Syracuse University School of Information Studies
Revised 2010 COA BIENNIAL NARRATIVE REPORT: MSLIS PROGRAM
26 September 2011
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The following biennial narrative report to the COA presents the developments in the

Master of Library and Information Science (MSLIS) program since the 2008 report.

There were no deficiencies upon which to report, so the focus of this biennial report will

be on what has changed with the MSLIS program and how the school continues to

develop methods of evaluation and assessment with key constituent groups.

New Leadership and Advisory Group

The most important change to the MSLIS program is a change in program director. Over

the 2009-2010 academic year, the program was co-directed by Scott Nicholson and R.

David Lankes, and then Lankes took over as the program director in the summer of 2010.

Lankes is a passionate advocate for libraries and their essential role in today's society. He

speaks nationally and internationally and has written books and articles on issues of

librarianship and the future of libraries. His background includes running an ERIC

Clearinghouse, contract work for the National Library of Education, and projects within

the Library of Congress, the National Agricultural Library, the Law Libraries of the

Department of Justice, and OCLC.

One of the new groups that Lankes has formed is an MSLIS advisory group, made up of

prominent librarians, and alumni which will meet each semester to review aspects of the

MSLIS program and guide the direction of the program. As the school continues to

expand ways of assessing the outcomes of this program, this group will evaluate these

assessments and guide the school in determining future directions, areas of growth, and meeting the changing needs of the profession.

The following are current members:

Name	Title	Institution
Joseph Ryan	Humanities Research Associate	ITS Research Computing, University of North Carolina at Chapel Hill
Eli Neiburger	Associate Director, IT and Production	An Arbor District Library, MI
Beck Tench	Director for Innovation and Digital Engagement	Museum of Life and Science (Durham, NC)
Carol Desch	Coordinator of Statewide Library Services	New York State Library
Anne Craig	Director	Illinois State Library
Nettie Seaberry	Director of the Minority Business Information Center	National Minority Supplier Development Council, NY
Laura Soto-Barra	Senior Librarian	National Public Radio (NPR)
Henry Raine	Director of Digital Programs and Library Technical Services	New-York Historic Society
Jenica Rogers	Director of Libraries	SUNY Potsdam

Standard 1: Mission, Goals, and Objectives

There have been no changes to the Mission, Goals, or Objectives for the MSLIS program since the last biennial update; these statements are listed in Appendix A. We continue to run a survey for students when they begin the program and again when they graduate to provide one view on how students feel they are meeting the program-level outcomes. In addition, faculty teaching the core classes analyze the performance of students in meeting, failing to meet, or exceeding expectations for each of the program outcomes. These instruments serve as an ongoing tool for identifying potential problems in the curriculum. For example, when looking at these assessments, we saw that we needed to include more in the core curriculum about information literacy, so re-examined the reference course to include more content to prepare students to teach information literacy

concepts. This summer, we have noted that concepts of collection development are not being fully assessed due to course reorganization, so we will be exploring this issue in the fall.

The school is also continuing investigations of portfolio assessments. Portfolio construction is required in the introductory course. In the spring semester, students were offered a portfolio review day with area professionals. This fall and spring the Faculty Program Advisory Committee (FPAG) that steers the program will determine the feasibility of a mandatory exit portfolio evaluation.

Standard 2: Curriculum

There have been no changes to the core MSLIS program in the last two years. The core courses and their mappings to the goals and outcomes can be found in Appendix B. There are three new Certificates of Advanced Study that MSLIS students can take along with their degree: Cultural Heritage Preservation, E-Science, and Information Innovation. The Certificate of Advanced Study in Cultural Heritage Preservation (CAS/CHP) is a 15-unit graduate-level certificate designed for students currently pursuing another graduate degree or as post-baccalaureate work. Although headquartered in the School of Information Studies, it is a joint program with the Graduate Program in Museum Studies, in the College of Visual and Performing Arts, and the Department of Anthropology, in the Maxwell School of Citizenship and Public Affairs. Recipients of the CAS/CHP are provided with an interdisciplinary grounding in the preservation of cultural heritage. This includes opportunities to focus on such areas as the application of digital approaches to heritage preservation; the basics of historic site preservation; the management and interpretation of cultural resources; and the collection, preservation, and curation of

archaeological artifacts, archival materials, ethnographic data, and museum collections. The certificate program is intended to prepare students to work with organizations such as libraries, museums, National Parks, and State and local agencies in preserving cultural resources.

Large, collaboratively managed datasets have become essential to many scientists, and their management has increased the need for a new breed of information professionals in the emerging field of eScience. The Certificate of Advanced Studies in eScience (CASeS) is a program requiring 15 credit hours covering specific focus areas of digital curation and cyberinfrastructure education. It includes 12 credits of core courses in digital curation, database, scientific data management, and project management; and one elective three-credit course to be selected from such areas as technologies, digital libraries, communication and collaboration, and research and statistics. Problems arising from collecting, organizing, indexing, archiving, and sharing large datasets have increased the need for interdisciplinary information professionals who offer a mixture of science or engineering knowledge together with the capabilities taught in a range of educational programs in information and library science.

The new Certificate of Advanced Study in Information Innovation builds on the increasing focus of the iSchool on innovation and entrepreneurship. Students will focus on foundational concepts in innovation and information shared by all of the iSchool's graduate degrees but the curriculum will easily adapt as new technologies and methods emerge in the information industry. The first focus of the CAS in Information Innovation is Social Networking. Today, one of the top innovations changing organizations of all

types and scale is in social networking. Social Media enhances information sharing and entrepreneurship- two important features in an iSchool education.

Standard 3: Faculty

The School of Information Studies has added five full-time faculty since 2008 (Table 1)

	2008	2009	2010
Faculty Full Time	40	45	45
Faculty Part Time	35	35	35

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

One of the new full-time faculty members is engaged heavily with the MSLIS students: Jill Hurst-Wahl, Assistant Professor of Practice. Throughout her career, Jill Hurst-Wahl has blended library science, information technology and entrepreneurship. During her career, Jill has worked in information technology, as a trainer and a programmer/analyst, managed two corporate libraries, and started her own consulting practice. Her areas of interest include digitization, digital libraries, copyright, online social networking, Web 2.0, and virtual worlds. Her brief CV can be found [on the iSchool web site].

Another new appointment to the faculty is Marilyn Arnone, who has a dual appointment as a Research Associate Professor and Associate Professor of Practice. Her areas of interest are children's media, information literacy, and educational design. She works with the Center for Digital Literacy and the school media program. Her CV can also be found [on the iSchool web site].

Table 2 contains the names and competencies of our new part-time faculty members who have taught at least three MSLIS students.

2008	Competencies / Role
Brandi Porter	Academic Librarian
Steven Nabinger	School Media Librarian

Kari Zhe-Heimerman	Academic Librarian
Melinda Dermody	Academic Library Department Head
Rebecca Shaffer-Mannion	Public Library Director of Community Relations
Robert Kight	Director of IT, IT Technician for Navy
Raniel Lacanienta	Technical Services, Academic Library
Kizer Walker	Bibliographer at Academic Library
Stephen Weiter	Law Librarian
2009	
Nancy Pearl	Author, Public Librarian
Karin Wikoff	Electronic Services, Academic Library
2010	
Lori Bell	Public and Academic Librarian and Administrator
Steven Carr	Public Librarian
Allan Kleiman	Library Consultant, Public Librarian
Alison Miller	Internet Public Library Reference Manager
Pauline Shostack	Academic Librarian

Table 2: Part-Time Faculty and Competencies

Standard 4: Students

While the number of new MSLIS students has not changed much from year to year, their makeup has shifted. We have seen more campus students, as well as more students coming directly from undergraduate programs who are not able to find employment. On the other hand, we have seen a decrease in the number of distance students and a decrease in our overall enrollment in the program (Table 3). Just as we have about 100 new students join us each year, we have about 100 graduates each year. We continue to look for new venues for our marketing efforts to bolster our numbers, and are focusing heavily in the social media spaces.

	Main Campus		Distance				
Academic Year	LIS	Sch. Media	LIS-I	Sch. Media	Total Campus	Total Distance	Total
2008-2009	36	10	38	18	46	56	102
2009-2010	40	4	45	20	44	65	109
2010-2011	41	10	31	13	51	44	95

Table 3: Number of Incoming MSLIS Students

We continue to monitor the diversity in our programs in age, gender, and ethnic backgrounds. We are seeing a shift in the age of our students as more students come directly from undergraduate programs (Table 4). We continue to have about an 80/20 split in male/female students.

Academic Year	20's	30's	40's	50's
2008-2009	56.9%	20.6%	16.7%	5.9%
2009-2010	49.5%	31.2%	13.8%	5.5%
2010-2011	60.0%	21.1%	14.7%	4.2%

Table 4: Percentage of Incoming Students by Age Group

Our self-reported ethnic group breakdowns can be found in Table 5. We noted that our diversity had slipped for the 2009-2010 academic year. Once we realized that our ethnic diversity was not acceptable, we increased our marketing, presentations, and scholarships to better develop an ethnically diverse group, and have seen the diversity return to acceptable levels (Table 5). We intend to continue these efforts.

Academic Year	White	Blck/ Afric.	Hawaii/ Pacif.	Hispanic/ Latin	Puerto Rican	Mex.	Asian	Amer Indian	Unknown	Not reported	Percent Nonwhite
2008-2009	77	2	1	3	1	0	3	1	9	5	12.50%
2009-2010	88	2	0	1	0	0	2	0	9	7	5.38%
2010-2011	79	2	0	2	0	1	4	1	3	3	11.24%

Table 5: Breakdown of Self-Reported Ethnic Group for Incoming Students

Employment

It is taking our graduates longer to find employment. For our 2008 graduating class, 85% have reported back to us that they have a job, for our 2009 graduating class, 70% have reported that they have a job, and for our 2010 class, 62% have reported they have a job. We are taking extra measures to help our graduates find employment. During their core classes, students do projects with libraries, and we talk about the importance of using these experiences to develop a professional network. We added a new staff member in the role of Employer Relations Director in April of 2010; one of her responsibilities is to improve connections between the iSchool and hiring organizations. She attended the ALA annual conference in 2011 and went to the various workshops on finding jobs in librarianship. She has led the creation of a new online self-paced Career Series workshop that guides students through the job seeking process.

Retention

One effort across Syracuse University is to focus on graduation rates and increasing the number of students who complete the programs. A 2010 study across the University demonstrated that our MSLIS students are graduating at a rate comparable to the rest of the University (Table 6), but a school-wide goal is to increase retention through improved communication with students.

Matriculating Year	Total LIS	MSLIS Completed	Graduation Rate	SU Masters Rate	Active	Leave of Absence	Discontinued
1993-2006	1018	810	79.6%	83.1%	31	33	143
2007-2008	100	76	76%	69.2%	8	2	13
2008-2009	90	10	9%	29.9%	69	3	8

Table 6: Number of Students and
Graduation Rates by Matriculation Year (in 2010)

Standard 5: Administration and Financial Support

One of the financial challenges has been getting grant funding (Table 7), which has an

impact on the amount of financial aid we can offer students.

	FY08	FY09	FY10
Proposals written by iSchool faculty	19,097,254	28,331,864	15,649,264
Proposals written by MSLIS faculty	8,168,689	5,452,708	6,987,738
Awards received by iSchool faculty	4,382,269	3,657,279	2,813,485
Awards received by MSLIS faculty	172,867	1,155,390	28,139

Table 7: Grant Proposals and Awards by iSchool faculty

We have responded with some new initiatives. We have increased our funding offerings

to enable more students to attend Syracuse. One of our significant changes in funding is

a Faculty Assistant program, where each faculty member may have two graduate students

working 10 hours a week each as assistants to the faculty for teaching, research, or

service. This new program is providing many more students with some funding, and also

has enabled more students to get involved with faculty projects. Table 8 shows the

amount of financial aid that the school has provided for the MSLIS program [table

omitted].

Table 9 shows the iSchool's expenditures and income [table omitted]. During this time,

the University fully implemented Responsibility Centered Management, so this resulted

in an increase of funds available to the iSchool, which allowed us to hire several new

faculty.

Standard 6: Physical Resources and Facilities

Our physical resources have remained stable since 2007, as we had just moved into a new building. The construction is complete at this point and the school is not having issues with space. We have turned some of the rooms into flexible student workspace, so that students needing a desk for a project have a place to work. We have also added a studio-based classroom/lab, a mobile recording cart, and a video-enabled virtual meeting room. We continue to upgrade the technology in the laboratories, classrooms, and offices as appropriate.

Conclusion

Even with the economic challenges, the MSLIS program at Syracuse University continues its strong path. More students are coming directly from undergraduate programs, which provides a different perspective in the classrooms. Growing partnerships between the school and other organizations help to spread the word, attract students, and increase the breadth of experiences a student can tap into in order to prepare for a wider variety of career paths. There are no significant curricular changes on the horizon, so we will use our Professors of Practice and the new Advisory Board to stay engaged with changes in the profession.

Appendix A: Mission, Goals and Outcomes

Mission:
"To educate students to become leaders in the evolution of the
library and information profession in the twenty-first century."

Goals and Outcomes
1. Philosophy, Principles, and Ethics of Librarianship: ***Students are well grounded in the philosophy, principles, knowledge, character, and ethics of librarianship and understand the value of teaching, service, and research to the advancement of the field.***
Evidence: In different library and information contexts, students:

1.a.: apply theory, conceptual principles, and scholarly research; and

1.b: engage in teaching, service, and research.

2. Information Resources: ***Students understand the variety of information resources and the systems and technologies that facilitate their management and use.***
Students can manage information resources through:
2.a.: identification, selection, and acquisition;

2.b.: organization and description;

2.c.: retrieval, provision of access, storage, and preservation; and

2.d.: analysis, interpretation, and evaluation of an existing collection.
3. Information Services: ***Students understand the role of rapidly changing library and information services and technologies in a multicultural, multiethnic, multilingual global society, including the role of serving the needs of underserved groups.***
Students can create and manage user-centered information services and systems to meet the
needs of changing and diverse communities of users by:
3.a.: analyzing the information needs of the individuals and communities in the context of the demographic, social, economic, and ethical factors;

3.b.: discovering and synthesizing existing resources, systems, and services; and

3.c.: developing and disseminating new resources, systems, and services.

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

4.a.: Students collaborate with future members of other information professions to apply basic and applied research from related information fields.

4.b.: Students can debate local, national, and international information issues, and policies, and regulations in a cross-discipline digital and global society.

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

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

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

5.c.: Students apply teamwork, management, and leadership principles both conceptually to library and other information settings and in collaboration with other students through group projects.

Appendix B: Core classes and mapping to Goals and Outcomes

The MSLIS program is structured around the following core courses:
    Introductory Core
IST 511: Introduction to the Library and Information Profession (3 credits)
IST 601: Information and Information Environments (1 credit)

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

    Management and Policy Core
IST 614: Management Principles for Information Professionals (3 credits)
    or, for School Media students: IST 661: Information Management in Schools (3 credits)
IST 618: Survey of Telecommunications and Information Policy (3 credits)

Course Outcome Matrix. This matrix maps the MSLIS Program Outcomes
to the LIS core classes. An X mean that the outcome is covered in that course.

Outcome	511	601	605	613	614/661	616	618
1.a: In different library and information contexts, students apply theory, conceptual principles, and scholarly research.	X		X	X		X	
1.b: In different library and information contexts, students engage in teaching, service, and research.	X		X	X		X	
2.a: Students can manage information resources through identification, selection, and acquisition.			X	X			
2.b: Students can manage information resources through organization and description.						X	
2.c: Students can manage information resources through retrieval, provision of access, storage, and preservation.	X		X	X		X	
2.d: Students can manage information resources through analysis, interpretation, and evaluation of an existing collection.			X	X		X	
3.a: Students can create and manage user-centered information services and systems to meet the needs of changing and diverse communities of users by analyzing the information needs of the individuals and communities in the context of the demographic, social, economic, and ethical factors.			X	X			

Outcome	511	601	605	613	614/661	616	618
3.b: Students can create and manage user-centered information services and systems to meet the needs of changing and diverse communities of users by discovering and synthesizing existing resources, systems, and services.	X		X				
3.c: Students can create and manage user-centered information services and systems to meet the needs of changing and diverse communities of users by developing and disseminating new resources, systems, and services.			X	X			
4.a: Students collaborate with future members of other information professions to apply basic and applied research from related information fields.		X					X
4.b: Students can debate local, national, and international information issues, and policies, and regulations in a cross-discipline digital and global society.	X	X				X	X
5.a: Students communicate appropriately to individuals, and groups through group discussions and presentations.	X	X	X	X	X	X	X
5.b: Students learn about, select, and join appropriate professional organizations for their specialties.	X						
5.c: Students apply teamwork, management, and leadership principles both conceptually to library and other information settings and in collaboration with other students through group projects.	X	X	X	X	X		

Appendix C: CAS in Cultural Heritage Preservation Details

Curriculum

All students must take

IST 622: Introduction to Cultural Heritage Preservation:

Students will complete three of the following elective courses. At least two of the three courses must be from outside of the student's primary program of study:

> ANT 644: Laboratory Analysis in Archaeology
>
> ANT 682: Life Histories/Narratives
>
> ANT 645/NAT 645: Public Policy and Archaeology
>
> ANT 461/ANT 661/NAT: Museums and Native Americas
>
> ANT 781: Ethnographic Methods
>
> IST 616: Information Resources: Organization and Access
>
> IST 624: Preservation of Library and Archival Collections
>
> IST 628: Management and Organization of Archival Collections
>
> IST 632: Management and Organization of Special Collections
>
> IST 677: Creating, Managing, and Preserving Digital Assets
>
> MUS 500: Museums & Contemporary Practice
>
> MUS 506: Introduction to Curatorship
>
> MUS 607: Collections Management
>
> MUS 703: Advanced Curatorship

Internship

Students will work at an institution, agency, or community organization for two 150-hour internships. These may be at the same organization or at two different organizations, but should be completed in different semesters. Students will work under the guidance of an individual at the organization. Students will report to both an On-Site Supervisor and a Faculty Internship Advisor during the process, and the On-

Site Supervisor will evaluate the student's activities at the end of each semester. The Faculty Internship Advisor can be a faculty member from Information Studies, Museum Studies, or the Department of Anthropology. The Internships may be taken either as ANT 670, IST 971, MUS 670, or upon approval of the appropriate program advisor. Upon petition, the student may receive credit for 150 hours already completed.

Summation

In their final semester students will: 1) Bring together documentation (e.g., papers, internship projects, presentations) into a portfolio that will adequately present their accomplishments and contributions during their course of study and internship experiences and; 2) write a paper reflecting on their education and preparation for a professional position. This Summation is a requirement for the completion of the CAS degree

Certificate of Advanced Study in eScience

Background

Large, collaboratively managed datasets have become essential to many scientists, and their management has increased the need for a new breed of information professionals in the emerging field of eScience. eScience Professionals extend information and data management into solving large scale problems in information and data discovery and utilization for scientists. Problems arising from collecting, organizing, indexing, archiving, and sharing large datasets have increased the need for interdisciplinary information professionals who offer a mixture of science or engineering knowledge together with the capabilities taught in a range of educational programs in information and library science.

Graduates from this program will work directly with researchers to:

- Document, analyze, and translate their needs into technical designs and informatics solutions
- Utilize standard software requirements and design practices to support a wide range of research activities across their units
- Be able to apply various scientific-informatics technical standards, methodologies and principles to research-specific program.

Curriculum

The Certificate of Advanced Studies in eScience (CASeS) is a program requiring 15 credit hours covering specific focus areas of digital curation and cyberinfrastructure education. It includes 12 credits of core courses in digital curation, database, scientific data management, and project management; and one elective three-credit course to be selected from such areas as technologies, digital libraries, communication and collaboration, and research and statistics.

Required Courses (12 Credits)

Students must take the following three credit courses in order to complete the CAS in eScience.

IST 659 Database Administration Concepts and Database Management

IST 687 Scientific Data Management

IST 676 Digital Libraries

IST 645 Managing Information Systems Projects

Electives (3 credits)

Students must take one of the following three credit courses to complete the CAS in eScience.

IST 553 Information Architecture for Internet Services

IST 565 Data Mining

IST 654 Information Systems Analysis

IST 677 Creating, Managing, and Preserving Digital Assets

IST 776 Research Methods in Information Science and Technology

IST 777 Statistical Methods in Information Science and Technology

Certificate of Advanced Study in Information Innovation

Information is changing quickly. Each new innovation in information science brings new nuances and skills, but also relies on a core expertise in users, technology, information and systems, of which the iSchool at Syracuse University is prepared to teach. Social media, digital libraries, Internet search, the semantic web and virtual organizations are only a few high-impact examples of information science innovation. While these areas may seem very different, they have at their core the notion of expanding human capability through information and technology.

The Certificate of Advanced Study in Information Innovation builds on the increasing focus of the iSchool on innovation and entrepreneurship. It is structured as a faculty-driven special topics gateway. Students will focus on foundational concepts in innovation and information shared by all of the iSchool's graduate degrees but the curriculum will easily adapt as new technologies and methods emerge in the information industry.

The first focus of the CAS in Information Innovation is Social Networking. Today, one of the top innovations changing organizations of all types and scale is in social networking and social media. Whether you are part of a global industry managing across continents or running a small business out of our basement, social media has altered the playing field and the landscape for competition. Social Media enhances information sharing and entrepreneurship- two important features in an iSchool education.

Curriculum

Required Courses for the CAS in Social Networking include IST 620: Advanced Topics in Information Innovation and IST 683: Managing Information Technology-Enabled Change. Students will then be required to take two courses in their Emergent Topic focus before completing the Exit Experience, IST 971: Internship in Information Studies.

Electives (6 credits)

Students must take two of these three credit courses to complete the CAS in Information Innovation.

IST 688: Social Web Technologies

IST 685: Social Networks in Libraries

IST 523: Graphic Design for the Web

IST 686: Social Media in the Enterprise

IST 553: Information Architecture for Internet Services

At the end of the program each student completing the CAS must identify a project and a project supervisor on the faculty. The project might include implementation of a given technology, developing an implementation plan at an organization, or a related intellectual endeavor (such as writing a paper for publication). Each student must also find an additional supervisor in the field to provide input and mentoring. Students who choose an internship experience will have a separate section of IST 971 supervised by the CAS program director.