

Syracuse University School of Information Studies
2014 COA BIENNIAL NARRATIVE REPORT: MSLIS PROGRAM

1 December 2014

Prepared by Jill Hurst-Wahl, Associate Professor of Practice
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 the 2012 biennial report.

Leadership Changes

In summer 2013, Jill Hurst-Wahl, who is the director of the MSLIS program, took on the additional responsibility of being the director of the School Media program. Hurst-Wahl took the place of Dr. Ruth Small, who moved to Arizona and is now distributed full-time faculty in the School. Given the current number of school media students, all of whom are also MSLIS students, it seemed reasonable and rational to have one director over the two programs.

In January 2014, a new chancellor assumed leadership position at Syracuse University. Dr. Kent Syverud came to Syracuse University from Washington University in St. Louis, where he served as Dean of the Law School and Ethan A.H. Shepley Distinguished University Professor since 2006. Prior to that, he served eight years as Dean at Vanderbilt Law School. During his tenure at Washington University, he advanced efforts to expand online education opportunities, including development of an innovative online master's degree program. Chancellor Syverud is a 1981 graduate of the University of Michigan Law School and he holds an M.A. in Economics. He is a proponent of libraries, having noted in his first public remarks at Syracuse University the value of our academic libraries on campus.

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.

As part of the School's efforts to collect and analyze more student data, an additional staff member was hired. The new Student Records Specialist tracks graduation requirements for undergraduate and graduate students, and is involved in data collection and analysis for all of the School's programs.

In the last biennial, we noted that the MSLIS program had created an ad hoc LIS Advisory Group in 2011. In 2013, that group was dissolved and a more formal group created in its place. The new group has been named the LIS Program Guiding Council. The purpose of the LIS Program Guiding Council is to review the Library and Information Science Program, to study and evaluate information collected on the program's impact, to make recommendations for future courses of action and to serve in an advisory and advocacy capacity. Members of the Guiding Council will be asked to review chapters in our program presentation, along with other members of the library and information science community. The by-laws of the Guiding Council are in Appendix A, along with a list of its 2013-2014 members.

At the University level, Chancellor Syverud has initiated Fast Forward Syracuse, which is a framework for how the University will improve by embracing change. Fast Forward is focused on three areas: Strategic Plan, Campus Master Plan, and Operational Excellence. Representatives from the School of Information Studies are involved in working groups attached to these efforts. Plans are expected by the end of the current academic year, with implementation over a multi-year period. It is anticipated that Fast Forward will impact every unit on campus in some way; however, what that impact is may not be known for quite some time. More information on Fast Forward can be viewed at <http://fastforward.syr.edu/>.

Standard 2: Curriculum

There have been no changes to the core MSLIS program in the last two years.

In 2013, the faculty voted to sunset our Certificate of Advanced Studies (CAS) in Digital Libraries. We recognized that the term "digital libraries" has become ubiquitous with a scope that now extends beyond traditional collections. What library is not at least in part a digital library? Thus, it is not that the topics covered in the CAS are no longer vital, but rather, that they have become integrated throughout the LIS curriculum. At the same time the focus has shifted to the broader issues of "digital data" and Data Sciences in general. Current students were given until May 31, 2014 to enroll in the CAS in Digital Libraries, if they wanted to add this CAS to their course of study. For those entering the program after May 2014, an advising guide entitled "Focus on Digital Libraries" (Appendix B) was made available to help with course selection so students could create their own individualized track.

In 2013, a curriculum review working group was charged with reviewing the MSLIS curriculum and proposing recommendations to the LIS faculty. Due to personal and professional schedules, that group took a hiatus and resumed its activity this fall. Among the input being used by this group are the competency statements created by several library-related associations.

In our 2012 biennial update, we mentioned the intent to use portfolios as one way of assessing the program. However, in fall 2013, the MSLIS program became one of the pilot programs for the implementation of the Blackboard outcomes assessment software, which is a companion to the Blackboard Learn software, rather than pursuing the use of portfolios. Implementing the Blackboard outcome assessment software is important to the entire campus, as it prepares for its Middle States Commission on Higher Education accreditation review in 2018. The implementation is being overseen by Syracuse University's Information Technology and Services, who are supporting this software. The MSLIS program saw a benefit in adopting the Blackboard outcomes assessment tool, because it would put us on the same platform as the rest of the University and the University would be providing support for it. The director of the MSLIS program and the School's Director of Learning Systems worked with Information Technology and Services to pilot the tool and help others in the University understand the training and pre-work needed for its adoption across academic programs. We are working to discover issues and concerns that may hamper its effectiveness for the University. In addition to implementing the Blackboard outcomes assessment software, we continue to improve how we collect data from students and other constituents, in order to assess the impact of the MSLIS program.

Standard 3: Faculty

The number of full- and part-time faculty is as follows:

	2008	2009	2010	2011	2012	2013	2014
Faculty Full Time	40	45	45	45	52	51	50
Faculty Part Time	35	35	35	36	36	36	36

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

In the last two years, the school has added three (3) full-time faculty members (below). While none of these faculty members are teaching LIS-specific classes, they are engaged in courses and research that connect to the LIS program (e.g., the Behavior-Information-Technology-Society/BITS Lab, which is collecting, organizing and analyzing social messaging related to U.S. elections).

Name	Title
Jeff Hemsley	Assistant Professor
Jeff Saltz	University Professor of Practice
Bryan Semaan	Assistant Professor

Appendix C contains the names and competencies of our new adjunct faculty members (Spring 2013 – Fall 2014), who have taught at least three MSLIS students in their class sections.

Promotions and Honors

In 2014, Dr. Megan Oakleaf received the Jeffrey Katzer Professor of the Year Award. The award is given to a full-time faculty member in recognition of their outstanding teaching, advising and service. Graduate students vote on this award every two years and gave the award to Jill Hurst-Wahl in 2012. (This was omitted from the 2012 biennial.)

In 2013, Jill Hurst-Wahl received an Instructor of the Year Award from Web-Based Information Science Education (WISE) for her course, Copyright for Information Professionals (IST 735). She was also recognized for her teaching best practices on the WISE website (<http://www.wiseeducation.org/>).

Dr. Barbara Stripling, who was the American Library Association president for 2013-2014, received the Arkansas Library Association President's Award 2014, “in recognition of continued excellence and outstanding achievement in the area of Librarianship.”

In January 2014, Dr. Renee Franklin Hill was awarded funding through the Innovative Summer Program Development Fund administered through Syracuse University’s University College. Dr. Hill used the funds to create and construct an online course titled “Library Services for Underserved Populations,” which will be offered in summer 2015.

This year, the School is piloting a Senior Faculty Development (SFD) program, which is a participatory, “bottom-up” process where SFD participants are active and reflective planners of their own futures. Participants define their own incentives that make the process worthwhile for them, and at the same time benefits the school. Five faculty members, including Megan Oakleaf and Renee Franklin Hill, are participating in the pilot and it is anticipated that this program will become an ongoing part of how the school supports its faculty.

Our faculty remains research active as demonstrated by the grant proposals submitted and awards received. Table 2 (Appendix D) provides “Grant Proposals and Awards by iSchool Faculty” from fiscal years

2008-2014.

Standard 4: Students

Our LIS student population has grown again in the last two years. The growth in the 2014-2015 academic year was fueled in part by the latest PLUS (Preparing Librarians for Urban Schools) Program, which enrolled 15 New York City school teachers in our MSLIS program with school media certification. Because these students are also distance students, we now have more distance students than campus students, since the 2009-10 academic year.

Academic Year Matriculated	Main Campus		Distance		Total Campus	Total Distance	Total
	LIS	School Media	LIS	School Media			
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
2011-2012	38	6	25	10	44	35	79
2012-2013	34	5	27	3	39	30	69
2013 - 2014	37	6	23	5	43	28	71
2014 - 2015	28	5	28	19	33	47	80

Table 3: Number of Incoming MSLIS Students

Because some of our distance students are in the Central New York region, and because many of our campus students take online classes as electives, we frequently refer to our distance students as being online students, in recognition that they could live nearby.

We continue to monitor the diversity in our program by age, gender, and ethnic backgrounds. As the numbers indicate, it has become normal for us to have 60% or more of our students coming into the program soon after completing their undergraduate degrees.

Academic Year Matriculated	20's	30's	40's	50's	60'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%	
2011-2012	63.8%	23.8%	10.0%	1.2%	
2012-2013	66.7%	27.5%	2.9%	2.9%	
2013 - 2014	73.2%	16.9%	8.5%	1.4%	
2014 - 2015	62.5%	18.8%	11.3%	6.3%	1.3%

Table 4: Percentage of Incoming Students by Age Group

Our self-reported ethnic group breakdowns can be found in Table 5. The increase in the number of students who self-identify as Black/African American is due to the latest PLUS (Preparing Librarians for Urban Schools) Program, as well as efforts to recruit at events and colleges/universities where we can interact with more prospective students of color.

The table below captures information on students that are U.S. citizens only. Because there is no category for multiple ethnicities, there could be a double count if, for example, a person is both Mexican and Black. We do continue to have international students in our program, such as students from Botswana, Korea, Germany and China.

Academic Year	White	Black/Afric.	Hawaii/Pacif.	Hispanic/Latin	Puerto Rican	Mex.	Asian	Amer. Indian	Unknown	Not reported	Percent Nonwhite
2008-09	77	2	1	3	1	0	3	1	9	5	12.50%
2009-10	88	2	0	1	0	0	2	0	9	7	5.38%
2010-11	79	2	0	2	0	1	4	1	3	3	11.24%
2011-12	62	4	0	0	1	1	5	0	4	2	15.90%
2012-13	55	4	1	1	0	1	3	2	1	4	17.40%
2013-14	56	3	2	3	1	9	3	0	0	0	16.42%
2014-15	52	12	0	1	3	1	3	0	2	1	29.73%

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

Assessment data

As mentioned on page 3, the MSLIS program became one of the pilot programs for the implementation of the Blackboard outcomes assessment software, which is a companion to the Blackboard Learn software. Our pilot is part of the preparation for the SU's Middle States Commission on Higher Education accreditation review in 2018. We are benefiting from the support being given by the University to both Blackboard and the overall assessment efforts.

We continue to place information on our iSchool web site about our school media students and how they have been assessed against the competencies of the school media program. (See

<http://ischool.syr.edu/documents/schmediaassessment.aspx>)

Employment

We continue to work to ensure that our placement data is as accurate as possible. We gather data using multiple methods, including a survey at commencement, a follow-up survey six months after graduation, gathering of individual alumni updates, and researching employment status through various social media tools

such as LinkedIn. Our school media graduates in New York State are entering a field where there are more openings than certified candidates to fill them. Our MSLIS graduates are finding employment in a broad range of organizations and positions including, for example, GroupM (DigiTech Librarian), Philadelphia FIGHT (Public Services /Reference Librarian), Weill Cornell Medical College (Data & Metadata Services Librarian), William Patterson University (Visual Resources Curator), and Sedona Public Library (Latino Svcs. Librarian).

We continue to take extra measures to help our graduates find employment. Our School of Information Studies Career Services staff has created workshops specifically for the needs of our MSLIS students. Recent workshops have included “Internships: You’ve Got Questions, We’ve Got Answers,” and “LinkedIn: I Have a Profile, Now What?” We encourage our students to attend professional conferences and meetings in order to meet prospective employers. We continue to work to introduce non-LIS employers to our program and help them be aware of the skills that a MSLIS graduate can bring to their organizations.

Graduation year	MSLIS	School Media
2008	71%	49%
2009	54%	57%
2010	61%	63%
2011	87%	100%
2012	88%	93%
2013	92%	92%

Table 6. Percentage of Graduates Who Reported Having Employment

Retention

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

Standard 5: Administration and Financial Support

In 2013, we launched two scholarship awards with a goal of funding more MSLIS students:

- The NY State Resident Award is a selective 25% tuition scholarship program, which enables a group of highly motivated and accomplished individuals from New York State to attend the SU

iSchool for graduate study. The goal of the NY State Resident award program is to attract permanent residents of New York State and enhance the workforce of the State.

- The Library Employee 25% Tuition Award is available to those who have worked in the field of library and information science, and who wish to pursue the MSLIS degree. To be eligible, applicants must have worked for one or more years in a library or library setting.

We continue to fund our Faculty Assistant program, where each faculty member may have one graduate student working 10 hours a week to assist with teaching, research, or service. This program provides many more students with some funding, and also has enabled more students to get involved with faculty projects. We also provide select tuition awards to those admitted students whom we want to recognize for their excellence (Graduate Program Excellence Awards), and to admitted students who represent diverse populations (Diversity in Information Science Scholarships).

In summer 2014, 15 New York City school teachers enrolled in the MSLIS program with school media certification as part of the latest PLUS (Preparing Librarians for Urban Schools) Program, which will prepare them to serve in high-need schools of NYC. Fifteen credits (42%) of tuition is being provided by Syracuse University, 3 credits of tuition is from the student, with scholarship support available through New York City's Department of Education (also providing partial travel expenses); and 18 credits of tuition (50%) is from IMLS.

Table 7 (Appendix D, omitted) shows the amount of financial aid provided by the school for the MSLIS program.

In 2013, the School of Information Studies ran its own crowd-sourced fundraising initiative, entitled "Fuel the Future," in order to fund five student programs, including one on "New Librarianship." Fuel garnered 170 gifts totaling \$29,800. More than 39% of campaign donors had never made a gift to the University before this effort. A news release on Fuel can be found at <http://ischool.syr.edu/newsroom/index.aspx?recid=1560>.

Also in 2013, the School received a landmark gift of nearly \$7 million—the largest single gift in the School's history—from the estate of Estelle Wilhelm '38, who received her MLS in 1939 from the School of Information Studies. Of the gift, \$1 million is designated for the School's Tech Endowment, which provides new and upgraded technology for classrooms and labs. How the remainder of the gift will be allocated is yet to be determined. A news release about the gift is at <http://ischool.syr.edu/newsroom/index.aspx?recid=1527>.

Table 8, in Appendix D [appendix omitted], shows the iSchool's expenditures and income. Since the school is not organized by departments, there is no discrete MSLIS budget.

Standard 6: Physical Resources and Facilities

Our iSchool online enrollments rose 31.7% for summer 2014 and 25% for fall 2014 when compared with the previous year. In recognition of this increased enrollment and the importance of online education options, the iSchool created a three-person Online Education Team, which reports to the Senior Associate Dean. The mission of the Online Education Team is to increase the number and quality of enrolled online students through four methods: 1) increase global awareness of iSchool online graduate programs; 2) ensure the quality of our online programs and services from both student and faculty perspectives; 3) coordinate the online student lifecycle—from recruitment/marketing, to enrollment management, to advising and career services, to alumni relations; 4) strengthen the iSchool's connection to the online educational community to position and support the iSchool's online programs. This team is working with faculty to improve online courses, indoctrinating new faculty and adjuncts to our online teaching philosophies, and ensuring that our online students feel connected to each other and to the School.

In summer 2013, part of the second floor of our building (Hinds Hall) was renovated into the ICE Box, which is flexible space that can be used by students and faculty for meetings and informal events. ICE stands for Innovation, Collaboration and Entrepreneurship, and are three threads that run through programs in the School. The space includes two semi-private conference rooms, open space for individual or group work, and built-in presentation technology. The staff of the Raymond von Dran (RvD) Innovation and Disruptive Entrepreneurship Accelerator (IDEA) initiative are located in this area, as are three faculty members whose teaching is focused on entrepreneurship. RvD IDEA is named after former dean Dr. Ray von Dran, who was a supporter of student innovation and entrepreneurship.

In 2013 and 2014, the technology in four (out of eight) Hinds Hall learning spaces, as well as all conference rooms, was upgraded to move from analog to digital technology, install more user-friendly and intuitive technology controls, and create a more engaging learning environment. A benefit of these upgrades is that all of these spaces can now be used to host virtual meetings and guest lectures.

In 2012, the Libraries opened the Syracuse University Libraries Facility, which is a 15,000 sq. ft. vault that will be able to house one million+ volumes/volume equivalent. This facility has allowed the creation of more study space and for other space to be repurposed. One result is that the library and information science and technology collections were moved from Bird Library to Carnegie Library, directly across the Quad from the School of Information Studies. More information on the Syracuse University Libraries Facility is available at <http://library-blog.syr.edu/SULF/>.

In 2013 and 2014, renovations were made to the Carnegie Library Reading Room, main entrance and vestibule, and lounge. The 144-seat reading room provides space for individual silent study, wireless service, and power for laptops and other devices at every table. The renovation to the main entrance has allowed that entrance to be used for the first time since the 1970s. Photos of the renovation can be viewed at <http://library-blog.syr.edu/carnegie/>.

In 2014, the first floor of Bird Library was renovated to create more modern space for collaborative work and individual study, as well as update the points of service.

Conclusion

The School of Information Studies' efforts over the last two years touch on each of the six areas covered by the ALA Standards for Accreditation. We are targeted on seeking out changes that will benefit our students. When appropriate, we work with others at Syracuse University, recognizing that there is power in working across campus on initiatives, such as outcomes assessment. The reason for all of these efforts is to create an environment that benefits our students, with the goal that each of them lands challenging and meaningful positions.

Appendix A: LIS Program Guiding Council By-Laws and Members

SYRACUSE UNIVERSITY SCHOOL OF INFORMATION STUDIES LIS PROGRAM GUIDING COUNCIL BYLAWS

PURPOSE OF THE GUIDING COUNCIL

The purpose of the LIS Program Guiding Council is to review the Library and Information Science Program, to study and evaluate information collected on the program's impact, to make recommendations for future courses of action and to serve in an advisory and advocacy capacity. The Guiding Council will review documents for ALA Accreditation and may be asked to meet with the External Review Team.

The LIS Guiding Council is an outgrowth of the LIS Advisory Council, which was an ad hoc group formed in 2011 to give input into the program. The change to a Guiding Council provides more structure for the group, including terms of service.

MEMBERSHIP

Membership of the LIS Program Guiding Council shall consist of regular members, with a minimum of 10 people in total. Members of the LIS Guiding Council may include:

iSchool members:

- Dean of the School of Information Studies
- Director of the iSchool LIS Program
- Manager of the iSchool LIS program
- One (1) LIS faculty member
- One (1) LIS adjunct faculty member

Student/Alumni members:

- Two (2) alumni of the iSchool LIS Program
- Current president of the SU ALA Student Chapter
- One current LIS distance/online student¹

Non-iSchool affiliate members:

- Executive director of a NYS-based library consortium
- Two (2) public library directors
- One (1) academic library director
- One (1) corporate librarian or independent information professional
- Dean of the SU Library
- Manager or director in a non-library cultural heritage organization

Ex-officio members may be appointed to the Guiding Council to provide additional input as needed.

¹ A distance student is someone who began his/her program with the summer "boot camp" and has taken the majority of his/her classes online.

TERMS OF OFFICE

- Regular members shall serve for three (3) consecutive years, and may be reappointed for additional terms. New members shall be appointed by the Director of the Library and Information Science Program, in consultation with the Dean of the School of Information Studies, iSchool LIS faculty, and other members of the Guiding Council.
- Student members will serve for one year.
- When appointed, ex-officio members are given one (1) year terms. They may be reappointed.
- The initial members for the LIS Guiding Council were given staggered terms, so that all member terms did not expire simultaneously.

OFFICERS

The Council shall have a chairperson who shall preside at meetings, sign any necessary documents, and approve the agenda. The chairperson shall be elected for a one-year term, and may be re-elected.

A student, who is not a member of the Council, will be hired for each meeting to take minutes of the meeting. By using someone who is not on the Council, Council members will be able to focus on the tasks at hand.

MEETINGS

The LIS Program Guiding Council shall hold at least one meeting each year either face-to-face, via audio/video conference call, or a combination of both. Special meetings may be held as necessary. The annual meeting shall be scheduled during the week prior to the graduation weekend. Notice of the place, date, time and agenda for each meeting shall be mailed to each member by the Director of the LIS Program in advance.

In order to obtain maximum participation in the yearly meetings, the preferred method of meeting will be via conference call. If a face-to-face meeting is required for all Council members, the iSchool will offer to reimburse reasonable travel expenses.

MINUTES

Draft meeting minutes shall be distributed to members within 30 days of the meeting. Approval of the minutes shall be the first item of business at the following meeting. All minutes will be kept on file in the office of the Dean of the School of Information Studies.

BYLAWS

The initial bylaws were adopted by the Dean of the School of Information Studies and the Director of the LIS Program on August 1, 2013. The bylaws and any amendments thereto may be adopted by a majority vote of those present at any meeting.

**LIS Program Guiding Council Members
(as of September 30, 2014)**

Elizabeth Liddy	Syracuse University	Syracuse, NY	Dean of the School of Information Studies
Jill Hurst-Wahl	Syracuse University	Syracuse, NY	Director of the iSchool LIS Program
Jian Qin	Syracuse University	Syracuse, NY	iSchool LIS faculty member
Stephen Weiter	F. Franklin Moon Library, SUNY ESF	Syracuse, NY	iSchool LIS adjunct faculty member
Blythe Bennett	Syracuse University	Syracuse, NY	Manager of the iSchool LIS Program
Christopher Evjy	Jefferson County Public Library	Denver, CO	Alumni of the iSchool LIS Program
Peggy Garvin	Garvin Information Consulting	Washington, DC	Alumni of the iSchool LIS Program
Alexandra Heidler	Syracuse University	Syracuse, NY	Current pres. of the SU ALA Student Chapter
Stephanie Anderson	Syracuse University	Darien, CT	Current LIS distance/online student
Debby Emerson	Central NY Library Resources Council	Syracuse, NY	Exec. Dir. of a NYS-based library consortium
Kate McCaffrey	Northern Onondaga Public Library	Brewerton, NY	Public library directors
Matthew DeLaney	Manlius Public Library	Manlius, NY	Public library directors
Jenica Rogers	SUNY Potsdam	Potsdam, NY	Academic library director
Tracy Z. Maleeff	Duane Morris LLP	Philadelphia, PA	Corporate librarian
Scott Warren	Syracuse University	Syracuse, NY	SU Libraries
Laura Soto-Barra	National Public Radio (NPR)	Washington, DC	Other LIS professionals
Henry Raine	New-York Historic Society	New York, NY	Other LIS professionals
Karen Gardner-Athey	SUNY Office of Lib. & Info. Services	Albany, NY	Other LIS professionals

Appendix B: Focus on Digital Libraries

Organized collections of digital information —whether text, images, numbers, or sound—have become a norm in K-12, public, academic and special libraries. Their impact and presence can be felt throughout the library and information science curriculum. If you would like additional courses to help you focus in this area, any of courses listed below would be appropriate. In addition, you may want to investigate the Certificate of Advanced Studies in Data Science, which is a related area.

Descriptions, suggested courses in addition to the required core courses, and example job titles to follow. Prospective librarians may use example job titles to find other required competencies and skill-sets.

Students should check the Course Catalog for any prerequisites or co-requisites.

IST 553: Information Architecture for Internet Services
 IST 558: Technologies in Web Content Management
 IST 565: Data Mining
 IST 631: Theory of Classification and Subject Representation
 IST 637: Digital Information Retrieval Services
 IST 638: Indexing and Abstracting Systems and Services
 IST 639: Enterprise Technologies
 IST 657: Basics of Information Retrieval Systems
 IST 659: Data Administration Concepts and Database Management
 IST 662: Instructional Strategies and Techniques for Information Professionals
 IST 667: Information Technology for Libraries and Information Centers
 IST 676: Foundations of Digital Data
 IST 677: Creating, Managing, and Preserving Digital Assets
 IST 681: Metadata
 IST 686: Social Media in the Enterprise
 IST 687: Applied Data Science
 IST 719: Information Visualization
 IST 735: Copyright for Information Professionals
 IST 769: Advanced Data Administration Concepts and Database Management

Example Job Titles:

Digital Curation Librarian	Director of Open Source Education
Digital Branch & Services Manager	Digital Programs Archivist
Emerging Technologies Manager	Head of the Information Commons
Library Technology Services Leader	Manager, Information Services
Metadata Specialist	Web Project Manager

Learn More About These Job Areas: It is always helpful to look at job announcements, in order to understand the knowledge, skills and abilities required for a position. Places to locate job announcements include:

- SU OrangeLink Career Services Database: <https://syr-csm.symplicity.com/>
- I Need A Library Job: <http://inalj.com/>
- American Library Association Job List: <https://joblist.ala.org/>
- Library and Information Technology Association: <http://www.ala.org/lita/professional/jobs/looking>
- Special Library Association Job List: <http://careercenter.sla.org/jobs>
- Higher Ed Jobs: <http://www.higheredjobs.com> (search term: libraries or librarian)

Appendix C: Adjunct Faculty and Competencies

Part-Time Faculty	Competencies / Role
Benjamin Goldman	MLIS, Digital Records Archivist at Penn State University
Blythe Bennett	MLS, Teaching certification
Brian Dobreski	iSchool Ph.D. Student, Former Catalog Librarian, Syracuse Univ. Libraries
Christopher Evjy	MLIS, Manages the Digital Experience Team, Jefferson Cty. Public Lib.
Doug Rose	M.S. in Information Mgmt., J.D.
Fatima Espinoza-Vasquez	iSchool Ph.D. Student
Jeffrey Penka	M.A., Product Manager
John D'Ignazio	iSchool Ph.D. Student
Sarah Theimer	MLIS, Acquisitions and Cataloging Librarian, Syracuse Univ. Libraries
Stacey Greenwell	Ph.D., Associate Dean at the Univ. of Kentucky Libraries
Suzanne Preate	MLIS, Digital Initiatives Librarian, Syracuse University Libraries
Withro Wiggins	Professional experience with data systems and analysis