

BIENNIAL NARRATIVE

MS IN LIBRARY AND INFORMATION SCIENCE, SYRACUSE UNIVERSITY

JANUARY 31, 2019

This 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, and its 2017 Biennial Narrative. There are no specific questions to address from previous correspondence with COA.

LEADERSHIP CHANGES

In September 2018, Dean Elizabeth (Liz) Liddy announced her intention to retire in May 2019. A search committee for a new dean has been convened with David Seaman, Dean of Libraries and University Librarian at Syracuse University as the chair. The search committee includes three professors and three professors of practice from the iSchool. Of these Caroline Haythornthwaite, as Director of the MSLIS, and Jill Hurst-Wahl as past Director of the MSLIS most directly represent the LIS program. To date, the committee has met and prepared a job description in consultation with the search firm Russell Reynolds Associates that will be assisting in the search (<https://news.syr.edu/blog/2018/11/05/school-of-information-studies-dean-search-committee-appointed-2/>).

The Senior Associate Dean for the school changed this year from Professor of Practice Barbara Stripling (retired) to Professor Martha Garcia-Murillo. Professor Garcia-Murillo is the Professor or Record for the MSLIS required course 618: Information Policy which she also teaches regularly.

STANDARD I: SYSTEMATIC PLANNING

Systematic planning for the MSLIS program runs in concert with strategic plans for the iSchool, and for Syracuse University (<http://asp.syr.edu/>). “The [Syracuse University] Academic Strategic Plan engages six overarching themes: The Student Experience, Discovery, Internationalization, Commitment to Veterans and Military-connected Communities, Innovation, and One University.” Among the key strategies from the university is an initiative to apply \$100 million to signature and cluster hires (<https://news.syr.edu/blog/2018/06/06/invest-syracuse-progress-syracuse-university-launches-signature-hires-initiative/>). The iSchool has been awarded several positions under this initiative as detailed under Standard III.

Online Program in Association with 2U

As reported in the 2017 Biennial report, Syracuse University, and the iSchool formed a new alliance with the education company 2U in 2016. Through this alliance, the iSchool has been able to attract students who are interested in pursuing an MSLIS degree online. Most of these students are pursuing the MSLIS degree as an entrée to a second career. All students who matriculate and enroll are expected to meet our previously established enrollment criteria, as detailed in our 2015 program presentation. 2U’s marketing efforts, guided and informed by the iSchool’s Enrollment Management and Communication teams, reach potential students with whom we had not previously engaged. Marketing began in late 2016 with the first MSLIS students matriculated and enrolled in January 2017 (**Appendix A**).

STANDARD II: CURRICULUM

Courses on the 2U platform at Syracuse University are three-credit semester classes compressed into 11-week quarters with 120 minutes of asynchronous content and 90 minute live (synchronous) sessions weekly. All MSLIS core classes and school media focused classes are

available on campus and on the 2SU platform, and electives *IST 635: Collection Development and Access*, and *IST 662: Instructional Strategies and Techniques for Information Professionals*.

In creating the online versions of these courses, faculty have reimagined and revised their courses to fit this format; thus all these courses have been revised and updated for campus and online. That effort has also helped us to standardize content across course sections and delivery methods. Standardization is appreciated by our master's students, as well as faculty who are teaching these courses (tenure-track, professor of practice, adjunct faculty). Standardization has also helped with assessment practices and review of course outcomes.

Course Reviews

In addition to course reviews in association with assessment, two courses have been given a more in-depth review: *IST 971 (now IST 973): Internship in Information Studies* (see **Appendix D**); and *IST 614: Management Principles for Information Professionals* (in progress).

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

New Courses in 2016-18

IST 671 Research Methods for Information Professionals. This course introduces students to a variety of approaches that can be taken in research studies and the appropriate selection and application of methods, including quantitative, qualitative, critical, historical, and design-based approaches, from research formulation to communication of results. The course was designed by Professors Caroline Haythornthwaite and Rachel Clarke, and has been given once on-campus in Fall 2017, and twice on 2U; it is expected to be offered online at least 3 out of 4 quarters, and once every 1-2 years on-campus.

I.2.4 The importance of research to the advancement of the field's knowledge base

IST 600: Cultural Competence for Information Professionals. This course prepares librarians and information professionals to develop cultural competencies and provide inclusive services to

underrepresented populations. We will learn how to analyze and evaluate services to ensure equity of access to information. The course was designed by Professor Beth Patin, and offered in Spring 2019 on Blackboard, available to both on-campus and 2U students; the course is listed currently under a topics course number (600) but will become a regular offering.

II.2.4 Responds to the needs of a diverse and global society, including ... underserved groups

New Electives on 2U. The increase in numbers of students pursuing the M.S. in Library and Information Science (MSLIS) online through 2U has necessitated a change in attention from supporting primarily courses for the M.S. in Library and Information Science with School Media Specialization (MSLIS-SM) to supporting a wider range of LIS course options. In response to a call by 2U students for more non-school media classes, electives are being added. LIS faculty determined four courses were of most relevance and importance for early implementation; these are scheduled to be implemented in the 2U format and in the quarter system in 2019. Three of these are new courses. The courses are, in order of implementation: public libraries (course lead Professor Jill Hurst-Wahl); metadata (currently offered via Blackboard as an online course in the semester timeframe; course lead Professor Jian Qin); academic libraries (course lead Professor Megan Oakleaf); and multicultural children's literature (course lead Professor Beth Patin).

II.2.6 Promotes commitment to continuous professional development and lifelong learning ...

The Helen Benning Regnier iSchool Graduate Seminars

The iSchool has established a required no-credit weekend graduate seminar event that focus on contemporary topics; full-day attendance and participation is required on a Saturday, with optional Friday afternoon and Sunday morning activities. As a result of the change, whereas previously the MSLIS curriculum included a 19-credit core (with the 'Introductory Core' as IST 511 (3 credits) and IST 601 (1 credit)) and 14 credits for electives, it now includes an 18-credit core (IST 511 only) and 15 credits for electives. This change was approved by LIS curriculum

committee and the iSchool curriculum committee in spring 2016; and applies to any student matriculating after August 2016. As one of the few cross-school initiatives, these seminars are particularly important for bringing graduate students together – across degree programs, and from off and on-campus. Topics cover areas addressing all graduate students at the iSchool, and include guest speakers, breakout activities, and engagement with iSchool faculty. Past seminar topics were: *You and the Internet of Things*; *Data Privacy and Protection*; *Truth and Consequences in the Information Age* (<https://ischool.syr.edu/events/view/graduate-immersion-milestone-seminar-truth-and-consequences-in-the-informat/>). Topics for 2019 are: *Beyond the Algorithm: Empowering Curiosity*, Spring; *Innovation and Iteration: Fail Big, Fail Often*, Summer; *The Future of Work: Organizations of Tomorrow*, Fall (<https://ischool.syr.edu/academics/experiential-learning/graduate-immersion-seminar/>).

STANDARD III: FACULTY

Retirements and New Faculty

In May 2018, Professor Barbara Kwasnik and Professor of Practice Barbara Stripling who had been members of the LIS program committee, retired from the iSchool. In August 2018, Beth Patin joined the iSchool as an Assistant Professor (CV, **Appendix F**). Dr. Patin received her PhD in Information Science from the University of Washington in 2018; a Master of Information Science also from the University of Washington (2012); a MLIS School Media Administration from Louisiana State University (2004), and a BS in Education from Loyola University, New Orleans (1999). Her dissertation is titled *Rising Together: Community Resilience and Public Libraries*. She is currently teaching the LIS core course *IST 511: Introduction to Library and Information Profession*; designing new course on *Cultural Competence for Information Professionals* (Spring 2019), and *Multicultural Children's Literature* for the 2U environment

(planned for Spring 2020). Dr. Patin has also taken on the assessment role of Professor of Record for Professor Barbara Stripling's courses.

Adjunct Faculty

In 2017-2018, 46 new adjunct faculty were hired to teach in the MSLIS program. Their qualifications and courses they are teaching are given in **Appendix C**.

New Hiring, Tenure Track Faculty

Four searches are underway for tenure-track faculty at the iSchool. One position is specifically designated for LIS, but any of those hired may contribute to the program with courses, supervision, research projects or other associations. Positions include tenure-track faculty in *library and information science*, *human-computer interaction* (including candidates with specializations in HCI design, user experience, and digital humanities), *trustworthy cyberspace*, and *data intensive knowledge management*. Preliminary interviews have been completed and candidates have been invited to campus for interviews in January and February of 2019.

Since this search for four faculty members started, the iSchool has since been awarded three positions under a cross-university initiative targeting hiring in topic clusters of *augmented cognition*, *network studies*, and *data innovation and entrepreneurship*. Hiring will begin in 2019 for appointment in 2020 in one each in these areas. As for this year's hiring, candidates in these positions may also contribute directly or indirectly to the MSLIS program.

New Hiring, Teaching Faculty

Along with the tenure-track hires, the iSchool as a whole has committed to hiring teaching faculty, a new position at the school. Hiring for four teaching professors will begin in Spring 2019. One of the four positions will be appointed to teach in the LIS program; the other three positions will teach courses for the undergraduate degree and/or courses in data science and

information management for graduate degrees. In brief, the Syracuse University faculty manual describes the expectations of Teaching Professor as “to teach in the classroom or laboratory; to meet with students during scheduled office hours; to prepare and grade assignments and examinations; to contribute to the design, syllabi, and organization of departmental course offerings; and to know applications and development of pedagogy in the field.” Other duties may be included “in accordance with the policies of the school or college”. The iSchool Personnel Committee is working on describing the role and policy-related matters specific to the iSchool.

Integrating Faculty

It is recognized that bringing in a new Dean and this number of new faculty members will be a challenge for the school, in both space and socialization. The LIS hires will be supported by the existing mentoring system for new faculty (two faculty assigned as mentors to each new hire), existing travel and assistantship support, the iSchool teaching and learning center, and as members of the LIS program committee.

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

STANDARD IV: STUDENTS

A student program assistant who works for the program director solicits and provides anonymous comments about the program and courses at each faculty meeting. Students also meet with the Director and Program Manager, and other faculty who can attend, at open forums for student feedback 1-2 times per year.

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

Change in student demographics

Of note is that the extended reach of marketing in association with the 2U initiative has increased the number of minority students in the MSLIS program. In addition, the program is also seeing

an increased number of veteran and/or veteran dependent students enrolling in the LIS program
(**Appendix A**).

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

Assessment

Assessment of the MSLIS program is carried out in concert with Syracuse University assessment practices (<http://assessment.syr.edu/tk20/assessment-planning-training-resources/>). The University has set new guidelines for program and course assessment which are followed at the iSchool (for University details, see <http://assessment.syr.edu/>). Within the iSchool, assessment is coordinated between the MSLIS Director and Program Manager, and the Director of the Faculty Center for Teaching and Learning.

Assessment Procedure

A *Professor of Record* (PoR) is assigned for each course who is the contact point for assessment. This is a faculty member conversant in the topic, who may or may not have originally designed the course, but will normally currently be teaching the course. Where multiple sections of a course are given, the PoR addresses coordination of content and assessments for each course, particularly for ‘key assignments’ which directly assess student learning outcomes on program level and course level learning outcomes. Each time the course is formally assessed, the PoR coordinates gathering of reflections from all those who have taught the course within the specified timeframe, the PoR summarizes these reflections in a set of ‘faculty notes’ that are submitted to the university for assessment purposes. Within the school, these notes are used to refine the course content and assignments across sections in response to faculty reflections and student achievements. Assessment work in 2016-2018 includes:

(1) **Curriculum Mapping**. A full mapping of the Program Learning Outcomes to core and

required course offerings was made in 2016-17 (**Appendix C**).

(2) **Faculty notes reflection, and edits to courses as required**, for all six program level learning outcomes across all required courses. This was first handled by addressing pairs of learning outcomes at a time, with the assessment of student learning outcomes 1 and 2 for all core and required courses completed in Fall 2017. After application of this process, it became evident that core instructors would be reviewing their courses every term. Moreover, any change to the course would have to consider all learning outcomes simultaneously. Thus, the decision was made to address all learning outcomes whenever a course would be reviewed, and to determine a four year rotation of course assessment.

(3) **A four year schedule of course assessment** has been determined for assessment of all core and elective courses: **2019**: Fall 605 and 614; Spring 611, 972, and 973; **2020**: Fall 612 and 616; Spring 613, 618, and 661; **2021**: Fall 511 and 663; Spring 564 and 668; 2 of the new courses; **2022**: Fall 635 and 662; Spring 671 and 681; 2 of the new courses (titles and learning outcomes http://coursecatalog.syr.edu/preview_program.php?catoid=16&poid=8233).

(4) **Reporting to Syracuse University**. The iSchool participates in the University level assessment process supported by the TK20 data management system. Reports submitted to the central system support assessment in all iSchool degree programs. The report for the core courses is given in **Appendix E**.

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

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

STANDARD V: ADMINISTRATION, FINANCES, AND RESOURCES

University-Wide Faculty Salary Review

In 2016 to 2017, Syracuse University conducted a university-wide faculty salary review (Professors Hurst-Wahl and Kwasnik served on this committee). One conclusion from the study was: “Based on raw averages at the University level, tenured or tenure-track women have lower salaries than men at the Professor and Associate Professor levels.” Salary compensation in relation to this finding was authorized and implemented by each School at the University. Details on compensation adjustments are not available (summary: <http://universitysenate.syr.edu/wp-content/uploads/2017/10/Faculty-Salary-Committee-Presentation-to-University-Senate-January-17-2018-Final.pdf>).

V.7 Compensation for the program's faculty and other staff is equitably established

Building Plans

The iSchool will be expanding its available space by approximately 1000 sq. ft. by adding a floor at the second level of the area known formerly as the high bay, currently the iCafe. Similar to the Innovation studio, this space will be designed to be a reconfigurable multi-purpose space, suitable for class, both lecture and workgroup scenarios, meetings, events and generally open to students when not previously scheduled. Further, the iSchool has long enjoyed an embedded relationship with Sidearm Sports which occupies approximately 3000 sq. ft. of space within the building. However Sidearm Sports has outgrown the space we have been able to allocate. Their move out of the building reduces that presence significantly and allows for renovation and reallocation of the space to accommodate additional offices for faculty and staff, dedicated student staff and graduate assistant space, and shared research space.

V.9 The program has access to physical and technological resources that allow it to accomplish its objectives ...

V.10 Physical facilities provide a functional learning environment ... enhance the opportunities for research, teaching, service, consultation, and communication...

APPENDICES

Appendix A: MSLIS Student Numbers

Appendix B: New adjunct faculty

Appendix C: Program Level Learning Outcomes: Curriculum Map for Core and Required
Classes

Appendix D: Evaluation report for IST 971

Appendix E: Assessment TK20 example for IST 511, 2017-18

Appendix F: CV for Assistant Professor Beth Patin

APPENDIX A: MSLIS STUDENT NUMBERS

Table 1(A): Students applied, admitted, matriculated, enrolled via 2U for each quarter 2017-2018

2017					
Start		Submitted			
Term	Program	Applications	Admits	Matrics	Enrolled
January	MS Library Information Science	-	-	8	8
	MS LIS School Media	-	-	0	0
April	MS Library Information Science	75	62	40	36
	MS LIS School Media	2	1	1	1
July	MS Library Information Science	77	59	40	37
	MS LIS School Media	7	2	1	1
October	MS Library Information Science	101	84	55	49
	MS LIS School Media	8	5	5	4
					136

2018					
Start		Submitted			
Term	Program	Applications	Admits	Matrics	Enrolled
January	MS Library Information Science	92	73	53	45
	MS LIS School Media	7	2	2	2
April	MS Library Information Science	67	51	32	34
	MS LIS School Media	6	5	3	2
July	MS Library Information Science	102	74	46	40
	MS LIS School Media	4	4	3	3
October	MS Library Information Science	108	83	40	Fin drop Oct 15
	MS LIS School Media	4	3	1	Fin drop Oct 15
					167

Table 1(B): On-campus matriculated student numbers

	Spring	Summer	Fall	TOTAL
2017	4	3	27	34
2018	2	2	26	30

Table 2: Enrollment percentage by selected minority grouping (selected categories)

	Fall 2016	Fall 2017	Fall 2018
American Indian	0.00%	0.50%	0.39%
Asian	1.50%	2.01%	3.10%
Black/African	6.02%	7.04%	6.20%
Hispanic/Latin	2.26%	2.51%	3.88%
Two or more	0.75%	2.01%	3.49%
Total	10.53%	14.07%	17.05%

APPENDIX B: NEW ADJUNCT FACULTY

Name	Title	Competence	Dates	Course Location	Instructor Location
Albert, Amanda Bucher	605 Reference & Info Literacy Svces	LIS Syracuse, academic librarian, Information Literacy, Instructional Services	Fall 2017, Spring 2018, Fall 2018	Online	Online
Anderson, Erik Scott	687 Intro./Applied Data Sci	Director of Information Systems at Syracuse University	Fall 2016, Fall 2017, Spring 2018	Campus	Campus
Barnes, Tamika	605 Reference & Info Literacy Svces	MLS NC Central, Dept. Head Library Services, academic library, American Library Association (ALA) Executive Board	Summer 2018, Spring 2019	Online	Online

Birkland, Johanna	614 Mngmt Prncpls for Info Profess	Ph.D. Syracuse, Asst. Prof. Communication Sciences Bridgewater College	Fall 2016	Campus	Campus
Block, Gregory	659 Data Admin Concepts & Db Mgmt, 722 Data Warehouse	Ph.D. Computer Information Systems	Spring 2018	Online	Online
Bort, Jennifer	613 Library Plan., Mrktng, Assess	LIS Syracuse, research, dev., grants public librarian	Spring 2019	Campus	Campus
Bowles- Terry, Melissa	613 Library Plan., Mrktng, Assess	MSLIS Illinois, academic librarian, Association of College & Research Libraries Information Literacy Immersion Program	Spring 2018, Fall 2018, Spring 2019	Online	Online
Bremiller, Meghan D Milligan	511 Intro to Library & Info Prof	MSLIS Clarion, public librarian 10 years	Fall 2017, Spring 2018, Fall 2018, 1992	Online	Online
Clayton II, Keith	618 Information Policy	Master Law - Info. Tech. & Intell. Property Law	Fall 2017, Fall 2018	Online	Online
Delevan, Kelly K	613 Library Plan., Mrktng, Assess	LIS U Texas, Information Literacy Librarian	Spring 2017	Campus	Campus
Drabinski, Emily Anne	618 Information Policy	LIS Syracuse, academic librarian 15 years, underserved	Fall 2017, Spring 2018, Summer 2018,	Online	Online

		patrons,editorial board several academic library journals	Fall 2018, Spring 2019		
Elaluf-Calderwood, Silvia M	618 Information Policy	Ph.D. Information Systems	Spring 2018	Online	Online
Gerbig, Kori M	612 Youth Svce in Library Info Ctrs	LIS Syracuse, youth services public library 10 years	Spring 2018, Summer 2018, Fall 2018, Spring 2019	Online	Campus
Gustina, Margo Elizabeth	663 Motivating 21st Cent. Learning	LIS Syracuse, Deputy Director Southern Tier Library System	Spring 2018, Summer 2018, Spring 2019	Online	Online
Harper, Chad Aaron	659 Data Admin Concepts & Db Mgmt	LIS Syracuse, CAS Data Science	Spring 2017, Summer 2017, Fall 2017, Spring 2018, Summer 2018, Fall 2018, Spring 2019	Online	Campus
Howe, Cara A.	628 Org/Mgmt of Arch Collections	LIS and MS Museum Studies, Syracuse, Asst. Dir. Archives and Special Collections at SUNY Upstate Medical University	Spring 2017, Spring 2018, Spring 2019	Campus/ Online	Campus
Hoyos, Hernando A.	659 Data Admin Concepts & Db Mgmt	MS Info. Mgmt. concentration Database Mgmt.	Spring 2017, Fall 2017, Spring 2018	Campus	Campus

Johns, Sara K.	668 Litrcy Through Schl Libraries	Retired school librarian, Past President NYLA, AASL, and NYLA/SSL, AASL standards task force	Fall 2016, Fall 2017, Spring 2018, Fall 2018, Spring 2019	Online	Online
Johnson, Alison J.	511 Intro to Library & Info Prof	LIS Indiana, academic Asst. Lib. Director	Fall 2017, Spring 2018, Summer 2018, Fall 2018, Spring 2019	Online	Online
Kelley, Jennifer	662 Instr Strgt & Tech/Info Profs	LIS Illinois, Reference Librarian, Association of College & Research Libraries Information Literacy Immersion Program	Spring 2019	Online	Online
Kirkland, Arden	511 Intro to Library & Info Prof, 611 616 Info Rscs: Organiz & Access 663 Motivating 21st Cent. Learning in School Lib.	LIS Syracuse, Digital Lib., instructional tech., metadata/cataloging	Summer 2017, Spring 2018, Summer 2018, Fall 2018, Spring 2019	Online	Online
Kowalski, Susan P. Pollak	661 Managing a School Library	LIS:SM Syracuse, middle school librarian, multiple NYLA, ALA, AASL	Spring 2017, Fall 2018	Online	Campus
Larche, M.	621 Info. Mgmt. & Technology	MBA, corporate CIO health agency	Spring 2019	Online	Online

Lin, Ying	565 Data Mining	Adjunct Professor Electrical Engineering & Computer Science	Spring 2018	Campus	Campus
MacDonald , Mary C.	605 Reference & Info Literacy Svces	LIS Rhode Island, academic library, information literacy	Fall 2017, Spring 2018, Fall 2018	Online	Online
Maust, Katrina	635 Collection Dev & Access	LIS Syracuse, Head of Reference public library	Spring 2018, Fall 2018, Spring 2019	Online	Online
Miller, DeAnna R.	511 Intro to Library & Info Prof	Ph.D. Gifted Education, LIS Western Kentucky	Spring 2017, Summer 2017, Fall 2017, Spring 2018, Summer 2018, Fall 2018, Spring 2019	Online	Online
Miller, Rebecca K.	605 Reference & Info Literacy Svces	MLS UNC, MAED Curriculum & Instruction, ACRL Immersion Program Scholarship	Spring 2018, Summer 2018, Spring 2019	Online	Online
Modrow, Sebastian	600 History of Lib. & Archives	Ph.D. Ancient History, LIS Syracuse, Curator Rare Books & Manuscripts, Special Collections Research Center	Spring 2019	Campus	Campus
Norris, Jeanette Aileen	616 Info Rscs: Organiz & Access	LIS Syracuse, Head of Metadata Services	Spring 2018, Fall 2018, Spring 2019	Online	Online

Nutefall, Jennifer Erin	613 Library Plan., Mrktng, Assess	LIS Syracuse, 20 years academic library, University Librarian Santa Clara, Association of College & Research Libraries Information Literacy Immersion Program	Summer 2017, Spring 2018, Fall 2018, Spring 2019	Online	Online
Root, Mary P.	553 Info Arch for Internet Svces	MS Telecom/Network Mgmt, faculty computer studies	Spring 2017	Campus	Campus
Santerre, John W.	687 Intro./Applied Data Sci	Data Scientist, Ph.D. in Machine Learning	Spring 2018, Spring 2019	Online	Online
Sheridan, John Brian	717 Advanced Library Mgmt.	MLS Wisconsin, retired Dean of Libraries	Spring 2017, Spring 2018	Campus	Campus
Sidi, David A.	618 Information Policy	Doctoral candidate, privacy technology	Spring 2018, Spring 2019	Online	Online
Small, Candice B.	662 Instr Strgt & Tech/Info Profs	LIS, UTexas, Info. Lit. & outreach academic library	Spring 2018	Online	Online
Stawarz, John	613 Library Plan., Mrktng, Assess	LIS Syracuse, MS Instructional Design, Development, Evaluation, online instruction academic library	Spring 2019	Online	Campus/ Online
Stokoe, David J.	624 Preserv Lib/Archival Collections	MLS UK, Certif. Archive Conservation, Conservation Librarian	Spring 2017, Spring 2018, Spring 2019	Campus	Campus

		Syracuse			
Strub, Maurini	613 Library Plan., Mrktng, Assess	LIS Michigan, Director Library Assessment	Spring 2019	Online	Online
Thompson, Edgar Dale	659 Data Admin Concepts & Db Mgmt	Ph.D. info. Science, information security focus	Fall 2016, Fall 2017	Online	Online
Vilello, Patricia C.	972 School Media Practicum	Retired Director of the Syracuse City School Library System after 34 years experience.	Fall 2016, Spring 2017, Summer 2017, Fall 2017, Spring 2018 , Summer 2018, Fall 2018, Spring 2019	Campus/ Online	Campus/O nline
Ward, Daniel F.	632 Mgmt. & Organiz Special Collections	MA Museum Studies, Ph.D. American Culture Studies	Fall 2016, Fall 2017	Campus	Campus
Williams, J. Patrick	600 Digital Humanities for Librar.	LIS and Ph.D. UTexas, Associate Librarian for Literature, Rhetoric, and Digital Humanities	Spring 2019	Campus	Campus
Zald, Anne E.	605 Reference& Info Literacy Svces	LIS Michigan, academic library, research & learning services, information literacy, instruction	Spring 2017, Fall 2017, Spring 2018, Fall 2018	Online	Online
Zink, Greg	654 Information Systems Analysis	MS Info. Mgmt., CAS Information Security Management, New York State Office of	Summer 2018	Online	Online

		Info. Tech. Services			
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**APPENDIX C: PROGRAM LEVEL LEARNING OUTCOMES—
CURRICULUM MAP FOR CORE AND REQUIRED CLASSES**

Prepared by: Jill Hurst-Wahl, Oct. 12, 2016

Rating: * = introduced; ** = practiced/ reinforced; *** = fully realized	IST 511 Intro to the Library and Information Profession	IST 605 Reference and Info. Literacy Svcs.	IST 613 Lib. Planning, Marketing, and Assessment	IST 614 Mgmt. Principles for Info. Professionals	IST 616 Information Resources: Organization and Access	IST 618 Information Policy
1. Can apply the skills and attitudes of visioning, entrepreneurship, advocacy, planning and management to leadership in the information field.						
	*		**	*, **	**	
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.						
	*	*, **	**			**

APPENDIX D: REVIEW OF FALL 2016 MSLIS INTERNSHIP DATA

REVIEW OF FALL 2016 MSLIS INTERNSHIP DATA

On Feb. 8, 2017, Angela Ramnarine-Rieks, Brian Dobreski and Jill Hurst-Wahl met to review and discuss the fall 2016 internship evaluations. These evaluations used the revised MSLIS program learning outcomes.

- 25 MSLIS students completed internships during the fall 2016 semester, with ratings provided by site supervisors on 15 of them for the LIS Learning Objectives. An intern's capabilities are rated on a four-point scale from "Strongly Disagree" to "Strongly Agree." A site supervisor can also indicate if a specific outcome is "Not Applicable."

Primary Findings:

- Outcomes 4 and 6 had no variation in scores ("4" or 'strongly agree').
 - Outcome 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.
 - Outcome 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.
- On Outcomes 3 and 5, all students except one scored a "4" (Strongly Agree). On each outcome, it was not the same student who received a "3" (Agree). That was determined to not be statistically significant.
 - Outcome 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.

- Outcome 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.
- Two students received a rating of “3” (Agree) on Outcome 1. Having specific comments from the site supervisors, in terms of the students’ work or expectations, there is not a recommendation that can be made.
 - Outcome 1: Can apply the skills and attitudes of visioning, entrepreneurship, advocacy, planning and management to leadership in the information field.
- On Outcome 2, three students received a rating of “3”, while the rest received a rating of “4”. Outcome 2 relates to the information life-cycle. Without site supervisor comments or an understanding of the specific internships activities, we cannot make a recommendation that would improve the scores. The team discussed that part of this outcome is related to collection development and that a renewed collection development class (IST 635) will be launched in October 2017 on the iSchoolOnline@ Syracuse platform.
 - Outcome 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.
- Overall, in terms of the six program outcomes, there are no concerns based on the data presented.

Data Entry / Data Availability Recommendations:

- On the spreadsheet, the team was unsure if a blank response meant not applicable or if a site supervisor did not complete an evaluation. We suggest that Career Services code those two instances differently. Career Services might work with other staff, who are versed in data representation on how to approach this.
- We do not know if the other data on the evaluation forms is compiled (e.g., rating of specific personal competencies and abilities). However, we believe that data from those 11 questions might be useful in determining the abilities of the LIS students. Could this data be compiled in the future and presented with the data on the learning objectives?
- Ask employers to provide feedback on the site supervisor form. Since we know that all employers do not complete the form, we believe it could be useful for Career Services or Employer Relations to seek feedback from employers as a way of knowing how to make the form more usable for them (employers). The team felt that they could not recommend changes to the form without more information.
- Have the faculty internship supervisor keep notes as the person communicates with interns and their supervisors, as a way of surfacing consistent comments and concerns. These notes, which are a valid assessment tools, would likely capture information that is not conveyed on any evaluation form.

APPENDIX E: ASSESSMENT TK20 EXAMPLE FOR IST 511, 2017-18

APPENDIX F: CV FOR ASSISTANT PROFESSOR BETH PATIN