomes.** The MSLIS Program Committee held a full-day retreat in spring 2016 to revise the MSLIS program student learning outcomes, which was noted as an area for improvement in our 2015 self-study. In addition to committee members, additional MSLIS students and staff were invited to participate. The day began with information about different areas of librarianship, including comments received from internship site supervisors and other practitioners. The participants developed six program outcomes, which were reviewed by the Assistant Provost for Academic Affairs for adherence to the guidelines developed by his office. They were then formally adopted by the MSLIS Program Committee.
during its next regular meeting. The outcomes are listed in the Appendix (p. 13). In July 2017, these outcomes will be added to the course catalogue description for the MSLIS program in accordance with University initiatives to ensure that program outcomes are publicly available. In addition, course syllabi are being updated to include their relevant program outcomes.

**Outcomes Assessment.** The other area of improvement noted in our self-study related to outcomes assessment. The MSLIS program’s first assessment plan was submitted to the Assistant Provost for Academic Programs in fall 2015, with an updated plan and curriculum map submitted in fall 2016. A copy of that revised plan and curriculum map are in the Appendix (pp. 14-16). Our next report, which will contain results and interpretation (Phase 2) of our assessments during 2016-2017 is due to the Assistant Provost by Sept. 30, 2017. Because of the specific requirements of our MSLIS with School Media Specialization and the Certificate of Advanced Studies in School Media, we are assessing them by using outcomes specific to the specialization. Data from School Media students is being included in the outcomes assessment for the MSLIS program.

**Standard II: Curriculum**

**Certificates of Advanced Study.** As part of the broader assessment activities of the iSchool, the MSLIS Program Committee reviewed three graduate-level certificates of advanced study (CAS). With all libraries being digital and concepts related to digital libraries being part of all classes, the CAS in Digital Libraries no longer was relevant to us as a standalone certificate. The CAS in Information Innovation had never garnered a high number of students. Both were removed from registration with the New York State Education Department as of December 31, 2016. While students are interested specific classes related to the preservation of cultural heritage, none of the three partners in this program – Museum Studies, Anthropology or Information Studies – found it feasible to continue the CAS without a higher level of student
interest in the CAS itself. While the CAS will be removed from registration with the New York State Education Department as of June 30, 2018, specific classes will continue to be taught in the three programs as long as student interest remains.

Program Assessment Plan. As noted on under Standard I, the MSLIS program adopted new program outcomes in spring 2016. Once the new outcomes were in place, the MSLIS Program Committee constructed a new curriculum map (in the Appendix), and replaced the previous outcomes in our program assessment plan with them. Assessment using the new outcomes began in fall 2016.

The new program outcomes are being used by the Program Committee as it considers course changes as well as course scheduling. For example, in developing the second outcome, the Program Committee recognized the need for our students to understand collection development, which is a skill employers are seeking. This has led to the revising and relaunching IST 635: Collection Development as an elective to be offered on the 2U platform, where it will be available for campus and online students.

Reconceptualization of the Graduate Immersion Experience. The launch of our graduate programs on the 2U platform provided an opportunity for the iSchool to reconsider the needs of students at the start of a graduate program, as well as to reconceptualize the immersion experience for all students (known as IST 601: Information and Information Environments). In place of IST 601, the iSchool is developing three separate efforts, all of which are non-credit bearing:

- Online bridge education to help new graduate students to develop competencies required in order to transition successfully into graduate study.
- Online orientation to both the iSchool and the student’s specific program.
- Face-to-face Graduate Immersion Milestone Event which every iSchool graduate student will need to attend once during his/her program of study. This is a
conference-like event, focused on the information field. This weekend immersion event will be held twice-per-year in Syracuse.

Given this reconceptualization, the iSchool is in the process of formally removing IST 601: Information and Information Environments as a core class of the MSLIS and the MSLIS with School Media Specialization. Because this class is also associated with the M.S. in Information Management, the two programs will work concurrently on forms necessary for the New York State Education Department. While the credit requirement for the MSLIS will stay the same, the MSLIS: SM will change from 37 to 36 credits with all courses still being mandatory.

**Standard III: Faculty**

**Faculty Changes.** At the end of academic year 2015-2016:

- Dr. R. David Lankes became Associate Dean at the College of Information and Communications at the University of South Carolina.
- Dr. Renee Franklin Hill became a Senior Lecturer at the Univ. of Maryland.

As noted in our 2015 self-study, the iSchool had a goal of adding LIS faculty. The faculty search in 2015-2016 yielded five new tenure-track/tenured faculty, including two connected to the MSLIS program: (CVs in the Appendix, pp. 17-65)

- Assistant Professor Rachel Ivy Clarke received her doctorate in 2016 from the University of Washington. Her research centers on the reconceptualization of librarianship as a design profession (rather than a scientific one) to facilitate the systematic, purposeful design of library services for the 21st century.
- Professor Caroline Haythornthwaite was previously the Director of the School of Library, Archival and Information Studies at The University of British Columbia. Her research explores the way interaction via computer media supports and affects work, learning, and social interaction.
The other three faculty members, who joined the iSchool, are Drs. Ingrid Erickson, Lu Xiao and Daniel Acuna.

Given growing needs for faculty to teach data science and a need for another LIS faculty member, the iSchool is now searching for two additional tenure-track faculty members to join in fall 2017. Telephone interviews for both positions are now being conducted by the search committee, with on-campus interviews to follow later in February and into March. The MSLIS job ad is in the Appendix (pp. 66-67).

Tables 1 and 2 in the Appendix (p. 68) provide information on the current number of iSchool faculty, as well as our grant activity.

**Teaching and Curriculum.** Since our 2015 self-study, the iSchool Faculty Center for Teaching and Learning (FCTL) has become instrumental in working with full-time and part-time faculty to help them improve the quality of their instruction. The FCTL holds frequent group training sessions and engages in one-on-one sessions, especially with those faculty who have received lower scores on student evaluations.

We also noted a need in the self-study to rethink our method of developing curriculum and instructional strategies for courses with more than one section and several instructors. The launching classes on the 2U platform has reemphasized this need, as well as providing a process for creating documentation for section leaders which will ensure uniformity across course sections.

**Standard IV: Students**

**SU Analytics.** The iSchool has adopted the use of SU Analytics, which is a campus-wide system to report admissions statistics. SU Analytics allows our Enrollment Management to replace the human effort required previously to capture, record and analyze data on our applicants, admitted students, and matriculated students.
SU Analytics does not distinguish between a student who is registered to take classes on campus versus someone registered to take classes online. Because we are moving to offering classes online through 2U and students specifically apply to receive the MSLIS through that platform, we will easily be able to distinguish those students from those registered as “campus” students. It is important to note that a student will be able to take a class in a different format, if that class is related to his/her program of study. For example, a campus student will be able to take a 2U class and vice versa.

**Information on Matriculated and Enrolled Students.** Data on enrolled students is provided by the university census. Student data in the Appendix includes (pp. 69-70):

- Table 3: Composition of Incoming Matriculated Enrolled Student Cohort
- Table 4: Breakdown of Self-Reported Ethnic Group for Incoming Matriculated Enrolled Students
- Table 5. Percentage of Graduates Who Reported Having Employment

**Orange SUccess.** The university has implemented a system at the undergraduate level called Orange SUccess, which promotes student success through coordination and communication among students, instructors, advisors, and campus support service departments. Orange SUccess was implemented on a limited basis in fall 2016 and is now being used more broadly at the undergraduate level. Once fully implemented with undergraduates, we are looking forward to having it implemented for our graduate students.

**Assessment Efforts.** Under Standard I, we note our assessment efforts. These efforts are in alignment with the process and schedule put in place by the Associate Provost, Academic Affairs. At the program level, assessment is the purview of the MSLIS Program Committee. It is at Program Committee meetings where faculty discuss the implementation of assessment in MSLIS classes and review data – even preliminary data – as it becomes available. At the school level, the iSchool’s assessment activities are guided by the associate dean for academic
affairs and the iSchool Curriculum Committee. As data from the iSchool programs becomes available and reports written, it is the Curriculum Committee and the associate dean who will look for trends across the school and suggest overarching improvement.

The MSLIS program has not yet placed any outcomes assessment data or reports online. The program did its first data collection in fall 2016 for two outcomes and has limited conclusions to share. It is anticipated that it will have a report/data to share publicly after it completes the next phrase (Phase Three) of assessment implementation, which includes reporting on actions to be taken based on results and interpretation and follow-up. In determining the format of the information to be shared, the MSLIS program will follow the university’s lead.

In calendar year 2016, the University hosted four workshops for faculty on outcomes assessment and rubrics. Members of the MSLIS program faculty and staff attended each workshop. Two MSLIS faculty are also serving on University-level committees, where they are able to learn from the efforts of other schools/colleges on campus and bring that information back to the program. Those committees are the University Assessment and Accreditation Committee and the Middle States Commission for Higher Education (MSCHE) Standard V Educational Effectiveness Team. SU’s MSCHE accreditation review is in 2018.

**Areas to be Addressed.** Our 2015 self-study noted several areas for improvement related to Standard VI:

- 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 understand the knowledge, skills and abilities an MSLIS graduate can provide.
• Expand scholarships and merit-based awards.
• Strengthen our career placement advisory support.

Of those, the one that we have specifically addressed in the last year regards scholarships and merit-based awards. The iSchool has decided to not expand scholarships and merit-based awards at this time. Instead we are investigating external sources which might provide funding for students (e.g., funding for current teachers interested in becoming school librarians).

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

Tables 6 and 7 in the Appendix (p. 71) provide the following information on the iSchool:

• Tuition Income and Financial Aid Awarded for the MSLIS program
• School's Expenditures and Income. Since the school is not organized by departments, there is no discrete MSLIS budget.

**Funding for Student Conference Attendance.** Over the course of two efforts (Fuel and ReFuel) to raise funds to support MSLIS students, who are interested in attending professional conferences, the iSchool has raised $7,509.31 ($5,276 specifically from spring 2016). This month (Feb. 2017), an online application will be announced to MSLIS students and MSLIS student groups, which will allow them to seek funding from this source. (See [https://ischool.syr.edu/landing-pages/lis-lissm-student-conference-funding-application](https://ischool.syr.edu/landing-pages/lis-lissm-student-conference-funding-application)) A committee of three iSchool faculty members will review and approve requests.

**Conclusion**

The MSLIS program and the iSchool have continued to push efforts forward that support the 2015 Standards for Accreditation. We recognize that we have not made equal progress in all areas; however, we are heartened by the progress we have made and the positive impact it is having on our program and students.
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MSLIS Program Outcomes

Adopted Spring 2016

1. Can demonstrate professional leadership and contribute to the information field by applying the skills and attitudes of visioning, entrepreneurship, advocacy, planning, and management.

2. Can manage information resources and the information life-cycle through the processes of collection development, representation, organization, preservation, curation, access, and dissemination in accordance with physical, virtual, and technical infrastructure and needs.

3. Can apply appropriate pedagogical and learning theory principles in the design, development, implementation, and assessment of library instruction and learning that contribute towards an information and technology literate society.

4. Can design and employ policies essential for creating and providing information services and resources guided by the values of patron privacy, equitable access, intellectual freedom, and ethical use of information.

5. Possess the skills to respect, engage and collaborate with a diverse community in order to advocate for and construct inclusive, meaningful, and participatory library services, programs and resources.

6. Can perform and assess research based practices through the application of information literacy, inquiry, and research methods including data discovery, analytics and qualitative measures.
### Purpose

To gather information from each instructor about which of the outcomes listed are addressed and are (OR WILL BE) assessed in their courses. *Include a rating and short description of how the outcome will be assessed in each course (e.g., presentation, assignment, research paper).*

### Rating

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

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<tr>
<td>1. Can apply the skills and attitudes of visioning, entrepreneurship, advocacy, planning and management to leadership in the information field.</td>
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<tr>
<td>2. Can manage information resources and the information life-cycle through the processes of collection development, representation, organization, preservation, curation, access, and dissemination in accordance with physical, virtual, and technical infrastructure and needs.</td>
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<tr>
<td>3. Can apply appropriate pedagogical and learning theory principles in the design, development, implementation, and assessment of library instruction and learning that contribute towards an information and technology literate society.</td>
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<td>4. Can design and employ policies essential for creating and providing information services and resources guided by the values of patron privacy, equitable access, intellectual freedom, and ethical use of information.</td>
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<td>5. Possess the skills to respect, engage and collaborate with a diverse community in order to advocate for and construct inclusive, meaningful, and participatory library services, programs and resources.</td>
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<td>6. Can perform and assess research based practices through the application of information literacy, inquiry, and research methods including data discovery, analytics and qualitative measures.</td>
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## Syracuse University

### Academic Degree Program - Assessment and Action Plan

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<tr>
<th>School/College:</th>
<th>School of Information Studies</th>
<th>Description of Academic Degree Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Awarded:</td>
<td>MSLIS</td>
<td>The Master of Science in Library and Information Science (MSLIS) at the Syracuse University School of Information Studies (iSchool) is a comprehensive, American Library Association-accredited, 36-credit degree program that prepares you for a career in a broad range of organizations, including academic institutions, public libraries, corporations, government agencies or cultural institutions.</td>
</tr>
<tr>
<td>Academic Degree Program Title:</td>
<td>MS in Library &amp; Information Science</td>
<td></td>
</tr>
<tr>
<td>Web Address:</td>
<td><a href="https://ischool.syr.edu/academics/graduate/masters-degrees/ms-library-and-information-science/">https://ischool.syr.edu/academics/graduate/masters-degrees/ms-library-and-information-science/</a></td>
<td></td>
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<tr>
<td>Prepared By:</td>
<td>Jill Hurst-Wahl</td>
<td></td>
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<td>Date:</td>
<td>Oct. 25, 2016</td>
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### PHASE 1

<table>
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<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
<th>Criteria</th>
<th>Results</th>
<th>Interpretation</th>
<th>Action</th>
<th>Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are students expected to change as a result of the program?</td>
<td>What direct and indirect assessment measures will be used?</td>
<td>How will competency be determined?</td>
<td>What was learned in the assessment process?</td>
<td>What do the results mean to the program?</td>
<td>How will results be used to make improvements?</td>
<td>How will you determine if the change made a difference?</td>
</tr>
</tbody>
</table>

1. Can apply the skills and attitudes of visioning, entrepreneurship, advocacy, planning and management to leadership in the information field.

   - Internship site supervisor evaluation form (indirect).
   - IST 614 - Case study (fall and spring) (direct).

   - In reviewing the internship data, 80% of the students where a rating has been given - receive a rating of 4 or 5 on this learning outcome. In reviewing assignment data, 80% of the students receive a rating of competent or excellent.

2. Can manage information resources and the information life-cycle through the processes of collection development, representation, organization, preservation, curation, access, and dissemination in accordance with physical, virtual, and technical infrastructure and needs.

   - Internship site supervisor evaluation form (indirect).
   - IST 616 - Final project (fall and spring) (direct).

   - In reviewing the internship data, 80% of the students where a rating has been given - receive a rating of 4 or 5 on this learning outcome. In reviewing assignment data, 80% of the students receive a rating of competent or excellent.

3. Can apply appropriate pedagogical and learning theory principles in the design, development, implementation, and assessment of library instruction and learning that contribute towards an information and technology literate society.

   - Internship site supervisor evaluation form (indirect).
   - IST 605 - Instruction assignment (fall semester) (direct).

   - In reviewing the internship data, 80% of the students where a rating has been given - receive a rating of 4 or 5 on this learning outcome. In reviewing assignment data, 80% of the students receive a rating of competent or excellent.
4. Can design and employ policies essential for creating and providing information services and resources guided by the values of patron privacy, equitable access, intellectual freedom, and ethical use of information.

Internship site supervisor evaluation form (indirect).
IST 618 - final assignment (IST 618) (direct).

In reviewing the internship data, 80% of the students - where a rating has been given - receive a rating of 4 or 5 on this learning outcome. In reviewing assignment data, 80% of the students receive a rating of competent or excellent.

5. Possess the skills to respect, engage and collaborate with a diverse community in order to advocate for and construct inclusive, meaningful, and participatory library services, programs and resources.

Internship site evaluation form (indirect).
IST 613 - Target audience and key messages of the marketing plan (direct).

In reviewing the internship data, 80% of the students - where a rating has been given - receive a rating of 4 or 5 on this learning outcome. In reviewing assignment data, 80% of the students receive a rating of competent or excellent.

6. Can perform and assess research based practices through the application of information literacy, inquiry, and research methods including data discovery, analytics and qualitative measures.

Internship site supervisor evaluation form (indirect).
IST 511 - (fall semester) (direct).

In reviewing the internship data, 80% of the students - where a rating has been given - receive a rating of 4 or 5 on this learning outcome. In reviewing assignment data, 80% of the students receive a rating of competent or excellent.

Recommendations for improving the degree program assessment processes:

Due to the program's ALA Accreditation Review timing and follow-up requirements, no assessments were coordinated in spring 2016. However, in spring 2016, the MSLIS program had a full-day retreat - including faculty, staff and student representatives - to revise its program outcomes. The new outcomes are above.

In fall 2016 and spring 2017, outcomes 1 and 2 will be assessed with IST 614 and IST 616 respectively. This will allow us to continue to build the assessment processes needed. In fall 2016, the program is also trialing a student reflection survey in its core classes, as a way of gathering data on what the students think they are learning indirect evidence.)
RACHEL IVY CLARKE
Syracuse University School of Information Studies
222 Hinds Hall, Syracuse, New York 13244
rclark01@syr.edu · http://archivy.net

EDUCATION

2016  Ph.D. Information Science  University of Washington
Dissertation title: “It’s Not Rocket Library Science:
   Design Epistemology and American Librarianship”
   Advisor: Allyson Carlyle
2013  M.S.I.S  University of Washington
2008  M.L.I.S  San José State University
2000  B.A. English  California State University, Long Beach
1998  A.A. English  Long Beach City College

ACADEMIC APPOINTMENTS

2016-  Assistant Professor  Syracuse University
       School of Information Studies

PUBLICATIONS

Peer-Reviewed Journal Articles

       Accepted for publication.

Clarke, R.I. “The Role of Design in the Development of Poole’s Index to Periodical Literature:
   Implications for American Librarianship.” Information & Culture. Under review.

2015  Lee, J. H., Clarke, R. I. & Rossi, S. “A Qualitative Investigation of users’ discovery, access,
   and organization of video games as information objects.” Journal of Information Science.
   doi:10.1177/0165551515618594

Lee, J. H., Clarke, R. I. & Kim, Y. S. “Video game information needs and game organization:
   differences by sex and age.” Information Research 20(3), paper 683.

   Games & Culture. DOI: 10.1177/1555412015591900

Jett, J., Sacchi, S., Lee, J.H., and Clarke, R. I. “A Conceptual Model for Video Games and
   Interactive Media.” Journal of the Association for Information Science & Technology 67(3):
   505-517. DOI: 10.1002/asi.23409


2013 **Clarke, R. I.** “Color By Numbers: An Exploration of the Use of Color as Classification Notation.” *Art Documentation* 32 (2): 222-238.


**Book Chapters**


**Peer-Reviewed Conference Proceedings**


Peer-Reviewed Conference Posters


Clarke, R.I. “Where Do Librarians Come From?: A Pilot Study Investigating the Educational and Disciplinary Backgrounds of MLIS Applicants.” Presented at the Association for Library and Information Science Education conference, Boston, Massachusetts, January 5-8.


**Professional Publications**


**CREATIVE WORK**

**Solo Exhibitions**

2010 The Visual Display of Quilted Information. Brewery Artwalk, Los Angeles, California, April 16-17.

2009 You Are Here: Explorations in Textile Art Inspired by Architectural Details at the Brewery Arts Complex. Brewery Artwalk, Los Angeles, California, October 9-10.


**Group Exhibitions**


2012 Hall Health Primary Care Center student works. University of Washington, Seattle, Washington. *Added to permanent collection*.


New From Old. Alliance for American Quilts, Columbus, Ohio; Knoxville, Tennessee; and online. Various dates. *Honorable Mention winner*. 
Denver National Quilt Festival V. Denver Merchandise Mart, Denver, Colorado, April 29-May 2.


Fiction


“Strange Place.” In Double Down #1. Long Beach, California: Epicenter Press.

AWARDS & HONORS

2010 Top Incoming Student Award
University of Washington Information School

2008 Ken Haycock Award for Exceptional Professional Promise
San José State University School of Library and Information Science

GRANTS & FELLOWSHIPS

2016 Designing Future Library Leaders (under review)
Institute for Museum and Library Services (IMLS) National Forum, $85,368

Beta Phi Mu Eugene Garfield Dissertation Award, $3,000
Beta Phi Mu

American Dissertation Fellowship, $20,000¹
American Association of University Women

2015 Society of Mayflower Descendants in the State of Illinois Fellowship, $2500
Newberry Library

2013 Empirical Investigation of User Requirements for Video Game Metadata
Co-authored with Jin Ha Lee, University of Washington Information School
University of Washington Provost (Bridge Funding) $45,457
University of Washington Royalty Research Fund, $39,857²

¹ awarded but declined in favor of position at Syracuse University
² awarded but declined in favor of Bridge Funding
Travel Grant, $750  
Society for the History of Technology

Doctoral Colloquium Bursary, $250  
North American Symposium on Knowledge Organization

2007  Karen Sternheim Memorial Scholarship, $3000  
Special Libraries Association Southern California Chapter

1999  Alice C. Wright Creative Writing Scholarship, $250  
Long Beach City College

1997  Alice C. Wright Creative Writing Scholarship, $500  
Long Beach City College

INVITED TALKS


“Beyond Library Science: Reexamining Librarianship from a Design-Based Perspective.” Syracuse University School of Information Studies Brown Bag Seminar Series, February 4.


CONFERENCE ACTIVITY & PARTICIPATION

Juried Papers

2016  Clarke, R. I. “Designing the Future of Librarianship.” Association for Library and Information Science Education annual conference, Boston, Massachusetts, January 5-8.


Talks & Presentations


2010  **Clarke, R. I.** “Avant-Garde Cataloging: Pushing the Boundaries of Traditional Cataloging to Better Serve Arts Library Patrons.” ACRL Arts Section Virtual Discussion Forum, ALA Midwinter, Boston, Massachusetts, January 15-18.

**Panels**


**Workshop Participation**


**Doctoral Colloquia**


2012  iConference 2012, Toronto, Canada, February 7-10.

**TEACHING EXPERIENCE**

**Syracuse University**

**Instructor**

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<th>Date</th>
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<tr>
<td><strong>Cataloging of Information Resources</strong></td>
<td>Spring 2017</td>
<td>MLIS</td>
</tr>
<tr>
<td><strong>Information Resources: Organization and Access</strong></td>
<td>Spring 2017</td>
<td>Cross-program</td>
</tr>
<tr>
<td><strong>Reference and Information Literacy Services</strong></td>
<td>Fall 2016</td>
<td>MLIS</td>
</tr>
</tbody>
</table>
### University of Washington Information School

#### Instructor

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date</th>
<th>Program</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalogs, Cataloging, and Classification</td>
<td>Fall 2015</td>
<td>MLIS</td>
<td>On campus</td>
</tr>
<tr>
<td>Organization of Information Resources</td>
<td>Spring 2015</td>
<td>MLIS</td>
<td>Online</td>
</tr>
<tr>
<td></td>
<td>Winter 2015</td>
<td>MLIS</td>
<td>On campus</td>
</tr>
<tr>
<td></td>
<td>Winter 2013</td>
<td>MSIM</td>
<td>On campus</td>
</tr>
<tr>
<td></td>
<td>Winter 2012</td>
<td>MSIM</td>
<td>On campus</td>
</tr>
<tr>
<td>History &amp; Foundations of Libraries &amp; Librarianship</td>
<td>Spring 2014</td>
<td>MLIS</td>
<td>Online</td>
</tr>
<tr>
<td>Design and Construction of Indexing Languages</td>
<td>Spring 2013</td>
<td>cross-program</td>
<td>On campus</td>
</tr>
</tbody>
</table>

#### Teaching assistance (TA)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date</th>
<th>Program</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Management for Informatics</td>
<td>Fall 2014</td>
<td>BS Informatics</td>
<td>On campus</td>
</tr>
<tr>
<td>Design Methods for Interactive Systems</td>
<td>Fall 2012</td>
<td>MSIM</td>
<td>On campus</td>
</tr>
<tr>
<td>Research Methods for Information Professionals</td>
<td>Spring 2012</td>
<td>MSIM</td>
<td>On campus</td>
</tr>
<tr>
<td>Design Thinking</td>
<td>Fall 2011</td>
<td>BS Informatics</td>
<td>On campus</td>
</tr>
<tr>
<td>Organization of Information Resources</td>
<td>Spring 2011</td>
<td>MLIS</td>
<td>Online</td>
</tr>
<tr>
<td></td>
<td>Winter 2011</td>
<td>MSIM</td>
<td>On campus</td>
</tr>
<tr>
<td>Information Resources, Services, and Collections</td>
<td>Fall 2010</td>
<td>MLIS</td>
<td>On campus</td>
</tr>
</tbody>
</table>

### RESEARCH EXPERIENCE

University of Washington Information School
Research assistantships

2013-2014  Empirical Investigation of User Requirements for Video Game Metadata
Conduct semi-structured interviews; large scale survey design & deployment;
qualitative coding; data analysis

2012-2013  ChronoZoom
(in partnership with Outercurve Foundation and Microsoft Research)
Content analysis, metadata design, and user interface design & testing

2011-2013  Everyday Cataloger Concerns,
Focus group moderation; qualitative coding; data analysis

PROFESSIONAL EXPERIENCE

OCLC, Inc.
2012  Training Intern
Design and create self-paced online tutorials; descriptive analysis of survey data

Fashion Institute of Design & Merchandising
2005-2010  Catalog Librarian
Catalog materials in all formats; train and supervise cataloging staff; perform
reference service, bibliographic instruction and information literacy instruction

Veer, Inc.
2008-2010  Keyworder
Image cataloging and controlled vocabulary maintenance

Los Altos Trophy
2001-2005  Graphic Artist
Graphic design for promotional products and awards; digital asset management

Barnes & Noble Booksellers
1996-2001  Bookseller/Café Manager
Cashiering, readers’ advisory, visual merchandising, and employee management

PROFESSIONAL SERVICE

Peer Review

2016  Reviewer, SIGCHI 2017
Reviewer, iConference 2017
2015  Reviewer, Journal of the Association for Information Science &
Technology (JASIST)
2012-  Reviewer, Art Documentation
2011  Reviewer, Archival Science

Committee Service
2017  Member, Program Committee, North American Symposium for Knowledge Organization

2016-2017  Member, Margaret Mann Award Jury

2015-2016  Member, Program Committee for ASIS&T SIG/CR conference workshop

2008-2010  Member, Task Force on Competencies and Education for a Career in Cataloging, American Library Association, Association for Library Collections and Technical Services

DEPARTMENTAL SERVICE

Syracuse University School of Information Studies

2016-  Faculty Advisor, LISSA: Library and Information Science Student Assembly (ALA student chapter)

2016-  Member, MSLIS Program Committee

2016-  Member, PhD Program Committee

University of Washington Information School

2012  Search Committee Member, Information Management Candidate Search

2011-2013  Treasurer, Doctoral Student Association

MEMBERSHIPS

2007-2016  Special Libraries Association

2008-  American Library Association

2008-  Association for Library Collections and Technical Services

2009-  Art Libraries Society of North America

2011-  International Society for Knowledge Organization

2012-  Association for Information Science & Technology

2015-  Association for Library and Information Science Education
CURRICULUM VITAE

Caroline Haythornthwaite  
Professor  
chaythor@syr.edu  
@hthwaite  
http://haythorn.wordpress.com/  
ORCID researcher ID: orcid.org/0000-0002-7311-3140

EDUCATIONAL BACKGROUND

Trent University, Peterborough, Ontario  B.Sc.  Psychology  1975
University of Toronto, Toronto, Ontario  M.A.  Psychology  1976
University of Toronto  M.I.S.  Information Science  1992
University of Toronto  Ph.D.  Information Science  1996

CURRENT ACADEMIC EMPLOYMENT

PROFESSOR  
SCHOOL OF INFORMATION STUDIES, SYRACUSE UNIVERSITY
343 Hinds Hall, Syracuse, New York 13244-1190

2016 – present  Professor (Aug., 2016 to present)

PREVIOUS ACADEMIC APPOINTMENTS

DIRECTOR  
SCHOOL OF LIBRARY, ARCHIVAL AND INFORMATION STUDIES (SLAIS),  
THE iSCHOOL AT THE UNIVERSITY OF BRITISH COLUMBIA
Irving K. Barber Learning Centre, Suite 470, 1961 East Mall, Vancouver, BC Canada V6T 1Z1

2010 – 2016  Director (Aug., 2010 to June 30, 2016) and Professor
Oversight of $2.5M budget, 5 degree programs and 1 certificate program: Master of Library and Information Studies; Master of Archival Studies; Master of Arts in Children’s Literature, dual MLIS/MAS degree, Certificate of Advanced Study, and PhD in library, archival and information studies; Set strategic direction for programs and School; Responsible for 13 full-time faculty, 5 office staff, and the physical site; Responsible for hiring, tenure and promotion of iSchool faculty (7 untenured faculty in the years 2010-2013; 2 promoted as of July 2014; 2 under review for promotion 2015-16) and hiring of teaching staff; Represent the iSchool in University committees, to donors, and to accrediting and scholarly associations (ALA; iSchools organization).

Committee work at UBC

2010 - 2015  Member, UBC Scholarly Communications Steering Committee
2010 - 2015  Member, UBC Senate Library Committee
2011 - present  Member, Faculty of Arts, Bachelor’s of Media Studies program development committee
2011 - 2012  Member, Faculty of Arts, Distance Education committee
2010 - 2014  Member, UBC Library Appointments Committee
2012 - 2014  Member, First Nations Languages (FNLG) Program Search Committee, Fac. of Arts
2012 - 2013  Member, UBC Advisory Committee for policy review on information systems and assets use and security (Policy #104)

2014-2015  Member, Learning Technology Ecosystem Project (LTEP) working group
http://ctlt.ubc.ca/2015/05/19/learn-about-the-learning-technology-ecosystem-project/

VISITING PROFESSOR
INSTITUTE OF EDUCATION, UNIVERSITY OF LONDON
2009 – 2010  Leverhulme Trust Visiting Professor
This prestigious award provided full support October 2009 to July 2010 at a professorial level at the Institute of Education, University of London. Taken as a leave from U. of Illinois, the year entailed research, writing and public presentations on the topic of *Learning Networks*, encompassing overlapping themes of social networks, computer networks and learning. A major outcome is the book *E-learning Theory and Practice* (2011), co-authored with Institute of Education Professor Richard Andrews.

PROFESSOR
GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE (GSLIS),
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN (UIUC)
1996 – 2010  2008 - 2010: Professor, GSLIS, UIUC
2002 - 2008: Associate Professor, GSLIS, UIUC
1996 - 2002: Assistant Professor, GSLIS, UIUC

Positions Held at UIUC
2007 – 2009  Co-Director, Community Informatics Initiative, GSLIS
Community informatics is an area of research and practice that focuses on the implementation and use of information and communication technology in geographically based communities. The Community Informatics Initiative is a center for community informatics research and teaching, with outreach to scholars on and off the UIUC campus, and to communities in Illinois and beyond. Responsibilities include setting strategic direction, and management of budget, programs, and personnel.

2008 – 2009  Chair, GSLIS Admissions Committee
Coordination of GSLIS admissions process for Master’s and Certificate of Advanced Study (CAS) programs, ensuring timely review and decision making for on and off-campus admissions, oversight of conduct of review process, and coordination of faculty application readers and GSLIS admissions staff (Member, admissions committee, 2007-8).

2007 – 2008  Faculty Fellow, National Center for Supercomputing Applications (NCSA)
One year research fellowship awarded to work with NCSA research faculty and staff on automatic analysis of online conversational texts. Project title: *Analyzing Communal Conversation*.

2004 – 2007  Chair, Doctoral Studies Committee
Coordination of GSLIS doctoral studies committee, including oversight and participation in revision of program structure, application evaluation for doctoral student admissions, setting and adjudication of doctoral student examinations, revision and production of doctoral studies materials, monitoring of doctoral student progress under new program structure. (Member of the doctoral studies committee 1996-8.)
2005 – 2006  **GSLIS representative to UIUC committee examining online education technology options**

2002 – 2003  **Interim Associate Dean, GSLIS, UIUC (October 2002 to June 2003)**

Primary responsibility for assessment and evaluation of information technology setup and support at GSLIS, plus local coordination of university-wide course renumbering effort, initial preparation for Fall 2004 Master's degree ALA accreditation review, and other projects as assigned by the Interim Dean. October 2002-June 2003.

1999 – 2003  **Coordinator, Undergraduate Minor in Information Technology Studies**

Sole responsibility for GSLIS undergraduate minor program, including: course selection and program design; identification and development of policy issues for the IS minor (resolved with faculty or the Dean); coordination with campus offices and other departments; management and production of promotional materials, advertising, and program brochures; coordination of instructors and course offerings; supervision of part-time undergraduate advisor; teaching mentorship to doctoral student instructors. (Member of the design team for the minor, Fall 2006.)

1998, 2004-8  **Faculty Mentoring**

Assigned as mentor for two junior faculty (1998); one, untenured Associate Professor (2004-2008, now tenured); one Assistant Professor, and one untenured Associate Professor (2007-9).

1997 – 1999  **GSLIS Representative, UIUC Campus Committee on Outcomes Assessment; GSLIS Outcomes Assessment Officer (1998)**

**OTHER ACADEMIC POSITIONS**

2009  **Visiting Researcher, Brazilian Institute for Information in Science and Technology (IBICT) and the Center for Advanced Studies in Information Science and Innovation (CENACIN)**

Visit organized by Director Celia Zaher and Professor Gilda Olinto on behalf of IBICT and CENACIN, Rio de Janeiro, Brazil. Lectures given in Distributed Knowledge and Social Networks, and a short course in E-learning. (lecture slides available at: https://www.ideals.uiuc.edu/handle/2142/13387, and 13388). (June-July, 2009)

2014  **Visiting Professor, Connected Intelligence Centre, University of Technology, Sydney**

Visit organized by Deputy Vice-Chancellor and Vice-President Shirley Alexander, and Director Simon Buckingham Shum of the Connected Intelligence Centre, UTS. Workshop given on *Networked Learning Practices* (Aug. 19-21, 2014). https://www.youtube.com/watch?v=dXjMYNht5Xo

2014  **Distinguished Visitor, News & Media Research Centre, University of Canberra.**

Visit organized by Dr. Mathieu O’Neil and Centre Director Jerry Watkins. Public lecture given on Online Crowds and Communities; respondent and participant in *Concepts and Methods Workshop: Structural Approaches to Online Communities and Networks*, and engagement to establish ongoing research relationship with Dr. O’Neill. (August 2014).

2016  **Faculty Visitor, Division of Information and Technology Studies, Hong Kong University, Hong Kong**

Visit organized by Dr. Xiao Hu. Visit included consultations with faculty and students, and presentations on Social Networks and Networked Learning Communities, and E-Learning and New Learning Cultures (March 11-25, 2016).
OTHER PROFESSIONAL EMPLOYMENT

RESEARCH POSITIONS

1993 – 1996  Research Assistant
Department of Sociology, University of Toronto, and the Ontario Telepresence Project

1977 – 1981  Research Associate and Statistical Consultant
Defence and Civil Institute of Environmental Medicine, and Hearing Research Laboratory, Mount Sinai Hospital, Toronto (1977-78; 1979-81); Department of Experimental Psychology, Cambridge University, U.K. (1979); Faculty of Nursing and Faculty of Engineering, University of Toronto (1980, 1981)
Designed experimental procedures, collected and analyzed data, supervised assistants, assisted in design of computer systems, and wrote programs to manage data and analysis. Work resulted in several co-authored publications in scientific journals.

FREELANCE

Freelance technical writer for products for software development company in Mississauga, Ontario. (Concurrent with completion of Master’s degree).

I. P. SHARP ASSOCIATES / REUTERS

Positions Held in Systems Development

1990 – 1991  Development Manager
Managed team responsible for complete development of software for continuous delivery of real-time financial data, taking the project from concept to implementation in 12 months and providing a strategic addition to the company's offerings. Recruited, hired and built new software team. Prepared and managed the group budget. Liaised with senior management, product management, and other software groups in Canada, UK, and USA, to provide clear specifications for programmers allowing correct implementation first time. Specified system design and architecture of system. The system involved ensuring timely data retrieval and forwarding following a number of separate scheduled daily events, plus planning for emergency rebuilding procedures, and application of compression and formatting techniques to facilitate data transmission.

1989  Application Development Manager
Application Development Group, I.P. Sharp Associates (A Reuter Company), Toronto, Ontario
Managed overall operation of application software development group (11 full-time employees plus consultants), with products ranging from financial analysis packages to data management software and with teams in sites across Canada, in USA and in Denmark. Provided liaison with senior management, marketing, product management groups, and customers. Managed projects and customer liaison for contracts ranging from $200 thousand to $2 million. Provided new product direction and new product development initiatives.

1986 – 1989  Senior Systems Analyst
Financial Products Group, I.P. Sharp Associates, Toronto, Ontario
Provided system documentation on previously undocumented system; provided design for new features; defined system architecture and system specifications for programming staff; maintained system documentation and ensured accuracy in user documentation.

Coordinated development effort between business representatives in Canada and UK and programmers in Canada and France for specification and development of international financial settlement system.

1981 – 1986  
**Programmer Analyst**

*Software Development Group, I.P. Sharp Associates, Toronto, Ontario*

Programmed and set standards for user interface for a data management system; provided well-tested and consistent interfaces; provided programmer and system documentation, and user documentation, marketing and newsletter articles. Designed, implemented and maintained statistical software and economic forecasting software, including product design, system and user documentation, testing and support to customers and support personnel.

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**HONORS, RECOGNITIONS, AND OUTSTANDING ACHIEVEMENTS**

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**AWARDS AND SCHOLARSHIPS**

<table>
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<tr>
<th>Year</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974-5</td>
<td>Trent University Scholarship</td>
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<tr>
<td>1974</td>
<td>J.P. Scott Memorial Scholarship, (Psychology), Trent University</td>
</tr>
<tr>
<td>1975</td>
<td>Department of Psychology Prize, Trent University</td>
</tr>
<tr>
<td>1975-6</td>
<td>National Research Council Scholarship</td>
</tr>
<tr>
<td>1992-3, 1994-5</td>
<td>University of Toronto Open Fellowship</td>
</tr>
<tr>
<td>1999</td>
<td>Winner, ALISE Research Paper Competition ($500 cash prize)</td>
</tr>
<tr>
<td>1999-2000</td>
<td>Centennial Scholar Award, GSLIS, UIUC ($4500 in research funds)</td>
</tr>
<tr>
<td>2005</td>
<td>Lifetime membership, Association of Internet Researchers</td>
</tr>
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**BEST PAPERS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Haythornthwaite (2008), Learning relations and networks in web-based communities, <em>International Journal of Web Based Communities. Selected as one of top 10 papers in IJWBC in its first 10 years.</em></td>
</tr>
</tbody>
</table>
CITED ON THE UIUC “INCOMPLETE LIST OF TEACHERS RATED EXCELLENT BY THEIR STUDENTS”

1997 (Fall) LIS450 CMC: Computer-Mediated Communication (Ph.D.)
1997 (Spring) LIS405: Library Administration
1998 (Spring) LIS450 CMC: Computer-Mediated Communication (Masters)
2000 (Spring) LIS450 SNI: Social Networks and Information (Ph.D.): outstanding rating
2004 (Fall) LIS590 CMC: Computer-Mediated Communication (Ph.D.)
2006 (Spring) LIS590 ELL: Elearning (Masters, online)
2006 (Fall) LIS590 EL: Elearning (Masters, on campus)
2008 (Fall) LIS590 DK: Distributed Knowledge (Masters, on campus, with Prof. Bruce)

GRANTS

As Principal Investigator or Co-PI

1996-2003
UIUC Travel Board

1998 – 1999
UIUC Research Board
Collaboration and Community among Computer-Supported Distance Learners. PI: Caroline Haythornthwaite. Funded for $13,745.

2001
Ford Foundation
*Tie Strength and the Impact of New Media.* $3000 for travel to present at Hawaii International Conference on System Sciences conference, Maui, Hawaii.

1999 – 2003
National Science Foundation, Knowledge and Distributed Intelligence
*Can Knowledge Be Distributed? The Dynamics of Knowledge In Interdisciplinary Alliances?* PI: Bertram (Chip) Bruce; Co-PIs: Geoffrey Bowker (UCSD), Caroline Haythornthwaite (UIUC), Alaina Kanfer (Born), Joseph Porac (Emory); Senior Researchers: Nicholas Burbules (UIUC), James Wade (U. of Wisconsin). Funded for $1,400,000. Award - 9980182. (http://www.fastlane.nsf.gov/servlet/showaward?award=9980182)

2004
UIUC Research Board
*Internet Information and Communication Support for the Farming Community During the 2001 UK Foot and Mouth Crisis.* PI: Caroline Haythornthwaite; RA: Christine Hagar. Funded for $24,000.

2004
UIUC Research Board

2005
World Universities Network (WUN)
*Elearning Research Workshop at Association of Internet Researchers Conference.* Organizer: Caroline Haythornthwaite. Funded for $5,000 for travel for UK and US elearning researchers.

2007
UIUC Research Board
2007 – 2008  **NCSA Faculty Fellow**  

2007 – 2008  **Illinois Program for Research in the Humanities (IPRH) Reading Group**  

2008 – 2009  **Illinois Informatics Initiative**  
*Ubiquitous Learning*. Pls: Bill Cope, Nick Burbules, Caroline Haythornthwaite, Michael Twidale. Course development for undergraduate and graduate courses in ubiquitous learning (Course 590UL offered Spring 2009). Funded. $10,000

2009 – 2010  **Leverhulme Trust**  

2011 – 2012  **Hampton Partnership Development Grant, UBC, and GRAND**  
*New Media, New Literacies and New Forms of Learning*. PI. Workshop (travel, local administration) at Institute of Education, University of London leading to special issue of *International Journal of Learning and Media (IJLM)* 2013. $10,400 + $5,000.

2011 – 2012  **Gates Foundation**  
*Learning Analytics Conference and Leadership Summit*. PI, with George Siemens, Shane Dawson. LAK12 conference support April 29-May 2, plus leadership summit on learning analytics, May 3, 2012. $50,000.

2012 – 2013  **Peter Wall Institute**  
*Harnessing the social web – Communities for health and wellness*. Workshop funding for 2012-13. PI Kendall Ho. Role: Co-PI. For workshop $24,945.

2012  **Social Science and Humanities Research Council (SSHRC)**  
The Memory of the World in the digital age: digitization and digital preservation. PI: Luciana Duranti; Role: Co-PI. For conference $49,990.

2013-2014  **Graphics, Animation and New Media / Graphisme, animation et nouveaux médias (GRAND) Network of Centres of Excellence (NCE)**  
Sense-I LEARNSOCIAL. For 1 year, $10,726.

2013-2018  **Social Science and Humanities Research Council (SSHRC)**  
SSHRC Insight grant. *Learning Analytics for the Social Media Age*. PI: Anatoliy Gruzd; Collaborator: George Siemens. Role: Co-PI. For 5 years, $478,622. Role changes to collaborator with move to a U.S. institution.

**Senior Investigator**  
2009 – 2013  **NSF Math Science Program (MSP)**  
*Entrepreneurial Leadership in STEM (Science, Technology, Engineering and Mathematics)*  

### Contributions to Scholarly Activity

#### Offices Held in Professional Societies

2010 – present  Member, Steering Committee, *Learning Analytics and Knowledge* conference, and *Learning Analytics Summer Institute*
2012 – present

2012 – present
Member, Steering Committee, NSF funded Digital Society and Technologies Research Coordination Network. The focus of the RCN is towards community building for sociotech scholars. Lead/PI. Steve Sawyer.

Conference Organizing

2001 – 2002

2004 – 2005
Conference Program Chair, Internet Research 6.0, Chicago, IL, Oct 5-9, 2005. This is the annual meeting of the Association of Internet Researchers (AoIR). Work entailed: creating the theme for the program; managing review of abstracts, creating the program (~250 papers), co-editing the AoIR Annual.

2005 – 2007
Open Seat, Executive Committee of the Association of Internet Researchers. Chair, publishing subcommittee, 2007.

2005 – 2017
Minitracks Co-Chair, Hawaii International Conference on System Sciences (HICSS): various, see Scholarly Panels Organized.

2011 – 2012

2011 – 2012

2012
http://www.bclibraries.ca/workshops/Inspiration%20Summit/index.html

2013
Dissertation Prize committee member. Association of Internet Researchers. Awards presented at October IR 14 conference.

2012 – 2013
Organizing Committee, Learning Analytics Summer Institute, Stanford University, July 1-5, 2013. Leads: Roy Pea, Taylor Martin, John Behrens.
http://www.solaresearch.org/events/lasi/

2014 – present

EDITORSHIPS OF JOURNALS OR OTHER LEARNED PUBLICATIONS

1995 – 1996
Editorial review board, Katharine Sharp Review (a peer-reviewed e-journal devoted to student scholarship and research within library and information science)

1997 – present
International Advisory Board, New Media and Society

2003 – present
Review panel, Human Communication Research

2004 – present
Editorial Board member, Journal of Computer-Mediated Communication

2004 – present
Editorial Board member, Journal of Community Informatics, Editor: Michael Gurstein

2007 – present
Editorial Board member, Information, Communication & Society, Editors: Brian Loader and Bill Dutton

2007 – 2011
Co-editor, AoIR conference issues, Information, Communication and Society

2012 – present
Editorial Board member, Library and Information Science Research, Editors: Peter Hernon and Candy Schwarz

2016 – present  Senior Associate Editor, *Journal of the Association of Information Science and Technology*. Editor in Chief Javed Mostafa.


**GRANT APPLICATION REVIEW**


**TENURE AND PROMOTION REVIEW**

External reviewer 2004-Dec 2016

- 24 dossiers for candidates under consideration for promotion from Assistant to Associate Professor (or international equivalent);
- 3 initial appointments as Associate Professor with tenure;
- 7 from Associate to Full Professor. *Countries*: US, UK, Canada, Israel, Singapore, China; *Disciplines*: Information Science, Information Systems, Management, Communications, Sociology, Education, Religious Studies, Media

**Internal preparation work for P&T**

**University of Illinois**: preparation of internal tenure review materials for 4 cases:
- 1 third year reappointment; 2 for promotion from Assistant to Associate; and 1 for promotion to Full Professor;

**University of British Columbia: 2010-2015**: As Director, preparation and submission of materials for 5 third year reappointments; 2 promotions from Assistant to Associate Professor; one promotion from Associate to Full Professor; In 2015-16, while on leave, in position of Acting Head in relation to one case from Assistant to Associate.

**PROGRAM REVIEW**

2004  Member, External Review Committee, American Library Association, Committee of Accreditation for Rutgers University library science program.

2009  Program review for new Masters studies department for Information and Knowledge Management (international, location confidential)

2011  Member External Review Panel, American Library Association, Committee of Accreditation for University of Western Ontario library and information science program.

2013-16  External Program Reviewer (3 year appointment), School of Information and Library Studies, University College Dublin, Ireland. Work entails 3-day visit to SILS (visits May 2014, 2015; upcoming 2016); examination of their programs, courses/modules, grading; oral report and discussion with faculty/staff; written report for UCD.

2016  External Program Reviewer, School of Information, University of California at Berkeley (Master of Information and Data Science; Master of Information Management and Systems, PhD program), November 2016; member of 4 person panel examining the full scope of the School of Information.

2016-2019  External Program Reviewer (3 year appointment), Division of Information and Technology, Hong Kong University.
ADVISORY BOARD / CONSULTANT

2009 - 2011  Advisory Board Member, Georgia Computes! Broadening Participation in Computing (BPC) Alliance. Mark Guzdial and Amy Bruckman, College of Computing, Georgia Institute of Technology, Atlanta, Georgia.

2010 - 2013  Advisory Board Member, CreativeIT NSF Project. Ingrid Erickson and LeAnne Wagner.

2012 – 2015  Consultant, VOSS: Documents and the Doing of Science: Studying Cyberinfrastructures, National Science Foundation grant.

2012 - present  Advisory Board Member, interCultural Online Health Network (iCON) peer-to-peer support model for diabetes self-management across British Columbia. Dr. Kendall Ho, Principal Investigator, Director, eHealth Strategy Office.

2013 - present  Advisory Board Member, National Science Foundation Research Coordination Network for Digital Societies and Technologies, focusing on community building for sociotechnical scholars. Steve Sawyer, Syracuse University. http://www.sociotech.net/

INVITED PRESENTATIONS AND SEMINAR PARTICIPATION

Details on the presentations that were given at these venues are listed under Scholarly Presentations

Keynote and Lecture Series


Online Social Networks (June 29, July 2, 7, and 9, 2009): Online Networks, Crowds and Communities; Learning, Knowledge and Information Networks; Entrepreneurial Networks; Social Networks and Social Network Analysis.


Learning Networks (Dec. 1, 2009, Feb. 4, 23, Mar. 11, 30, May 10, 2010): Learning in the Age of Web 2.0; Learning and Scholarly Communication in the Age of the Internet; New Theories and Perspectives on Learning in the Digital Age; Social Networks and Learning; Social Informatics: E-learning as a socio-technical intervention; Ubiquitous Learning


2013  Keynote speaker, SIG-USE, ASIST, Montreal, Que. November 2013. Organizers: Mega M Subramaniam and Beth L St Jean
2014  Public lecture at National Library of Australia, in conjunction with Distinguished Vistor invitation to University of Canberra, August 2014 Host: Mathieu O’Neil.
2015  Keynote speaker, Collaboration for Online Higher Education and Research (COHERE) conference, Dalhousie University, October 22-23, 2015. Organizer: Brad Wuetherick
2016  Invited lectures during two-week visit as Visiting Faculty, Faculty of Education, Division of Information and Technology Studies, Hong Kong University, Hong Kong, March 11-25, 2016. Host: Dr. Xiao Hu.

**Invited Speaker**

2008  Invited speaker, NCSA Faculty Fellows series, National Center for Supercomputing Applications, UIUC. Champaign, IL, March 26, 2008. Organizer: Radha Nandkumar.


2010 Invited speaker, Learning and leadership group, Department of Management Learning and Leadership, Lancaster University. Organizer: Vivien Hodgson; Research meeting with members of the Department of Educational Research. Organizer: Mary Hamilton.


2011 Invited speaker, Social media lab, Dalhousie University, Halifax, NS, Nov. 4, 2011. Organizer: Anatoliy Gruzd.


2014 Invited speaker, hcsmca discussion group – an online discussion with the hcsmca group conducted on Twitter, Feb. 5, 2014. Organizer: Colleen Young.


Invited Presenter and Participant


2003

2003

2004

2004

2004-6

2005

2005

2006

2006

2007

2008

2009

2009

2010
Invited participant and respondent, ESRC series on *Literacy in the Digital University*, Glasgow, Scotland. Organizer: Robin Goodfellow, Open U.

2011

2012

2013

2013
Invited speaker and participant (with Anatoliy Gruzd), Workshop on *Harnessing the Social Web: Communities for Health and Wellbeing*, Peter Wall Institute, UBC. Vancouver, BC. Feb., 2013. Organizer: Kendall Ho.

2013

2013
2013

2014
Invited participant, iConference panel. March 6, 2014. *Connecting Fields, Connecting Scholars: Breaking Down the Walls between Learning and Information Sciences*. June Ahn, University of Maryland; Ingrid Erickson. Rutgers University; Eric Meyers, University of British Columbia.

2014
Invited participant and respondent, *Concepts and Methods Workshop: Structural Approaches to Online Communities and Networks*. Organized by Mathieu O’Neil at the News & Media Research Centre, University of Canberra, August 27, 2014.

2015

**OTHER SERVICE TO DISCIPLINARY AND PROFESSIONAL SOCIETIES**
Reviewing for multiple journals and conferences. Since 2010: **2011**: Research in Learning Technologies; Human Communication Research; SAGE; JCMC; **2012**: Learning Analytics and Knowledge (LAK12, LAK13), #influence12, Library and Information Science Research (LISR), New Media and Society (NMS), HICSS, iConference; **2013**: Canadian Association for Information Science (CAIS), Medicine 2.0, Learning Analytics Summer Institute (LASI-13), NMS, J. of Communication, HICSS; ICIS (AIS) conference; Social Media and Society; Springer (book proposal); **2014**: JCMC, ASIST, Social Media and Society Conference, HICSS, iConference, LISR, LAK15; **2015**: Social Media and Society Conference, HICSS, LAK16, New Media and Society; **2016**: Social Media and Society Conference, HICSS, LAK16, New Media and Society

2005
Communication and Information Technology Section of the American Sociological Association (CITASA) best paper review panel (Chair: Pablo Bozkowski).

2008
Communication and Information Technology Section of the American Sociological Association (CITASA) book award panel (Chair: Gustavo Mesch).

2012
Poster judge: Association of Library and Information Science Educators (ALISE, Dallas, TX); iSchools Conference (Toronto, Ontario).

2013
Poster judge ALISE, and ALISE CV and Portfolio Review Organizer.

2015
Poster judge ALISE
PUBLICATIONS

DOCTORAL DISSERTATION

BOOKS AUTHORED/CO-AUTHORED

EDITED BOOKS


EDITED JOURNAL ISSUES


CHAPTERS IN BOOKS


Haythornthwaite, C. (forthcoming). What can social networks tell us about learning ecologies? In Albert Sangrà Morer, Lifelong Learning Ecologies (working title), Universitat Oberta de Catalunya, Barcelona, Spain. (Spanish translation in progress.)(6K words)

ARTICLES IN JOURNALS


Syracuse University, Page 43 of 71


Noted in *Chronicle of Higher Education* (Oct. 27, 2000), “Social bonds found to be crucial in online education,” Dan Carnevale, [http://chronicle.merit.edu/free/v47/i09/09a04802.htm](http://chronicle.merit.edu/free/v47/i09/09a04802.htm)


Selected best social informatics paper of 2013, ASIST SIG-SI.


**BULLETINS AND REPORTS (NON-PEER REVIEWED)**


**CONFERENCE PROCEEDINGS (PEER REVIEWED)**

Unless otherwise noted, publications are full length papers, presented at corresponding conference.


Kanfer, A., Haythornthwaite, C., Bowker, G.C., Bruce, B.C., Burbules, N., Porac, J., Wade, J. (April, 2000). Modeling distributed knowledge processes in next generation multidisciplinary alliances. AIWoRC'00 Conference. [Selected as best paper in track.]


ABSTRACTS


BOOK REVIEWS


SCHOLARLY PRESENTATIONS (including keynote presentations, invited talks and other scholarly presentations not listed under proceedings or abstracts)


Haythornthwaite, C. (April 2001). *Close friends and far: Supporting relationships in the Internet age.* University of Toronto Sociology Department Festschrift for Barry Wellman, Toronto, Ontario. **Invited**


Haythornthwaite, C. & Bregman, A. (Oct. 2001). *From communication to community online: The role of visibility, relation and co-presence.* Association of Internet Researchers conference, Minneapolis, MN.


Invited

Invited


Invited


Haythornthwaite, C. (Jan. 2004). *Social networks and Internet connectivity effects*. Faculty of Business Administration, UIUC, Champaign, IL.  
Invited


Invited

Invited


Invited

Invited


Invited

Invited

Haythornthwaite, C. (April 15, 2005). *Social network methods and measures for examining e-learning*. E-learning seminar, University of Southampton. [paper and presentation at: [http://www.wun.ac.uk/elearning/seminars/seminars/seminar_two/seminartwo.html](http://www.wun.ac.uk/elearning/seminars/seminars/seminar_two/seminartwo.html)]  
Invited


Haythornthwaite, C. (Sept. 2007). *The social informatics of elearning*. Faculty of Business Administration, University of Illinois, Urbana-Champaign, IL.


Haythornthwaite, C. (March 26, 2008). *Analyzing communal conversation*. NCSA faculty fellows series, National Center for Supercomputing Applications, UIUC, Champaign, IL. Invited


Haythornthwaite, C. (Feb. 4, 2011). Building an e-learning educational culture MIS Division workshop series, Sauder School of Business, UBC. Organizer: Izak Benbasat. Invited


Haythornthwaite, C. & Gruzd, A. (Feb., 2013). *Community online: Genesis and sustainability*. Invited presentation in the workshop, Harnessing the Social Web: Communities for Health and Wellbeing, Peter Wall Institute, UBC. Vancouver, BC. Organizer: Kendall Ho. 


Haythornthwaite, C. (July 2013). *Social learning networks*. Workshop on Social Learning Analytics Workshop, Learning Analytics Summer Institute, Stanford, CA. Organizers: Stephanie Teasley; Rebecca Ferguson; Caroline Haythornwaite; Dan Suthers.


Haythornthwaite, C. (October 11, 2013). *Participatory culture: Drawing on the power of crowds and the support of communities*. Invited presenter. Rob Kling Center for Social Informatics, Indiana University, Bloomington, IN. 


Gruzd, A., Haythornthwaite, C., Absar, R., & Paulin, D. (March 27, 2014). *Project on learning analytics in the social media age (#pLASMA)*. Learning Analytics and Knowledge Conference 2014 (LAK14), Indianapolis, IN.


Invited (Public Lecture)


Haythornthwaite, C. (Jan. 29, 2016). *Exploring learning networks: Social network structures for design of learning crowds and communities.* Invited presentation, @SMLabTO Speaker Series, Social Media Lab, Ryerson University, Toronto, Ontario. Invited

Haythornthwaite, C. (March 15, 2016). *Social networks and networked learning communities.* Invited presentation, Faculty of Education, Division of Information and Technology Studies, Hong Kong University. Invited
Haythornthwaite, C. (March 23, 2016). *E-learning and new learning cultures & social media in higher education.* Invited presentation, Faculty of Education, Division of Information and Technology Studies, Hong Kong University. Invited


**SCHOLARLY PANELS ORGANIZED**


Sarker, S., Gasson, S. & Haythornthwaite, C. (Jan. 2005). *Information and Communication Technologies in Support of Knowledge Management, Organizational Memory, and Organizational Learning.* Minitrack at the 38th Hawaii International Conference on System Sciences, Knowledge Management cluster, Big Island, HI.


Haythornthwaite, C., with Michael Twidale, Bill Cope and students in “Ubiquitous Learning” graduate course (April, 2009). *Ubiquitous Learning Panel.* April 19-22, 2009 HASTAC, Champaign, IL.


WORKSHOPS


**POSTERS**


**CREATIVE WORKS**


- In April 2014, 35 universities had licenses to this course: These include top UK universities (Bristol, Newcastle, Durham, City, Edinburgh, York, Warwick), Australian and NZ universities (Western Sydney, Massey), Hong Kong University of Science and Technology, and the University of Central Oklahoma.

**REPORTS, BULLETINS, WORKING PAPERS**


BLOG POSTS


RECORDED INTERVIEWS

Voices From The Field: Caroline Haythornthwaite, Interviewer Dragan Gasavic for Data Analytics and Learning MOOC, November 2014. https://www.youtube.com/watch?v=hNMJfKH6fFE

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**TEACHING**

**SUMMARY OF INSTRUCTION**

Teaching at the Undergraduate, Master’s (on-campus and via the LEEP online program) and Doctoral level. Teaching load reduced while serving as Coordinator of the undergraduate minor in Information Technology Studies, Interim Associate Dean, and Co-Director of CII.

*Course Syllabi available online at: http://haythorn.wordpress.com/teaching/*

*Asterisk (*) denotes courses in which teaching was rated excellent or outstanding by students*

**UNIVERSITY OF ILLINOIS**

**Undergraduate**


CHP 295: Literacy in the Information Age: Interdisciplinary Campus Honors Program Seminar, member of teaching team, 2 week segment: Spring 1998 (15)

**Graduate**

LIS 370: Systems Analysis and Management: Fall 1996 (12 & 12), Spring 1997 (10), Fall 1997 (14); Spring 1998 (20); Fall 1998 (25); Spring 1999 (Online) (21); Spring 2007, with Bryan Heidorn (13)

LIS 405: Library Administration / LIS 505: Administration and Management of Libraries and Information Centers: Fall 1997 (15)*; Fall 2004 (8)

LIS 450 / 590 CMC: Computer-Mediated Communication: Spring 1997 (14)*, Spring 1998 (13)*; Fall 2004 (15)*; Fall 2006 (10 + 1 audit)

LIS 450 SNI / 590 SN: Social Networks and Information: Spring 2000 (8)* (outstanding rating); Fall 2005 (8)

LIS 450 / 590 DK: Distributed Knowledge: Spring 2002, with Chip Bruce (17 including auditors); Fall 2008, with Chip Bruce (12)*

LIS 490 A: Proseminar and Reading Group (required doctoral course): Spring 2004 (7 regular attendees + 3 occasional)

LIS 590 DRM: Doctoral Research Methods (required doctoral course): Spring 2005 (11 + 3 occasional), Spring 2006 (5 + 1 audit), Spring 2007 (10)

LIS 590 EL / LIS 590 ELL: E-Learning: Fall 2005 (15), Fall 2006 (6)*; Spring (Online) 2006 (9)*

LIS 590 C1: Community Informatics Research and Theory: Fall 2007 (10 + 2 auditors)

LIS 590 RE / REL (online): Social Science Research in Library and Information Science: Spring 2009 (23)

LIS 590 UL: Ubiquitous Learning: Spring 2009, with Mike Twidale and Bill Cope (6) (experimental doctoral course)

LIS 360: Practicum supervision: Fall 1997, 1998

LIS 451 / 592: Independent Studies: Spring 1997 (Educational Technology: 1), Fall 1997 (Supply Chain Management: 1); Spring 1999 (Introduction to Social Network Analysis: 1); Spring 2000 (CMC: 1 from Speech Communication); Fall 2001 (Organization Theory: 2); Fall 2004 (CMC: 1); Spring 2005 (E-learning: 2); Fall 2005 (Networks: 1 from Urban Planning); Fall 2007 (CMC: 1 from Speech Communication; Online Comics and E-learning: 1); Spring 2009 (Online analysis: 1)
UNIVERSITY OF BRITISH COLUMBIA

LIBR 598H: Community informatics: Fall 2011 (12). Co-taught with Asst Professor Lisa Nathan.
LIBR 610: Doctoral Seminar: 2013-14 (1 plus 2 auditors), with Prof. Edie Rasmussen in Fall 2013; 2015 (Spring), with Prof. Rasmussen.

SYRACUSE UNIVERSITY

Masters required course: IST 618: Information Policy: Fall 2016 (36), Spring 2017 (24)
Doctoral seminar: IST 800: Social Network Analysis and Theory for Information and Communication, Spring 2017 (10)

OTHER CONTRIBUTIONS TO INSTRUCTION AND SERVICE

Program and Course Design (other than courses taught)

1996 (Fall) Member, DRA Case Study group: Contributed articles to the “DRA Case Study,” a web-based case to accompany the course in systems analysis and management.
1996 (Fall) Member, GSLIS Committee to design a minor program in Information Technology Studies at UIUC (program began, Fall, 1999)
1996 - 1998 Member, course design team for CHP 295, a capstone course on Information Literacy for the UIUC Campus Honors Program; Taught two-week section on information technology and organizations Spring 1998.
1996 - 1998 Member, GSLIS Doctoral Studies Committee: evaluated Doctoral and Certificate of Advanced Study program and course offerings; recruited and admitted new students, restructuring of the doctoral program requirements.
2004 - 2007 Chair, GSLIS Doctoral Studies Committee (Described above under Academic Appointments)
1999 - 2003 Coordinator, Information Technology Studies Minor, GSLIS, UIUC (Described above under Academic Appointments).
1999 - 2003 Teaching mentorship to GSLIS doctoral students involved in the undergraduate program, including ‘brown bag’ teaching sessions and guest speakers (assisted by Prof. Linda Smith); mentoring as needed for TAs.
2007 - 2009 Curriculum development for specialization in Community Informatics for the GSLIS Master’s degree.
2012 - 2014 Member of Faculty of Arts committee to design a Bachelor of Media Studies. Contributed to overall design of degree, full course outline for ‘Networks, Crowds and Communities’, and facilitated the inclusion of two further iSchool courses as part of the required curriculum for the degree.
2010 - 2015 As Director, provided direction and oversight for curriculum renewal for the MLIS degrees at UBC, and development of outcomes assessment procedures.

Invited Lectures (outside home unit/university)

2007 - 2008 Faculty co-participant in Computer Science CS 591 course in association with ‘Groupscope’ Research project.

2009 - 2010 Lecture series on Learning Networks, Institute of Education, University of London (described above).

2015 (Nov. 9-13) Presenter and participant, week-long seminar on Lifelong Learning Ecologies, at the Universitat Oberta de Catalunya, Barcelona, Spain; Organizer Albert Sangrà Morer, UOC and UNESCO Chair of Education and Technology for Social Change.

Graduate Student Examinations

2014 UBC: Doctoral qualifying examinations: set and evaluate major and minor examinations for two doctoral students on topics of computer-mediated communication, crowdsourcing, e-learning and learning analytics.

Doctoral Colloquia


SUPERVISION OF GRADUATE STUDENT RESEARCH
MASTER’S AND CERTIFICATE OF ADVANCED STUDY (CAS) THESIS SUPERVISION, GSLIS
Stephanie Davis [Master’s: graduated]

Beth Larkee [CAS: graduated]
Chair, CAS Thesis Committee: 2007; Title: Implementing Infrastructure for E-Learning in Sub-Saharan Africa.

Elizabeth Edwards [Master’s: graduated; CAS: graduated]
Chair, Master’s Thesis Committee: 2006.
Chair, CAS Project Committee: 2007-2009; Title: Examining the Preparation for Reference-Based Instruction Among Academic Librarians (Defended March 6, 2009).

CHAIR OF DOCTORAL DISSERTATION COMMITTEE, GSLIS
Michelle Kazmer [graduated]
Chair, Dissertation Committee: 1997 to degree completion in 2002. Title: Disengagement from Intrinsically Transient Social Worlds: The Case of a Distance Learning Community; Current Status: Graduated (Dissertation defended July 2002); Current Placement: Associate Professor, Florida State University, School of Information Studies, Tallahassee, FL. (started August, 2002); Currently Professor, Florida State University.

Jennifer Robins [graduated]
Chris Hagar [graduated]
Chair, Dissertation Committee: 2003 to degree completion in 2005 (committee member from 2001). Title: The Farming Community in Crisis: The Information and Social Needs of Cumbrian Farmers during the UK 2001 Foot-and-Mouth (FMD) Outbreak and the Role of Information and Communication Technologies (ICTs). Current Status: Graduated (Dissertation defended December 2, 2005). Placement: Assistant Professor, Library and Information Science, Dominican University, Chicago, IL (started January 2008); currently Assistant Professor, San Jose State University.

Andre Brock [graduated]
Chair, Dissertation Committee: 2005 to degree completion in 2007 (committee member from 2004); Title: Defining a Community and a Culture: Racial Identity Production by African American and Mainstream Websites. Current Status: Graduated (Dissertation defended July 25, 2007.) Placement: Assistant Professor, School of Library and Information Science, University of Iowa, Iowa City, Iowa (started August, 2007); currently Assistant Professor, University of Michigan.

Anatoliy Gruzd [graduated]
Chair, Dissertation Committee: 2007 to degree completion in 2009. Title: Automated Discovery of Social Networks in Online Learning Communities. Current Status: Graduated. Dissertation defended April 1, 2009. Placement: Assistant Professor, School of Information Management in Dalhousie Univ., Canada (started January 2011); currently Associate Professor, Ryerson University, Toronto.

Claudia Rebaza [graduated]
Chair, Dissertation Committee: 2006 to degree completion in 2009 (Member, Annual Review Committee, 2004-5); Title: The Technological Continuum of Coterie Publication: Fan Fiction Writing Communities on LiveJournal. (Dissertation defended, May 13, 2009).

MEMBER OF DOCTORAL DISSERTATION COMMITTEE

Yin Zhang [graduated]
Member, Dissertation Committee, 1997-1999; Chair: Leigh Estabrook; Title: Scholarly Use of Internet-Based Electronic Resources; Current Status: Graduated; Current Placement: Associate Professor, School of Library and Information Science, Kent State University.

Cecelia Merkel [graduated]

Paul Marty [graduated]
Member, Dissertation Committee, 1997-2002; Chair: Michael Twidale; Title: Museum Informatics and the Evolution of an Information Infrastructure in a University Museum; Current Status: Graduated (Dissertation defended June 2002); Placement: Assistant Professor, Florida State U., School of Info. Studies, Tallahassee, FL. (Aug. 2002); Currently Professor, Florida State University.

Larry Jackson [graduated]

Lian Ruan [graduated]

Ellen Rubenstein [graduated]
Member, Dissertation Committee: 2006-2011; Title: 'It's a Microcosm of Life': Weaving a Web of Information and Support in an Online Breast Cancer Community. Chair: Lori Kendall. Placement: Assistant Professor, Oklahoma State University (August 2011). [Chair 2006-2010; role change with move to UBC] [Dissertation defended June 16, 2011]
Ken Spelke [graduated]

Naomi Bloch [graduated]

OTHER GSLIS DOCTORAL STUDENT SUPERVISION
Role ended with move to UBC.

Chair, Dissertation Committee: Wei Goa: 2006-2010; Member, Dissertation Committee: Xin Xiang 2008-2010; Chair, Doctoral Advisory Committee for Ingbert Floyd: 2004-2010; Damian Duffy: 2008-2010; Safiya Noble: 2009-2010; Member, Doctoral Advisory Committee for Kalev Leetaru, Navadeep Khanal, Jeffrey Ginger, Brant Chee: to 2010.

DOCTORAL DISSERTATION COMMITTEE MEMBER, UIUC

Stewart C. Alexander, Speech Communication [graduated]

Greg Kielmeyer, Speech Communication [graduated]
Member, Dissertation committee to dissertation defense: 2000-2003 (Chair: Noshir Contractor); Title: *Discontinuance of Innovations: Individual, Product, and Social Network Factors Related to Post-Adoption Behavior*. Current Status: Graduated [Dissertation defended April 2003]

Edward Palazzolo, Speech Communication [graduated]
Member, Dissertation committee to dissertation defense: 2002-2003 (Chair: Noshir Contractor); Title: *Structures of Communication to Retrieve Information in Organizational Work Teams: A Transactive Memory Perspective*; Current Status: Graduated [Dissertation defended April 2003]. Placement: Assistant Prof., Communications, Arizona State Univ.

Meikuan (Mei) Huang, Speech Communication [graduated]

Laura Valenziano, Curriculum & Instruction [graduated]

Jing (Annie) Wang, Speech Communication [graduated]

Virgil Varvel, Education, Curriculum & Instruction [graduated]
Nama Raj Budhathoki, Urban and Regional Planning [graduated]

Sallie Greenberg, Education [graduated]

**DOCTORAL DISSERTATION PARTICIPATION, OUTSIDE HOME INSTITUTION**

**Nancy Nazer, Department of Sociology, University of Toronto [graduated]**

**Han Woo Park, Department of Communications, State U. of New York at Buffalo [graduated]**

**Catherine Johnson, Faculty of Information Studies, University of Toronto [graduated]**
External Examiner, Doctoral Dissertation Defense, August 2003 (Chair: Joan Cherry). Title: *Information Networks: Investigating the Information Behaviour of Mongolia’s Urban Residents*; Current status: Graduated; Assistant Professor, University of Western Ontario.

**Lisa Voigt, School of Human & Organization Development, Fielding Institute, CA [graduated]**

**Åsa Smedberg, Computer and System Sciences, Stockholm University and KTH (Royal Institute of Technology), Stockholm, Sweden [graduated]**

**Alvin Chin, Computer Science, University of Toronto [graduated]**

**Jim Waters, College of Information Science and Technology, Drexel University [graduated]**
External Member, Dissertation Committee, Spring 2005-2009 (Chair: Susan Wiedenbeck, with Gerry Stahl); Title: *Presence and Community. An Analysis of the Role of Community and Discourse in Online Education in the Context of Virtual Communities of Inquiry*. Current status: Graduated (Dissertation defended Aug. 10, 2009).

**Rob Martens, Education, Open University Netherlands**

**Nashrawan Taha, Information School, Sheffield University [graduated]**
Wendy Chambers, Faculty of Education, University of Calgary [graduated]  

Janis Buholcs, Communication, University of Latvia  

Monica Anne Resendes, Education, Ontario Institute for Studies in Education, University of Toronto [graduated]  

DOCTORAL COMMITTEES, UNIVERSITY OF BRITISH COLUMBIA
CHAIR, DOCTORAL COMMITTEE
Drew Paulin, SLAIS  
Chair, doctoral committee. Exams completed; Proposal preparation in progress. [Sept 2012-present]

Sarah Gilbert, SLAIS  
Chair, doctoral committee. Exams completed; Proposal preparation in progress. [Sept 2012-present]

Alamir Novin, SLAIS  
Member, doctoral committee. Exam preparation in progress. [Sept 2013-2015]

COMMITTEE MEMBER
Camille Grange, Sauder Business School [graduated]  

Syavash Nobarany, Computer Science [graduated]  

UNIVERSITY EXAMINER
Lei Zhang, SLAIS/iSchool [graduated]  
University examiner. *A Study of Functional Units for Information Use of Scholarly Journal Articles*. Chair: Rick Kopak [April 14, 2011]

Talal Al-Haji, SLAIS/iSchool [graduated]  

Bryn Lander, Interdisciplinary Studies  
University examiner. *Mapping interorganisational collaboration within infection and immunity research*. Chair: Steve Morgan [July 23, 2013]

Robert Aucoin, Education (Doctor of Education degree/EdD  
University examiner. *A Study of Students’ Perceptions of the Use of Web 2.0 Applications in Higher Education*. Chair: Thomas Sork [November 26, 2013]

Donald C. Force, SLAIS/iSchool, UBC  
University examiner. *Pursuing the "Usual and Ordinary Course of Business": An Exploratory Study of the Role of Recordkeeping Standards in the Use of Records as Evidence in Canada*. Chair: Luciana Duranti. [December 9, 2013]
SUPERVISION OF POST-DOCTORAL RESEARCH

Rafa Absar, SLAIS/iSchool, UBC
Supervisor. Project and data management and analysis, SSHRC Insight Grant, *Learning Analytics for the Social Media Age*. [2014]

Marc Esteve del Valle, Ryerson University
Co-supervisor. Analysis of social media data, SSHRC Insight Grant, *Learning Analytics for the Social Media Age*. [2015]
Library and Information Science - Open Rank Faculty

Syracuse University’s School of Information Studies (The iSchool, see http://ischool.syr.edu) is soliciting applications from scholars to join its renowned and interdisciplinary faculty in the area of library and information science. This tenure track position is open rank, and we specifically encourage graduating doctoral students, senior assistant professors, and recently tenured faculty to apply. The successful candidate will join our “Faculty of One” in a highly collegial environment that stresses collaboration amongst our school’s faculty and with other members of the university community.

We seek colleagues who can deepen and extend our strengths in library and information science (LIS) particularly with a focus on school librarianship. We see LIS as a broad area which includes K-12 school librarianship, digital scholarship, information organization and retrieval, reference and information literacy services, assessment, library policy, community-focused librarianship, entrepreneurial librarianship and data science. Competitive applicants will demonstrate how their research interests both connect to and extend current faculty interests. The ability to obtain research grants and other external funding will be considered a competitive advantage in our evaluations, as will evidence of teaching experience and a commitment to teaching excellence. A record of publishing impactful scholarship is expected. Although rank and years of experience are open, we will consider outstanding ABDs with a strong expectation of a successful dissertation defense by August 2017.

Applicants must submit a cover letter outlining their interests and qualifications (including the rank they are seeking); a current curriculum vitae; a statement describing research and teaching interests and accomplishments; and names and contact information of at least three references to: www.sujobopps.com. JOB # 073031. Strong candidates will be contacted for letters of reference and asked to provide research samples and a teaching portfolio or other evidence of teaching experience. Please do not submit these items with the initial application. We strongly encourage women and underrepresented minorities to apply. We are interested in candidates who have the communication skills and cross-cultural abilities to maximize their effectiveness with diverse groups of students, colleagues and community members.

We will begin screening applicants December, 2016 and continue accepting applications until the position is filled. Direct questions to Dr. Bruce Kingma, search chair, brkingma@syr.edu.
Located at the center of picturesque Syracuse University, the iSchool is at the cutting edge of scholarship and instruction. The iSchool has four degree programs and an enrollment of 36 doctoral students, 570 masters’ students and 730 undergraduates, led by 48 full-time faculty and 100 part-time faculty. Our faculty have recognized strengths in information retrieval, information management, library programs and services, natural language processing, computational social science, online communities and civic participation, new forms of organization and collaboration, information and communications policy, smart energy systems, digital literacy, information and network security, globalization, data science, entrepreneurship, and social media. The iSchool hosts six research centers and laboratories. The SU-ADVANCE program (http://suadvance.syr.edu/) provides extensive mentoring services for women faculty in STEM disciplines.

Syracuse University is an Affirmative Action/Equal Opportunity Employer
STANDARD III: TABLES

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<tbody>
<tr>
<td>Faculty Full Time</td>
<td>40</td>
<td>45</td>
<td>45</td>
<td>45</td>
<td>52</td>
<td>51</td>
<td>50</td>
<td>44</td>
<td>47</td>
</tr>
<tr>
<td>Faculty Part Time</td>
<td>35</td>
<td>35</td>
<td>35</td>
<td>36</td>
<td>36</td>
<td>36</td>
<td>36</td>
<td>36</td>
<td>36</td>
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</table>

Table 1: Number of Full-Time and Part-Time Faculty

<table>
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<tr>
<th></th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposals written by</td>
<td>$28,331,864</td>
<td>$15,932,970</td>
<td>$17,825,879</td>
<td>$19,239,739</td>
<td>$27,728,877</td>
<td>$22,630,136</td>
<td>$11,208,745</td>
<td>$26,548,289</td>
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<tr>
<td>iSchool faculty</td>
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<tr>
<td>Proposals written by</td>
<td>$5,452,708</td>
<td>$6,987,738</td>
<td>$4,806,433</td>
<td>$2,318,634</td>
<td>$3,023,405</td>
<td>$1,093,535</td>
<td>$1,458,668</td>
<td>$1,787,918</td>
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<tr>
<td>MSLIS faculty</td>
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<tr>
<td>Awards received by</td>
<td>$3,657,279</td>
<td>$2,813,485</td>
<td>$10,115,446</td>
<td>$5,477,805</td>
<td>$4,166,387</td>
<td>$1,841,524</td>
<td>$1,122,773</td>
<td>$1,439,323</td>
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<tr>
<td>iSchool faculty</td>
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<tr>
<td>Awards received by</td>
<td>$1,155,390</td>
<td>$28,139</td>
<td>$1,685,262</td>
<td>$193,361</td>
<td>$1,472,841</td>
<td>$16,000</td>
<td>$108,857</td>
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<td>MSLIS faculty</td>
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Table 2: Grant Proposals and Awards by iSchool faculty
## STANDARD IV: TABLES

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Incoming MSLIS Students</th>
<th>Percentage of Incoming Students Who Are Online Students</th>
<th>Percentage of Incoming Students Who Are in the School Media Program</th>
<th>Total MSLIS Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>115</td>
<td>58%</td>
<td>22%</td>
<td>239</td>
</tr>
<tr>
<td>2010</td>
<td>97</td>
<td>46%</td>
<td>24%</td>
<td>235</td>
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<tr>
<td>2011</td>
<td>85</td>
<td>44%</td>
<td>19%</td>
<td>209</td>
</tr>
<tr>
<td>2012</td>
<td>75</td>
<td>44%</td>
<td>11%</td>
<td>172</td>
</tr>
<tr>
<td>2013</td>
<td>71</td>
<td>39%</td>
<td>15%</td>
<td>155</td>
</tr>
<tr>
<td>2014</td>
<td>84</td>
<td>60%</td>
<td>29%</td>
<td>161</td>
</tr>
<tr>
<td>2015</td>
<td>75</td>
<td>60%</td>
<td>32%</td>
<td>166</td>
</tr>
<tr>
<td>2016</td>
<td>75</td>
<td>88%</td>
<td>20%</td>
<td>130</td>
</tr>
</tbody>
</table>

Table 3: Composition of Incoming Matriculated Enrolled Student Cohort

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>White</th>
<th>Black/Afric.</th>
<th>Hawaii/Pacif.</th>
<th>Hispanic/Latin</th>
<th>Puerto Rican</th>
<th>Mex.</th>
<th>Asian</th>
<th>Amer. Indian</th>
<th>Unknown</th>
<th>Not reported</th>
<th>Two or More</th>
<th>Non-Resident Alien</th>
<th>Percent Nonwhite</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>77</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>12.50</td>
</tr>
<tr>
<td>2009-10</td>
<td>88</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>9</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>5.38</td>
</tr>
<tr>
<td>2010-11</td>
<td>79</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>11.24</td>
</tr>
<tr>
<td>2011-12</td>
<td>62</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>15.90</td>
</tr>
<tr>
<td>2012-13</td>
<td>55</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>17.40</td>
</tr>
<tr>
<td>2013-14</td>
<td>56</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>3</td>
<td>16.42</td>
</tr>
<tr>
<td>2014-15</td>
<td>52</td>
<td>12</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>29.73</td>
</tr>
<tr>
<td>2015-16</td>
<td>79</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>14.73</td>
</tr>
<tr>
<td>2016-17</td>
<td>57</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>36.84</td>
</tr>
</tbody>
</table>

Table 4: Breakdown of Self-Reported Ethnic Group for Incoming Matriculated Enrolled Students
<table>
<thead>
<tr>
<th>Graduation year</th>
<th>MSLIS</th>
<th>School Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>71%</td>
<td>49%</td>
</tr>
<tr>
<td>2009</td>
<td>54%</td>
<td>57%</td>
</tr>
<tr>
<td>2010</td>
<td>61%</td>
<td>63%</td>
</tr>
<tr>
<td>2011</td>
<td>87%</td>
<td>100%</td>
</tr>
<tr>
<td>2012</td>
<td>88%</td>
<td>93%</td>
</tr>
<tr>
<td>2013</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>2014</td>
<td>89%</td>
<td>100%</td>
</tr>
<tr>
<td>2015</td>
<td>93%(^3)</td>
<td>100%(^4)</td>
</tr>
</tbody>
</table>

Table 5. Percentage of Graduates Who Reported Having Employment

This data is gathered by Career Services in the iSchool and is available on the school’s website at [https://ischool.syr.edu/careers/career-outlook/](https://ischool.syr.edu/careers/career-outlook/). 2016 data is not yet available.

\(^3\) Based on 82% response rate.

\(^4\) Based on 77% response rate.
STANDARD V: TABLES

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Tuition Income</th>
<th>Financial Aid Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>$3,990,754</td>
<td>$556,068</td>
</tr>
<tr>
<td>2010</td>
<td>$4,231,966</td>
<td>$672,410</td>
</tr>
<tr>
<td>2011</td>
<td>$3,288,745</td>
<td>$637,985</td>
</tr>
<tr>
<td>2012</td>
<td>$4,032,623</td>
<td>$604,283</td>
</tr>
<tr>
<td>2013</td>
<td>$3,534,800</td>
<td>$602,573</td>
</tr>
<tr>
<td>2014</td>
<td>$3,421,523</td>
<td>$643,378</td>
</tr>
<tr>
<td>2015</td>
<td>$3,822,856</td>
<td>$789,912</td>
</tr>
<tr>
<td>2016</td>
<td>$3,859,286</td>
<td>$1,080,790</td>
</tr>
</tbody>
</table>

Table 6: Tuition Income and Financial Aid Awarded for the MSLIS program

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>$8,354,946</td>
<td>$9,195,928</td>
<td>$9,884,140</td>
<td>$10,676,673</td>
<td>$1,037,690</td>
<td>$11,037,690</td>
<td>$10,647,837</td>
</tr>
<tr>
<td>Operating</td>
<td>$21,117,142</td>
<td>$29,803,434</td>
<td>$29,115,222</td>
<td>$27,651,148</td>
<td>$28,595,354</td>
<td>$30,555,091</td>
<td>$30,668,393</td>
</tr>
<tr>
<td>Total</td>
<td>$29,472,088</td>
<td>$34,096,866</td>
<td>$38,999,362</td>
<td>$38,327,821</td>
<td>$39,230,439</td>
<td>$41,592,781</td>
<td>$41,316,230</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Income:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Institution</td>
<td>$27,210,980</td>
<td>$28,075,050</td>
<td>$31,206,047</td>
<td>$31,940,082</td>
<td>$34,176,570</td>
<td>$37,698,851</td>
<td>$39,920,735</td>
</tr>
<tr>
<td>Federal Grants</td>
<td>$2,945,502</td>
<td>$4,364,308</td>
<td>$6,836,634</td>
<td>$4,745,800</td>
<td>$3,262,156</td>
<td>$2,660,336</td>
<td>$1,881,538</td>
</tr>
<tr>
<td>Endowment</td>
<td>$999,215</td>
<td>$139,459</td>
<td>$632,793</td>
<td>$904,532</td>
<td>$1,185,954</td>
<td>$883,525</td>
<td>$369,614</td>
</tr>
<tr>
<td>Total</td>
<td>$30,655,697</td>
<td>$33,778,400</td>
<td>$38,675,474</td>
<td>$37,590,414</td>
<td>$38,624,680</td>
<td>$41,242,712</td>
<td>$42,171,887</td>
</tr>
</tbody>
</table>

Table 7: School's Expenditures and Income