2015 Program Presentation
University at Buffalo
The State University of New York
MS in Information and Library Science
MS in School Librarianship
Submitted
March 2, 2015
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**Required Information**

**Full Name of Unit:** Department of Library and Information Studies  
**Dean:** Jaekyung Lee, Graduate School of Education  
**Chair:** Heidi Julien, Department of Library and Information Studies

**Full Name of Institution:** University at Buffalo, State University of New York  
**Chief Executive Officer:** Satish Tripathi, President  
**Chief Academic Officer:** Charles Zukoski, Provost

Dean Jaekyung Lee reports to Provost Charles Zukoski  
Chair Heidi Julien reports to Dean Jaekyung Lee

**Regional Accrediting Agency:** The Middle States Commission on Higher Education of the Middle States Association of Colleges and Schools. The Middle States Commission on Higher Education formally reaffirmed the University at Buffalo’s decennial reaccreditation on June 26, 2014.

**Name and Brief Description of Program Seeking Accreditation:**

**MS in Information and Library Science/MS in School Librarianship**

The Department of Library and Information Studies offers the MS in Information and Library Science program that is 36 credit hours or 39 credit hours for the MS in School Librarianship, to be completed within five years, that prepares graduates for entry-level professional employment in libraries and other information agencies. It is one of seven American Library Association accredited programs in New York State. Of the seven, three are public, of which the University at Buffalo is one: http://www.nysl.nysed.gov/libdev/libs/lschol.htm. Established in 1966, initial accreditation was awarded in 1972. The program has been accredited continuously by review in 1975, 1977, 1983, 1991, 1999, 2006, 2009, and 2012 (2006, 2009, and 2012 conditional accreditation).

Students are taught the theories and practices of library and information science through the study of the foundations, principles, activities, and ideas of the discipline, and the status and expectations of the profession, with an eye toward future innovations, opportunities, and challenges with a focus on the people served by our profession. The MS in Information and Library Science degree consists of five required core courses and seven electives. The MS in School Librarianship for New York State requires 39 credit hours; these include the five required core courses, five required the school library media courses, two electives, and a practicum. To be recommended for certification as a School Librarian, students must meet the New York State requirement of 12 credit hours of education courses prior to student teaching. Delivery methods for courses vary and represent traditional on campus teaching and Web-based asynchronous distance education.

**Title and Version of the Standards addressed in the Program Presentation:**  
*Standards for Accreditation of Master’s Programs in Library and Information Studies, 2008*
Introduction

We in the Department of Library and Information Studies (DLIS) have embarked on an exciting period in our history. We are reinvigorating existing relationships with our stakeholders, and expanding our relationships with our faculty and staff, our students, and our colleagues in the communities of which we are a part. We are re-engaging in dynamic and fruitful ways. Increased engagement characterizes all of our relationships as we focus on revitalizing the MS program and the department as a whole. The Program Presentation demonstrates this engagement as each Standard is discussed.

We are being considered for continuing accreditation following three conditional accreditation decisions. The most recent External Review Panel (ERP) Report of April 17, 2012 indicated several areas where improvements could be made:

1. planning in the department appeared to be ad hoc, rather than systematic;
2. there was no evidence that program goals and objectives are regularly reviewed;
3. the Plan of Study for students was not used systematically;
4. there was no documented process for curriculum planning that included analyzing, synthesizing, and utilizing data to close the assessment-planning loop;
5. the question was raised whether there were sufficient faculty to carry out the major share of teaching, research, and service in the department;
6. interpretation of departmental policies (advising and grading) was not consistent;
7. there was a lack of a documented systematic planning and evaluation process for student achievement other than grades;
8. there was a lack of systematic review of academic and administrative policies related to students;
9. faculty were not serving on University-level committees; and,
10. median faculty salaries were low, compared with the Graduate School of Education (GSE), the University at Buffalo (UB), and Association for Library and Information Science Education (ALISE) members.

Responses to each of these items in the relevant sections of this Program Presentation indicates that all of these issues are being addressed successfully. The planning process being used is that described in the Progress Reports of December 2012 and December 2013. Planning is now demonstrably systematic: faculty meetings are held monthly where issues are addressed and decisions made. Strategic planning occurs twice per year, and has resulted in a Strategic Plan for the department, which is reviewed monthly and discussed in detail annually. Program goals are being reviewed annually, and assessed through analysis of course assignments and a culminating Portfolio requirement for all students. Curriculum planning and review is occurring on a planned basis, according to the plan articulated in the December 2012 Progress Report, and the
assessment-planning loop is closed. Faculty are successfully carrying out the department’s work, advising and grading policies are being applied consistently, academic and administrative policies are regularly reviewed, faculty are serving on a range of University-level committees, and faculty salaries are within average ranges.

The Committee on Accreditation (COA) Decision Document of June 25, 2012 indicated:

1. that the program “does not meet the overall expectations of an accredited program, as stated in the Introduction to the Standards:

   Systematic planning is an ongoing, active, broad-based approach to (a) continuous review and revision of a program’s vision, mission, goals, objectives, and learning outcomes; (b) assessment of attainment of goals, objectives, and learning outcomes; (c) realignment and redesign of core activities in response to the results of assessment; and (d) communication of planning policies, programs, and processes, assessment activities, and results of assessment to program constituents…”

2. that “the program is not in compliance with Standard II.1 “The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process…” and Standard II.7 ...“Evaluation of the curriculum includes assessment of students’ achievements and their subsequent accomplishments…”

3. that “the program is not in compliance with Standard V.1 “…The parent institution provides the resources and administrative support needed for the attainment of program objectives.”

The document stated that the “committee’s conclusions are based on these specific issues:

- Insufficient evidence of systematic, regular curriculum review
- Lack of explicit data in student learning outcome assessment at program level
- Lack of stability in administrative leadership to support the needs of programmatic activities.”

In this Program Presentation, we provide (1) evidence of systematic, regular curriculum review, according to the plan outlined in the December 2012 Progress Report, (2) data in student learning outcome assessment at program level, and (3) evidence of stability in administrative leadership.

In the June 25, 2012 letter from COA Chair Brian Andrew to DLIS Chair Dr. Dagobert Soergel, the following issues were noted:

The decision to continue the conditional accreditation of the program was based on the “totality of the accomplishment and the environment for learning ...rather than from a consideration of the isolated particulars (Standards, p. 5).”
The program did not meet the “overall expectations of an accredited program” regarding systematic planning, explained in the Introduction to the Standards:

Systematic planning is an ongoing, active, broad-based approach to (a) continuous review and revision of a program's vision, mission, goals, objectives, and learning outcomes; (b) assessment of attainment of goals, objectives, and learning outcomes; (c) realignment and redesign of core activities in response to the results of assessment; and (d) communication of planning policies, programs, and processes, assessment activities, and results of assessment to program constituents.

Recognizing this deficiency, we have implemented multiple systematic planning processes and have significantly improved the learning environment for our students.

We have revised our planning and governance, and have formalized and documented our planning processes and results. Learning outcomes at the course level are evaluated by review committees for each course; course review committee reports and program-level assessment reports are provided to the Academic Program and Curriculum Committee to evaluate performance with regard to Program Goals, and communicated to the Course Review Committees to ensure that course design is modified to meet objectives. In addition, overall achievement of Program Goals is assessed through the new Portfolio required of all MS in Information and Library Science students. Surveys of employers, alumni, and graduating students are being conducted to provide additional assessment data. These review processes are documented in the chapter on Standard II of the Program Presentation.

Recognizing the importance of assessment, the University has provided additional resources to the program. In May, 2013, Dr. Heidi Julien was hired as Chair of the DLIS, and started her position in August, 2013, providing the program with experienced, stable leadership. A staff position of Accreditation Assistant was filled in January, 2013. Additional resources have been provided by the University to upgrade digital classrooms and the computer lab, allowing for more effective delivery of online courses. These changes are addressed in detail in Standard V of the Program Presentation.

Importantly, our culture is changing. We are incorporating systematic planning and assessment into our ongoing operations, and we are building strong relationships with students, adjunct faculty, alumni, our Graduate School of Education colleagues, the professional community, and the larger community of library and information studies. All of these engagements provide us with the support we need to ensure that our program is the best that it can be, and to make certain that we graduate well-prepared and engaged information professionals. We are proud of the significant efforts we have made to address the concerns raised by the COA, and look forward to continuing success.

Note: Where “MS program” is used generically in this document, the intent is to refer to the MS in Information and Library Science and MS in School Librarianship Programs together.
Abbreviations and Acronyms

AAPC  Academic Programs and Curriculum Committee
AASC  Admissions and Academic Standards Committee
AASL  American Association of School Librarians
ALA   American Library Association
ALISE Association for Library and Information Science Education
ALST  Academic Literacy Skills Test
ASIS&T Association for Information Science and Technology
CAIS  Canadian Association for Information Science
COA   Committee on Accreditation
CST   Content Specialty Tests
CUNY  City University of New York
DLIS  Department of Library and Information Studies
EAS   Educating All Students Test
edTPA Educative Teacher Performance Assessment
ERP   External Review Panel
GA    Graduate Assistant
GSE   Graduate School of Education
LAI   Learning and Instruction
LIS   Library and Information Science
M/C   Managerial/Confidential
NYLA  New York Library Association
NYS   New York State
NYSED New York State Education Department
NYSTCE New York State Teacher Certification Exams
SL    School Librarianship
SUNY  State University of New York
UB    University at Buffalo
UBIT  UB Information Technology
UUP   United University Professions
WILIS Workforce Issues in Library and Information Science
WNYLRC Western New York Library Resources Council
Notes
**Standard I: Mission, Goals, and Objectives**

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

The Department of Library and Information Studies (http://gse.buffalo.edu/lis), a department in the Graduate School of Education (http://gse.buffalo.edu/) at the University at Buffalo (http://www.buffalo.edu/), determines and regularly evaluates its Mission, Goals, and Objectives (MGOs) based on faculty discussion, student feedback, alumni and other constituent input, and scholarly and professional practice. Review occurs annually at the Spring Advance meeting (we “Advance” rather than “Retreat”), which includes representatives of faculty, staff, alumni, adjunct faculty, and students (Advance agendas appended). Thus, our stakeholders are involved in this review and in decision-making about revisions. We reviewed and revised our MGOs on April 25, 2014 and a review is scheduled for March 27, 2015. The current Mission and Goals are consistent with the broader mandates and strategic plans of the GSE (http://gse.buffalo.edu/) (appended) and UB (http://www.buffalo.edu/ub2020.html).

The following are the revised Mission and MS Program Goals for DLIS (previous Mission and Program Goals are appended).

*Mission of the Department of Library and Information Studies*

In concert with the tripartite mission of the State University of New York and of the University at Buffalo, the mission of the Department of Library and Information Studies is to provide a dynamic academic environment that involves groundbreaking research, exceptional teaching, and collaborative service in a diverse global context.

This Mission reflects the intent of the Department to engage in the scholarly activities of the field, to engage our students in a high quality program, and to engage in a range of service to the community, both local and global.

*Goals of the MS Program*

1. Graduates demonstrate an understanding of library and information studies, including its historical roots, as well as the creation, representation, organization, dissemination, and use of information.
2. Graduates demonstrate an understanding of the domain knowledge and a mastery of skills required in diverse information environments.
3. Graduates demonstrate professional competences, including leadership, critical thinking, communication, collaboration, reflective practice, and ethical adherence.
4. Graduates are able to apply an understanding of the library information professions and the roles, responsibilities, and professional dispositions (i.e., values, attitudes, behaviors).

*Adopted April 29, 2014.* http://gse.buffalo.edu/lis/mgo
Planning and Review Process

Since the last accreditation visit in spring 2012, several changes in departmental leadership challenged our planning and review processes. However, the Department has approached these challenges as opportunities for us to re-examine and strengthen our core values, vision, and mission. Effective August 1st, 2012, Department Chair Dr. Dagobert Soergel stepped down from the position with an Interim Chair, Dr. Jianqiang Wang, taking over for the 2012 – 2013 academic year. During this time, while the Department conducted an external search for a new Chair, the GSE was also searching for a new Dean and also had in place an Interim Dean, a time of transition for both Department and School. In the search for a new DLIS Chair, emphasis was placed on finding someone who could provide leadership and direction to a passionate, competent, but predominately junior faculty. In the search for a new GSE Dean, the DLIS faculty were also actively involved in finding someone who understood the core values of DLIS and could provide long-term support to the program. While the focus could not be solely on long-term planning during this time of transition for both the Department and School, the Department continued to implement previously planned outcome assessment methods such as curriculum review task forces and the program Portfolio. In August of 2013, a new Chair assumed leadership in DLIS and immediately spearheaded the rejuvenation of a systematic, long-term planning process and meaningful engagement with stakeholders. In the COA’s decision letter of June 25, 2012, it was stated that UB DLIS did not meet the

...overall expectations of an accredited program, as stated in the Introduction to the Standards: Systematic planning is an ongoing, active, broad-based approach to (a) continuous review and revision of a program’s vision, mission, goals, objectives, and learning outcomes; (b) assessment of attainment of goals, objectives, and learning outcomes; (c) realignment and redesign of core activities in response to the results of assessment; and (d) communication of planning policies, programs, and processes, assessment activities, and results of assessment to program constituents.

The following section outlines how DLIS has addressed these issues.

Upon the arrival of the new Chair, better documentation of the activities related to the development and implementation of a systematic planning process informed by UB’s mission as a Research 1 University, the American Library Association (ALA) standards, and DLIS best practices was initiated. For example, at every monthly faculty meeting (minutes appended) in addition to the regular business of the Department, faculty are asked to provide brief updates on their research; “good news” such as awards, upcoming publications, and student achievements is shared; the Departmental Strategic Plan ( appended) is updated; and an updated planning and assessment report is presented and discussed (Accreditation Assistant reports appended). These reports serve as a guide and a constant reminder of each person’s role in the planning and assessment process. In addition to these reports, regular “Advances” (formerly called “retreats”) are scheduled – one per semester (Advance agendas appended).

On October, 25, 2013, a day-long Advance was held, bringing together faculty members, adjuncts, student representatives, DLIS Advisory Board members, and representatives
of other stakeholder groups from the community. With the Chair acting as facilitator, a formal, long-term Strategic Plan was developed, informed by the perspectives of our stakeholders. This Plan was informed by data, discussions, and conclusions from the retreat of April 9, 2013, the September 2013 Employer Survey data (appended), Workforce Issues in Library and Information Science (WILIS) data (appended), “Realizing UB 2020” documents (UB’s Strategic Plan (http://www.buffalo.edu/ub2020.html), GSE Strategic Plan for Realizing UB 2020 (appended), and other relevant data/information/knowledge as appropriate. The Advance attendees were divided into break-out groups, each of which tackled an issue. Each group then presented its findings to the entire group for discussion. During the discussion, five broad strategic goals for the Department were created by consensus:

1. We will increase enrolment by 30% over the next 3 years.
2. We will develop a research culture that results in meaningful, ongoing, productive, and impactful investigation.
3. We will integrate accreditation operations into the culture of the department.
4. We will continually revise the MS curriculum to keep it current and to adapt to an ever-changing 21st century information climate.
5. We will create awareness of the value of our MS program, faculty, and graduates.

After the goals were established and agreed upon, the attendees went again into small groups, each group tackling one goal and developing and discussing specific, measurable objectives and timelines for their completion. Again the groups presented to all attendees and the objectives and timelines were edited and finalized based on group consensus (Strategic Plan is appended). The strategic goals and their corresponding assessment outcomes were discussed and adopted at the November 2013 faculty meeting. (Please note that these are not the Program Goals as described in Standard 1.2.). As part of a long-term planning process, these goals will be reviewed at least yearly by DLIS faculty during a regular faculty meeting and if necessary, revised at one of the Advance meetings to ensure that they remain relevant to the continued growth and improvement of the program.

(a) continuous review and revision of a program’s vision, mission, goals, objectives, and learning outcomes;

The Mission, Goals and Objectives for the MS program, adopted in fall 2011 (appended), followed broad consultation among faculty, students, alumni, potential employers and other constituents. Subsequently, outcomes assessment efforts revealed that their depth of detail encumbered assessment. Thus, they were revised to be more measurable during the Advance on April 25, 2014. In an iterative small-group process similar to that described for the October 25, 2013 Advance (Advance Meeting Agendas appended), the attendees (faculty, adjuncts, student representatives, the Chair of the Advisory Board and representatives of other community stakeholder groups) informed by the previous Mission, Goals, and Objectives statement, as well as those of similar library and information science (LIS) programs, developed drafts of a new mission statement and goals/objectives. These drafts were then presented to the entire group where revisions were made via consensus and the final versions written. These versions were then presented and adopted at the faculty meeting of April 29, 2014.
(d) communication of planning policies, programs, and processes, assessment activities, and results of assessment to program constituents.

Reflecting our determination to engage effectively with our stakeholders, the program’s planning and assessment activities actively encourage participation from faculty, staff, adjuncts, students, alumni, employers, internship/practicum supervisors, and peers (e.g., other LIS educators). The planning and assessment activities are publicly communicated by the program and all stakeholders are strongly encouraged to participate and provide input. With the advice of these stakeholders, particularly the DLIS Advisory Board (membership list appended), planning and assessment are directed by the DLIS faculty and are coordinated and implemented by standing committees (most notably the Academic Programs and Curriculum Committee, or APCC), and the Department Chair with assistance from a full-time Accreditation Assistant responsible for outcomes assessment. It should be noted that prior to the arrival of the new Chair in August, 2013, this process was accomplished by the DLIS Council, comprised of faculty, staff, and student representatives.

Input is solicited from the stakeholders in the following ways:

- Regular town hall meetings between students and the DLIS Chair (one per semester). During these meetings which students can attend either in person or virtually via Blackboard Collaborate, the Chair documents issues of concern to the students regarding the program (no identifying information is recorded). If the Chair alone cannot address the issues, they are then brought before the DLIS faculty at the following monthly faculty meeting. One example from fall 2014 is that some students expressed concern that in-class discussions about the job market for information professionals had taken on an overly pessimistic tone. Faculty discussed this concern at the November 2014 faculty meeting, and agreed to discuss the job market with students in realistic, but not negative terms, and to emphasize non-traditional job opportunities. Most issues brought to these meetings are easily resolved by the Chair providing factual information, such as in fall 2014, when some students were apparently unable to locate the current Course Rotation document on the website. The Chair sent a note and a link to the document to the student listserv. Since the GSE is expecting to move its website to a new content management system in the near future, website revisions to improve navigation should assist students to locate information such as this.

- Student Exit survey (reports appended): This survey is administered to each student immediately after graduation. Results are aggregated and analyzed by the Accreditation Assistant and used to inform processes such as curriculum review, and program improvements. For example, these data demonstrate some inconsistencies in instructional quality, so the Chair is scrutinizing course evaluations, discussing teaching development opportunities with faculty where appropriate, and informing adjunct faculty hiring decisions based on student feedback.

- Each semester a meeting between the Chair and adjuncts is held to provide an opportunity for the adjuncts to voice any concerns and/or issues they wish to discuss. An informal meal/reception follows with faculty members. These meetings are intended not only to provide an open line of communication between adjuncts and the Chair, but also to encourage a climate of academic excellence where faculty and adjuncts can share knowledge and experience. At
the fall 2014 meeting, two adjunct faculty who are working to transform previously seated courses into online courses were able to obtain helpful advice from another adjunct faculty member. In addition, the Chair followed up to connect these adjunct faculty with professional support and a mentor to guide their efforts. A suggestion from adjunct Mr. James Tammaro to provide adjuncts with travel support resulted in a decision in January 2015 to provide adjuncts with $200 annually to support professionally-related travel. Minutes from these meetings are appended.

- The DLIS Advisory Board (upon which the Chair and one faculty member sits) is comprised of stakeholders whose knowledge, interests, and job positions are wide-ranging (membership list appended). This Board provides a wealth of knowledge of the many areas that make up the LIS profession (e.g., Public Librarianship, Archival Science, Academic Librarianship). The Advisory Board meets quarterly, and provides the Chair with an opportunity to report on the activities of the Department. The Board provided leadership to develop the new Departmental newsletter, and provided feedback on a draft of this document.

- An Employer Survey (appended) is administered every three years. Since the last one took place in fall 2013, the next one will be administered in fall 2016. These survey data, along with student feedback from town hall meetings with the Chair, directly informed the DLIS decision to invest in technology upgrades to 553 Baldy Hall (classroom) and 14A Baldy Hall (student lab).

- The Chair is a member of the Board of Trustees of the Western New York Library Resources Council (WNYLRC, http://wnylrc.org/) and reports back to the faculty on matters pertaining to the Department, such as positive feedback about the increase in student enrollment in fall 2014.

- While DLIS is a department (along with three others) within the Graduate School of Education, which communicates with all GSE alumni via such channels as newsletters and social media, it was recognized that this was insufficient to develop strong relationships with the MS program alumni. Thus, the DLIS faculty are making a concerted effort to revitalize meaningful ties between the Department and its alumni. For example, a reception was held at the annual New York Library Association (NYLA) conference in September of 2013 and November 2014; this will be an annual event. Alumni receptions have been held at ALA annual and mid-winter conferences, as well. Future plans include a “branded” presence at conferences such as the American Library Association, Association for Information Science and Technology (ASIS&T), and the Canadian Association for Information Science (CAIS). An enhanced social media presence is also being implemented in the form of a regularly updated Facebook page for DLIS (https://www.facebook.com/ublisofficial), and a LinkedIn Group for alumni (https://www.linkedin.com/groups/University-Buffalo-Library-Information-Studies-2). The new annual newsletter, The Informed (appended and available at http://gse.buffalo.edu/gsefiles/documents/departments/The%20Informed%20Vol.%201.pdf) is intended to provide Departmental information to, and to solicit feedback from, alumni.

As the above activities demonstrate, the Department is intent on providing and communicating through an organic, regularly reviewed Strategic Plan covering research, teaching, and service and fostering continuous assessment through clearly stated
measurable outcomes, a strong, dynamic, and vital program that prepares students for the information professions of the 21st century.

**Standard I.2 Program objectives are stated in terms of student learning outcomes and reflect**

I.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management;
I.2.2 the philosophy, principles, and ethics of the field;
I.2.3 appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;
I.2.4 the value of teaching and service to the advancement of the field;
I.2.5 the importance of research to the advancement of the field's knowledge base;
I.2.6 the importance of contributions of library and information studies to other fields of knowledge;
I.2.7 the importance of contributions of other fields of knowledge to library and information studies;
I.2.8 the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;
I.2.9 the role of library and information services in a rapidly changing technological society;
I.2.10 the needs of the constituencies that a program seeks to serve.

Table I.1 summarizes how the MS Program Goals reflect each of these aspects, that the goals are stated as learning outcomes, and that outcome measures have been articulated for each.

**Table I.1 LIS Program Goals and Representative Learning Outcomes Mapped to Standard I.2**

<table>
<thead>
<tr>
<th>I.2 Standard</th>
<th>Corresponding Program Goal(s)*</th>
<th>Representative Learning Outcomes</th>
<th>Outcome Measures</th>
<th>Courses Corresponding to these Goals (Core Courses in BOLD)</th>
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Standard I: Mission, Goals, and Objectives
| 1.2.1 | ...the essential character of the field ...that is, recordable information and knowledge, and the services and technologies to facilitate their management and use... |
| Goal 1 | • The student will understand the history, context, and development of communication media and libraries and their relationship to the field of Library and Information Studies (LIS). (505) |
| | • The student will have basic knowledge of archival programs, concepts, principles and activities (509) |
| | • The student will demonstrate the role of indexing and abstracting in subject access and information retrieval (514) |

| 1.2.2 | the philosophy, principles, and ethics of the field |
| Goals 1, 3, 4 | • The student will demonstrate an understanding of LIS principles, practices, and ethics. (505) |
| | • The student will learn the professional ethics of librarianship and the information professions and become familiar with the various statements of professional ethics in our field. (518) |
| | • The student will know about the core professional writings related to intellectual freedom. (580) |

| 1. Standard assignments from all five required courses (505, 506, 518, 571, 581/585) |
| 2. Portfolio: artifacts |
| 3. Exit survey |
| 4. Employer survey |

| 505, 506, 509, 512, 513, 514, 517, 518, 519, 520, 523, 531, 532, 534, 535, 536, 537, 542, 559, 561, 568, 569, 570, 571, 574, 575, 581, 585 |

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| The student will be able to identify and understand the types and roles of information professionals within the information infrastructure of a networked society. (505) | 1. Portfolio: artifacts  
2. Portfolio: reflective essay  
3. Exit survey  
4. Employer survey |
| The student will demonstrate a baseline proficiency in legal research. (512) | |
| The student will have an understanding of the principles and concepts influencing the practice of health sciences librarianship now and in the future. (586) | |

<table>
<thead>
<tr>
<th>I.2.4 the value of teaching and service to the advancement of the field</th>
<th>Goals 3, 4</th>
</tr>
</thead>
</table>
| Identify and evaluate some of the major issues concerning information access, provision, and use as addressed in the professional and scholarly literature. (505) | 1. Standard assignments from two required courses (505, 518)  
2. Portfolio: artifacts  
3. Portfolio: reflective essay  
4. Exit survey  
5. Employer survey  
6. New York State (NYS) Certification Exams (School Librarianship) |
| The student will know teaching role of librarians or information professionals in various settings. (523) | |
| The student will demonstrate programming and instructional skills for a children’s librarian in a school and a public library. (534) | |

| 505, 506, 509, 510, 511, 512, 513, 515, 516, 517, 518, 519, 523, 532, 538, 568, 571, 580, 581, 585, 583, 584, 586, 588, 589 |
| 505, 506, 515, 516, 517, 518, 523, 526, 532, 534, 535, 538, 566, 567, 568, LAI574 |
| I.2.5 the importance of research to the advancement of the field's knowledge base | Goals 1, 2 | 1. Standard assignments from 505  
2. Portfolio: artifacts  
3. Portfolio: reflective essay  
4. Exit survey  
5. Employer survey |
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<tbody>
<tr>
<td>• The student will be able to identify and evaluate some of the major issues concerning information access, provision, and use as addressed in the professional and scholarly literature. (505)</td>
<td></td>
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</tr>
<tr>
<td>• The student will gain a familiarity with the professional LIS literature. (518)</td>
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<tr>
<td>• The student will describe the purposes, concepts and principles of research in library and information studies. (575)</td>
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</table>

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

Goal 1

- The student will understand the history, context, and development of communication media and libraries and their relationship to the field of Library and Information Studies (LIS). (505)

- The student will be able to describe scientific research processes, the academic publication cycle, responsible conduct of research, and scholarly communication trends in the sciences. (515)

- The student will be able to discuss the future of humanities information including an understanding of digital humanities. (517)

1. Standard assignment from two required courses (505, 571)

2. Portfolio: reflective essay

3. Exit survey

4. Employer survey

| Standard I: Mission, Goals, and Objectives | 505, 506, 514, 515, 516, 517, 518, 570, 571, 580, 581, 585 |
| I.2.7 the importance of contributions of other fields of knowledge to library and information studies | Goals 1, 3 | 1. Portfolio: reflective essay  
2. Exit survey  
3. Employer survey |
<table>
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</thead>
<tbody>
<tr>
<td>• The student will appreciate how an expanding knowledge base reflects the findings of basic and applied research in relevant social science disciplines. (516)</td>
<td>505, 506, 515, 516, 517, 518, 523, 532, 538, 566, 570, 571, 580, 581, 585</td>
<td></td>
</tr>
<tr>
<td>• The student will be able to articulate the various theories, from education and library and information studies, that underpin exemplary practice in information literacy instruction. (523)</td>
<td></td>
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</tr>
<tr>
<td>• The student will understand the basics of database industry including the role and relationships of publishers, databases, and aggregators. (566)</td>
<td></td>
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</tr>
</tbody>
</table>
| I.2.8 the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups | Goals 3, 4 | 1. The student will be able to analyze the information needs for a specific group of under-served users and evaluate existing information services for this group. (503)  
2. The student will be able to examine multimodal resources available for students with disabilities. (524)  
3. The student will understand reference service as being responsive to the needs of a rapidly changing multicultural, multiethnic and multilingual society including the needs of underserved groups. (518) | 503 (Diverse Users), 505, 506, 518, 524, 532, 534, 535, 536, 538, 568, 571, 574, 581, 585, LAI 574 |
## I.2.9 the role of library and information services in a rapidly changing technological society

| Goals 1, 2, 4 | 1. Standard assignments from 506  
2. Portfolio: artifacts  
3. Portfolio: reflective essay  
4. Exit survey  
5. Employer survey |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • The student will demonstrate an understanding of the challenge of Emerging Technology and how best to meet these challenges in LIS professional settings. (503) | 503 (Emerging Technologies), 505, 506, 518, 538, 559, 562, 593, 566, 568, 569, 571, 581, 585  
DMS537, DMS538 |
| • The student will demonstrate the ability of applying appropriate information technology to solve a practical problem. (506) | |
| • The student will understand the importance of technology for teaching and learning, particularly for student research and information literacy. (568) | |

## I.2.10 the needs of the constituencies that a program seeks to serve.

| Goals 2, 3, 4 | 1. Employer survey  
2. Curriculum review |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The student will understand the concepts behind, and methods for, assessment and evaluation of library services and their outcomes. (581)</td>
<td>518, 520, 523, 532, 534, 535, 538, 542, 581, 584, 585</td>
</tr>
<tr>
<td>• The student will demonstrate information behaviors necessary for academic library work and for understanding the work of academic library users. (584)</td>
<td></td>
</tr>
<tr>
<td>• The student will undertake a program evaluation of a school library and understand the uses of the data for supporting teaching and learning, advocacy, and management. (585)</td>
<td></td>
</tr>
</tbody>
</table>
* Program Goals

1. Graduates demonstrate an understanding of library and information studies, including its historical roots, as well as the creation, representation, organization, dissemination, and use of information.

2. Graduates demonstrate an understanding of the domain knowledge and a mastery of skills required in diverse information environments.

3. Graduates demonstrate professional competences, including leadership, critical thinking, communication, collaboration, reflective practice, and ethical adherence.

4. Graduates are able to apply an understanding of the library information professions and the roles, responsibilities, and professional dispositions (i.e., values, attitudes, behaviors).

Standard I.3 Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

Mission, Goals, and Objectives: Outcomes Assessment

The Department takes a multi-pronged, ongoing systematic approach to the outcomes assessment process and incorporates a wide variety of both internal and external data sources in these activities (see Tables I.3 – I.4). The strategic planning and evaluation process is led by the faculty and involves various stakeholders including students, employers, and alumni.

The results of the outcomes assessment are used to do the following:

- evaluate the new goals and objectives attainment as evidenced by student learning outcomes in order to establish a new evidentiary baseline for future comparison and analysis;
- provide data for analysis to improve the overall quality of the MS program;
- determine attainment of the program’s goals and objectives; and,
- provide information for the planning activities of the MS program.

The program maintains ongoing multiple assessment activities using diverse sets of participants (internal and external to the program) conducted between 2012 and 2015. Our planning and assessment activities during the past three years are summarized in Table I.2.

Table I.2 LIS Planning and Assessment Activities, Fall 2012 – Fall 2014

<table>
<thead>
<tr>
<th>Planning and Assessment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
</tr>
<tr>
<td>• discussion and formation of 6 task forces for curriculum review</td>
</tr>
<tr>
<td>• establishment of course review guidelines</td>
</tr>
<tr>
<td>• DLIS faculty retreat</td>
</tr>
<tr>
<td>• discussion of student Portfolio prototype results</td>
</tr>
<tr>
<td>• formal implementation of student Portfolio requirement</td>
</tr>
<tr>
<td>Term</td>
</tr>
<tr>
<td>--------------</td>
</tr>
</tbody>
</table>
| Spring 2013 | • implementation of 6-year curriculum review plan  
• curriculum review of 6 core courses initiated  
• Chair's meeting with students  
• GSE online program review committee  
• initiate outcome assessment task force |
| Fall 2013   | • curriculum review of 6 elective courses continued  
• DLIS faculty fall advance  
• adjunct faculty focus group led by DLIS Chair  
• town hall meeting with students  
• Exit survey (Feb 2013 graduates)  
• discussion of survey results of employers of recent graduates |
| Spring 2014 | • curriculum review of 6 elective courses completed  
• DLIS faculty spring advance  
• Exit survey (May 2014 graduates)  
• adjunct faculty focus group led by department chair  
• town hall meeting with students  
• discussion of 12 course review reports and recommendations  
• approval of revisions for reviewed courses  
• Alumni survey analyzed (2009-2013 alumni)  
• discussion of faculty search priority |
| Fall 2014   | • Placement survey (2009-2012 graduates)  
• Adjunct faculty focus group led by DLIS Chair  
• town hall meeting with students  
• changes made to Portfolio  
• approval of revisions for reviewed courses  
• discussion of Practicum course evaluation; evaluation template being prepared  
• Portfolios assessed for evidence of achieving Program Goals |

Descriptions of the assessments; the types of data collected and analyzed; the time span of events; numbers and types of participants; as well as how the results were used in making program changes are summarized here and the details are provided in the appendices and department document repository, available on site.
### Table I.3 Internal Data Sources for Ongoing Assessment Activities

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Recipient of Assessment Data</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course-Level Learning Outcomes Assessment</td>
<td>APCC; Course Leads; Chair</td>
<td>Every semester</td>
</tr>
<tr>
<td>Culminating Portfolio Assessment</td>
<td>APCC; Chair</td>
<td>Every semester</td>
</tr>
<tr>
<td>Graduating Student Exit Survey</td>
<td>Faculty; Chair</td>
<td>Following every semester</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>Faculty; Chair</td>
<td>Every three years</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>Faculty; Chair</td>
<td>Every three years</td>
</tr>
<tr>
<td>Placement Survey</td>
<td>Faculty; Chair</td>
<td>Annually</td>
</tr>
<tr>
<td>Survey of Non-Enrolled Accepted Applications</td>
<td>Faculty; Chair</td>
<td>Annually</td>
</tr>
<tr>
<td>Practicum Supervisor Evaluation</td>
<td>Faculty; Chair</td>
<td>Every semester</td>
</tr>
<tr>
<td>School Librarian Student Teaching Field Evaluation</td>
<td>Faculty; Chair; School Librarianship Program Coordinator</td>
<td>Every semester</td>
</tr>
</tbody>
</table>

### Table I.4 External Assessment Data Sources for Ongoing Assessment Activities

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Recipient of Assessment Data</th>
<th>Frequency of Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course-Level Learning Outcomes Assessment</td>
<td>APCC; Course Leads; Chair</td>
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</tr>
<tr>
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<td>Every semester</td>
</tr>
<tr>
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<td>Faculty; Chair</td>
<td>Following every semester</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>Faculty; Chair</td>
<td>Every three years</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>Faculty; Chair</td>
<td>Every three years</td>
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<tr>
<td>Placement Survey</td>
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<tr>
<td>Survey of Non-Enrolled Accepted Applications</td>
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<td>Practicum Supervisor Evaluation</td>
<td>Faculty; Chair</td>
<td>Every semester</td>
</tr>
<tr>
<td>School Librarian Student Teaching Field Evaluation</td>
<td>Faculty; Chair; School Librarianship Program Coordinator</td>
<td>Every semester</td>
</tr>
</tbody>
</table>

### Curriculum Review

We have successfully implemented our systematic curriculum review process, articulated in the Plan for Removal of Conditional Accreditation, December 2012 (appended). Six task forces were organized in fall 2012 to review each course in our curriculum to accomplish the following:

- establish a clear set of overarching goals and learning objectives that are consistent with our Program Goals and objectives;
- outline a basic framework for course content;
- suggest methods to assess the achievement of the program’s goals and objectives; and,
- provide a means for ongoing revision and improvement of the review process.

Each task force is led by a faculty member and the review and evaluation process includes soliciting perspectives from other faculty, adjuncts, students, and practitioners.
The task forces finished reviewing 12 courses by the end of spring 2014. Based on the task force reports (which will be made available on site), recommendations for official course descriptions, learning objectives, program objectives to be addressed, and assessment methods were made by the Academic Programs and Curriculum Committee and approved by the faculty. Faculty and adjunct faculty are required to revise syllabi following the recommendations starting fall 2014. Six elective courses are currently under review. This review and revision process is continuous.

**Core Course Assessment**

Planning for course-level learning outcomes assessment to measure the program’s success in meeting its objectives began in spring 2013. Department faculty and the Accreditation Assistant participated in University-wide assessment training and workshops to learn about the UB Office of Educational Innovation & Assessment’s practices, and to develop an approach that would allow DLIS to measure course and program learning outcomes.

To ensure that course-level assessment of Program Goals would be managed as an iterative, consistent process, the Department began by assessing core courses in the 2013-14 academic year. The Accreditation Assistant met with faculty to prioritize program objectives to assess for core courses. Adapting best practices from the University Office of Educational Innovation & Assessment, core course instructors were asked to identify MS Program Goals that were addressed in their core courses, an appropriate level of learning as represented in Bloom’s Taxonomy of Learning Domains, and an appropriate instrument (typically an assignment or project) that would demonstrate student learning to the appropriate level on Bloom’s Taxonomy. For each core course in the MS program, the course instructor assessed each student’s work on the identified artifact (assignment) to determine if the student had demonstrated the appropriate level of learning for the program objective. Results were tallied, and distributions of students who did and did not demonstrate the appropriate level of learning were provided to the Accreditation Assistant. Descriptions of the assignment or project that functioned as the instrument and student work that exemplified and did not exemplify the designated level on Bloom’s Taxonomy were collected. Results broken out by course and by objective were provided to the Academic Programs and Curriculum Committee, course committees, Chair, and lead instructors for each course to inform their decision making at a course and program level.

In 2014-15, based on response from instructors involved in course learning assessment, the assessment approach is being modified to include assessment of all Program Goals. Course instructors are asked to provide a correspondence between course learning objectives and Program Goals, then to provide a distribution of student learning outcomes reflecting the Bloom’s Taxonomy level, based on assessment of student work for all the MS Program Goals (April 2014 revision). In fall 2014, this broader process assessed learning outcomes for core courses only. In spring 2015, this process will be applied to all DLIS courses, including electives. Results are again summarized at a course and a program goal level, and are provided to the Academic Programs and Curriculum Committee, course committees, Chair, and lead instructors to allow for more informed decisions to be made.
**Study Planner and Portfolio**

After successfully prototyping the Portfolio process, the UB LIS Study Planner and Portfolio has been officially implemented since fall 2012 (i.e., students starting the program from fall 2012 forwards must complete the Portfolio) (http://gse.buffalo.edu/lis/portfolio). It serves as a tool for planning the student’s program of study and, upon completion of the program, demonstrates the meeting of Program Goals as well as the student’s educational and professional goals. The Portfolio provides a program-based assessment as each student demonstrates mastery of Program Goals through reflective statements supported by course work products, artifacts, assignments, and experiences produced throughout their programs of study. A final Impact Essay allows students to reflect on their individual programs of study to identify the impact of the MS program on their own professional and educational goals. Furthermore, students reflect on how they will use the knowledge and experiences gained to impact the LIS profession and its stakeholders to “transform lives through information.”

Review of the culminating Portfolio is a key part of our systematic curricular review process. The goal of the Portfolio is to provide a program-based assessment to ensure that each student demonstrates mastery of all MS Program Goals. Students use the Portfolio to reflect on the whole of their programs of study, including areas that they may not necessarily wish to pursue professionally but which, nevertheless, are part of LIS professional foundations.

The Portfolio requires students to articulate and provide evidence of their mastery of the four MS Program Goals. There are six parts: 1) the student’s current resume, 2) the student’s statement of educational/professional goals and objectives, 3) the student’s individual program(s) of study, 4) the unofficial transcript, 5) the work products and reflective statements submitted as evidence, and 6) the impact essay. Parts 1 through 4 provide a brief overview of the student’s goals and objectives and progress, while the more substantive parts 5 and 6 provide evidence of the student’s mastery of the program goals and overall program impact.

The resume is an individualized representation of the student learning acquired as a result of the MS program. However, the resume also provides a synopsis of the student’s professional abilities and identifies those professional and educational experiences that may have contributed further to each student’s development. Such experiences provide individual context when viewing the student’s progress through the program.

The student’s statement of educational/professional goals and objectives is a required assignment for all students as part of their LIS 505 Introduction to Library and Information Studies course. These goals and objectives are articulated after students meet with faculty advisors to plan out their programs of study. After their introductions to the vast array of opportunities in LIS, students will often modify the original educational/professional goals narratives submitted as part of applications to the MS program, so the opportunity to revise those goals is provided near the completion of the first semester. The Portfolio requires students to include their original application narrative and the statement of educational/professional goals and objectives to allow students to reflect on their own progression as professionals.
The Plan of Study (appended) allows for the identification of specializations and areas of focus within each student’s program of study. If a student has made changes in the plan of study, all copies are to be included since these can provide additional evidence of the changes in areas of interest and individual educational goals. Students are required to submit an unofficial transcript as verification that all requirements noted on the most recent Plan of Study have been or are being met.

In part 5 of the Portfolio, students are required to submit work products as evidence of their having mastered the four MS Program Goals. For each Program Goal, students are required to submit two (2) work products and accompanying statements explicating how these work products serve as evidence of their having mastered the specific goal. For each Program Goal, at least one work product must come from a core class and all core classes must be represented among the eight (8) work products submitted.

All assignments in MS courses have assignment objectives (learning outcomes) which are aligned with one or more MS Program Goal(s). The work products submitted are not “clean” copies, rather they are the graded versions returned to students with instructor feedback. The statements of learning made by each student are to be a reflection with the Program Goals and this feedback in mind. All statements are collected and analyzed for opportunities to make program improvements. Currently, assessment data for Portfolios completed to date are being analyzed; these data will be provided to the Academic Programs and Curriculum Committee in early 2015, and subsequently to a faculty meeting for discussion and action where indicated.

The final part of the Portfolio requires students to reflect on the impact the MS program has made on their own educational goals and objectives. Revisiting their original statements of goals and objectives and the work products they have completed as part of their individual programs provides additional context for reflecting on their own learning. In addition, students are required to reflect on the impact they expect to have on the LIS profession and the stakeholders that they are likely to encounter, in light of their learning. Reflection on how they have changed educationally and professionally is another measure of success and feeds into both assessment and program improvement.

Full-time faculty members serve as assessors of student Portfolios. Students are provided with an introduction to the Portfolio process during their first semester as part of the LIS 505 Introduction to Library and Information Studies course. One Portfolio workshop, sponsored by the LIS-Graduate Student Association and taught by a full-time faculty member, is offered each semester in a blended delivery environment.

Portfolio Revision

The Portfolio was first implemented as the culminating project for MS students matriculating into the program in the summer/fall 2012 semesters. Although the 2012/13 academic year was the first year in which the Portfolio was fully implemented, the spring 2014 semester was the first semester with significant numbers of students completing this requirement. The reported experiences of students completing the Portfolios and of the faculty reviewers of Portfolios suggested that the Portfolio as originally conceived was unnecessarily complicated and time-consuming. Two other major changes occurred that same semester: the MS Program Goals were changed and the GSE requested that students begin to articulate the “impact” of their learning.
experiences and work products. Finally, in order to modify the Portfolio to meet best assessment practices, it was recognized that the existing emphasis on courses should be changed to emphasize Program Goals. For all of these reasons, the Academic Programs and Curriculum Committee considered a revised version of Portfolio, for implementation in fall 2014. The revised Portfolio emphasizes Program Goals, asks students to reflect on the impact of their learning experiences, and asks them to link these with their professional goals. Compared to the first iteration of the Portfolio, the combined writing requirement has been significantly reduced, the value of the reflective experiences has been enhanced, the assessment of Portfolios has been simplified, and assessment of MS Program Goals has been improved. Students who started their MS programs with the Portfolio as previously constructed were and continue to be offered the opportunity to complete their Portfolio under those directions. To date, however, only one student has elected to take advantage of this offer. The DLIS faculty approved the revised Portfolio as recommended by the APCC on Sept. 16, 2014.

**Measure for Program Improvement**

**Work Product Statements**

Portfolio data is used as part of systematic program review in a number of ways. The work product reflective statements written by students provide evidence of their having met specific Program Goals. Course assignments state the assignment, course, and Program Goals met by successful completion of the work. Since all assignment and course level objectives are mapped to the Program Goals, the earning of passing grades in each core class assignment provides one kind of data point for assessment. However, the statements made by students reflecting on these assignments as part of their Portfolios provide another more qualitative data point. During Portfolio review, these work product statements are graded satisfactory or unsatisfactory. For overall program review, however, they are utilized in a more qualitative manner for individual course revision as well as for overall program improvement.

For instance, once Portfolio review has been completed, the course-specific statements are de-identified and compiled by course and instructor. Each instructor is provided with these statements, which may be used in combination with other course evaluation data for immediate instructor-initiated content revisions. Furthermore, these statements are retained for use in the Academic Programs and Curriculum Committee’s systematic course review process.

An example of this use of Portfolio data in the systematic review process can be seen in the recent (2013/14) APCC course review of LIS 505, Introduction to Library and Information Studies. An analysis of the Portfolio students’ reflective statements associated with the “Mapping the Operations of a Library or Information Resource Center” assignment in LIS 505 overtly noted the importance of this assignment in introducing them to the larger functions within LIS organizations and the manner in which they are interrelated in a larger system. This was also noted as integral foundational knowledge, yet the “official” course description of LIS 505 prior to the most recent systematic course review had no mention of information flow as a foundational principle. During the course review process, Portfolio statements were considered as a source of evidence for including as a course objective for LIS 505, that students will be able to “identify and analyze the main functions involved in the
operation of a library or information agency and to illustrate the flow of information within it.”

While Portfolio data is an important part of systematic course review, it may also be used for more immediate revisions to course content. Upon reviewing the Portfolio statements of LIS 571 Information Organization, students having submitted the term paper assignment as Portfolio work products, the lead instructor noted the fascination and surprise described by students who had selected to write their papers on issues related to information organization and diverse populations. While this subject was covered as part of lectures and assigned readings, the instructor decided that an assignment that specifically targeted this topic was warranted, replacing the term paper with seminar-style presentations, with each student or group of students educating the class on a different issue. When systematic course review for LIS 571 was completed, one of the new course objectives defined by APCC’s task group was that students would be able to “explain the role of multi-cultural, multilingual, multiethnic, multiracial, gender, and persons with special needs issues in information representation and access.”

**The Impact Essay**

Since the impact essay component of the Portfolio is relatively new, it has not yet been demonstrated as an assessment measure. However, since impact is a statement of change, it is certainly suitable in measuring the role that the MS program has played in student learning and preparation for professional endeavors. In reviewing each impact essay, the following information is collected:

- Key learning outcomes (and related courses) specifically noted;
- Evidence of achieving noted outcomes;
- Impact on original educational/professional goals & objectives; and,
- Role of these learning outcomes in the student’s perceived future impact.

Like the work product statements, this information will be collected, analyzed and fed into the systematic course review process. Unlike the work product statements, which focus on justifying the work product as evidence of having achieved a specific goal, the impact essay allows students to directly comment on the overall impact of the program and the manner in which they see themselves taking their learning forward into the profession.

**Student Exit Surveys**

Before fall 2013, graduates were surveyed after they finished the program. To ensure that our graduate input on the program is solicited and honored, we started to survey graduating students during the month in which they finish course work (Student Exit Survey reports appended). We observed significant improvement of response rate from 7% in the survey of 2012-2013 graduates to 65% in the survey of February 2014 graduates, and 79% for fall 2014 graduates. The fall 2014 survey indicated that our graduates were satisfied with their overall experience in the program. All fall 2014 survey respondents agreed or strongly agreed that the quality of instruction in the program was excellent. Survey results are discussed in faculty meetings and inform...
improvements to the program curriculum and goals. This is an excellent example of an opportunity for students to evaluate the program.

Chair's Town Hall Meetings with Current Students

Town hall meetings have been held in fall and spring semesters with on-campus and online students. These meetings have no agenda, student speakers’ names are not recorded, and students are encouraged to speak their minds with respect to anything related to the program or their learning. Discussions have been frank; many questions have been posed to the Chair, and either answered immediately, or followed up by email at a later date. The Chair takes informal notes and follows up on issues raised. This is another example of opportunity for student evaluation of the program and their learning experiences. Examples of actions taken on the basis of town hall feedback include renovations to a computer lab, Baldy 14A (supplier quote appended), to meet student expectations, and a request to give students longer lead time to purchase required course textbooks, which was relayed to faculty instructors. Where students have raised issues related to specific courses, the Chair follows up with individual instructors. These town hall meetings have also provided an opportunity for the Chair to float ideas for new initiatives, such as an idea for a required on-campus orientation for all MS students (discussed at the fall 2014 town hall meeting). The informal feedback received at the town hall meeting was sufficiently encouraging (but by no means consistent) for the issue to be discussed at the following faculty meeting; that discussion is ongoing.

Chair Meetings with Adjunct Faculty

The DLIS Chair meets with adjunct faculty each semester to answer questions and receive feedback; this is an opportunity for adjunct faculty to provide evaluative comments on their experiences and on the program. Notes are taken at these meetings (appended), and issues requiring follow up are addressed. Examples include questions about curriculum, prerequisites, enrollment, student preparation, technical functionality of online course delivery, communication between adjunct faculty and rest of DLIS, and involvement of adjunct faculty in Department and GSE activities. In addition, adjunct faculty are encouraged to communicate with the Chair as need arises, and to provide feedback at any time. In fall 2014 the School Librarianship (SL) Coordinator, Jessica Purvis, met with adjunct faculty teaching in that program, to discuss matters of relevance to that sub-group (agenda appended). An example of evaluative feedback that was acted upon, was the suggestion that adjunct faculty need more intensive orientation; a new adjunct faculty orientation UBlearns course is being constructed in response. Another example is that a request was made to support adjunct faculty travel, so as of January 2015, adjunct faculty receive $200 annually to support professionally-related travel.

Alumni Survey

We surveyed 2009–2013 alumni in May 2014, to provide an opportunity for evaluation of the program and other feedback. Survey results were shared with faculty, posted to the DLIS website, and discussed at a faculty meeting. Particular note was taken of the perceived value of practical work experiences, and the need to enhance the IT-related learning options in the MS program. The faculty discussed whether to make Practicum required, and has decided not to do so, but to continue to advise students to take
Practicum if they lack work experience. IT-related electives are also being offered regularly, and have been incorporated into the revised Course Rotation Schedule (appended).

**Employer Survey**

In fall 2013, we surveyed 132 respondents who had self-identified as having hired a UB MS graduate in the last five years (since 2008). This survey was designed to allow employers of recent UB MS graduates to evaluate the adequacy of preparation for professional roles in librarianship that our graduates have received from our program. This survey builds upon work previously done by the DLIS Advisory Board and Sheryl Knab of the Western New York Library Resources Council. Modifications to the original survey were made to align survey questions to the existing MS Mission, Goals, and Objectives. Thirty-eight respondents of the 132 total respondents answered the question “Did the recent UB LIS graduates you hired have the knowledge and skills to perform successfully in entry-level positions for which they were hired? (Yes/No) ”. Seventy-six percent agreed that the recent graduates had appropriate knowledge and skills for the entry-level jobs for which they were hired. The main concern of respondents was the lack of practical experience in their hires. The survey results were discussed in a DLIS faculty meeting and the concerns were taken into consideration in our curriculum review. Faculty agreed to encourage our students (especially those without any practical experience) to take courses related with practical experience, e.g. Practicum, or Special Project (Survey results appended).

**Conclusion**

In sum, the Mission and Goals for the MS program have been revised with input from students, alumni, faculty, and adjunct instructors. The Program Goals have been articulated as measurable outcomes of student learning, and are being assessed in systematic and multiple ways. Involvement of several stakeholder groups in these assessments demonstrates the renewed emphasis on engagement that is infusing the Department’s current culture.

**Appendices to Standard I (available in electronic version only)**

1. Advance agendas
2. GSE Mission
3. GSE Strategic Plan for Realizing UB2020
4. UB Mission
5. DLIS Mission, Goals, and Objectives, 2011-2013
6. DLIS Faculty Meeting Minutes
7. Accreditation Assistant Reports
8. Employer Survey Report
9. WILIS2 Survey Report
10. DLIS Strategic Plan
11. Advisory Board membership list
12. Exit Survey Reports
13. Adjunct Faculty Focus Group Minutes
14. DLIS Newsletter, *The Informed*
16. Course Review Process for Task Forces
17. Plan of Study Forms
18. Agenda of Meeting with School Librarianship Adjunct Faculty
19. Course Rotation Schedule
Standard II: Curriculum

Introduction

The Department of Library and Information Studies at the University at Buffalo offers two MS programs, two dual degree programs (one with a JD and one with an MA in Music), and an Advanced Certificate (18 credits) (http://gse.buffalo.edu/lis/programs). The first MS program is an MS in Information and Library Science; the second MS program is an MS in School Librarianship. The MS curricula are designed to achieve our Mission as described in Standard I.1. We received confirmation on November 29, 2014 that the State Education Department, The University of the State of New York, approved on November 19, 2014 three important changes:

1. The MLS in Information and Library Science is now an MS in Information and Library Science. The “MS” Program Award better reflects the breadth of UB’s degree program and is consistent with current practice in the discipline at large. This change was agreed to by our Department of Library and Information Studies faculty, as well as by current MLS students, who were polled by email for their feedback on this proposed change. All DLIS faculty, and the vast majority of respondents, including some alumni who remain on our student listserv, were positive in their support for this change. Originally the MLS program was conceived, as was the case for all North American programs in our field, to provide professional-level education for careers in librarianship. In the past 20 years or so, these programs have expanded to include a broader conception of the fields for which we are preparing students. That is, students graduating from our MS program, and other programs like it, are being prepared more generically for a very diverse range of possible information-related careers. Therefore, the title change clearly indicates focus on the broader “information” part of the field. There has been no change in the actual curriculum for this degree. It is expected that this degree title change will increase enrollment and job opportunities for graduates.

2. The MLS is now an MS in School Librarianship. This change in degree title from “Library Media Specialist” to “School Librarianship” reflects current terminology in that discipline area, and is consistent with the inclusion of the term “School” at other programs in New York State; in addition it is more syntantically parallel with “Information and Library Science” in the general MS degree, because it focuses on a field of study, rather than a role. There has been no change in the actual curriculum for this degree. We do not expect to see any particular impact from this change.

3. The Advanced Certificate is now an 18-credit program, reduced from 30 credit hours. This change was agreed to by DLIS faculty in early 2013, but application for official change was not made until 2014. The reduced number of credits required is desirable because it will allow an MS graduate to become competent in a library and information studies specialization or concentration by taking four courses and completing the Advanced Studies Project (totaling 18 credit hours). Reducing the credit requirement from 30 to 18 will make the Advanced Studies Certificate more competitive in a tight market, and we expect to see increased enrollment as a result.
We are implementing these changes and updating our communications appropriately. In this document, we have implemented the name changes.

The requirements for the MS in Information and Library Science and the MS in School Librarianship programs are 36 semester credits of course work completed within five years with a GPA of 3.0 or higher (39 credits if the student wants to be recommended for the New York State School Librarianship certification) and a minimum grade of B (3.0) in all required courses. Ours is a unified program giving all graduates a solid foundation of knowledge in the creation, organization, dissemination, and use of information and information technologies. Building on this foundation, graduates are able to serve in multiple capacities within different information agencies, such as academic libraries, public libraries, school library media centers, special libraries, archives, museums, or Web-based information providers.

Students may study on campus (“seated”) or online; from spring 2015 forward, all courses are being offered as online or hybrid courses only, since purely seated courses tend not to achieve the minimum required enrollment (10 students). “Hybrid” courses are courses with both seated and online students; instructors typically video-tape their in-person lectures to share with online students, and students in both the seated and online versions learn with the identical syllabus. In the past, small enrollment courses were allowed to proceed, but in an effort to ensure that credit hours are fairly generated across all faculty members, Graduate School of Education Dean Jaekyung Lee is enforcing that minimum, with few exceptions. For two academic years, from 2010-2012, online students were admitted as a cohort with a focus on reference services, following a relatively rigid progression through core and elective courses, and taking two courses each semester all year round (fall, spring, and summer) (program schedule appended). Informal feedback to faculty advisors made it clearly very quickly that this program was too rigid. In addition, concerns were expressed that the focus on reference limited elective options for students who wish to study online but who have other interests. Therefore, beginning in fall 2013, online students have been admitted to an entirely flexible online program of studies. They are free to take as many or as few courses per semester as they choose, and are free to take whatever electives they wish. The flexibility of this approach is attractive to students, and enhances enrollment into the program (Course Enrollment Summaries appended).

Working with his or her faculty advisor, each student composes a Plan of Study (appended), which must be discussed with and approved by the faculty advisor. Based on feedback from faculty advisors (and from the COA in 2012) that students were not consistently adhering to this requirement, this process is now being audited and students without a Plan of Study on file by the middle of their first semester of study are blocked from registering for courses in the next semester. Students may choose courses offered face-to-face, online or in blended environments, though the content of DLIS courses remains consistent across different modes of delivery.

There are five required courses (core courses):

- LIS 505 Introduction to Library and Information Studies
- LIS 506 Introduction to Information Technology
- LIS 518 Reference Sources and Services
- LIS 571 Organization of Information I

Standard II: Curriculum
LIS 581 Management of Libraries and Information Agencies OR
LIS 585 Management of School Library Media Centers

Students may take up to 12 graduate-level credits outside of the Program. Such courses must first be approved by the student’s faculty advisor.

A Portfolio requirement was added for students entering the MS program in summer 2012 and forward (http://gse.buffalo.edu/lis/portfolio). The Portfolio serves as a tool for planning the student’s program of study and, upon completion of the program, demonstrates the meeting of program learning objectives as well as the student’s educational and professional goals. The Portfolio focuses on the student’s knowledge of the LIS field and on professional competencies developed in both required and elective courses. Every student is required to submit a Portfolio near the end of their last semester of study. The Portfolio is assessed by a faculty member and must receive a satisfactory grade in order for the student to graduate from the program.

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

To address the problems and issues that the 2012 External Review Panel and Committee on Accreditation identified for our program, we developed a plan for removal of conditional accreditation in the fall 2012 (appended). In that plan, we described in detail the processes, responding parties, and sources of evidence necessary for systematic review of our MS courses and curriculum. Included in that plan is also a master course review schedule. Later we developed a set of course review guidelines, which are now an official document that governs our ongoing course review efforts (appended). The course review guidelines specify clearly the following:

- The systematic procedure for reviewing courses;
- When to review a course is specified by our master course review schedule. Specifically, core courses are review on a three-year cycle while electives are reviewed on a six-year cycle;
- Review of a course starts with the course review task force, whose review results (in the form of a review report) are examined by the Academic Programs and Curriculum Committee, which passes its recommendations for course changes to the DLIS faculty. Once approved by the faculty, the recommended changes are then communicated to course instructors;
- The broad involvement of stakeholders;
- Each course review task force consists of two faculty members who seek input from adjunct faculty teaching in the area, students, employers, representatives of library associations/councils, employers, or DLIS alumni;
- In reviewing key course elements (official description, learning objectives, core topics, common assessment, etc.), each task force looks extensively at other inspirational schools/programs and/or surveys students;
Graduates and employers are surveyed on a regular basis and the results from these surveys are carefully considered so that they are reflected in the revised course syllabi and course offering plan;

The critical role and responsibilities of the lead faculty (of core courses). The document marks the first official written description of this role;

Communicating faculty-approved changes of courses to instructors in a timely manner;

Responding to instructor questions regarding the recommended changes;

Reporting issues that cannot be solved between the lead faculty and an instructor;

Communicating ad hoc changes of key course elements (see below) to the APCC; and,

The key areas of examination (i.e., key course elements), which include

- Official course description,
- Learning outcomes,
- Mapped MS Program Goals,
- Core high-level topics, and
- Common assignments for core courses.

Once approved by the faculty, these components shall be used by all instructors/sections of the same course. That way, it becomes more likely that students will gain consistent experience of learning and instructions regardless of the sections of core courses that they are registered in. Also, the use of one or two commons assignments by all sections of a core course makes it possible to conduct program-level learning outcome assessment.

To date, all five core courses (LIS 505, LIS 506, LIS 518, LIS 571, and LIS 581/LIS 585) and six electives have been reviewed (LIS 523, LIS 526, LIS 534, LIS 535, LIS 566, and LIS 567). The proposed revisions have been approved by the DLIS faculty and have been adopted by instructors in the fall 2014. Six other electives are currently being reviewed, the APCC’s recommendations for which will be discussed as these reviews are completed. Overall, we have been following our course review plan and more importantly, the course review effort has led to a revised and improved MS curriculum that (1) covers the MS Program Goals more adequately and in a balanced way, and (2) reflects the ever-changing nature of the LIS discipline and profession.

In addition, our next three-year course offering plan (Course Rotation, appended) (fall 2014 – summer 2017) has been developed. This plan is designed based on a careful consideration of many factors, including the following:

- The continuously changing LIS profession and job market, so that our graduates are more valuable to the profession;
- Historical enrollment data, so that the courses that are in high demands are offered more frequently; and,
- The increase in online MS students, so that more courses are made available online or in hybrid online/seated mode.

In line with these efforts, the department has revised its MS program concentrations/specializations, listed on our website (http://gse.buffalo.edu/lis/specializations).
now have an Information Management concentration to replace the previous Information Technology concentration. While information technology remains a key component, this new Information Management concentration also emphasizes on the importance of information presentation /visualization, assessment of information, data analytics, data curation, and the corporate environment. The new faculty hire in 2015 is expected to have expertise in one or more of these areas.

**School Librarianship Program**

With the exception of the five required courses listed above, systematic curriculum review of the School Librarianship program is conducted by the SL Program Coordinator, in consultation with adjunct and faculty instructors teaching in the area. The SL program has additional, specialized requirements that must be met to ensure compliance with New York State Teacher Certification mandates, American Association of School Librarians (AASL) 21st Century Learning Standards, and American Library Association Standards for Initial Preparation of School Librarians. In addition to the criteria used for the MS program, data from the NYS Content Specialty test and edTPA, student teaching evaluations, discussions with practitioners, and the New York State Education Department, along with trends in the field are used to review and revise the SL curriculum.

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

The MS Program Goals speak to these topic areas, which are addressed across the core and elective courses offered. Table II.1 below indicates the core courses which include each topic area, ensuring that all students are exposed to all of these topic areas. In addition, these topics are covered in more detail across the range of electives.

**Table II.1 Core Courses Covering Standard II.2 Topic Areas**

<table>
<thead>
<tr>
<th>Topic Area (Information and Knowledge...)</th>
<th>Core Courses Covering that Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation</td>
<td>505, 518</td>
</tr>
<tr>
<td>Communication</td>
<td>505, 518, 581</td>
</tr>
<tr>
<td>Identification</td>
<td>505, 518, 506</td>
</tr>
<tr>
<td>Selection</td>
<td>571, 518</td>
</tr>
<tr>
<td>Acquisition</td>
<td>505, 518</td>
</tr>
<tr>
<td>Organization and Description</td>
<td>571</td>
</tr>
<tr>
<td>Storage and Retrieval</td>
<td>505, 518, 506, 571</td>
</tr>
<tr>
<td>Preservation</td>
<td>505</td>
</tr>
<tr>
<td>Analysis</td>
<td>505, 518, 571</td>
</tr>
</tbody>
</table>
Standard II.3 The curriculum
II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services
II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields
II.3.3 integrates the theory, application, and use of technology
II.3.4 responds to the needs of a diverse society including the needs of underserved groups
II.3.5 responds to the needs of a rapidly changing technological and global society
II.3.6 provides direction for future development of the field
II.3.7 promotes commitment to continuous professional growth.

Table II.2 elaborates further on each specific Standard II.3.x curriculum objective, providing two examples of core courses with descriptions that address the objective.

Table II.2 Standards II.3.x with Sample Core Course Descriptions

<table>
<thead>
<tr>
<th>MS Program Goal</th>
<th>LIS Courses (core courses in bold)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates demonstrate professional competences, including leadership, critical thinking, communication, collaboration, reflective practice, and ethical adherence. 2. Graduates are able to apply an understanding of the library information professions and the roles, responsibilities, and professional dispositions (i.e., values, attitudes, behaviors).</td>
<td>505, 518, 581/585</td>
</tr>
<tr>
<td>509, 513, 525, 583, 584 Addressed to some extent in all DLIS courses.</td>
<td></td>
</tr>
</tbody>
</table>

LIS 505 Introduction to Library and Information Studies
Provides an overview of the field of library and information studies (LIS), its theoretical foundations and professional practice. It covers historical and philosophical foundations, professional ethics, the national and international system of communication and information transfer, information in a diverse global society, professional settings including types of libraries and information agencies and professional organizations, information studies literature and research, and current issues. The course orients students to the LIS program and a wide variety of careers graduates can engage in.

LIS 518 Reference Sources and Services
Introduces the knowledge and skills necessary to provide professional information services to diverse users in a broad range of contemporary information environments. The course is designed for students with varying levels of skills and experience and for a wide range of information professional career paths. The course covers interaction with users, development of search strategies, and analysis and use of general and specialized reference tools.
II.3.2. *The curriculum emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.*

<table>
<thead>
<tr>
<th>MS Program Goal</th>
<th>LIS Courses (core courses in bold)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates demonstrate an understanding of library and information studies, including its historical roots, as well as the creation, representation, organization, dissemination, and use of information.</td>
<td>All core classes</td>
</tr>
<tr>
<td>2. Graduates demonstrate an understanding of the domain knowledge and a mastery of skills required in diverse information environments.</td>
<td>All electives</td>
</tr>
</tbody>
</table>

**LIS 571 Information Organization I**
Introduces students to the nature and structure of information. It lays the theoretical foundation for understanding and applying a range of concepts and techniques for creating and using traditional, modern, and future information systems, from paper libraries to linked data. It covers the conceptual structures in the organization of data, information, knowledge, language, and text. It introduces major knowledge organization systems and metadata systems and guides students in their practical application in cataloging library and other materials, both paper and digital, and in searching many different information sources. The course emphasizes the importance of user requirements in designing information systems. It has students analyze cultural, linguistic, and gender biases that hinder equity of access.

**LIS 581 – Management of Libraries and Information Agencies / LIS 585 - Management of School Library Media Centers**
Explores management theory and practice applicable to varied information agencies at the supervisory, middle, and top management level through lecture, case studies, problem analysis, role playing, and course assignments. Connection to and sustainability within communities through evidence-based decision-making, planning and advocacy is emphasized. Equal opportunity employment guidelines and diversity in employment and in the people served are discussed. It is recommended that students defer LIS 581 until their final regular semester so they can apply their knowledge of the information studies domain in making management decisions.

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

<table>
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<th>MS Program Goal</th>
<th>LIS Courses (core courses in bold)</th>
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<tbody>
<tr>
<td>1. Graduates demonstrate an understanding of library and information studies, including its historical roots, as well as the creation, representation, organization, dissemination, and use of information.</td>
<td>All core classes, especially 506</td>
</tr>
<tr>
<td>2. Graduates demonstrate an understanding of the domain knowledge and a mastery of skills required in diverse information environments.</td>
<td>All electives, especially 503 (Emerging Technologies), 532, 538, 561, 563, 566, 568, 569</td>
</tr>
</tbody>
</table>

**LIS 506 Introduction to Information Technology**
Introduces the fundamental vocabulary, concepts, and practice of information technology and basic software tools that support various library and information services. Topics include: computing basics, networking, database technology, Web technologies, information retrieval, and system design and evaluation. The knowledge and skills acquired in this course will assist students in applying information technology in various information services and building the technological foundation for taking other related courses.
**LIS 571 Organization of Information I**
Introduces students to the nature and structure of information. It lays the theoretical foundation for understanding and applying a range of concepts and techniques for creating and using traditional, modern, and future information systems, from paper libraries to linked data. It covers the conceptual structures in the organization of data, information, knowledge, language, and text. It introduces major knowledge organization systems and metadata systems and guides students in their practical application in cataloging library and other materials, both paper and digital, and in searching many different information sources. The course emphasizes the importance of user requirements in designing information systems. It has students analyze cultural, linguistic, and gender biases that hinder equity of access.

II.3.4. The curriculum responds to the needs of a diverse society including the needs of underserved groups.

<table>
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<tr>
<th>MS Program Goal</th>
<th>LIS Courses (core courses in bold)</th>
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</thead>
<tbody>
<tr>
<td>1. Graduates demonstrate an understanding of library and information studies, including its historical roots, as well as the creation, representation, organization, dissemination, and use of information.</td>
<td>All core classes, especially 518</td>
</tr>
<tr>
<td>2. Graduates demonstrate an understanding of the domain knowledge and a mastery of skills required in diverse information environments.</td>
<td>503 (Diverse Users), 509, 510, 511, 512, 513, 516, 523, 524, 525, 531, 532, 534, 535, 536, 538, 542, 568, 580, 583, 584, 586, 587</td>
</tr>
<tr>
<td>3. Graduates demonstrate professional competences, including leadership, critical thinking, communication, collaboration, reflective practice, and ethical adherence.</td>
<td>All electives</td>
</tr>
<tr>
<td>4. Graduates are able to apply an understanding of the library information professions and the roles, responsibilities, and professional dispositions (i.e., values, attitudes, behaviors).</td>
<td></td>
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**LIS 505 Introduction to Library and Information Studies**
Provides an overview of the field of library and information studies (LIS), its theoretical foundations and professional practice. It covers historical and philosophical foundations, professional ethics, the national and international system of communication and information transfer, information in a diverse global society, professional settings including types of libraries and information agencies and professional organizations, information studies literature and research, and current issues. The course orients students to the LIS program and a wide variety of careers graduates can engage in.

**LIS 518 Reference Sources and Services**
In the context of different information environments, students are required to select diverse information sources for an assigned question and to retrieve, evaluate, interpret, and synthesize the information found, tailored to the specific needs and background of users within those environments, with an emphasis on diverse and underserved groups.

II.3.5. The curriculum responds to the needs of a rapidly changing technological and global society.

<table>
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<th>MS Program Goal</th>
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<tbody>
<tr>
<td>2. Graduates demonstrate an understanding of the domain knowledge and a mastery of skills required in diverse information environments.</td>
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<td>3. Graduates demonstrate professional competences, including leadership, critical thinking, communication, collaboration, reflective practice, and ethical adherence.</td>
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library information professions and the roles, responsibilities, and professional dispositions (i.e., values, attitudes, behaviors).

LIS 505 Introduction to Library and Information Studies
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LIS 506 Introduction to Information Technology
Introduces the fundamental vocabulary, concepts, and practice of information technology and basic software tools that support various library and information services. Topics include: computing basics, networking, database technology, Web technologies, information retrieval, and system design and evaluation. The knowledge and skills acquired in this course will assist students in applying information technology in various information services and building the technological foundation for taking other related courses.

II.3.6. The curriculum provides direction for future development of the field.

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<tbody>
<tr>
<td>2. Graduates demonstrate an understanding of the domain knowledge and a mastery of skills required in diverse information environments.</td>
<td>505, 581/585</td>
</tr>
<tr>
<td>3. Graduates demonstrate professional competences, including leadership, critical thinking, communication, collaboration, reflective practice, and ethical adherence.</td>
<td>509, 510, 516, 522, 532, 535, 537, 538, 568, 570, 580, 587</td>
</tr>
<tr>
<td>4. Graduates are able to apply an understanding of the library information professions and the roles, responsibilities, and professional dispositions (i.e., values, attitudes, behaviors).</td>
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LIS 505 Introduction to Library and Information Studies
Provides an overview of the field of library and information studies (LIS), its theoretical foundations and professional practice. It covers historical and philosophical foundations, professional ethics, the national and international system of communication and information transfer, information in a diverse global society, professional settings including types of libraries and information agencies and professional organizations, information studies literature and research, and current issues. The course orients students to the LIS program and a wide variety of careers graduates can engage in.

LIS 581 – Management of Libraries and Information Agencies / LIS 585 - Management of School Library Media Centers
Explores management theory and practice applicable to varied information agencies at the supervisory, middle, and top management level through lecture, case studies, problem analysis, role playing, and course assignments. Connection to and sustainability within communities through evidence-based decision-making, planning and advocacy is emphasized. Equal opportunity employment guidelines and diversity in employment and in the people served are discussed. It is recommended that students defer LIS 581 until their final regular semester so they can apply their knowledge of the information studies domain in making management decisions.
II.3.7. The curriculum promotes commitment to continuous professional growth.

<table>
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<tr>
<td>3. Graduates demonstrate professional competences, including leadership, critical thinking, communication, collaboration, reflective practice, and ethical adherence.</td>
<td>505, 506, 518, 581/585</td>
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<tr>
<td>4. Graduates are able to apply an understanding of the library information professions and the roles, responsibilities, and professional dispositions (i.e., values, attitudes, behaviors).</td>
<td>509, 510, 513, 516, 522, 523, 524, 525, 531, 535, 537, 538, 561, 563, 568, 570, 580, 583, 584, 586, 587</td>
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**LIS-505 Introduction to Library and Information Studies**
Provides an overview of the field of library and information studies (LIS), its theoretical foundations and professional practice. It covers historical and philosophical foundations, professional ethics, the national and international system of communication and information transfer, information in a diverse global society, professional settings including types of libraries and information agencies and professional organizations, information studies literature and research, and current issues. The course orients students to the LIS program and a wide variety of careers graduates can engage in.

**LIS581 – Management of Libraries and Information Agencies / LIS585 - Management of School Library Media Centers**
Explores management theory and practice applicable to varied information agencies at the supervisory, middle, and top management level through lecture, case studies, problem analysis, role playing, and course assignments. Connection to and sustainability within communities through evidence-based decision-making, planning and advocacy is emphasized. Equal opportunity employment guidelines and diversity in employment and in the people served are discussed. It is recommended that students defer LIS 581 until their final regular semester so they can apply their knowledge of the information studies domain in making management decisions.

Standard II.4 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

The curriculum gives students a solid foundation through the five required courses. It then offers an array of elective courses, arranged by library/information function and by type of library/audience. This course offering is augmented by numerous graduate level classes offered by other units of UB or other universities that are accessible to the students. With guidance from faculty advisors, students may choose to develop a Plan of Study (appended) made up of courses that cover multiple areas, thus preparing them to be generalists. They may also select courses focusing on one subject specialty or disciplinary area, thus preparing them to be specialists. Our ongoing curriculum review is resulting in increased focus on less traditional courses, and course scheduling is emphasizing non-traditional subject areas, to enhance the employment opportunities of our graduates. For example, “type of library” courses are now scheduled every other
year, while some technologically-focused courses which have been historically under-subscribed, are being experimentally “collapsed” in 2014-15, in an effort to enroll sufficient numbers of students to run (the GSE requires a minimum of 10 students per course). These efforts reflect the employment prospects that we anticipate for our graduates, based on research of the future job market.

School Librarianship students (15% of our students in fall 2014) are both specialists with respect to the type of library and the user population (school libraries, children and young adults) and generalists with respect to the library functions, given that as “solo” librarians they must be somewhat familiar with all of them. Since SL students’ programs are designed to meet requirements promulgated by the New York State Education Department (NYSED) for teacher certification recommendation, they are also subject to general rules of teacher certification, such as the newly instituted requirement that all teachers undergo six hours of Dignity for All Students Act training.

Public librarians also have requirements imposed by New York State that are less stringent than those of the SL Program. Students must take at least one course from each of five categories of courses. Many of our students (including SL) consider this requirement in designing their plan of study. NYS requirements for Erie County Civil Service ranking of Librarian I are included on each student’s Plan of Study form (appended).

### Availability of Electives

We strive, within practical boundaries, to offer as wide a range of electives as possible. In order to do so, we have done the following:

- Expanded the expertise of DLIS faculty by hiring a new DLIS Chair, and a new faculty member with a joint appointment with another GSE Department, Learning and Instruction (LAI), in 2013. In 2014-15 we are conducting an active search for a new faculty member;
- Recruited and maintained an excellent cadre of adjuncts;
- Offer most courses in our curriculum at least once per academic year, with a few offered every other year;
- Identified and publicized relevant courses in other GSE departments, which are counterparts to MS courses, such as LIS 575 - Introduction to Research Methods. These courses can be taken on the recommendation and approval of the student’s faculty advisor. For those students interested in subject specialties, (e.g. those who want to pursue art or museum librarianship, archives, specific subject specialties or media design) courses in other UB departments that would be beneficial to their knowledge base are recommended. Examples of such courses include AHI 580 – Museum Studies I, HIS 501 – Historical Inquiry, CEP 500 – Fundamentals of Educational Research, DMS 537 – New Media I, and COM 629 – Technology in Everyday Life;
- Developed a new three-year course offering plan (Course Rotation) for 2014-2017 (appended);
- Introduced a number of LIS 500/501/503 special topics courses:
  - Advanced Archives Management – fall 2012, fall 2013, fall 2014;
  - Diverse Users – fall 2014;
Emerging Technologies for Libraries and Information Studies – spring 2014, fall 2014;
Graphic Novels – fall 2013;
Information Management – fall 2014 and spring 2015 (neither offering enrolled sufficient numbers of students); and,

- Increased opportunities for directed study courses; these are often tied to faculty research interests or departmental needs, such as website evaluation and design.

The Curriculum Fosters Development of the Competences Necessary for Productive Careers

The Department, along with practitioners, student organizations, professional organizations (e.g. American Library Association, Public Library Association, Special Libraries Association, Association for Information Science & Technology, School Libraries Association of Western New York) and other stakeholders, provides many opportunities for students to foster development of their professional competences. Examples of these opportunities include the following:

- Access to guest speakers from different areas of LIS practice;
- Professional development seminars;
- Workshops on topics such as resume writing, interviewing, and networking;
- Technical talks;
- Student-led field trips;
- Conference funding support; and,
- Research assistantships.

In addition, faculty members model professional behaviors, leadership and growth through active participation in professional organizations and learned societies. Through the student listserv and the newsletter, The Informed (appended), students are made aware of faculty conference attendance, paper presentations, and other publications. The recent Employer Survey (appended) indicates that our students are developing competences that prepare them for productive careers.

Course Content and Sequence Relationships within the Curriculum are Evident

Pre-requisites are reviewed along when courses are reviewed, and are clearly listed in the course catalog for advanced courses so sequence relationships within the curriculum are evident. The following highlights important course sequences/prerequisites as a result of our recent course review; these are communicated to students by faculty advisors during the advising process:

- LIS 505 should be taken in a student’s first semester as all other courses require students to have a basic understanding of the LIS discipline and profession. A common assignment of this class helps students learn how to write good reflective essays for the program-end Portfolio;
- LIS 506 should be taken as the second course in sequence in the MS program (or concurrently with LIS 505) as most of our MS courses require the use of computers and other technology tools; and,
- LIS 505 and LIS 506 are prerequisites for LIS 581, which should be taken in a student’s last semester in the program. LIS 581 traditionally serves as a capstone-
like course, in which students integrate and apply what they have learned throughout the program to the management of libraries and information agencies. With the addition of the student Portfolio as a program requirement, this course also covers topics that are directly relevant to that requirement, including how to write a good cover letter, how to construct an attractive resume, and how to perform a successful job interview.

Students are introduced to the Portfolio requirement in their first semester (in LIS 505) and finalize the Portfolio in their last semester (concurrently with LIS 581 or LIS 525 for SL students). This way, students are encouraged to think on a regular basis about how the knowledge, skills, and professional dispositions that they have learned during their programs are interconnected, and how they serve students’ educational and career objectives.

**Experiential Opportunities: Service Learning, Practica, Volunteer Opportunities**

LIS 526 Practicum, an elective course, provides students with the opportunity to practice and observe in a workplace setting under the supervision of a practicing information specialist and a DLIS faculty member. Practica are graded as Satisfactory or Unsatisfactory (S/U). LIS 527 Special Projects offers an opportunity to work on special information problems, projects, and activities in libraries and other agencies. Entry into LIS 526 or LIS 527 requires completion of at least 12 credit hours toward the degree, and are graded S/U. A database of practica and special projects was created some years ago, and is currently being updated for the DLIS website. The database itself is an example of a course project. Notices of new opportunities are sent to students via the student listserv.

Many of our students have worked or are working in libraries and other information agencies and bring practical experience into the program. Opportunities for practical experience, where students learn in a variety of real-world environments, are available, although not required, for all students. Feedback from our Employer Survey (appended) suggested that graduates with real-world experience perform better in the workplace, so faculty discussed making Practicum a required course. Because so many of our students come to the program with work experience, and most others work during their programs, it was decided not to make Practicum required. However, faculty advisors do recommend that elective for students without practical experience. DLIS faculty advisors encourage students to take advantage of experiential opportunities as a way to engage with the information professions and to develop their knowledge and their skill sets. Furthermore, faculty actively seek partnership sites for course fieldwork, sending students into the community to pursue research projects, participate in grant-funded projects, present at conferences, develop collections and services, and create information products. Fieldwork is a feature of several other courses (Table II.3). DLIS cooperates with many area libraries, archives, museums, and other information agencies to provide practicum and volunteer opportunities for students; these opportunities are posted to the student listserv.

The SL program mandates experiential learning through two courses, LIS 524 School Media Center Field Experience and LIS 525 School Media Center Practicum (student teaching), and several other SL courses also include practical and experiential learning components.
### Courses Including Course Fieldwork

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIS 516</strong></td>
<td><strong>Information Sources and Services in the Social Sciences</strong> - Students updated the Women’s Resources page for ALA Committee on Status of Women in Librarianship (COSWL).</td>
</tr>
<tr>
<td><strong>LIS 524</strong></td>
<td><strong>School Media Center Field Experience</strong> - Students engage in 100 hours of field experiences in school libraries through learning modules that address various duties and professional responsibilities of a library media specialist.</td>
</tr>
<tr>
<td><strong>LIS 531</strong></td>
<td><strong>Marketing of Information Services</strong> - Students produce a marketing plan for a specific local library or information agency/collection. For example, marketing plans have been created for Daemen College’s Learning Commons, the Buffalo and Erie County Historical Society Research Library, and the Chautauqua-Cattaraugus Library System, among others.</td>
</tr>
<tr>
<td><strong>LIS 532</strong></td>
<td><strong>Curriculum Role of the Media Specialist</strong> - Students assume the role of a media specialist and collaborate with classroom teachers to create and implement lessons in library media centers.</td>
</tr>
<tr>
<td><strong>LIS 534</strong></td>
<td><strong>Resources and Services for Children</strong> - Students design and deliver a themed program within a local elementary school or public library.</td>
</tr>
<tr>
<td><strong>LIS 538</strong></td>
<td><strong>Pedagogy for Library Media Specialists</strong> – After observing a lesson in a classroom, students analyze and reflect on effective classroom management practices utilized in relation to course material and the students’ own predicted management style.</td>
</tr>
<tr>
<td><strong>LIS 542</strong></td>
<td><strong>Resources and Services for Adults</strong> - In collaboration with ALA Committee on Status of Women in Librarianship (COSWL), students assist in developing a toolkit on care giving to adults.</td>
</tr>
<tr>
<td><strong>LIS 561</strong></td>
<td><strong>Information Systems Analysis and Design</strong> - Individual students design an information system for an organization or specific client.</td>
</tr>
<tr>
<td><strong>LIS 563</strong></td>
<td><strong>Digital Libraries</strong> - Teams of students work on designing and implementing digital collections in the framework of the New York State Documentary Heritage Program in collaboration with the Western New York Library Resources Council.</td>
</tr>
<tr>
<td><strong>LIS 566</strong></td>
<td><strong>Digital Information Retrieval</strong> - Students conduct information retrieval for real-world clients (for example, researchers, companies, etc.).</td>
</tr>
<tr>
<td><strong>LIS 569</strong></td>
<td><strong>Database Systems</strong> – Students design and implement database systems (often Web-accessible) based on thorough analysis of information needs of real customers.</td>
</tr>
</tbody>
</table>
Cooperative/Dual Degree Programs

Currently, DLIS offers two formalized dual degree programs.

The Program in Music Librarianship, established in 1979, is a dual master degree consisting of the MA Music and the MS (see http://library.buffalo.edu/music/musiclibrarianship/). It was a partner in the Institute of Museum and Library Services-funded Association of Research Libraries/Music Library Association Diversity and Inclusion Initiative, which, through scholarships, “offers minority candidates an opportunity to pursue the master’s in library and information science degree while gaining valuable, ‘hands-on’ experience in a large academic music library environment.” UB’s music librarianship alumni have been employed at such institutions as the Eastman School of Music (Rochester, NY), Fredonia College (SUNY), and Indiana University.

DLIS and the UB Law School offer a dual degree JD/MS Program in Legal Information Management and Analysis requiring 120 credits. The Program offers a unique opportunity for students interested in careers as law librarians and legal information professionals (http://law.lib.buffalo.edu/about/JD-MS.asp). Many of the law librarians in UB’s Sears Law Library are graduates of our program and some now offer their expertise teaching as adjuncts. Many more of our graduates have gone on to work in academic law libraries as well as private firms, and circuit, state and federal law libraries throughout the United States.

A student can establish a dual master degree program between DLIS and another UB department or school. Information on this is outlined in the LIS Academic Regulations at: http://gse.buffalo.edu/lis/academic-regulations under “Dual Master's Program Exchange Credits.” In all dual degree programs, up to six credit hours can be shared between the two degrees.

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

Specialized courses build upon the core courses. For specialized programs and courses, standards developed by professional organizations are used as appropriate. Faculty members and instructors keep abreast of the educational statements by the ASIS&T, ALISE, ALA, etc. A student may further customize his or her Plan of Study to include up to 12 credits outside DLIS. This provides for interdisciplinary opportunities; students have taken approved, appropriate courses from such departments as History, Sociology, Art History, Computer Science, Engineering, and Media Studies.

1 State University of New York has specific meaning for the terms “joint degree” and “dual degree.” Our degrees are more accurately described as “simultaneous.” For the sake of simplicity, however, these “simultaneous degrees” will be referred to as “dual degrees” throughout this Program Presentation.
**Standard II.6 The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.**

DLIS policies affirm that regardless of modes of delivery, the curriculum conforms to the Accreditation Standards. DLIS has a long tradition of providing access to its courses via delivery methods such as on-campus, extension campuses, video distance, hybrid, and web-based. Course content is the same in all delivery modes. All students in the MS Program, regardless of location, have access to full-time faculty for teaching and advisement. As of spring 2015, 66% of students in the MS in Information and Library Science program take courses entirely online by choice or because they live at some distance from campus (the MS in School Librarianship program is entirely online). Some students who take courses primarily online occasionally visit campus for special events or to meet with faculty or librarians. The program currently offers a variety of modes of delivery: seated, online or hybrid courses, although from spring 2015 forward, all courses will be offered online or in hybrid mode, to ensure sufficient enrollment (minimum 10 students). Course offerings from fall 2012 to present are appended (Courses Offered, 2012-2015).

Seated courses have 2 hours and 40 minutes per week of course contact time. These courses are generally held in technology-rich classrooms on the UB North campus. Online courses have the expectation of 9-12 hours of student time weekly (including listening/watching lectures, doing readings, participating in discussion boards, and doing assignments). The total number of hours that students are expected to spend on each course is identical for seated and online courses. Courses are delivered through the University’s course management system, UBLearns, and take advantage of a variety of formats to enhance student learning, including: videos, screencasts, interactive games, discussion boards, synchronous online video chat (via Collaborate or Google+ Hangouts), in addition to more traditional learning activities, such as readings, small group projects, individual projects, and reflection.

Hybrid courses may take different forms. For most hybrid courses, on-campus students attend a seated course which is video and audio recorded and posted online for the online students to view. For other hybrid courses, course content is delivered mainly online with several real-time class sessions held during the semester. Some real-time sessions are offered in a campus classroom and others are offered online via Collaborate, so that all students have a chance to interact in real-time with the instructor and fellow students. In all hybrid courses, seated and online students use the identical syllabus and participate in the same activities and assignments. In hybrid courses, students taking courses on campus and those taking courses online are often grouped together for class activities to minimize separation between the students and encourage group cohesion among all students, regardless of how they take their classes. All courses, regardless of mode of delivery, cover the same content and conform to the approved course description, learning outcomes, program objectives, high-level topics and common assignments. For additional information on expected contact hours and student workload, please see: http://www.highered.nysed.gov/ocue/lrp/rules.htm. All DLIS programs are approved by the New York State Education Department for online delivery.
Standard II.7 The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students' achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

DLIS continues to review and revise the curriculum in several ways. We have implemented a formalized systematic schedule of course review (see Section II.1) overseen by the Academic Programs and Curriculum Committee and further informed by environmental scans of the LIS field and assessment outcomes data. The review is conducted by task groups comprised of DLIS faculty, with input from students, alumni, and practicing professionals, another example of ongoing engagement with our stakeholders. We are also conducting course-level learning outcomes assessment to measure the program’s success in meeting its objectives. This effort began in spring 2013. Department faculty and the Accreditation Assistant participated in University-wide assessment training and workshops to learn about the UB Office of Educational Innovation & Assessment’s practices, and to develop an approach that would allow DLIS to measure course and program learning outcomes.

Research in higher education suggests an increasing need for graduates in all professions to have knowledge and skills in pedagogy. In recognition of the applicability of this to the profession, in addition to its own course offerings that include pedagogy components (e.g. LIS 523 User Education) DLIS takes advantage of its home in UB’s Graduate School of Education to encourage students to consider courses in pedagogy offered by other departments in GSE.

Program-Level Learning Outcome Assessment

To ensure that course-level assessment of Program Goals would be managed as an iterative, consistent process, the Department began by assessing core courses in the 2013-14 academic year. The Accreditation Assistant met with faculty to prioritize program objectives to assess for core courses. Adapting best practices from the University Office of Educational Innovation & Assessment, core course instructors were asked to identify Program Goals that were addressed in their core courses, an appropriate level of learning as represented in Bloom’s Taxonomy of Learning Domains, and an appropriate instrument (typically an assignment or project) that would demonstrate student learning to the appropriate level on Bloom’s Taxonomy.

For each core course in the MS program, the course instructor assessed each student’s work on the identified artifact to determine if the student had demonstrated the appropriate level of learning for the program objective. Results were tallied, and distributions of students who did and did not demonstrate the appropriate level of learning were provided to the Accreditation Assistant. A description of the assignment or project that functioned as the instrument and student work that exemplified and did not exemplify the designated level on Bloom’s Taxonomy were collected. Results broken out by course and by objective were provided to the APCC, course committees, Chair, and lead instructors for each course to inform their decision making at a course and program level.
In 2014-15, based on response from instructors involved in course learning assessment, the program is being modified to include assessment of all Program Goals. Course instructors are asked to provide a correspondence between course learning objectives and Program Goals, then to provide a distribution of student learning outcomes reflecting the Bloom’s Taxonomy level, based on assessment of student work for all the MS Program Goals (April 2014 revision). In fall 2014, this broader process assessed learning outcomes for core courses only. In spring 2015, this process will be applied to all DLIS courses, including electives. Results are again summarized at a course and a program goal level, and are provided to the APCC, course committees, Chair, and lead instructors to allow for more informed decisions to be made.

Curriculum revision is also informed by feedback from a range of surveys (e.g., Placement, Alumni, Employer), which provide alumni and employers the opportunity to evaluate various aspects of the program. For example, feedback from employers (Employer Survey appended) that our curriculum needed more emphasis on technology has motivated changes to our course rotation so that technologically-focused courses are offered more frequently, has motivated technological upgrades to our classroom and student lab, and has resulted in an attempt to increase enrollment in technologically-focused courses by “collapsing” some courses to ensure that enrollment is sufficient to run (minimum of 10 students is required by GSE policy). Students provide feedback through their course evaluations (which are reviewed by the DLIS Chair), and through regular meetings of the DLIS Chair with student leaders, and with all students in semi-annual town hall meetings. The Alumni Survey and Placement Survey results are appended.

**Conclusion**

In short, the MS curriculum is designed to cover appropriate topics in the discipline, and to offer students an opportunity to specialize or to prepare as generalists. The curriculum is revised according to assessment of learning outcomes against the Program Goals, and on the basis of evaluative feedback generated from a wide range of stakeholders, again demonstrating the value that we place on engagement with our various communities.

**Appendices to Standard II (available in electronic version only)**

1. Online Reference Cohort Course Schedule
2. Course Enrollment Summary, Summer 2012 to Spring 2015
3. Plans of Study
5. Course Review Process for Task Forces
6. Course Rotation
7. DLIS Newsletter, *The Informed*
8. Employer Survey
10. Alumni Survey
11. Placement Survey
Standard III: Faculty

Standard III.1 The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.

There has been some turnover in faculty complement in the Department of Library and Information Studies, but it remains sufficient to meet the commitments of the program (http://gse.buffalo.edu/lis/faculty). Since 2012, four new faculty members have been hired, including Clinical Assistant Professor Silvia Lloyd, Assistant Professor Amy VanScoy, Assistant Professor Samuel Abramovich, and Professor Heidi Julien. In all searches, efforts were made to recruit candidates from underrepresented groups by advertising in the following venues:

- Chronicle of Higher Education
- DiversityInc.com
- Diverse Issues in Higher Ed (http://diverseeducation.com)
- Buffalo News
- Women in Higher Education (http://www.wihe.com)
- ALA Dean’s Mailing List
- HigherEdJobs
- www.ischool.drexel.edu/jobs
- Jesse listserv
- www.umsi-csm.symplicity.com/employers University of Michigan
- American Society for Industrial Security (ASIS)
- American Society for Information Science and Technology (ASIS&T)
- NYLINE site
- Black Caucus site
- REFORMA site
- American Library Association group RDA

Dr. Amy VanScoy was appointed in August 2012. She is a Ph.D. graduate of the University of North Carolina (Chapel-Hill), and has expertise in information services and teaches in that area. Dr. Silvia Lloyd was appointed in 2012 to direct and teach in the (then) Library Media Specialist program; she has a PhD from St. John Fisher College. Dr. Samuel Abramovich was hired in August 2013, jointly with the Department of Learning and Instruction in the Graduate School of Education. He is a graduate of the University of Pittsburgh, and he brings a rich background in learning technologies to his position. He teaches two courses per year in the MS program: in fall 2013 he taught LIS 506 (Information Technology), which he is teaching again in spring 2015. In spring 2014 and fall 2014 he taught teach special topics course LIS 503 (Emerging Technologies for Libraries and Information Studies). Dr. Heidi Julien also was
appointed in August 2013. She deepens the DLIS subject expertise in information behavior and information literacy, and is appointed as Chair; she taught LIS 575 (Research Methods) in fall 2014, and is teaching LIS 531 (Marketing) in spring 2015. She also has experience teaching in the information services, information policy, and management areas. Faculty CVs are appended.

Dr. Lorna Peterson retired in December 2014. Dr. Kay Bishop retired at the end of 2012, and passed away after a long illness in January 2013. Dr. Bishop taught in the area of children’s and youth services and school librarianship, areas which are now being covered by Dr. Anne Marie Perrault and adjunct faculty. Dr. Judy Donovan, who has an Ed.D. from Nova Southeastern University, was appointed in 2011 to direct the (then) Library Media Specialist program, but left the department in 2012. Dr. Silvia Lloyd was appointed as a Clinical Assistant Professor in 2012 to replace Dr. Donovan; Dr. Lloyd left the Department in August 2014. Courses in the School Librarianship program are being covered by Dr. Perrault and adjunct faculty, and the program is being very ably managed by Ms. Jessica Purvis, a staff member hired in 2014.

The current faculty complement includes two tenured full Professors (Dr. Heidi Julien and Dr. Dagobert Soergel), three tenured Associate Professors (Dr. Valerie Nesset, Dr. Ying Sun, and Dr. Jianqiang Wang), and 3.5 tenure-track Assistant Professors (Dr. Samuel Abramovich, Dr. Anne Marie Perrault, Dr. Amy VanScoy, and Dr. Larry Nash White). Dr. Perrault is in the third of a three-year Research Assistant Professor line, and she will return to tenure-track when that three-year period is complete. This special “off the tenure clock” appointment was given to provide Dr. Perrault an opportunity to build her research program, which was difficult to undertake previously when she was Director of the Library Media Specialist program. In addition, DLIS has a clinical Assistant Professor faculty member, Dr. Brenda Battleson White. Dr. Battleson White began as a tenure-track assistant professor, but did not achieve her second re-appointment in 2013. She secured a Clinical Assistant Professor appointment and now teaches eight courses per year, with no research responsibilities. Dr. Battleson White also provides significant service to the Department. Dr. Silvia Lloyd was a Clinical Assistant Professor and Acting Director of the (then) Library Media Specialist program, appointed in August 2012. She had no research responsibilities and she taught four courses per year (the reduced teaching load from the usual eight courses per year for clinical faculty was compensation for her program responsibilities). Her contract was not renewed in 2014, and she has left the Department. The School Librarianship program is now being managed by Ms. Jessica Purvis, the School Librarianship Program Coordinator, appointed in April 2014. Ms. Purvis is an alumna of the SL program, is an experienced school librarian, and is an experienced adjunct faculty member in that area. Ms. Purvis continues to serve as an adjunct faculty member as well.

Dr. Abramovich has been successfully reappointed following his first reappointment review in fall 2014; his home department for tenure is Learning and Instruction, so the review was managed in that department, with input from the DLIS Chair. Dr. Julien was appointed as a full Professor, and she was tenured shortly after arrival. Dr. Valerie Nesset and Dr. Ying Sun earned tenure and promotion to associate professor in 2014. Dr. Amy VanScoy was reappointed following her first reappointment review in 2014, and her second reappointment review is currently underway in spring 2015. Dr. Larry Nash White was reappointed following his second reappointment review in 2014. As
well, Dr. Battleson White is undergoing her first Clinical Assistant Professor review in spring 2015.

**Full-Time Faculty**

DLIS now has a complement of faculty that is more balanced by rank than has been the case in recent years. We have two full professors, three associate professors, and five assistant professors. Including the Chair, DLIS has 9.5 faculty positions (the 0.5 is created by the fact that Dr. Abramovich is cross-appointed with the GSE Department of Learning and Instruction). In 2014, permission was granted to conduct a search for a new faculty member in the area of information science (i.e., in one or more of the following areas: data curation; data management; data visualization; educational informatics; health information; information policy; and, user experience). That search is underway, with an appointment expected in August 2015. Our new colleague will bring complementary expertise to our teaching and research profiles. Should any current faculty leave the Department, we will seek to hire another faculty colleague to maintain our ability to adequately meet our teaching, service, and research responsibilities. As long as the Department is meeting expectations with respect to enrollment and research productivity, GSE Dean Jaekyung Lee is likely to approve that request. All tenure-track faculty members have Graduate Faculty status (http://www.grad.buffalo.edu/academics/facultyroster/roster.cgi).

**Qualifications of Full-Time Faculty for Accomplishing Program Objectives**

All full-time faculty members have a PhD, along with extensive and diversified professional experience; most have worked in libraries or information service organizations. Qualifications, specializations, and experience of faculty are presented in Standard III.6. Faculty CVs are appended.

**Table III.1 Full-time Faculty, 2012-2014 (all dates refer to Fall)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Appointment</th>
<th>Tenure (Expected)</th>
<th>Separation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peterson</td>
<td>Associate</td>
<td>1990</td>
<td>1995</td>
<td>2014 (retired)</td>
</tr>
<tr>
<td>Bishop</td>
<td>Associate</td>
<td>1992</td>
<td>2002</td>
<td>2012 (retired)</td>
</tr>
<tr>
<td>Sun</td>
<td>Associate</td>
<td>2006</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Wang</td>
<td>Associate</td>
<td>2006</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Nesson</td>
<td>Associate</td>
<td>2008</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Perrault</td>
<td>Assistant</td>
<td>2009</td>
<td>(2019)</td>
<td></td>
</tr>
<tr>
<td>Soergel</td>
<td>Full</td>
<td>2009</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Battleson White (Clinical)</td>
<td>Assistant</td>
<td>2010</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Donovan</td>
<td>Assistant</td>
<td>2011</td>
<td>N/A</td>
<td>2012</td>
</tr>
<tr>
<td>White</td>
<td>Assistant</td>
<td>2011</td>
<td></td>
<td>(2018)</td>
</tr>
<tr>
<td>Lloyd (Clinical)</td>
<td>Assistant</td>
<td>2012</td>
<td>N/A</td>
<td>2014</td>
</tr>
<tr>
<td>VanScoy</td>
<td>Assistant</td>
<td>2012</td>
<td></td>
<td>(2019)</td>
</tr>
<tr>
<td>Abramovich</td>
<td>Assistant</td>
<td>2013</td>
<td></td>
<td>(2022)</td>
</tr>
<tr>
<td>Julien</td>
<td>Full</td>
<td>2013</td>
<td>2013</td>
<td></td>
</tr>
</tbody>
</table>
Diversity of Specialties

Faculty members bring a wide variety of interests, research, backgrounds, education, and practical experience to their research and to the classroom (see Table III.2 below) giving students the opportunity to study with faculty who have strong specialties in a range of areas of information and library science.

Table III.2 Faculty Specialties, Research Interests, and Course Repertoire, 2012-2015

<table>
<thead>
<tr>
<th>Name</th>
<th>Specialties and Research Topics (if more specific)</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abramovich</td>
<td>Information-seeking behavior; information literacy; information technology design; educational technology; information seeking behaviors of educators; learning sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Alternative assessment; digital badges; online peer feedback</em></td>
<td>LIS 506</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIS 503 (Emerging Technologies)</td>
</tr>
<tr>
<td>Battleson White</td>
<td>Information organization; network analysis and bibliometrics; user and use studies; quantitative research methods; information &amp; communication; knowledge organization and management</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Network analysis &amp; the information cycle; networks &amp; cross disciplinary information seeking/knowledge sharing, especially in the provision of health information &amp; bibliotherapy</em></td>
<td>LIS 571</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIS 574</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIS 584</td>
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<td></td>
<td></td>
<td>LIS 587</td>
</tr>
<tr>
<td>Julien</td>
<td>Information services; user education; management; research process</td>
<td>LIS 575</td>
</tr>
<tr>
<td></td>
<td><em>Information behavior; information literacy; altmetrics</em></td>
<td>LIS 531</td>
</tr>
<tr>
<td>Lloyd</td>
<td>School librarianship</td>
<td>LIS 525</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIS 532</td>
</tr>
<tr>
<td>Nesset</td>
<td>Information-seeking behavior; information literacy; Web portal design; information technology design; educational technology; abstracting and indexing</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Information-seeking behavior of children; information literacy; intergenerational information technology design (specifically Bonded Design); visualization; educational technology; abstracting and indexing</em></td>
<td>LIS 505</td>
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<td></td>
<td></td>
<td>LIS 523</td>
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<tr>
<td></td>
<td></td>
<td>LIS 580</td>
</tr>
<tr>
<td>Name</td>
<td>Specialties and Research Topics (if more specific)</td>
<td>Courses</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| Perrault | Information seeking behaviors of educators; information resources and services for PK-12 students with disabilities; school librarianship. *Children and Young Adult Literature and representations of characters with disabilities; information resources and services for PK-12 students with disabilities.* | LIS 524  
LIS 535  
LIS 536  
LIS 585  
LIS 525 |
| Peterson | Library science; reference; bibliographic instruction/user education; social science resources; academic libraries. *Race conflict and cooperation in North American librarianship; segregated libraries; segregated professional associations; race and multiculturalism; critical studies; library science; reference; bibliographic instruction/user education; social science resources; academic libraries.* | LIS 518  
LIS 522  
LIS 516  
LIS 542 |
| Soergel | Knowledge organization systems/ontologies/thesauri; information retrieval; digital libraries; information system design; user studies and usability | LIS 571 |
| Sun | Information retrieval; information system design and evaluation; data mining; natural language processing | LIS 506  
LIS 566  
LIS 569 |
| VanScy | Reference and information service; LIS professional work; qualitative research methods *Lived experience of reference and information service (RIS); lived experience of RIS for librarians of color; curiosity and uncertainty in RIS work; research methods and authorship in RIS research* | LIS 518  
LIS 584  
LIS 503  
(Diverse Users) |
| Wang | Information systems and technology; information retrieval; database technology; digital libraries; natural language processing *Information retrieval under uncertainty; multilingual information access; e-discovery.* | LIS 506  
LIS 561  
LIS 569 |
| White | Public libraries; administration; assessment of services; strategic planning; financial management; organizational intelligence; knowledge management. | LIS 505  
LIS 581  
LIS 531 |
<table>
<thead>
<tr>
<th>Name</th>
<th>Specialties and Research Topics (if more specific)</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Management of library and information organizations; organizational intelligence; public libraries; strategic management; information use by organizational leaders.</td>
<td></td>
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</tbody>
</table>

Part-Time Faculty

Use of Part-Time Faculty

We have a core of part-time ("adjunct") faculty who teach regularly in the MS program. These are experienced library and information science professionals, mostly from the greater Buffalo, Niagara Falls, and Rochester areas. Their CVs are appended. Some part-time faculty teach a course every few years and others teach one or more courses per year. See Table III.3 “Course Sections Taught by Full-Time and Part-Time Faculty” for the number of course sections taught by part-time faculty. It is well recognized that our part-time faculty bring important and current professional expertise and years of practical experience to the classroom. They are a valued asset to the Department and an indispensable resource for our students.

Table III.3 Courses Sections Taught by Full-Time and Part-Time Faculty, 2012-2015

<table>
<thead>
<tr>
<th>Year</th>
<th># of courses</th>
<th>F/T</th>
<th>%</th>
<th>PT</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>84</td>
<td>33</td>
<td>39.29</td>
<td>51</td>
<td>60.71</td>
</tr>
<tr>
<td>2013-14</td>
<td>77</td>
<td>38</td>
<td>49.35</td>
<td>39</td>
<td>50.65</td>
</tr>
<tr>
<td>2014-15</td>
<td>80</td>
<td>59</td>
<td>73.75</td>
<td>21</td>
<td>26.25</td>
</tr>
</tbody>
</table>

Recruitment and Selection of Part-Time Faculty

Procedures used to identify prospective part-time faculty members include recommendations from DLIS faculty and respected practitioners, inquiries from people interested in teaching part-time, referrals, posting of part-time teaching opportunities on relevant listservs, especially those addressed to the region and New York State, and announcing openings at conferences. All part-time faculty candidates are required to submit a CV. We maintain a database of people available to teach part-time. The Chair, in consultation with full-time faculty as needed, considers the qualifications and professional experiences of each part-time faculty member and then makes appointments required to fill curriculum needs in any given semester or summer session. The Chair looks for reflective practitioners with the following attributes:

- are highly knowledgeable in the area of the course for which they are appointed;
- have a solid record of professional accomplishments;
- can engage students and convey knowledge of best practices and the rationale for these practices as well as equip students with the skills needed to implement best practices and can link students to practice;
present a forward-looking conception of the subject of their course;
• can inspire leadership by example; and,
• have strong teaching and communication skills.

Indicators for these qualities include the following:

• recognition in the field;
• prior teaching experience, any context (academic, continuing education, workshops, user training, etc.);
• publications and presentations;
• leadership roles in professional organizations; and,
• participation in committees and task forces.

All course/instructor teaching evaluations for adjunct and full-time faculty are analyzed by the Chair following each semester; where teaching development is indicated, that is communicated by the Chair. Where the evidence suggests that it is inadvisable to re-hire an adjunct faculty member, that decision is taken. The Chair routinely thanks adjunct faculty following each semester to communicate the gratitude of the Department. In addition, starting in January 2015, acting on a request from adjunct faculty member Mr. James Tammaro, the Department is supporting adjunct faculty with $200 annually for professionally-related travel.

**Orientation of Part-Time Faculty**

New part-time faculty are sent a course syllabus and other course materials as available as well as information about teaching at UB and the resources available (http://gse.buffalo.edu/lis/visiting), along with contact information of faculty members who have taught the course. Part-time faculty are encouraged to contact and meet with full-time faculty and/or the Chair; part-time faculty who are teaching required courses must meet with the lead faculty for the course (as do full-time faculty) to receive detailed guidance, ensuring that course content and grading standards are consistent across sections of the core course. Part-time faculty who are teaching online are also encouraged to take advantage of the resources offered by the GSE’s Online Programs Office. Workshops and training opportunities offered by the UB Office of Educational Innovation and Assessment (http://ubtlc.buffalo.edu/index.html) are also made available to adjunct faculty. In the School Librarianship program there is especially close ongoing collaboration between adjunct faculty and the School Librarianship Program Coordinator, to ensure that all courses meet New York State and New York State Education Department-mandated requirements.

Feedback from adjunct faculty has indicated that greater attention to part-time faculty orientation is desirable. In response, a task force of full time faculty members, including Drs. Julien, VanScoy, Battleson White, Nesset, and White, are currently creating an online UBlearns course to host information of value to new and experienced adjunct faculty. This online resource will be useful for adjunct faculty who live and work locally, as well as those who teach from a distance.

In sum, there is an ongoing effort to integrate part-time faculty into the culture of the Department and to ensure that course content and grading standards are consistent
across courses, and that the quality of the course meets the same departmental expectations as courses taught by full-time faculty. The Chair and full-time faculty make concerted efforts to mentor part-time faculty since they are such a valued part of the program. This is mutually beneficial: full-time faculty can use the opportunity to maintain a direct connection to LIS practice while part-time faculty, primarily practitioners, can become involved in practice-based research. When classes are reviewed as part of the curriculum review process, part-time faculty teaching those courses are invited to take part in both the review of and if needed, enhancement of those courses.

In 2012-13, the full-time faculty taught 39.3% of MS courses; in 2013-14, full-time faculty taught 49.4% of MS courses, and in 2014-15, full-time faculty are teaching 73.8% of MS courses. This represents a significant increase in the proportion of courses being taught by full-time faculty. Most recently available ALISE statistics (2011-12) indicate that on average, 61% of courses are taught by full-time faculty in LIS programs. DLIS adjunct faculty are loyal, dedicated, and highly skilled and experienced practitioners. In September 2013 a letter was sent by the new Chair to all adjunct faculty, expressing the sincere appreciation of DLIS for the outstanding contributions that they make to our students’ education, and to encourage their feedback to the DLIS. An appreciation dinner was held on October 29, 2013, to thank adjunct faculty and to conduct an informal focus group where feedback was encouraged. This event is being repeated each fall and spring semester. Professional staff member Mr. Benjamin Poremski takes notes at those meetings, which are circulated to all adjunct faculty (including those who unable to attend the meeting) and to regular faculty (appended). The feedback is presented to full-time faculty at a regular monthly faculty meeting. Where the adjunct faculty recommend improvements to our operations, the faculty identify practical opportunities for action. Examples include enhanced orientation information for new adjunct faculty through a UBlearns (the University’s course management system) course, and additional support provided to adjunct faculty who are moving formerly seated courses online. The Chair sends the adjunct faculty notes of appreciation at the end of each semester, which encourage feedback. A number of current students, adjunct faculty, and alumni live in the Rochester, NY area, so a reception there was hosted by the DLIS Chair on December 3, 2013 for these important stakeholders, in order to answer questions, solicit feedback, and foster these relationships. These interactions are excellent examples of the engagement that we seek with our stakeholders. As a result of these interactions, our decision-making is improved, our program is improved, and our students benefit from the loyalty of our adjunct faculty.

Two particular examples of adjunct faculty who demonstrate loyalty and dedication to the well-being of our students bear mention. First, Christopher Hollister, an alumnus of the MS program and our liaison librarian with UB Libraries, has been a longstanding and very generous supporter of DLIS and our program. He has served on our Advisory Board for several years, and currently chairs that advisory body. In that role, he has taken a lead in producing our first alumni newsletter, *The Informed*. He frequently meets with prospective students to discuss their career goals and program questions. In addition, he has served on our faculty search committees, and regularly attends our departmental events.

Another outstanding example of a loyal supporter is James Tammaro, who teaches in the area of archives. He is active in making connections between the archival
community and our students, finding Practicum placements, and identifying volunteer opportunities. He has taken groups of students to conferences, such as the Mid-Atlantic Regional Archives Conference in spring 2014. He promotes our MS program, and frequently attends our departmental events.

**Balance and Complement of Part-Time Faculty**

DLIS is careful in its use of part-time faculty, and the proportion of courses being taught by part-time faculty is dropping (see Table III.3 above). Many are specialists representing areas not covered by the full-time faculty—for example, music librarianship, business information, records management, archives, and law librarianship. Others are excellent instructors who at times cover sections of required courses or popular electives. CVs for part-time faculty are appended.

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

**Priority of Teaching, Research, and Service**

DLIS follows the University at Buffalo’s “Policies, Procedures, and Criteria for Faculty Personnel Actions,” which states that “the basic considerations in assessing the performance of professorial faculty are mastery of subject matter, effectiveness in teaching, scholarly accomplishment, effectiveness of university service, and potential for continuing professional growth” (http://www.business.buffalo.edu/UbbContent/Hrs/facultyhandbook/III.htm#A ). The University is rigorous in its application of these criteria in evaluating the performance of colleagues who are candidates for promotion to associate professor with tenure. DLIS faculty members read the dossiers of all candidates, discuss their qualifications, and vote on all faculty going up for reappointment, promotion, and tenure. DLIS faculty members with review and voting privileges at the departmental level include those with higher ranks than the faculty member being considered for review. DLIS faculty constitute 25% of the GSE Personnel Committee (each GSE department has two faculty representatives). In 2014-15, the DLIS faculty members serving in this role are Dr. Soergel and Dr. Nesset. The GSE also has guidelines for tenure and promotion (http://gse.buffalo.edu/gsefiles/documents/internal/GSE-Faculty-Guidelines.pdf ), which operationalize UB policy.

**Teaching**

The general teaching expectation for a faculty member with an active research agenda is four courses per year, typically two per semester. There is no distinction between online, on-campus, or hybrid courses in terms of credit for teaching load (in hybrid courses the maximum enrollment is calculated on the total number of students in both the online and on-campus sections). In consultation with the Department Chair and with approval of the Dean, other teaching loads may be agreed upon, depending on many factors including extra service or research activity. Untenured faculty members are given a one-course release during their second reappointment period to work on their research program.
Effective teaching is a primary requisite for faculty appointments. All candidates for appointment make a formal presentation at which the candidate’s presentation style and capabilities are evaluated by faculty, students, and professional colleagues. All newly appointed faculty members are introduced to the services provided by UB, especially the UB Office of Educational Innovation & Assessment (see Standard VI.4) and are encouraged to use these services to develop and improve their teaching skills.

Teaching effectiveness is a significant focus of the current DLIS Chair. All student course evaluation feedback is examined each semester to identify trends in feedback that merit attention, both positive and negative. The Chair sends her general feedback to each faculty member and speaks directly with any faculty member who could benefit from teaching development. Opportunities for such development are pointed out. In addition, the annual faculty evaluation by the Chair includes comments about teaching effectiveness.

Innovative classroom teaching has always been encouraged by the Dean, Department Chair, and colleagues on the faculty. DLIS faculty are asked to demonstrate their innovations; for example, Dr. Nesset presented a GSE seminar on storyboarding in spring 2014. Examination of faculty members’ syllabi for a single course taught over several semesters demonstrates constant revision and updating. The UB Office of Educational Innovation & Assessment offers numerous free workshops covering teaching strategies and techniques each semester, for example, lecturing techniques, tips for online teaching, the jigsaw method, clicker technology, and Web access for students with disabilities. Faculty members routinely discuss teaching techniques informally, and the Chair encourages innovation. An example of this is in fall 2014 when a surge in last-minute enrollment in the MS program expanded the size of core courses unexpectedly. Two faculty members teaching two sections of the LIS 505 course (Introduction to Library and Information Studies) blended their classes and received grading support in order to provide them with the opportunity to focus on innovative pedagogy and enhanced student interaction opportunities.

Research

As part of its UB2020 Initiative (http://www.buffalo.edu/ub2020/about/what_is_ub_2020.html), the University is striving to substantially increase its research programs and aspires to be ranked in the top 25 public research Universities by the year 2020. Current expectations are that every member of the faculty has a substantive, ongoing research program that is nationally prominent or on the way toward achieving national prominence. In disciplines where funding opportunities exist, external funding is considered as a very strong empirical indicator of the quality and impact of the candidate’s research. Publications in the field’s top tier journals are generally a necessary condition for demonstrating scholarly accomplishment. On the whole, DLIS faculty are productive researchers, and one of the Departmental strategic goals is to further develop the research culture. Some DLIS faculty have been asked to speak on research methods and processes; for example, Dr. Julien has presented workshops on grant writing. See Table III.2 Faculty Specialties, Research Interests, and Course Repertoire (above) for the research interests of the current faculty.
It is the policy of the GSE to encourage non-tenured faculty to develop their research programs, funded or non-funded, and to produce a body of publications that will both demonstrate the quality of their research and advance their stature as researchers. We are aware that the research and publication profile of DLIS faculty needs to be enhanced. A number of initiatives are supporting these efforts: a Research Seminar Series (posters appended) brings intellectual stimulation and new ideas to faculty and students, a new policy to support domestic and international conference travel has been created (appended), research “tips, tricks, and techniques” appears as a discussion item on each faculty meeting agenda, group meetings of the Chair and untenured faculty to discuss research issues are held monthly, the Chair routinely forwards announcements of scholarly conferences to the faculty, and the Chair has ensured that all untenured faculty members have a senior mentor. The Chair meets with each faculty member at least annually to review performance and to offer advice and support. She and other senior faculty also read and offer advice on draft articles, conference submissions, and grant applications.

**Service**

Service expectations include any combination of committees or administrative duties at the department, school, or university level, commitments to professional organizations or to information agencies, and editorial, conference organization, and reviewing responsibilities. Table III.4 lists the service activities of current faculty during the past three years. The section entitled “Maintain Liaison with the Field” in Standard III.6 gives examples of professional service.

**Table III.4 Faculty Service**

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>DLIS Service</th>
<th>GSE Service</th>
<th>UB/SUNY Service</th>
<th>Regional/ National/ International Service</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Admissions and Academic Standards Committee (AASC) for LIS, 2013-14</td>
<td></td>
<td>Member, NSF Panel, 2010-2014</td>
<td>Reviewer, Learning, Media and Technology, 2014</td>
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<tr>
<td>Name</td>
<td>Committee/Position</td>
<td>Dates</td>
<td>Committee/Position</td>
<td>Dates</td>
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<td></td>
<td>Portfolio Evidence in Program Assessment</td>
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<tr>
<td></td>
<td>Coordinator of Portfolio requirement, (2012 – present)</td>
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<td></td>
<td>LIS Faculty Advisor – ALA Student Chapter, Jan. 2014 –</td>
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<td></td>
<td>Beta Phi Mu, Beta Delta Chapter - Chapter Secretary / Treasurer, (Sep. 2012 – );</td>
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<td></td>
<td>LIS Outreach Liaison - Western New York Children’s Psychiatric Center, 2012 –</td>
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<td></td>
<td>LIS Outreach Liaison - Grant Street Neighborhood Center Library Development Program,</td>
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<td></td>
<td>(2012 – present)</td>
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<td></td>
<td>Search Committee for Department Chair, Department of Counseling School, and</td>
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<td></td>
<td>Educational Psychology, 2014</td>
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<td></td>
<td>Review Committee for SUNY Faculty Diversity Program Awards, 2013-14</td>
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<td></td>
<td>Chair’s Advisory Committee, Vice-Provost for Faculty Affairs, 2015-</td>
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<td></td>
<td>WNYLRC Board, 2014- (Vice-President, 2015-16; President, 2016-17)</td>
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<td></td>
<td>2013-2014 Program Co-Chair, Canadian Association for Information Science annual</td>
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<td>conference</td>
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<td></td>
<td>Program Committee, Canadian Association for Information Science annual conference</td>
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<td></td>
<td>2013-14 Chair, Education and Professional Advancement Committee, Association</td>
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<td></td>
<td>for Information Science and Technology</td>
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<td></td>
<td>2013 Mentor, American Society for Information Science &amp; Technology Conference</td>
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<td></td>
<td>Doctoral Seminar for Research and Career Development</td>
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<tr>
<td>Name</td>
<td>Academic Programs Committee; chair of the Youth Services sub-committee</td>
<td>Creating Tomorrow’s Schools committee</td>
<td>State University of New York (SUNY) Teacher and Leader Education Network (TEN) Initiative committee</td>
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<thead>
<tr>
<th>Name</th>
<th>Academic Programs Committee; chair of the Youth Services sub-committee</th>
<th>Creating Tomorrow’s Schools committee</th>
<th>State University of New York (SUNY) Teacher and Leader Education Network (TEN) Initiative committee</th>
</tr>
</thead>
</table>

- **Editorial Board Member – Cosmopolitan Civil Societies: An Interdisciplinary Journal**
- **Editorial Board Member – Library & Information Science Research, to 2014**
- **2013, 2014-OCLC/ALISE Library and Information Science Research Grant Program Adjudication Committee**
- **2013, 2014-Adjudication Committee, Insight Development Grants, Social Sciences and Humanities Research Council of Canada**
- **Multiple promotion and tenure reviews for a wide range of universities**
- **Program Committee for iConference (Berlin), 2014**
- **Program Committee for Social Media in Society Conference, 2015**
<table>
<thead>
<tr>
<th>Name</th>
<th>Role and Responsibilities</th>
</tr>
</thead>
</table>
| **Anne Marie Perrault** | Lead Instructor, LIS 585  
Chair and Member Scholarship Committee, 2012-2013  
Admissions and Academic Standards Committee, 2009-2012|
|                       | GSE Envisioning Task Group on Interprofessional Education and Engagement, 2013-14  
Faculty Adviser, New York State Council for Exceptional Children Student Chapter, 2012 -  
Research Exam – Committee Member, A. Levesque, 2013-14 |
|                       | Faculty Senate, elected senator 2013-15                                                  |
|                       | **School Libraries Worldwide, Reviewer (Jan 2012-present)**                              |
| **Lorna Peterson**    | LIS Faculty Personnel Committee, chair, 2012-13, member fall -  
2014 January  
Academic Programs Committee Task Force  
Information Organization  
Scholarship Committee, chair, 2013-14|
|                       | GSE Faculty Personnel Committee, 2012-14  
GSE Executive Committee, 2013-15  
GSE Envisioning Task Group on Interprofessional and Engagement August 2013 to October 2013 |
|                       | Faculty Senate, elected senator 2013-15                                                  |
|                       | ALISE Past President, 2012  
ALISE, Chair Governance Committee 2012, member Governance Committee  
2012-14  
Connie Van Fleet Research Award for Reference Services to Adults, 2014 |
| **Dagobert Soergel**  | LIS Faculty Personnel Committee, 2012-14  
Outcome assessment task force, 2013  
Director, online cohort program, 2012-14|
|                       | GSE Personnel Committee, 2012- (chair 2013)  
GSE Research Envisioning Task Force, 2013-14 |
|                       | Clinical and Translational Science Award Steering Committee, 2010-  
SMBS Library Concept Design Group (for new School of Medicine and Biological Sciences building), 2012 -  
Creativity and Innovation in the Biomedical Sciences conference organizing committee, 2013  
Linguistics Department search committee, 2013-14  
Biomedical Informatics Search Committees (two), 2013-14 |
|                       | WNYLRC Board, 2010 - 13  
Sewell Group advisory group, 2012  
CTSA Ontology Affinity Group  
ASIST 2013 program committee (contributed papers and posters)  
ISKO 2014 program committee, contributed papers and posters |
| **Ying Sun**          | Lead Instructor, LIS 506  
Lead, LIS Information Technology courses curriculum|
|                       | Graduate Degrees Committee, 2014-  
GSE committee of the Dean's Scholarship for Educational Diversity and Excellence, 2014 - |
|                       | Office of Educational Innovation & Assessment Search Committee, 2014-15 |
|                       | Reviewer, Journal of the American Society for Information Science and Technology  
Reviewer, Information Retrieval for E-Discovery, monograph for Foundations and Trends in Information |
<table>
<thead>
<tr>
<th>Name</th>
<th>Responsibilities</th>
<th>Committee(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jianqiang Wang</td>
<td>Faculty Search Committee, 2014</td>
<td>&lt;br&gt; Interim Department Chair, 2012-13  &lt;br&gt; Department Chair Search Committee, 2012-13</td>
<td>&lt;br&gt; Graduate Degrees Committee, 2011-14  &lt;br&gt; Associated Faculty, Asian Study Program, College of Arts &amp; Sciences, 2009-14  &lt;br&gt; Reviewer, Current Challenges in Patent Information Retrieval, 2014  &lt;br&gt; Grant proposal panelist, National Science Foundation (NSF), 2012</td>
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<tr>
<td>Larry White</td>
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<td>Faculty Liaison to NLYA Student Chapter, 2014 -</td>
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<td>Chair, GSE Executive Committee, 2013-14</td>
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<td>GSE Representative, Graduate School Executive Committee, 2012 – 2014</td>
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<td>Graduate Degree Committee, 2012 – 2014</td>
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<tr>
<td>Chair, Special Interest Group – Management (SIG-MGT) American Society of Information Science and Technology, 2013-2014</td>
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<td>Library Research Roundtable (LRRT) Liaison of the American Library Association to Library Interest Research Group, Chartered Institute of Library and Information Professionals, Great Britain, 2011-2013</td>
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<td>NISO Representative for Committee on Research and Statistics, American Library Association, 2011-2013</td>
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<td>Association of Library &amp; Information Science Education Research Grant Competition Award Panel, 2012 – 2013</td>
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<td>LLAMA MAES Education Committee, 2011-2013</td>
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<tr>
<td>Committee on Research and Statistics, American Library Association, 2011-2013</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inaugural Member, Learning Round Table, American Library Association, 2011 - 2013</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviewer, Library Review, 2010 -</td>
<td></td>
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<tr>
<td>Reviewer, Library Quarterly, 2010-</td>
<td></td>
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<tr>
<td>Reviewer, Journal of Education in Library and Information Science, 2009-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviewer, Library and Information Science Research, 2009-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviewer, Journal of Curriculum and Instruction, 2007-</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Mentoring of Pre-Tenure Faculty

Pre-tenure faculty are assigned a tenured mentor, who provides advice and support for dealing with issues pertaining to teaching, research, and service, informed in part by UB’s mentoring policy (http://www.provost.buffalo.edu/facultyaffairs/pdf_Faculty_Mentoring_Policy_100410.pdf). Some of the DLIS pre-tenure faculty have been matched with mentors in other departments within GSE and in other units; these senior faculty members are assisting DLIS pre-tenure faculty in meeting the requirements for tenure, and opening up potential areas of cross-disciplinary collaboration. Pre-tenure faculty mentors include the following:

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Mentor (department)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samuel Abramovich</td>
<td>Heidi Julien (DLIS)</td>
</tr>
<tr>
<td>Brenda Battleson White</td>
<td>Tom Feeley (Communication)</td>
</tr>
<tr>
<td>Silvia Lloyd</td>
<td>Stephen Jacobson (Learning and Instruction)</td>
</tr>
<tr>
<td>Valerie Nesseet</td>
<td>Don Pollock (Anthropology)</td>
</tr>
<tr>
<td>Anne Marie Perrault</td>
<td>Sharon Raimondi (Learning and Instruction)</td>
</tr>
<tr>
<td>Ying Sun</td>
<td>Lorna Peterson (until her retirement) and Dagobert Soergel (DLIS)</td>
</tr>
<tr>
<td>Jianqiang Wang</td>
<td>Rohini Srihari (Computer Science)</td>
</tr>
<tr>
<td>Amy VanScoy</td>
<td>Lorna Peterson (until her retirement), Heidi Julien (DLIS)</td>
</tr>
<tr>
<td>Larry Nash White</td>
<td>Ming Chu (Learning and Instruction) until June 2014; Heidi Julien (DLIS)</td>
</tr>
</tbody>
</table>

A Stimulating Learning and Research Environment

DLIS focuses on providing a stimulating learning and research environment for its students and faculty in many ways, including the following:

- hosting a Research Seminar Series (posters appended), which has invited prominent international scholars to speak on a range of research topics (these talks are video recorded for online students);
- hosting the Bobinski Lecture, funded by an endowment from a former Dean of the (then) School (this year’s Bobinski Lecture by Dr. David Weinberger is scheduled for March 10, 2015, and will be co-sponsored by University at Buffalo Libraries and the Buffalo and Erie County Public Library);
- providing field experiences that are built into MS courses (See Standard II.4, specifically Table II.3.);
- using rich technology for seated, hybrid, and online courses as discussed in more detail in Standard VI;
- following up with students on exceptional term papers to encourage their development into publications/conference presentations and/or expanded research through a directed study (e.g., graduate Amanda McCormick has a version of a literature review on copyright and fair use produced in LIS 505 accepted for publication in Student Research Journal in the December 2014 issue);
- faculty serving as advisors to student groups;
• involving students in faculty research, through paid graduate assistantships, hourly work or through credit-bearing directed study courses;
• regular reports on research at departmental faculty meetings;
• collaboration on research and proposals among faculty; and,
• allocating a half-time Graduate Assistant (GA) for 10 hours per week to faculty members.

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

Recruitment of new faculty is governed by the UB Faculty Agreement (http://uupinfo.org/negotiations/Contract2011t02016webSECUREv6.pdf). The University is an Affirmative Action/Equal Employment Opportunity institution; its antidiscrimination policies are published and easily accessible. The University and DLIS consistently seek to recruit a more representative faculty. Recruitment and job posting procedures are available at: http://affirmativeaction.buffalo.edu/university_policies.htm. Faculty recruitment in DLIS always includes advertising on websites and journals targeted toward diverse populations. In addition, announcements are sent to listservs and organizations that target participants from diverse backgrounds. Some of these organizations include The National Association to Promote Library and Information to Latinos and the Spanish Speaking (REFORMA) and The Black Caucus of the American Library Association (BCALA). The following describe the multicultural and multiethnic backgrounds of our current faculty (fall 2014).

Race and Ethnicity:
Two current faculty members are Asian. Two other faculty members who left the department in 2014 were African-American.

National Origin:
Four faculty members were born and/or educated in other countries: two in Canada, two in China, and one in Germany.

Gender:
The full-time faculty consists of six females and four males fairly evenly distributed among academic ranks.

Explicit and Equitable Faculty Personnel Policies and Procedures

Faculty personnel policies and procedures are codified in a contract between the faculty union (United University Professions, or UUP) and the State University of New York (SUNY) (http://uupinfo.org/negotiations/Contract2011t02016webSECUREv6.pdf). These explicit and equitable faculty policies and procedures are available in the University Faculty Handbook. Some of the policies include the following:

• Policies, Procedures and Criteria for Faculty Personnel Actions
  http://policy.business.buffalo.edu/Policy Library/Policies, Procedures, and Criteria for Faculty Personnel Actions.pdf
• Faculty Responsibility: Policy and Process
  www.business.buffalo.edu/UbbContent/Hrs/facultyhandbook/I.htm#E
Fair compensation is important to retain faculty. Faculty salaries compare reasonably well with those across the GSE (Table III.5); DLIS Assistant Professors are compensated better than their GSE counterparts, while DLIS Associate Professors are compensated less than their GSE colleagues. Salaries are comparable with faculty in other LIS programs (Table III.6).

Table III.5 Faculty Salaries in GSE

<table>
<thead>
<tr>
<th>GSE Mean Salaries by Rank (FT, Tenure-Track) within Department, 2014-15 ($)</th>
<th>Professor</th>
<th>Associate</th>
<th>Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselling, School, and Educational Psychology (14)</td>
<td>155,445</td>
<td>95,338</td>
<td>71,020</td>
</tr>
<tr>
<td>Educational Leadership and Policy (10)</td>
<td>140,875</td>
<td>83,883</td>
<td>68,438</td>
</tr>
<tr>
<td>Learning and Instruction (22)</td>
<td>116,870</td>
<td>89,923</td>
<td>72,020</td>
</tr>
<tr>
<td>Library and Information Studies (9)*</td>
<td>131,733</td>
<td>76,862</td>
<td>75,594</td>
</tr>
<tr>
<td><strong>GSE Mean</strong></td>
<td><strong>135,158</strong></td>
<td><strong>88,775</strong></td>
<td><strong>71,454</strong></td>
</tr>
</tbody>
</table>

*Dr. Samuel Abramovich, 50% appointed in DLIS, is counted in the Department of Learning and Instruction, his tenure home.

Table III.6 Faculty Salaries in LIS Programs

| ALISE Mean Salaries, 2011-12 (latest data available) |
|---|---|---|---|
| **Northeast Academic** | **US only Academic** |
| Professors | $114,345 | Professors | $113,612 |
| Associate | $94,474 | Associate | $85,676 |
| Assistant | $74,935 | Assistant | $68,316 |

In addition, discretionary salary awards are being made available from the state (distributed via a nomination process within the GSE); three faculty members have successfully received these awards. The University administration recognizes that salary improvement fits in the plans for its strategic plan (UB 2020) and overall competitiveness.
Standard III.4 The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.

DLIS faculty are well qualified for teaching the courses that they are assigned to teach (faculty CVs are appended). The Chair confers with faculty to determine the courses that fit their experience and interests. Course evaluation summaries are appended. The overall average student response rate is 62% (details are appended). In addition, the Exit Surveys indicate general satisfaction with teaching in the program (survey results appended, and available on the DLIS website).

Table III.11 Current Faculty Qualifications/Courses Taught, Summer 2012-Fall 2014 lists the courses taught by DLIS full-time faculty with the competences in the teaching areas for each course. Course titles and descriptions can be found at http://gse.buffalo.edu/lis/course-lis.

There are several faculty members who are very active in professional organizations, as is evident from the table articulating faculty service above, and faculty CVs, appended.

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

Faculty are actively encouraged to engage in research and scholarship, and most faculty members regularly publish and present the results of these efforts. A list of faculty publications from 2012-2014 is appended; copies of these publications will be available on site. The Chair encourages faculty members to submit at least one grant application annually. From fall 2012 through fall 2014, DLIS faculty received 4 external grants totaling $269,333 to the following individuals:

- $190,176 (Dr. Samuel Abramovich – MacAurthur Foundation; Covenant Foundation);
- $47,390 (Dr. Heidi Julien – National Leadership Grant for Libraries, Institute of Museum and Library Services (as a collaborator; PI is at Florida State University);
- $29,267 (Dr. Ying Sun – National Social Science Fund of China); and,
- $2,500 (Dr. Amy VanScoy – American Library Association Diversity Grant).

In addition, Dr. Dagobert Soergel carried over a three-year grant from the Institute of Museum and Library Services for $83,000, awarded in 2011.

Table III.7 Faculty Publications by Type, 2012-15 (or since start date)

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Chapters in Books</th>
<th>Journal Articles</th>
<th>Presentations</th>
<th>Research Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abramovich</td>
<td>3</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Battleson</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Standard III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

There is ample evidence that DLIS faculty are skilled and engaged. Dr. Heidi Julien serves on the Editorial Board of two journals: *Library and Information Science Research* (until December 2014), and *Cosmopolitan Civil Societies*, Dr. Valerie Nesset is the Book Review Editor for *Education for Information*, and Dr. Dagobert Soergel serves on the Editorial Board of *Knowledge Organization*. In addition, many DLIS faculty serve on program committees for a wide range of conferences. Dr. Heidi Julien also co-chaired the 2013 conference of the Association for Library and Information Science Education, and the 2014 conference of the Canadian Association for Information Science. Dr. Ying Sun organized the 2012 SIG IS Symposium for the American Society of Information Science & Technology, and the DIMACS workshop at Rutgers University in 2014.

Three DLIS faculty have won research-related awards between 2012 and 2014, as described in the table below.

**Table III.8 Awards for Teaching and Research**

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HASTAC Media Scholar, 2012-2013</td>
</tr>
</tbody>
</table>
### Faculty Diversity

As of fall 2014, the faculty complement is racially and ethnically diverse, and reasonably balanced in terms of gender. Two faculty members who left the department in 2014 are Black/African-American, and two current faculty members are Asian. Four faculty members were born and/or educated in other countries: two in Canada, two in China, and one in Germany. In addition, the full-time faculty consists of seven females and four males, fairly evenly distributed among academic ranks.

### Faculty Qualifications

Table III.9 below lists faculty members with the institution and major disciplinary area of their doctorate degrees. Faculty members hold advanced degrees from a range of well-respected academic institutions. A variety of areas of degrees are represented, all of which are closely related to library and information science, providing evidence that the faculty members have the specialized knowledge needed to cover the content of the MS program. Several faculty members have developed new courses in their specialty areas, including the following in Table III.10.

<table>
<thead>
<tr>
<th>Name</th>
<th>Paper/Publication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julien, Heidi</td>
<td>Julien, H., &amp; O’Brien, M. (2014). Information behavior research: Where have we been, where are we going? Accepted for presentation at the annual conference of the Canadian Association for Information Science, St. Catharines, May 28-30. [highest ranked submission, Best Conference Paper Award]</td>
</tr>
<tr>
<td>VanScoy, Amy</td>
<td>Paper entitled “Fully engaged practice and emotional connection: Aspects of the practitioner perspective of reference and information service” selected as a Featured Article for the current awareness service Informed Librarian, 2014</td>
</tr>
</tbody>
</table>
Table III.9 Faculty Doctoral Degrees

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Degree</th>
<th>Area of Degree</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abramovich</td>
<td>Ph.D.</td>
<td>Learning Sciences</td>
<td>University of Pittsburgh</td>
</tr>
<tr>
<td>Battleson White</td>
<td>Ph.D.</td>
<td>Communication</td>
<td>State Univ. of New York, Buffalo</td>
</tr>
<tr>
<td>Donovan</td>
<td>Ed.D.</td>
<td>Education</td>
<td>Nova Southeastern University</td>
</tr>
<tr>
<td>Julien</td>
<td>Ph.D.</td>
<td>Library and Information Science</td>
<td>University of Western Ontario (Canada)</td>
</tr>
<tr>
<td>Lloyd</td>
<td>Ed.D.</td>
<td>Executive Leadership</td>
<td>St. John Fisher College</td>
</tr>
<tr>
<td>Nesset</td>
<td>Ph.D.</td>
<td>Information Studies</td>
<td>McGill University (Canada)</td>
</tr>
<tr>
<td>Perrault</td>
<td>Ph.D.</td>
<td>Teaching and Curriculum</td>
<td>University of Rochester</td>
</tr>
<tr>
<td>Peterson</td>
<td>Ph.D.</td>
<td>Prof. Studies in Education</td>
<td>Iowa State University</td>
</tr>
<tr>
<td>Soergel</td>
<td>Ph.D.</td>
<td>Political Science</td>
<td>University of Freiburg (Germany)</td>
</tr>
<tr>
<td>Sun</td>
<td>Ph.D.</td>
<td>Information Studies</td>
<td>Rutgers University</td>
</tr>
<tr>
<td>VanScoy</td>
<td>Ph.D.</td>
<td>Information Science</td>
<td>University of North Carolina (Chapel-Hill)</td>
</tr>
<tr>
<td>Wang</td>
<td>Ph.D.</td>
<td>Library and Info Services</td>
<td>University of Maryland</td>
</tr>
<tr>
<td>White</td>
<td>Ph.D.</td>
<td>Library and Info Studies</td>
<td>Florida State University</td>
</tr>
</tbody>
</table>

Table III.10 New Course Development in Faculty Specialty Areas

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Course</th>
<th>Semester Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Samuel Abramovich</td>
<td>LIS 503 (Emerging Technologies)</td>
<td>Spring 2014, Fall 2014</td>
</tr>
<tr>
<td>Dr. Brenda Battleson White</td>
<td>LIS 503 (Portfolios)</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>Dr. Judy Donovan</td>
<td>LIS 503 (Differentiating Instruction with Technology)</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>Dr. Amy VanScoy</td>
<td>LIS 503 (Diverse Users)</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Dr. Jianqiang Wang</td>
<td>LIS 503 (561/569 Database Systems Analysis and Design)</td>
<td>Spring 2015</td>
</tr>
<tr>
<td></td>
<td>LIS 503 (559/562 System Administration in a Networked Environment)</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>Dr. Larry Nash White</td>
<td>LIS 503 (Information Management)</td>
<td>Fall 2014, Spring 2015</td>
</tr>
</tbody>
</table>

Faculty members bring a variety of professional work experiences to their teaching and research. Table III.11 below lists the backgrounds and work experiences of faculty that relate to their teaching role, and Table 11.12 provides the number of years of experience in relevant fields that each faculty member has.
### Table III.11 Current Faculty Qualifications/Courses Taught, Fall 2012-Fall 2014

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Courses Taught</th>
<th>Educational and/or Professional Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abramovich</td>
<td><strong>LIS 506</strong></td>
<td>MAT and PhD courses; 3 years of corporate information technology experience; 2 years of school information technology experience</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 503</strong> (Emerging Technologies)</td>
<td></td>
</tr>
<tr>
<td>Battleson White</td>
<td><strong>LIS 505</strong></td>
<td>MS and PhD courses; nearly 20 years of library experience</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 519</strong></td>
<td>MS and professional development courses; 10+ years in library acquisitions; serials control; collection management.</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 571</strong></td>
<td>14+ years of technical services experience; bibliographic database management; cataloging and metadata creation.</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 574</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>LIS 581</strong></td>
<td>MS and PhD courses; 10+ years library management experience; 10+ years management experience outside of libraries.</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 584</strong></td>
<td>14+ years of academic library experience; earned tenure.</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 587</strong></td>
<td>MLS and professional development courses; 10+ years in library acquisitions; serials control; collection management.</td>
</tr>
<tr>
<td>Julien</td>
<td><strong>LIS 575</strong></td>
<td>MS and PhD courses; 17 years post PhD as an active researcher; previous experience teaching the course in other programs</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 531</strong></td>
<td>1 year experience in academic library working in development; continuing education in the area</td>
</tr>
<tr>
<td>Lloyd</td>
<td><strong>LIS 525</strong></td>
<td>MLS courses; 6 years experience administrating school libraries; 6 years experience as a school librarian</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 532</strong></td>
<td>MLS courses; 6 years experience administrating school libraries; 6 years experience as a school librarian</td>
</tr>
<tr>
<td></td>
<td>course</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Nesset</td>
<td><strong>LIS 505</strong></td>
<td>MLIS and PhD work; 5 years teaching similar course at McGill University</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 523</strong></td>
<td>PhD courses; directly related to research interests and expertise</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 580</strong></td>
<td>MS and PhD courses; monitors current issues.</td>
</tr>
<tr>
<td>Perrault</td>
<td><strong>LIS 505</strong></td>
<td>MS and PhD coursework; 6 yrs. experience as school librarian; experience as a school district coordinator of libraries and research</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 524</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>LIS 535</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>LIS 525</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>LIS 536</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>LIS 585</strong></td>
<td></td>
</tr>
<tr>
<td>Peterson</td>
<td><strong>LIS 516</strong></td>
<td>10 yrs. experience as an academic librarian; MLIS course work; compiler of social science published bibliographies 1984-1990</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 518</strong></td>
<td>10 yrs. experience as an academic librarian; MLIS course work</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 522</strong></td>
<td>10 yrs. experience as an academic librarian; MLIS course work; compiler of social science published bibliographies 1984-1990</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 523</strong></td>
<td>10 yrs. experience as an academic librarian; MLIS course work</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 542</strong></td>
<td>MLIS course work; lifelong user of public libraries</td>
</tr>
<tr>
<td>Soergel</td>
<td><strong>LIS 571</strong></td>
<td>Expertise in information organization and ontology; 42 yrs. experience teaching in information science</td>
</tr>
<tr>
<td>Sun</td>
<td><strong>LIS 506</strong></td>
<td>MS course work; MS in computer science; programming experience</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 566</strong></td>
<td>MS and PhD course work; several yrs. of experience in information retrieval system design and evaluation in both academic and industrial environments</td>
</tr>
<tr>
<td>Faculty</td>
<td>Course</td>
<td>Experience Details</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>--------------------</td>
</tr>
<tr>
<td>VanScoy</td>
<td><strong>LIS 518</strong></td>
<td>Course topic is primary research area; 12 years of experience providing reference and information service; 9 years of experience hiring, training and supervising reference and instruction librarians</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 584</strong></td>
<td>12 years of experience as an academic librarian; 9 years of experience as a manager in an academic research library</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 503 (Diverse Users)</strong></td>
<td>12 years of experience providing service to diverse users; served as chair and member of a library diversity committee; presentations and publications on the topic</td>
</tr>
<tr>
<td>Wang</td>
<td><strong>LIS 506</strong></td>
<td>2 yrs. of experience in IT industry; 6 yrs. experience teaching course (1 yr. at University of Maryland); PhD concentration in information science/technology</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 561</strong></td>
<td>2 yrs. of experience in IT industry;</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 563</strong></td>
<td>PhD concentration in information science/technology</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 569</strong></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td><strong>LIS 505</strong></td>
<td>MSLS and PhD in Library and Information Studies; 13 years library professional field experience in public, academic and state libraries</td>
</tr>
<tr>
<td></td>
<td><strong>LIS 531</strong></td>
<td>MSLS and PhD in Library and Information Studies; 13 years library professional field experience in public, academic and state libraries</td>
</tr>
</tbody>
</table>
MSLS and PhD in LIS with concentration in management of LIS organizations; 13 years library professional field experience in public, academic and state libraries; 10 years retail management experience; 4 years of higher education academic program leadership experience; 31 total years of management/leadership experience; consulting experience in library management and service evaluation; and 7 years research experience in management of LIS organizations.

**Classes in bold** – required for all MS students

**Classes italicized** - required for SL program

*LIS 585 substitutes for LIS 581 for SL students

### Table III.12 Relevant Experience of Current Faculty in Years

<table>
<thead>
<tr>
<th>Faculty</th>
<th>LIS/Related Education</th>
<th>School</th>
<th>Academic</th>
<th>Public</th>
<th>Special</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abramovich</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Battleson White</td>
<td>5</td>
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Standard III: Faculty
Interaction with Faculty of Other Disciplines

The University, GSE, and DLIS strongly encourage interdisciplinary collaboration. DLIS faculty have created, or responded to, opportunities to engage in collaborations that advance faculty research programs and contribute to the intellectual life of the department. DLIS faculty members have the following interdisciplinary collaborations:

- Dr. Battleson White collaborated with Dr. Rodney Haring (Social Work) (affiliated with both the University of Arizona, Roswell Park Cancer Institute and a member of the Seneca Nation) on two publications investigating diabetes and obesity health interventions among aboriginal and Native American youth;
- Dr. Julien collaborated with GSE colleagues on a UB internal Communities of Excellence grant proposal;
- Dr. Nesset is a member of the interdisciplinary New Literacies Group in the GSE;
- Dr. Peterson was collaborating with Dr. James Holstun in the UB Department of English, proofreading and consulting on William Wells Brown, and with Dr. Robert Shibley, UB School of Architecture and Planning on urban planning and community engagement regarding low-income housing in Buffalo, and on Open Buffalo;
- Dr. VanScoy is collaborating with a colleague in the Department of Learning and Instruction on problem-solving as a professional strategy for educators and librarians;
- Dr. Sun co-authored an NSF proposal with a Department of Learning and Instruction faculty member, and collaborated on a GSE proposal UB Research Institute for the Science of Learning;
- Dr. Soergel worked on a UB proposal for a Clinical and Translational Science Award as Key Function Director for Tracking and Evaluation, involving many units across UB, and he is an active as a member of the Buffalo Ontology Group;
- Dr. Wang worked with Dr. Rohini Srihari in the Department of Computer Science on developing a syllabus for an undergraduate/graduate course of information retrieval, summer 2014; with Dr. Neil Coffee in the Department of Classics on research on cross-language allusion detection; and with Dr. Neil Coffee in the Department of Classics, Dr. Jeff Good in the Department of Linguistics, and Dr. Alex Reid in the Department of English to plan and run a workshop on Text Analysis using R, in April 2014;
- Dr. White is collaborating with Dr. Ming Chiu, Department of Educational Psychology at Purdue University; and,
- DLIS faculty have served on dissertation committees in the UB Department of Learning and Instruction, the UB Department of Anthropology, the UB Department of Sociology, the UB Department of Public Health, and the UB Department of Civil Engineering.

Maintain Liaison with the Field

Every faculty member maintains an active and close liaison with the profession as demonstrated by their consultation work, cooperative grant writing, service learning projects, joint authorship, and professional association activities. Additionally, faculty members bring professionals from the field into their classes for presentations and/or demonstrations. Several courses take students to local information centers or libraries.
for first-hand presentations. Faculty members also supervise numerous practica and special projects guided by on-site practitioners in the field. Among them, DLIS faculty have or are liaising in the following ways:

- served on the Committee on Accreditation of the ALA Office for Accreditation;
- served as President-Elect (2009) and President (2010) of the Association for Library and Information Science Education (ALISE);
- served as Board Member (Marketing and External Relations) of ALISE;
- served separately as President and as Treasurer for the Canadian Association for Information Science;
- served as committee chairs for the Association for Information Science and Technology and for ALISE;
- served on the advisory boards of local information agencies and the board of the Western New York Library Resources Council;
- serving on the editorial boards of multiple journals;
- reviewed for multiple journals, many prestigious;
- served as grant reviewers for the National Science Foundation, Institute of Museum and Library Services, OCLC, and the Social Sciences and Humanities Research Council of Canada; and,
- served on conference organizing committees for multiple conferences and many workshops.

Nurture an Intellectual Environment That Enhances the Accomplishment of Program Objectives

The MS Program Goals are discussed in individual courses as they pertain to course learning objectives and to individual assignments. The requirement (beginning in fall 2012) that students create a study planner and Portfolio (http://gse.buffalo.edu/lis/portfolio) in which they reflect on their learning experiences in the context of the Program Goals creates an intellectual environment in which the Program Goals are part of the discourse. Further ways to create such an intellectual environment are discussed in Standard III.2 in the section headed “A Stimulating Learning and Research Environment.”

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

Faculty assignments are determined in consultation between the Chair and individual faculty members, to meet program needs and to match particular faculty competencies with service needs. The general teaching load for tenure-track faculty is four courses per year, whether online seated, or hybrid. In consultation with the Department Chair and with approval of the Dean, other teaching loads may be agreed upon, depending on extra service or research activity. Pre-tenure faculty are given one course release during their first five years to focus on research. Faculty may also “buy out” of a course as part of a research grant. Conversely, faculty have the opportunity to teach in the summer for
extra pay. The standard course load for clinical faculty is eight courses per year; it may be reduced if other duties are assigned. Exceptions to these standards include the Chair’s teaching load, which is two courses per year, and those periods when faculty members buy out a course as part of a research grant. Courses are assigned by the Chair who confers with faculty to determine the courses that fit their experience and interests and balances faculty preferences with curricular needs. Table III.11 provides a list of courses taught by individual faculty members. Table III.13 below shows the number of independent studies and theses supervised by faculty, and their memberships on thesis and examination committees.

Table III.13 Independent Studies, Theses Supervised, and Examination Committees, 2012-2014

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Independent Studies</th>
<th>Theses Supervised</th>
<th>Thesis/Examination Committees</th>
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<td>Amy VanScoy</td>
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Students are assigned faculty advisors by the Chair based on match of interests but also making sure that advising loads do not become unbalanced. All SL students are advised by the School Librarianship Program Coordinator, who has significant experience as a school librarian, and who has taught as an adjunct for DLIS for several years. The DLIS advising policy is available at: http://gse.buffalo.edu/lis/advising-policy. Faculty advisors and students use a standard Plan of Study to guide their decision-making (linked from http://gse.buffalo.edu/lis/advising-policy) (appended). This Plan is discussed and updated every semester. Faculty advisors advise about 20 students per semester, on average. School Librarianship students are all assigned to be advised by Ms. Jessica Purvis, so her advising load is higher. In addition, untenured faculty members generally are assigned fewer advisees than tenured, senior faculty members.

Committee assignments for DLIS committees are made by the Chair in consultation with the faculty. Faculty members serve on one DLIS standing committee. DLIS committees are chaired by tenured faculty, to protect untenured faculty from service overload. Faculty serve on a range of GSE, UB, local, regional, national, and international bodies; these responsibilities are listed in Table III.4.

**III.8 Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.**
The general policies for the systematic evaluation of faculty (i.e., the appointment, promotion, and granting of tenure) are stipulated in the Faculty/Staff Handbook under the University's Policies, Procedures, and Criteria for Faculty Personnel Actions (http://www.business.buffalo.edu/UbbContent/Hrs/facultyhandbook/III.htm). While the criteria of excellence in research, teaching, and service are the foundation of the University's promotion and tenure review process, the University recognizes the differences among the disciplines and defers to the various schools in their interpretation and application of these policies in light of the unique programmatic, research, and service cultures of their disciplines. The operationalization of these general University policies and procedures as they pertain to GSE are stipulated in the document “Appointment, Reappointment, Promotion and Tenure Policies of the GSE” (http://gse.buffalo.edu/gsefiles/documents/internal/GSE-Faculty-Guidelines.pdf). These policies and procedures are designed to ensure that the GSE maintains a high degree of excellence in the appointment, reappointment, promotion, and granting of tenure to faculty, and that, through the systematic adherence of these transparent procedures, the School maintains fairness and integrity in the process of making decisions regarding appointment, reappointment, promotion, and granting of tenure to faculty. Faculty are required to submit an annual report to the DLIS Dean (appended); that report is used as a basis for an annual discussion between each faculty member and the DLIS Chair. The discussion focuses on faculty productivity, as well as opportunities for development and additional support. The DLIS Chair reviews each annual report with the Dean, who makes further suggestions for development or emphasis.

The Faculty Evaluation Process

The degree and method of involvement depends on the level of activity: new appointments, reappointments, promotion, or tenure. In the GSE, faculty are evaluated at the following steps:

- new appointments (usually as assistant professor);
- first reappointment (3rd semester);
- second reappointment (6th semester);
- promotion to associate professor with tenure; and,
- promotion to full professor.

The same basic criteria apply at each step, but with ever increasing thresholds. Initial appointment is based on the candidate’s promise as an instructor and scholar, but at each subsequent step, actual accomplishments play a greater role.

- **New Appointments** - A search committee is appointed by the DLIS Chair and is comprised of DLIS faculty, at least one external member, and one DLIS student. Students are directly involved in the recruitment of new faculty. Students are invited to attend candidates’ lectures, all interviewed candidates meet with students during the interview process, and students are invited to provide feedback to the search committee about each candidate’s suitability for the position. The search committee recommends a ranked list of candidates to the DLIS Chair, who makes a recommendation to the Dean.
- **Reappointment, Promotion and Tenure** - Candidates for any of the reappointment, promotion and tenure steps are first evaluated by all DLIS tenure-track faculty members with voting eligibility determined by the step at which the candidate is being evaluated. For instance, all tenure-track faculty, regardless of rank, may vote on those who are candidates for first and second reappointments, but only tenured faculty may vote on those who are candidates for promotion and/or tenure. Once a decision on a candidate has been made at the departmental level, the Chair writes a letter based on the faculty recommendation and her own assessment of the dossier. The dossier and the Chair’s letter are submitted to the GSE Personnel Committee, which consists of two tenured faculty from each department. The GSE Personnel Committee makes a recommendation to the Dean, who makes a decision regarding first and second reappointments.

Candidates coming up for tenure and/or promotion to associate or full professor are evaluated by faculty members holding the ranks of Associate Professor or above, students, and also by scholars in the field. A formal vote is taken among eligible DLIS faculty; the vote and notes from the meeting where the candidature has been discussed are incorporated into the Chair’s letter, which becomes part of the applicant’s dossier. The dossier is then sent to the GSE Personnel Committee for discussion and vote, after which a recommendation is made to the Dean. The Dean writes his or her own recommendation letter, and the dossier goes to the Presidential Review Board, which makes a recommendation to the Provost and the President of the University, both of whom make their own recommendations. Final approval of tenure and promotions comes from the SUNY Chancellor; candidates are kept abreast of decisions at each step in this process. Faculty who have been reappointed or been denied reappointment receive a letter of explanation and recommendations.

All faculty members submit annual reports on their activities in the areas of teaching, research, and service to GSE via an annual report form (appended). All faculty meet annually with the Chair to review their progress in teaching, research, and service and discuss progress towards tenure. The Chair meets with pre-tenure faculty monthly to discuss challenges and concerns relating to any aspect of their professional obligations. In addition, the GSE has hosted meetings for pre-tenured faculty once per semester to allow for networking among pre-tenured colleagues in other GSE departments and an opportunity to speak with/seek advice from senior GSE faculty on research, teaching and the reappointment, promotion and tenure process.

**Involvement of Students in Faculty Appointment and Evaluation**

Students are engaged in both the appointment and the ongoing evaluation of faculty. The most basic way for students to inform the evaluation of faculty is through course evaluations. DLIS has used a standard online course evaluation system created for the College of Arts and Sciences until fall 2014, when a UB-wide online course evaluation system was implemented for the first time. For new appointments, the search committee includes a student representative. Students are invited to the candidates’ presentations, meet separately with candidates during on-campus visits, and are asked to submit evaluation forms for the consideration by the search committee. For reappointments and applications for tenure/promotion, a request for evaluation of the candidate is sent to students who have attended courses taught by the candidate; the
evaluation takes the form of a letter, provided by email or on paper. These letters are included in second reappointment, and tenure and promotion dossiers.

**Evaluation Criteria and Their Implementation**

**Teaching Effectiveness**

Evaluation of teaching effectiveness is based on the following:

- the candidate's teaching Portfolio, which includes a statement outlining the candidate's educational philosophy and approach, including how theory and research are integrated into courses, and selected course syllabi;
- student evaluations scores and comments;
- evidence of course development, classroom observation, advising and mentoring of students; and,
- confidential letters from students evaluating the candidate’s performance in the classroom.

**Research Performance and Productivity**

The GSE Appointment, Reappointment, Promotion and Tenure Policies recognize differences among faculty research interests and methodologies, thus no one standard can be applicable to all faculty research activities. The policies recognize that it would be inappropriate to channel faculty scholarship into any single common mold. Consequently, the policies support innovation and cutting-edge interdisciplinary studies. However, the policies clearly state that faculty are to be evaluated in terms of their overt demonstration of achievement in the publication of research through books or in refereed journals, and in terms of their promise of continued development. While the policies do not establish any required level of publication activity, they do suggest that for promotion to associate professor with tenure the candidate should have, on average, two journal publications of high quality per year (or equivalent). Recently, the GSE is benchmarking faculty productivity against norms published by the Association of American Universities (of which UB is a member), so those are included in the faculty annual report for comparison purposes and to give faculty productivity goals to strive toward. The policies make clear that meeting the criteria of research productivity for promotion is not based solely on the quantity of publications but also on the quality of those publications and their impact on the field. Assessments of the quality and impact of a candidate's research program is also established by the review of the candidate’s research by both external and internal reviewers.

**Service**

Candidates for promotion are evaluated on their service contributions to the University, the School, the Department, the profession, and the community. While a candidate's contributions to service are an important criterion for promotion, service, in and of itself, is not a sufficient basis for promotion. Consequently, pre-tenure faculty members are advised to be careful not to engage in service to a degree where it interferes with their research productivity and their teaching responsibilities. The DLIS Chair advises pre-tenure faculty to monitor service commitments carefully, and she limits their involvement in departmental committees to service on a single committee.
Evaluation of Part-Time Faculty

The DLIS Chair reviews all course evaluations each semester for part-time faculty. Student course evaluations are important in evaluating the performance of adjunct (part-time) faculty and in deciding whether to continue using particular adjunct faculty. The Chair may also review course materials. Additionally, lead faculty may make recommendations to the Chair regarding continued use of a particular adjunct faculty member.

Conclusion

To summarize, as a group DLIS faculty are qualified, productive, and engaged in the field as a whole. Their accomplishments and productivity are fairly judged by standard policies and with input from peers, students, and experts in the field.

Appendices to Standard III (available in electronic version only)

1. Faculty CVs
2. Part-time Faculty CVs
3. Adjunct Faculty Focus Group Minutes
4. Research Seminar Series posters
5. Faculty Travel Policy
6. Course Evaluation Summaries, 2012 to 2014 (Old Format)
7. Course Evaluation Summaries, Fall 2014 (New Format)
8. Course Evaluation Response by Semester
9. Exit Surveys
10. List of Faculty Publications
11. Plan of Study
12. Faculty Annual Report Form
Standard IV: Students

Standard IV.1 The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the school's mission and program goals and objectives.

All recruitment and retention activities are consistent with the Department of Library and Information Studies’ (DLIS) Mission and Goals, which reflect our attempts to provide a dynamic environment characterized by excellence in research, teaching, and service. We work to foster diversity and a global perspective among our students. Our recruitment and retention policies are not codified in writing, but are expressed in the decisions we make and the actions we take.

Recruitment and Retention

The University at Buffalo’s (UB) Office of Equity Diversity and Affirmative Action Administration is responsible for overseeing policies regarding recruitment of faculty, staff, and students (http://affirmativeaction.buffalo.edu/about.htm). The Graduate School at UB hosts information sessions throughout each semester for prospective graduate students (http://grad.buffalo.edu/Prospective_Students.html). Additionally, the Graduate School hosts regional recruitment fairs across the United States (http://gse.buffalo.edu/admissions/events). International recruitment fairs are held in Asia, India, the Middle East, Turkey, and Canada (http://www.buffalo.edu/internationaladmissions/recruitment-event-calendar.html). The DLIS Chair met in fall 2013 with the UB Vice-Provost for International Education, Dr. Stephen Dunnett, to request that the MS program be specifically included in international recruitment activities. This request was met with enthusiasm, and when the new MS program brochures were produced (see below) these were provided to the Office of International Education for recruitment purposes. The results of these efforts have yet to bear significant fruit, but we expect that this investment of effort will result in increased international recruitment in the long term. In addition, a recent visiting scholar to DLIS, Professor Shuqing Li, is promoting our program at his home institution, Nanjing University of Finance & Economics in the People’s Republic of China. In addition, the DLIS Chair actively promotes study abroad opportunities, encouraging our students to expand their global perspectives; several students have done so. The DLIS Chair is working with the University of Pretoria in South Africa to establish student exchange opportunities, and discussions with colleagues at Tel-Aviv University in Israel are beginning to explore similar opportunities. All of these efforts increase the profile and reputation of DLIS and our MS program, and in the long term should also result in increased international enrollment.

The website of the Graduate School of Education includes a prospective student section (http://gse.buffalo.edu/prospective) providing up-to-date information about admission, financial aid, degree requirements, financial aid, programs for international students,
housing, scholarships and tuition costs. Student recruitment activities include efforts by
the Chair, the DLIS Marketing and Recruitment Committee (ad hoc), the GSE
Admissions Office, and the GSE Office of Online Programs, providing an excellent
example of cooperation and engagement. The GSE website includes an updated listing
of recruitment events to be held on campus and at recruitment fairs throughout the
region (http://gse.buffalo.edu/admissions/events). Furthermore, a listing of on-campus
and virtual information sessions is provided (http://gse.buffalo.edu/admissions/info-
sessions). These virtual sessions may be attended by prospective students interested
specifically in online programs or who simply cannot attend information sessions in
person.

DLIS had new recruitment brochures and a poster professionally designed in 2013-14
(http://gse.buffalo.edu/gsefiles/documents/departments/LIS%20Admissions%20Broc
hure%2003-2014.pdf) with information about the program. These materials are sent to
prospective students, made available in regional libraries, prominently displayed at
conferences (e.g., New York Library Association Conference) and alumni gatherings
(e.g., New York Library Association Alumni Reception, Association of Library and
Information Science Education, and American Library Association events), and
distributed at job and recruitment fairs. The brochure points out career opportunities in
DLIS and describes the advantages of the MS program at UB. This information is also
provided on the Department’s website at http://gse.buffalo.edu/lis/admissions. These
materials complement a vertical banner that is used for recruitment and alumni events.
In addition, DLIS had several recruitment videos prepared in 2014 which focus on
alumni from the program. These are linked from the DLIS website home page.

Modes of recruitment coordinated by GSE have included the following (depending on
budget):

- Attendance at more than 20 graduate fairs during the Fall semesters to promote
  all of GSE’s programs, including DLIS;
- Participation in UB’s Graduate School Information Day;
- Information sessions (3 per academic year) delivered face-to-face and online;
- Directly emailing UB undergraduate student lists promoting DLIS and
  announcing information sessions;
- Google AdWord campaign;
- Directly emailing all academic library paraprofessionals in the State University of
  New York and the City University of New York (CUNY), promoting the MS
  program (SUNY provides tuition scholarships (one course per semester) for
  employees);
- Development of an undergraduate portal which includes DLIS program
  information;
- Mailing print brochures to all career services offices in SUNY/CUNY; and,
- Mailing letters and brochures about the program to recent graduates from local
  and regional undergraduate programs.

**Direct DLIS Recruitment**

In November of each year, members of the DLIS participate in the GSE Open House
event. The intended audience is UB undergraduates who may be interested in a career in
education or information studies. This event also attracts individuals from the Western New York area who are interested in a graduate degree but are not current students at UB. Until fall 2014, each GSE program had a table with faculty representatives prepared to answer questions about the program; in fall 2014, the format was changed so that DLIS hosted a panel presentation for prospective students. The panel included a faculty member, an alumnus, and a student. Each semester the GSE Admissions Office hosts both a face-to-face and virtual MS Information Session. Attendees meet with program representatives to discuss opportunities to earn the MS in face-to-face, blended and fully online formats, as well as application requirements, and career opportunities. For those unable to attend information sessions in real time, a direct link is provided to a video recorded information session, via the DLIS website’s homepage and the “Admissions Requirements for MS Degree Program” page (http://gse.buffalo.edu/lis/choose). In addition, the GSE recently established a Dean’s Scholarship for Educational Diversity and Excellence, focused on increasing the diversity of the student body; Dr. Ying Sun represents DLIS on the adjudication committee for that scholarship.

Other DLIS initiated recruitment activities have included the following (full list appended):

- Presentations by the DLIS Chair to introduce undergraduate advisors to the field and possible career options for their advisees;
- Informational presentations at public libraries in the Buffalo and Rochester areas; and,
- Participation of DLIS Faculty in the UB “Sit With Me” career fair held to attract women into technology-related professions.

To reach out to paraprofessionals and others involved in the information studies field, DLIS purchases a vendor’s table at the annual New York Library Association conference. The table contains materials and information about the MS programs at UB and department volunteers, including current students, staff the table to engage prospective students and answer questions.

In October, 2013, an ad hoc committee was struck to assist with the marketing of the program and promote student recruitment. For 2013-14, this Marketing and Recruitment Committee consisted of DLIS faculty members Dr. Valerie Nesset and Dr. Ying Sun, Accreditation Assistant Benjamin Poremski, and Adjunct Instructor and program alumna Vanessa Paniccia. For 2014-15, School Library Program Assistant and Adjunct Instructor Jessica Purvis, also a program alumnus, replaced Ms. Paniccia. The Committee meets approximately three times per semester. The activities of the Marketing and Recruitment Committee are guided by the DLIS Strategic Plan, and projects are undertaken to meet the mission of increasing department enrollment and promoting the program to prospective students. Additionally, the Marketing and Recruitment Committee has been involved with projects to increase the connections between the program and its graduates to build a stronger alumni network.

To promote careers in library and information studies and to recruit students to the program, the Marketing and Recruitment Committee has created and printed promotional material, including a brochure and poster. The Committee has coordinated advertising in the Mid-Atlantic Regional Archives Conference program and on the NYLA website to encourage paraprofessionals to apply to the UB MLS program. Members of
the Committee have organized and participated in online and in-person presentations, panels, and career nights to promote library careers and recruit students. Minutes and agenda for the Marketing and Recruitment Committee are appended.

To develop communications with alumni, with the help of Carolyn Klotzbach (2013-14 DLIS Graduate Assistant), DLIS assessed the alumni connections environment in spring 2013. This Alumni Connections Report (appended) identified as problems limited resources to maintain existing communications channels (listservs, a DLIS Facebook page (https://www.facebook.com/ublisofficial), LinkedIn group (https://www.linkedin.com/groups/University-Buffalo-Library-Information-Studies-2936203), blog, and Twitter account) and a lack of information flow to designated points of contact for communications channels. The Alumni Survey of spring 2014 showed that only one-third of respondents kept in touch with the program through existing social media channels, and one-half continued to receive news through the listserv (Alumni Survey appended).

To address the above concerns, the Marketing and Recruitment Committee concentrated its resources on the Facebook and LinkedIn pages, and designated Mr. Benjamin Poremski as the point of contact and manager of department social media. Creation of a department newsletter was also a recommendation, and the DLIS Advisory Board assumed responsibility for this project, publishing *The Informed: A Newsletter of the Department of Library and Information Studies* in electronic form beginning in fall 2014 (http://gse.buffalo.edu/gsefiles/documents/departments/The%20Informed%20Vol.%2001.pdf). Members of the Marketing and Recruitment Committee also meet with alumni at the annual American Library Association, New York Library Association, and NYLA-Section of School Librarians conferences.

**Minority Recruitment/Retention**

DLIS and GSE support and adhere to the policies regarding diversity as adopted by the State University of New York. The UB Office of Equity, Diversity, and Inclusion promotes equal access, meaningful academic and intellectual inclusion in curriculum, research and service, and holistic integration of our state’s underrepresented and economically disadvantaged populations into the academic culture of higher education at all levels (http://www.suny.edu/provost/odee/). In common with the library profession as a whole, there is a large proportion of students identifying themselves as White (77%) enrolled in the MS program as of fall 2014. The latest ALISE statistics indicate that the mean proportion of White students in LIS programs is 71%. The DLIS enrollment of students from underrepresented populations has remained at approximately 7% since fall 2012; 15% of students do not declare their racial identity (this preference to not declare has increased over time).

One specific initiative undertaken annually by the new DLIS Chair is to send a personalized email to all McNair Scholars in the U.S., encouraging them to consider studying library science, and specifically to consider the UB MS program. UB hosts visits by McNair Scholars annually, and DLIS faculty were available to meet with any of those visitors in summer 2014; however, none of the Scholars expressed interest in our MS program. The DLIS Marketing and Recruitment Committee continues to explore and implement methods of increasing diversity and recruiting minority students into...
the program. DLIS will be represented at the 2015 REFORMA conference and the 2015 conference of the Black Caucus of the American Library Association, for example. The Graduate School of Education does not participate in recruitment visits at NYS institutions that traditionally have low turnout rates since it is not cost-effective, therefore visits to recruitment events in urban, high-minority populations by GSE Admissions personnel is limited. The GSE does, however, actively participate in several specific graduate fairs in order to identify qualified applicants from under-represented groups. These include the following (depending on budget):

- McNair Scholars Graduate Fair and minority database;
- University of Illinois at Chicago Graduate Fair;
- Atlanta University Consortium Graduate Fair for Historically Black Colleges;
- California Diversity Forum;
- Howard university Minority Recruitment Fair;
- Recruitment at Buffalo State College (SUNY);
- Targeted emails to minority applicants; and,
- Targeted emails to specific majors on campus as well as student groups and clubs.

Retention

Since 2012, 14% of enrolled students have left their program before completion. This figure includes one student who switched between the two programs (MS in Information and Library Science and MS in School Librarianship). DLIS makes significant effort to retain students who enroll in the MS program by providing an excellent learning experience and providing easily accessible and useful information through multiple channels, including prompt, accurate, and friendly responses online and in person from DLIS staff and faculty, via the DLIS website, monthly meetings between the DLIS Chair and student leaders, regular town hall meetings between the DLIS Chair and all students, and regular use of the student listserv to disseminate information and to solicit feedback. The system of faculty advisors ensures that students have a designated point of contact to discuss issues and concerns as these arise. Student advising is a valued aspect of the teaching role, and we work hard to ensure that we are providing supportive and helpful advising. Because we have received feedback in Student Exit surveys that advising has been uneven, we are investing effort in researching best advising practices, and we are in the process of creating additional advising resources for faculty. DLIS also provides a UBlOWs (University at Buffalo course management system) “Orientation” course for all students in which all students are automatically enrolled. The course is accessible from the beginning through to the end of their programs. This resource provides a wealth of welcoming and programmatic information, as well as guidance for success. Incoming students (seated and online) are welcomed each fall and spring with an on-campus reception, to which all students, faculty, and adjunct faculty are invited. Student leaders make a point of attending, to introduce themselves and to showcase a range of student organizations. Course evaluations are reviewed each semester by the DLIS Chair, and development advice is provided where appropriate, to ensure that courses are taught well. DLIS also supports student organizations and chapters, student-led events (such as the “Hire Me” workshop), hosts speakers (most of which are recorded for the benefit of online students), and provides appropriate infrastructure (physical and technological
resources) to support student learning. We are dedicated to providing students with an excellent learning experience, and take every opportunity to improve our practices and provide resources to create such experiences.

Applications and Admissions

Admissions are accepted for fall, spring, and summer, although we are actively discouraging summer admissions (we do not offer core courses in the summer, and this handicaps students who should be taking LIS 505 and LIS 506 in their first semester). Currently, nearly all initial enrollments occur in fall and spring. The University administration sets enrollment targets for decanal units, and decanal units set enrollment targets for departments. The enrollment targets for DLIS were 189 for fall 2014 (newly admitted and returning students). In fall 2014 DLIS enrolled 185 (78 seated and 107 online) MS and 32 students SL students, for a total of 217 students (plus 4 Advanced Certificate students), exceeding our targets. Although enrollment had been declining prior to 2014, as is the case recently for LIS programs generally (learned anecdotally from other Deans, Directors, and Chairs, since available ALISE Statistics are not current), there has been little direct impact on DLIS. However, the GSE Dean, Dr. Jaekyung Lee, is clear about assigning resources on the basis of enrollment and research productivity in future, so the fact that we exceeded enrollment targets for fall 2014 bodes well for future support. Enrollment trends since 2004 are evident in Table IV.1 below; in particular it is clear that the trend is for increased proportions of students to study online, rather than on campus (currently 66% of our student body studies online). Enrollment in spring 2015 includes 57 seated MS in Information and Library Science students, 112 online MS in Information and Library Science students, 37 MS in School Librarianship students, 4 Advanced Certificate students, and 10 non-matriculated students.

The DLIS faculty have discussed our response to the trend towards increased proportions of online students, and we have identified a need to focus on enhancing the experiences of our online students. Although we make all DLIS activities accessible to our online students to the greatest extent possible (e.g., “online” orientation in the form of a UBlearns “Orientation” course, and recording guest talks), we are working with the GSE Office of Online Education to explore other ways to enhance the experience of our online student learners. At the fall 2014 town hall meeting with students, the DLIS Chair asked students about their views on a possible required, on-campus orientation experience for all students, seated and online. This idea received a mixed response, and several online students indicated that such a requirement would have prevented them from applying to the program. Since our actual goals are to increase engagement and affiliation, we are not pursuing the on-campus orientation idea further at this time, but seeking other techniques to fulfill these goals.
### Table IV.1 Enrollment Trends, 2004-2014

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS Information &amp; Library Science (seated)</td>
<td>286</td>
<td>287</td>
<td>293</td>
<td>262</td>
<td>251</td>
<td>254</td>
<td>275</td>
<td>272</td>
<td>151</td>
<td>108</td>
<td>78</td>
</tr>
<tr>
<td>MS Information &amp; Library Science (online)</td>
<td>0</td>
<td>23</td>
<td>44</td>
<td>64</td>
<td>60</td>
<td>107</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Certificate</td>
<td>8</td>
<td>14</td>
<td>11</td>
<td>7</td>
<td>3</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>MS School Librarianship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIS subtotal for matriculated students</td>
<td>294</td>
<td>301</td>
<td>304</td>
<td>269</td>
<td>254</td>
<td>260</td>
<td>305</td>
<td>337</td>
<td>250</td>
<td>204</td>
<td>221</td>
</tr>
<tr>
<td>Non Matrics</td>
<td>12</td>
<td>16</td>
<td>10</td>
<td>9</td>
<td>15</td>
<td>3</td>
<td>8</td>
<td>10</td>
<td>8</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Continuing Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All admission applications are made online via the GSE interactive graduate application site (http://gse.buffalo.edu/apply#lis). While there is a separate online application for students wishing to complete their program fully online, there is no longer a separate online cohort system. All students must meet the same requirements for admission and go through the same review process. The online application system tracks applicants who start but do not complete the application process to allow for communication with potential applicants and to be of assistance in completing applications. GSE maintains a frequently asked questions (FAQ) page on their website to help potential students with the application process (http://gse.buffalo.edu/admissions/faq).

In accordance with UB and GSE policies, all applicants must hold a baccalaureate degree from an accredited institution and show evidence of an ability to perform at the master's degree level. Evidentiary materials considered for admission include the following: undergraduate GPA (considering, if needed, the institution, the year the degree was awarded, grade distribution over types of courses, and whether grades have improved over time); graduate GPA; Statement of Educational and Career Goals; at least two letters of recommendation (as a rule, at least one and preferably two are from former academic instructors); entrance examination scores (optional, but required starting fall 2015, to meet new New York State Education Department requirements); full resume (optional); and employment history (in particular experience in libraries or other information agencies) (http://gse.buffalo.edu/lis/choose#admissions).
To be admitted, the applicant must have an undergraduate GPA of 3.0 or above. Applications with an undergraduate GPA below 3.0 are reviewed by the DLIS Admissions and Academic Standards Committee for provisional admission, based on the types of evidence outlined above. These applicants often supply optional evidence of capability. The AASC makes a recommendation to the DLIS Chair specifying reasons for admission. The Chair may either decline admission or forward the application to the Dean of the Graduate School of Education, who upon favorable review forwards the application to the UB Graduate School for a final decision. Students admitted provisionally must successfully complete 12 credit hours with a GPA of 3.0 or better or they may be dismissed from the program. These conditions are outlined in the provisional admission status agreement letter as well as in the DLIS Academic Regulations (http://gse.buffalo.edu/lis/academic-regulations). Applicants with a GPA below 3.0 are not eligible for direct admission to the MS in School Librarianship; these applicants may be admitted provisionally to the MS in Information and Library Science program, and after successfully completing 12 credit hours of study, may transfer to the SL program.

International applicants must also include the following:

- TOEFL score report (must not be more than two years old from the time the student begins classes) with a minimum of 213 for a computer based test, 550 for a paper based test and 79 Internet based test (institution code: 2925);
- IELTS minimum score of 6.5 (with no subsection score below 6.0);
- GRE score report (no more than five years old);
- Passport Biographical Page - a copy of the applicant’s passport biographical page is required;
- Proof of degree and original transcripts with certified translations. These transcripts must be translated into the US grading system through the World Education Services; and,
- Financial documentation; international graduate applicants must document their ability to pay for all costs incurred while studying in the U.S. All financial forms and supporting documentation must be originals with original signatures and be dated within one year of the time the applicant intends to enroll at UB. An official bank statement translated into U.S. dollars and/or letters of support.

Admission statistics taken from UB’s GrAdMIT (graduate application manager system) appear in section IV.3.

**General DLIS Student Data**

**Fall 2014 Statistics at a Glance:**

- 77 % of students identifying gender on forms identify themselves as female;
- 95 % of students are New York State residents;
- 77 % of students identify their racial identity as White;
- 66 % of students identifying age identify themselves as under the age of 35;
- 75 % of students are part-time; and,
- 64% of students have chosen to complete the MS degree fully online.
The proportion of female to male students has declined slightly since Fall 2012, but remains significantly larger than overall graduate enrollment of 50.2% male, 49.8% female in 2013-14, the most recent year for which statistics are available. Demographic details are available in the Common Data Set 2013-14, appended.

Source: UB GradAdmit Data, 2012-2014
Proportions of student race/ethnicity have remained very similar since 2012.

**Figure IV.3 Student Ethnicity, Fall 2012 – Fall 2014**

Proportions of full- and part-time students have also remained stable. Ethnicity statistics for graduate students are not available at an institutional level, but data for 2013-14 undergraduate ethnicity is provided in Table IV.2 below. Further details are available in the Common Data Set 2013-14, appended.

**Table IV.2 Undergraduate Enrollment by Racial/Ethnic Category, 2013-14**

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Undergraduates (degree and non-degree)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident aliens</td>
<td>3285</td>
<td>16.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1314</td>
<td>6.6%</td>
</tr>
<tr>
<td>Black or African American, non-Hispanic</td>
<td>1346</td>
<td>6.8%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>9774</td>
<td>49.3%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native, non-Hispanic</td>
<td>40</td>
<td>0.2%</td>
</tr>
<tr>
<td>Asian, non-Hispanic</td>
<td>2535</td>
<td>12.8%</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander, non-Hispanic</td>
<td>15</td>
<td>0.1%</td>
</tr>
<tr>
<td>Two or more races, non-Hispanic</td>
<td>401</td>
<td>2.0%</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>1121</td>
<td>5.7%</td>
</tr>
<tr>
<td>Total</td>
<td>19831</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Figure IV.4 shows that a significantly greater percentage of LIS students are enrolled part-time than the 32.9% of graduate students university-wide who were enrolled part-time in 2013-14. Further details are available in the Common Data Set 2013-14, appended.

Figure IV.4 Student Attendance by Full- and Part-Time Status, Fall 2012 – Fall 2014

Age distribution of the study body has remained relatively stable since 2012, as well. (Age distribution of students university-wide is not available.)

Figure IV.5 Age Distribution of Student Population, Fall 2012 – Fall 2014
Financial Aid

UB, GSE, and DLIS offer a wide range of financial aid assistance including loans, graduate assistantships, scholarships, and work-study opportunities. In addition, potential students are directed to look for assistance from New York State, the American Library Association, the New York Library Association, and local library associations such as the Rochester Area School Librarians. Information about each of these opportunities is linked from the “Prospective Students” (http://gse.buffalo.edu/lis/admissions) section on the website. Students have been awarded scholarships from the following professional organizations and affiliates: ALA, NYLA, New York State Education Department, and library resources vendors. Students are informed about the scholarships on the DLIS webpage (http://gse.buffalo.edu/lis/scholarships) (this list was updated by the Scholarships Committee in January 2015), and available GSE-wide scholarships are listed on the GSE webpage (http://gse.buffalo.edu/current/scholarships). Students also have access to scholarships through the UB’s Financial Aid Office (http://financialaid.buffalo.edu/aid/scholarships/graduate.php).

Applicants for admission may also apply for financial assistance from DLIS through completion of the Graduate Assistantship/Scholarship Application section in the online application form. Graduate Assistants are assigned to faculty for research and teaching support. Most faculty members with research responsibilities share one GA for 20 hours per week. Currently, two GAs in DLIS are selected by the DLIS Chair from among MS students, in consultation with the faculty to whom they will be assigned, and two GAs are assigned by other GSE departments to work with DLIS faculty. GA lines have been assigned according to departmental success in meeting enrolment and research productivity goals. Starting in fall 2015, DLIS will be given four GAs to select from among MS students. Starting with students beginning their MS program in fall 2014, the Chair, in consultation with the Scholarships Committee, offered GAs as recruitment devices to highly qualified applicants. This strategy resulted in the appointment of particularly outstanding GAs for 2014-15, so this practice will be carried forward into the future. In addition, students may secure graduate assistant positions in other academic units at UB, other academic departments within GSE and other decanal units. These assistantships provide a stipend for the academic year (September through June, currently $9000), 9 credit hours of tuition remission, and health insurance.

DLIS has three endowed scholarships and the H. W. Wilson Foundation Scholarship, which is provided to ALA-accredited library schools. Endowed scholarships are awarded to students who meet the criteria of the endowment fund. Recipients are selected by a standing Scholarship Committee comprised of DLIS faculty and professional staff. Most scholarships go to students in their first semester of the program, some are used as recruitment devices, but all students are eligible while enrolled in the program. Minority status is taken into account when distributing scholarship funds. Endowed scholarships include the following:

- Dr. Marie Ross Wolcott Memorial Scholarship,
- E. Alberta Riggs Memorial Scholarship,
- Benjamin & Helen Ravin Scholarship, and the
The New York Library Association annually awards one library and information studies student at each of the library programs in New York State the NYLA – the Dewey Scholarship for $1000 to pursue a Master’s Degree in Library Science at an ALA-accredited library school. In addition, one graduated and one current DLIS student have been recipients of an Arthur A. Schomburg Graduate Fellowship sponsored by the State University of New York. This highly competitive fellowship is available to individuals who have been traditionally underrepresented in graduate and professional programs, and who are accepted as first time, full-time students in a graduate or professional program. Students are nominated for this award by their department; it provides a generous stipend, plus a full tuition scholarship.

DLIS students are encouraged to pursue travel and registration scholarships to conferences held by associations operating in the library field, making it easier for students to attend those conferences and learn more about librarianship. Information is posted on the DLIS website (http://gse.buffalo.edu/lis/travel-funding), and notices about these opportunities are posted to the UBMS-L listserv, which functions as a tool for communication of information to the students. Each on-campus² Master’s student is entitled to $150 to aid in conference attendance and travel ($250 if presenting) during the course of his/her graduate career from the Graduate Student Association. The departmental graduate student association, LIS-GSA, can also provide funding for on-campus students to attend conferences (up to $100 per academic year). The availability of this funding is discussed among students frequently, and information is available on the LIS-GSA website (http://gsa.buffalo.edu/LIS/conference-funding/). DLIS will also provide travel support for any online or on-campus students who will be presenting academic work at professional and scholarly conferences.

Academic Policies

Students are governed by DLIS Academic Regulations (http://gse.buffalo.edu/lis/academic-regulations). The Admissions and Academic Standards Committee is charged with carrying out these policies and applying the regulations. Any changes to the Academic Regulations are brought before the DLIS faculty for approval by a majority vote. A major revision of the DLIS Academic Regulations occurred in spring 2010 and involved input from students, alumni, practitioners, and advisory board members. Multiple stakeholders were provided with the opportunity to provide input on the regulations prior to their approval in September 2011 by the DLIS faculty with an effective date of summer/fall 2012. Katharine Darling, Assistant Dean, UB Graduate School, reviewed the revisions to ensure that the DLIS academic regulations were in accordance with the UB Graduate School’s academic regulations. The DLIS Academic Regulations are reviewed annually by the AASC, and updates and editing for clarity are approved at faculty meetings.

Standard IV.2 Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance,

² Online students who select not to pay the mandatory student activity fee do not qualify for GSA-funded travel awards, although they are eligible for DLIS travel support.
assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.

Communication with Current and Prospective Students

DLIS distributes information about its programs, standards, and procedures to current and prospective students in both print and online (via the departmental website and a UBlearns Orientation “course”) formats; currently the vast majority of information is provided online. Both the DLIS website and the Orientation course are updated regularly, whenever a need is identified. New students are enrolled in the Orientation course, and remain enrolled throughout their programs. The Orientation course includes a wide of range of information for students throughout their programs, from welcomes and introductions, to policies, procedures, and advice for success. Current and prospective students, in addition to alumni, are also encouraged to join our Facebook and LinkedIn pages, where news about DLIS and our activities is posted, and where information can be shared. In addition, students are introduced to the Portfolio requirement as part of their first MS course, LIS 505. All faculty and staff regularly provide information to prospective and current students, via email, phone, and in-person inquiries. The DLIS Chair proactively shares information to prospective and current students through regional visits (e.g., to the Rochester area) and conference venues (e.g., the New York Library Association annual meeting, where DLIS hosts a reception for alumni, current and prospective students, and friends of the program). The Chair routinely communicates with prospective students via email, phone, in-person, and Skype. General inquiries about the program, received by DLIS or through GSE Admissions, are typically given to the Chair for response.

The information distributed by DLIS is listed below in three categories: 1) information accessible to all prospective students; 2) information accessible and specifically targeted to all current students; and, 3) information communicated directly to individual students.

1. Information accessible to all prospective students

Information about the MS program is available to all prospective students online and includes the following:

- The mission of the DLIS and the goals of the MS program (http://gse.buffalo.edu/lis/mgo);
- Faculty and staff affiliated with the MS Program (http://gse.buffalo.edu/lis/faculty);
- Information about the programs offered by the Department:
  - MS-SL Program (http://gse.buffalo.edu/programs/mls-lms);
  - MS in Information and Library Science Program (http://gse.buffalo.edu/programs/mls);
  - Dual degree programs in Music Librarianship (http://gse.buffalo.edu/programs/mls-ma) and Law Librarianship (http://gse.buffalo.edu/programs/mls-jd);
- Detailed descriptions of areas of concentration or specialization (http://gse.buffalo.edu/lis/specializations), including suggested courses and links to special certification information;
University at Buffalo Program Presentation 2015

- Detailed course descriptions (http://gse.buffalo.edu/admissions/course-descriptions) and a link to the UB Registrar’s course schedules;
- Information about practicum and special project requirements (http://gse.buffalo.edu/lis/practica);
- An introductory webpage pointing out the advantages of the UB MS program, including the availability of online and on campus delivery options and specialized degree program options (http://gse.buffalo.edu/lis/admissions);
- Admissions requirements for the MS degree programs, including general requirements, application deadlines and expected computer competencies (http://gse.buffalo.edu/lis/choose);
- Tuition and financial aid options are listed on the UB Graduate School’s website (http://grad.buffalo.edu/costs.html) and linked to from the DLIS website; and,
- A special section on resources for veterans is also provided (http://gse.buffalo.edu/lis/veterans).

The above information may also be communicated directly to individual students through the following methods:

- In-person or phone meetings with the department chair, individual faculty, DLIS staff and GSE’s DLIS recruitment coordinator in the GSE Admissions office;
- Prospective Student Recruitment Packets; and,
- Promotional brochures.

2. Information accessible and specifically targeted to all current students

In addition to the information noted above for prospective students, more program information is available via a “Current Student Resources” section of the DLIS website, and includes the following:

- The DLIS Academic Advising Policy (http://gse.buffalo.edu/lis/advising-policy);
- The DLIS Academic Regulations (http://gse.buffalo.edu/lis/academic-regulations), which includes program requirements and criteria for evaluating student performance;
- Information on connecting to UB’s IT system (http://gse.buffalo.edu/lis/students) and informational links to UB’s student portal, MyUB, and its course management system, UBlearns;
- A New Student Checklist (http://gse.buffalo.edu/lis/incoming) and link to GSE’s New Student Roadmap (http://gse.buffalo.edu/admissions/roadmap), both of which are designed to help students navigate through their first semesters;
- A single “forms” site, where all forms, including those for each student’s Program Plan of Study are centrally located (http://gse.buffalo.edu/current/forms_7799#mls);
- Specific information on the Portfolio required for all non-SL students (http://gse.buffalo.edu/lis/Portfolio);
- Scholarships and fellowships( http://gse.buffalo.edu/lis/scholarships); and,
• Opportunities for conference travel funding (http://gse.buffalo.edu/lis/travel-funding).

An orientation “course” was developed by DLIS faculty and is accessible 24/7 via UB’s course management system, UBlearns, to all enrolled students. It provides general information on programs, expectations, resources for success, and when appropriate, directs students to sites where more information can be found on the various services and resources students will need while attending UB. There are video introductions recorded by faculty and a “welcome” video recorded by student leaders designed to introduce the department and the MS Program from a student’s perspective. External Review Panelists will be provided with access to this course on site.

Much of the above information may also be communicated directly to individual students via the following methods:

• In-person or phone meetings with the department chair, individual faculty, DLIS staff and GSE’s DLIS recruitment coordinator in the GSE Admissions office;
• Print copies of policy documents provided in the DLIS office and by DLIS staff; and,
• New Student Acceptance Packets.

3. Information communicated directly to individual students

Individual correspondence is sent to prospective, newly admitted, and continuing students. Such correspondence may involve information covered by the Federal Educational Rights and Privacy Act (FERPA) and as such may not be shared with other students or the public. Individual student correspondence includes but is not limited to the following:

• Application acknowledgment and instructions;
• Offer of admissions materials:
  o Acceptance letter or congratulatory letter of provisional admission (with provisional status agreement letter). These letters inform the student as to who has been assigned as his/her faculty advisor and provides the faculty advisor’s contact information;
  o LIS Academic Regulations;
  o The course schedule for the upcoming semester;
  o Computer competencies reference list;
• Regret letter / denial of admission;
• Letter notifying student that he or she has been placed on academic probation;
• Warning letter that GPA has fallen below 3.0;
• Warning letter that a minimum grade of “B” has not been achieved in a core class;
• Warning letter that an “F” grade was received;
• Warning letter that more than three “Incompletes” have accumulated;
• Letter for dismissal from the program; and,
• Acknowledgment and instructions letter for leave of absence.

Electronic Discussion Lists

To facilitate communication with the MS Program stakeholders, the Department maintains several e-mail lists to connect students with fellow students, faculty, staff, and alumni (http://gse.buffalo.edu/lis/incoming/listserv). These lists provide a forum for discussion and announcements for students. Questions that are asked and answered often provide valuable feedback regarding how successfully we are communicating or meeting the student’s informational needs. DLIS listservs include the following:

• UBMS-L is for current students, staff, the Department Chair, and any faculty and alumni wishing to subscribe. It is designed for day-to-day communication among current students: cancellation of classes, announcements of speakers and meetings, people seeking rides, questions about courses, discussions of interest to MS students, lab closings, job postings, scholarships, assistantships, practicum opportunities, etc.;
• LIS-LIST is an open list for students, alumni, faculty, and friends;
• LIS-ROCHESTER-LIST is an open list primarily for students from the Rochester area. Students can use this listserv to discuss issues such as car-pooling and special events held in Rochester; and,
• LIS-JOBS-LIST is a separate list for job postings. While many entry-level job listings are posted to the UBMS-L list, LIS-JOBS-LIST is appropriate for both entry-level positions and those that may require more experience than is usually found in current students or very recent graduates. Both alumni and current students subscribe to this list, which is used exclusively for job related announcements.

Departmental Newsletter

In spring 2014 the departmental Advisory Board took on the task of creating a new alumni newsletter for our graduates. The inaugural issue of this electronic newsletter, titled The Informed was launched in fall 2014 (http://gse.buffalo.edu/gsefiles/documents/departments/The%20Informed%20Vol.%2001.pdf). It is intended that this publication will be produced annually, linked to our website, and the link sent to alumni and other stakeholders. The newsletter is intended to update readers about the department’s news, activities, and initiatives, to build a more enduring and current relationship with alumni, and to enhance engagement of our alumni with the Department and the program.

GSE Alumni Newsletter

A GSE newsletter is published each semester and mailed to alumni and friends. It is also available online (http://gse.buffalo.edu/alumni/edu). Its purpose is to keep alumni informed of school and department-wide activities and to introduce new faculty, programs and initiatives.
Information for the General Public

With the exception of specific regions limited to students, faculty, and staff, and requiring authorized UB Information Technology (UBIT) identification for access, most of the information on the following websites is visible to all Internet users:

- DLIS (http://gse.buffalo.edu/lis);
- GSE (http://gse.buffalo.edu/about); and,
- UB-The Graduate School (http://www.grad.buffalo.edu/).

Placement Assistance

Placement tasks are performed by multiple staff members including members of the general GSE staff. The DLIS career page (http://gse.buffalo.edu/lis/careers) provides links to career overviews, outlooks, statistics, career guides and resources, and various job lists. Faculty write letters of recommendations for employment, continuing education, and funding, upon request. In addition, a unit on resume and cover letter writing is introduced to students in LIS 581 Management of Libraries and Information Agencies, and in LIS 585 Management of School Library Media Centers. Also introduced is the UB Career Services office, which “supports the objectives of the University and other departments/offices through educational programming and the promotion of new knowledge in the area of career development” (http://www.student-affairs.buffalo.edu/career/aboutus.php). UB’s Career Services office is accessible at (http://www.student-affairs.buffalo.edu/career/). The site offers an online resume/job bank called BullsEye, interview/resume planning services, and a computerized test center (http://ub-careers.buffalo.edu/student.php). UB Career Services has partnered with Interfolio, (http://www.interfolio.com) for its reference services; they recommend that all graduates establish an account to store their most important documents, while also providing the means to distribute these materials to any institution. UB Career Services operates an interactive website for recruitment of applicants for employment (http://www.hireub.buffalo.edu/); on-campus job fairs and interviewing are held throughout the academic calendar.

DLIS maintains two email distribution lists for announcements, UBMS-L and LIS-JOBS-LIST. DLIS faculty, staff, and students post employment opportunities to these listservs. All subscribers have rights to post job listings; students may continue to be a listserv member after graduation. In addition, departmental, school-wide, and university-wide student organizations offer various workshops on job hunting, resume writing. Departmental workshops may also offer panels with practicing information specialists providing insight and discussion of various topics. Program requirements include projects and assignments to help prepare students to communicate their professional qualifications to employers. Examples of such projects include the following:

- LIS 506 - students post an initial resume on their newly created web pages;
- LIS 518 - reference students are provided examples of real reference job interview questions;
• LIS 581 - students prepare a resume and write a cover letter matched to a real job announcement. They also produce a videotaped 5-minute “elevator speech” in response to a typical interview question;
• LIS 525P – School Librarianship program students prepare a resume, conduct mock job interviews, and create a professional Portfolio; and,
• The approved Portfolio requirement for all DLIS students beginning in fall 2012 contains a required resume.

The LIS-GSA, in cooperation with the DLIS Student ALA chapter, has co-sponsored a “Future Librarians Day” during the spring semester of each academic year since 2011. This event focuses on librarianship and other information professional employment which includes speakers from several library fields including law, school, and special libraries and information environments. The event also includes a resume writing workshop and breakout sessions that focus specifically on interview tips and techniques. There are plans to hold this event again during the spring 2015 semester.

Additionally, University at Buffalo Libraries offer employment opportunities in a variety of roles to LIS students. Such opportunities provide experience to students and allow them to make valuable professional connections. The number of program students employed by different divisions of UB Libraries is in Table IV.3, below.

Table IV.3 Student Employment at UB Libraries by Division, 2012-2014

<table>
<thead>
<tr>
<th>Library Division</th>
<th>MS Students Employed (2012-2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access Services</td>
<td>19</td>
</tr>
<tr>
<td>Archives</td>
<td>4</td>
</tr>
<tr>
<td>Arts &amp; Sciences Libraries</td>
<td>6</td>
</tr>
<tr>
<td>Health Sciences Library</td>
<td>8</td>
</tr>
<tr>
<td>Music Library</td>
<td>11</td>
</tr>
<tr>
<td>Poetry/Rare Books</td>
<td>1</td>
</tr>
<tr>
<td>Special Collections</td>
<td>2</td>
</tr>
<tr>
<td><strong>UB Libraries Total</strong></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>

Annually, DLIS conducts a placement and salary survey of recent graduates in conjunction with Library Journal’s Placements and Salaries survey. Most of our graduates find employment in New York State, but at present we have alumni in 46 states and 14 foreign countries. In addition, starting in fall 2014, we launched an independent Placement Survey specifically created to track placement data for our graduates (Placement Survey Report appended). Data of particular interest arising from the 2014 Placement Survey is the profile of “emerging” positions described by some of our graduates. The Academic Programs and Curriculum Committee has been tasked with analyzing these descriptions to determine how our MS curriculum can be strengthened to prepare graduates for these kinds of positions. Our 2014 Alumni Survey...
of graduates from 2006 to 2009 revealed that 90% of respondents are currently employed, in the following settings:

- 28% in an academic library;
- 23% in a public library;
- 21% in a school library; and,
- 10% in other information settings.

Standard IV.3 Standards for admission are applied consistently. Students admitted to a program have earned a bachelor’s degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program’s goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.

Admission criteria, as detailed in the “Applications and Admissions” section of Standard IV.1 are stated on our online admissions document (http://gse.buffalo.edu/lis/choose). These criteria are consistent for each applicant to our program. Beginning in fall 2015, students will be required to submit scores for a standard entrance examination, such as the GRE or GMAT. This new requirement is a response to a new New York State Education Department requirement that all School Librarianship programs use an entrance examination for admissions. Since we have students who routinely switch between our School Librarianship and Information and Library Science programs, and for equity reasons, we decided that all applicants must provide examination scores. Applications are reviewed by the Chair, who examines undergraduate transcripts and the GPA, letters of reference, and the statement of career goals in combination. Emphasis is placed on the applicant’s statement of career goals to make certain that the applicant’s goals are consistent with the goals of the MS program. Members of the Admissions and Academic Standards Committee are responsible for the review and recommendation to the Chair of those applications that do not meet minimum requirements. Such applications are reviewed and if necessary, applicants may be asked to provide additional information to assist the committee in determining whether or not a recommendation for admission with provisional status is warranted. Provisional students must maintain a GPA of 3.0 or better in their first 12 credits in the program. Fourteen percent of enrolled students have left their program from 2012-2014. Results of the annual Library Journal placement survey, our Employers Survey and our Alumni Survey, all suggest that our graduates are successful in finding employment, but our new annual Placement Survey will be able to provide us with more specific data in the long term. Through our Facebook and LinkedIn pages, we encourage our alumni to share their employment stories with us. Those alumni who have shared their success stories with us demonstrate that our graduates find employment in a range of contexts, receive promotions within those contexts, and hold positions of influence. Examples of these are highlighted in our new newsletter, The Informed.
Table IV.4 MS Program Headcount, Selectivity, and Yield, Fall 2012 – Fall 2014

<table>
<thead>
<tr>
<th>Term/Year</th>
<th>Applied</th>
<th>Accepted</th>
<th>Selectivity</th>
<th>Enrolled</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>176</td>
<td>146</td>
<td>83.0%</td>
<td>93</td>
<td>62.9%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>23</td>
<td>23</td>
<td>100.0%</td>
<td>13</td>
<td>56.5%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>155</td>
<td>142</td>
<td>91.6%</td>
<td>87</td>
<td>61.3%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>51</td>
<td>43</td>
<td>84.3%</td>
<td>28</td>
<td>65.1%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>138</td>
<td>131</td>
<td>94.9%</td>
<td>96</td>
<td>79.4%</td>
</tr>
</tbody>
</table>

Source: UB’s GrAdMIT (graduate application manager system)

Standard IV.4 Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

Programs of Study

New students must, in their first semester, complete a Plan of Study in consultation with their faculty advisor. The Plan of Study serves as a guide for students as they set up individual programs of study. A student must discuss her/his Plan of Study with her/his faculty advisor; the Plan must be signed by the student and the faculty advisor. The student must submit the signed plan to the DLIS office before registration for the following semester; starting in fall 2014, registration is blocked until a Plan of Study is on file.

The general MS Plan of Study is as unique as the student creating it. Outside of core courses that each student must take, each student may design the program that will best fit her/his career goals. The DLIS website lists specializations by library type and work (cataloging, collection development, etc.) (http://gse.buffalo.edu/lis/specializations) with suggested courses for each specialization. Information about NYS Civil Service Exams is listed with the Public Libraries specialization to ensure that students understand what courses area library systems require in order to get the highest possible Civil Service rating. The School Librarianship Plan of Study is highly prescribed to meet the specific needs of that program and certification standards of New York State.

Students maintain their plans of study as a PDF document using a form available on the DLIS website (http://gse.buffalo.edu/gsefiles/documents/departments/LISPlanOfStudy.pdf). Revision of the Plan of Study is achieved by first discussing with and submitting to the faculty advisor a changed Plan of Study for approval; the revised plan must be signed by both the student and the faculty advisor and submitted to the DLIS office for placing in the student file. The forms allow for digital signatures; however, a Plan of Study emailed from the student to the faculty advisor or the office is considered electronically signed. Likewise, a Plan of Study emailed from the faculty advisor or the office is considered electronically signed. To be eligible for degree conferral a student must have a final
approved Plan of Study on file in the DLIS office and her/his transcript of courses must conform to the Plan of Study. Example Plans of Study forms are appended, for the MS in Information and Library Science and the MS in School Librarianship programs. However, a filed Plan of Study does not guarantee that the student will be able to register in all chosen courses, since courses are capped at 35 enrollees, with few exceptions.

Advisement

The current DLIS Advising Policy (http://gse.buffalo.edu/lis/advising-policy), effective as of spring 2010, is a systematic the process that clearly defines the responsibilities of faculty, students, and the administration. Compliance with the requirement of having an updated Plan of Study on file is monitored by the DLIS office. Accommodations may occur for after-the-fact approval of last minute changes.

The current DLIS Academic Regulations (http://gse.buffalo.edu/lis/academic-regulations), effective as of summer/fall 2012, provide for a clear interpretation of program requirements and inform all advisement. Furthermore, administrative activities are designed to inform and encourage students to begin advisement as soon as possible after they have accepted an invitation to the program. Students are reminded prior to registration to consult with their faculty advisor; orientation materials have been revised for clarity, and to provide for flexibility, students can submit the Plan of Study electronically.

To further assist students, faculty created an Orientation “course” in fall 2013 using UB’s course management system, UBlears. This site is accessible 24/7 to all enrolled students, providing general information on programs, expectations, resources for success and when appropriate, directing students to sites where more information can be found on the various services and resources students will need while attending UB. Faculty have provided video introductions and student leaders have provided a “welcome” video to introduce DLIS and the MS Program from a student’s perspective. This course is designed to serve as an orientation resource, but also to supplement academic advisement to ensure that the time students spend meeting and communicating with faculty advisors can be more focused on the student’s individual needs, goals, and aspirations.

Each student is assigned a faculty advisor by the DLIS Chair based on the statement of objectives made in their applications; however, the Chair also takes into consideration advising load when making assignments. After starting the program, students may decide that they wish to work with faculty who have specialized disciplinary knowledge in an area in which they are interested. Students may change faculty advisors at any point in their programs. The change of advisor form is available online; faculty advisor changes are approved by the DLIS Chair (http://gse.buffalo.edu/gsefiles/documents/departments/Change_of_Advisor_Form.pdf), whose primary consideration is equity in advising loads. In addition to their assigned faculty advisors, students are encouraged to seek out additional full-time and adjunct faculty with specialized subject expertise to obtain more specialized advisement on a particular area of the library and information studies field. In general, faculty are consciously advising students to take as many technologically-focused courses as possible, and to “think outside the box” in terms of employment options. This advice is
consistent with our curriculum review, which is resulting in increased focus on less traditional courses, and with the recruitment of a new faculty colleague with expertise in a non-traditional area.

Because we have received feedback from alumni and graduating students (in the Alumni and Exit Surveys) that advisement has been uneven in quality, we are currently discussing ways to improve the advising experience for students. In fall 2014 Dr. VanScoy presented the results of an investigation into current best practices and thinking on the topic of student advising, with an emphasis on the advising relationship. This investigation was motivated by the feedback from students and alumni. Currently, a small ad hoc task force consisting of Dr. VanScoy, Dr. Sun, and Dr. Perrault is working on a formal advising proposal that will discussed at the spring 2015 Advance meeting. It is expected that the proposal will recommend that we establish a UBlearns course for advising, which will outline expectations for the advising relationship for faculty and students, enhance understanding of best advising practices for faculty, and help students to take full advantage of the advising relationship.

**Mentoring by Alumni and Students**

The Graduate School of Education Alumni Association (GSEAA) recognizes that education is ever-changing and increasingly complex. Therefore, the need for students and alumni to develop professional networking opportunities emerges as a process for engaging in effective communication and problem solving. As one component of a professional network, GSEAA offers a mentoring program for Graduate School of Education students and alumni. This program exists as an extension of the University at Buffalo Alumni Association and Career Services mentoring program (http://www.student-affairs.buffalo.edu/career/mentor.php). The steps representing the specific process used to initiate and complete the GSEAA mentoring experience are available at http://gse.buffalo.edu/alumni/mentoring. Mentoring of new students is also available through volunteers from the UB-ALA Student Chapter, and students may seek the advice of a faculty member or the Chair to connect to a potential mentor working in an area of interest. In addition to Department activities, the LIS-GSA organizes social events to “kick-off” the semester as an opportunity for students to meet their peers.

**Systematic Multifaceted Evaluation of Achievement**

Student achievement is evaluated through multiple methods. Primarily, students' achievement of course learning outcomes (and therefore Program Goals) is assessed through graded course assignments and activities. Practical skill development is particularly evaluated in Practica, special projects, and student teaching (for SL students), which are graded Satisfactory/Unsatisfactory. We are developing a standard evaluation form for Practica, which we expect to be finalized at a spring 2015 faculty meeting; that will be used for Practica from summer 2015 onwards. Directed studies are evaluated against deliverables specific to each directed study.

Finally, the required Portfolio is given a Satisfactory/Unsatisfactory grade, to indicate whether or not a student has met the Program Goals, as evidenced by the course artifacts included in the Portfolio, and the reflective essay required. The goal of the Portfolio is to provide a program-based assessment to ensure that each student
demonstrates mastery of all MS Program Goals. Students use the Portfolio to reflect on the whole of their programs of study, including areas that they may not necessarily wish to pursue professionally but which, nevertheless, are part of LIS professional foundations.

The Portfolio requires students to articulate and provide evidence of their mastery of the four MS Program Goals. There are six parts: 1) the student’s current resume, 2) the student’s statement of educational/professional goals and objectives, 3) the student’s individual program(s) of study, 4) the unofficial transcript, 5) the work products and reflective statements submitted as evidence, and 6) the impact essay. Parts 1 through 4 provide a brief overview of the student’s goals and objectives and progress while the more substantive parts 5 and 6 provide evidence of the student’s mastery of the program objectives and overall program impact.

The resume is an individualized representation of the student learning acquired as a result of the MS program. However, the resume also provides a synopsis of the student’s professional abilities and identifies those professional and educational experiences that may have contributed further to each student’s development. Such experiences provide individual context when viewing the student’s progress through the program.

The student’s statement of educational/professional goals and objectives is a required assignment for all students as part of their LIS 505 Introduction to Library and Information Studies course. These goals and objectives are articulated after students meet with faculty advisors to plan out their programs of study. After their introductions to the vast array of opportunities in LIS, students will often modify the original educational/professional goals narratives submitted as part of applications to the MS program, so the opportunity to revise those goals is provided near the completion of the first semester. The Portfolio requires students to include their original application narrative and the statement of educational/professional goals and objectives to allow students to reflect on their own progression as professionals.

**Standard IV.5 The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.**

**Student Participation**

Student representatives serve on faculty search committees, and on two DLIS standing committees, the Scholarship Committee (although no student representative volunteered for this role in 2014-15) and Academic Programs and Curriculum Committee. In addition, there are student representatives on the GSE Executive and Grievance Pool Committees. Students are selected for these committee roles in a number of ways, by soliciting nominations from the LIS-GSA (the representative body for graduate students, see below), and from the faculty. There are not sufficient numbers of interested students to permit a more formal recruitment system, such as one that would require voting. In addition, student representatives are invited to biannual DLIS Advance meetings (formerly retreats), to discuss a wide range of issues facing the department and the program. Students are involved in curriculum review through
participation on review task forces, and also involved in vetting relevant policy changes and documents. For example, when DLIS governance changes were discussed in 2013-14, students were polled for their views via the student listserv. When the proposal was mooted to change the name of the program degree to “MS” rather than “MLS”, student views were solicited via the student listserv. This Program Presentation was reviewed by student representatives; their feedback, particularly on this chapter, was welcomed and incorporated into the final document. In 2014-15, DLIS seated and online students are charged with organizing the annual GSE Research Symposium, at which GSE students present their research. Responsibility for organizing this symposium is rotated among the four GSE departments. The opportunity to develop conference organizational skills, and to profile the skills and expertise of DLIS students within the GSE, are invaluable outcomes. DLIS student leaders (LIS-GSA President and executive committee members) meet monthly with the DLIS Chair, and the Chair hosts town hall meetings with seated and online students each fall and spring semester, to discuss issues of concern to students. These venues provide opportunities to have questions answered, to float new ideas (e.g., at the fall 2014 town hall meeting the idea of a required on-site program orientation for all students was discussed), and to bring issues requiring action to the attention of the Chair and DLIS faculty.

The University at Buffalo Graduate Student Association (UB GSA) is the representative body for graduate students at UB. All students are members of the Department’s GSA, LIS-GSA (see ‘Student Organizations’ section below). The five elected officers serve as student representatives, meeting regularly with the DLIS Chair, serving on DLIS standing committees and participating in the Department’s Advances (formerly called ‘retreats’) held in the fall and spring semesters. Student representatives have regular opportunities for input in departmental planning, either directly through meetings with the Department Chair or indirectly through evaluative surveys and regular evaluations of courses and curricula. In-person/virtual town hall meetings with all interested students are held by the DLIS Chair once each semester allowing for synchronous participation by the DLIS student body, including those participating online (via Blackboard Collaborate). This is an opportunity for students to bring up concerns and for the Chair to elaborate on possible solutions and ways in which previous concerns have been addressed. Students may request discussion items to be placed on a DLIS faculty meeting agenda and appear as guests to discuss items of concern. At the decanal level, DLIS students serve on the GSE Executive Committee and the GSE Grievance Committee. LIS-GSA also elects UB GSA senators and alternate senators to the large UB GSA. Representatives of LIS-GSA and other DLIS student groups are introduced at a welcome reception for incoming students early each fall and spring semester, and during the first few weeks of the required LIS 505 Introduction to Library and Information Studies class. All students are encouraged to take a role in LIS-GSA and other student groups.

**Student Organizations**

Our students are deeply engaged in a range of information contexts. We have multiple active student groups (http://gsa.buffalo.edu/LIS/links/) each with a different focus. These student groups sponsor a variety of social and professional development opportunities throughout the semester and often work together to do so (https://www.facebook.com/ublisstudents). These groups recruit members via the student listserv as well as by face-to-face interaction with new students at welcome
receptions held at the beginning of the fall and spring semesters. In addition to the groups listed below, a new student chapter of the New York Library Association is currently being formed.

- **LIS-GSA** is the DLIS chapter of the UB Graduate Student Association (UB GSA). Funding for this group comes from UB GSA (with occasional contributions from the department for special purposes) and is used for professional development events, conference funding grants, and social events for all DLIS students. Bi-weekly meetings, which include seated and online students, are held to keep students apprised of issues within the department, plan social events, and vote on conference funding requests. Officers are elected at the end of each academic year with special elections being held in case of vacancies at the end of the fall semester. These officers, in addition to their other duties, facilitate communication between the student body and the faculty. LIS-GSA has held a number of significant events in the past years (http://gsa.buffalo.edu/LIS/), including sponsoring a Banned Books Week event, the “Hire Me” workshop (job application preparation), the Librarians Loud event (advocacy), and Portfolio workshops each semester.

- **UB-ALA** is UB’s student chapter of the American Library Association. Funding for this group comes from ALA as well as through fundraising events. Meetings revolve around sharing resources for professional development and job listings. Professional development events are open to all interested students; past events have concerned interviewing, poster development and presentation, and resume writing (http://ubstudentala.wordpress.com/).

- **UB-SLA** is UB’s student chapter of the Special Libraries Association (SLA). Funding comes from SLA and is used to help cover partial costs of programs, tours of corporate libraries, archives and other special libraries and professional development events. This group organizes three field trips each semester. These field trips allow students to meet with area professionals and learn more about the different types of special libraries and information centers (http://gse.buffalo.edu/org/slasg/).

- **UB-PLA** is the University at Buffalo’s Public Library Association (PLA) group. It was established in the 2010 fall semester and helps students interested in public libraries to fill the need for professional development and networking for and aims to enhance understanding of the public library field. UB-PLA also provides students with the opportunity to meet professional public librarians. This group does not have a regular funding source (http://gse.buffalo.edu/org/plasg/).

- **UB-ASIS&T** is the University at Buffalo Association for Information Science and Technology, and was established in 2006 to encourage and support students who have an interest in information science. The group provides students with opportunities to make informal contacts and gain exposure to professional environments. This group does not have a regular funding source.

Our students also benefit from programs sponsored by GSE student groups. For example, MS students participate in the GSE Student Research Symposium. Designed to help build connections within GSE and to showcase the extraordinary work that is being pursued by all GSE students, the Symposium invites graduate students to present their research or degree-related work in an environment that imitates regional, national, and international conferences important to various fields’ associations and affiliations. The symposium, held at a venue on or near the UB North Campus, provides students...
authentic experiences before they begin their first years as professionals in a range of fields. DLIS students are planning the 2015 Symposium. Recent GSE Symposium themes include the following:

- 2012 “Transforming Lives Through Education, Research, & Practice”
- 2013 “Education in a Global Context: Trends, Issues, and Implications”
- 2014 “Rethinking Access: Developing Multicultural Pathways in Education”
- 2015 “Emerging Trends in Education”

Our student groups are active within the Department, the University, and the community. Each group maintains a calendar of events and plans wide-ranging activities. Each group also has a faculty sponsor.

Standard IV.6 The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a program’s academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

Evaluation and Monitoring of Student Achievement

All of the policies and processes described below apply to seated and online students equally. There are no distinctions made between students according to mode of course delivery. In individual courses, students are evaluated by the instructor according to criteria developed by the instructor and cited in the course syllabi. Instructors are encouraged to return papers and exams promptly, and to give students opportunities to discuss their work, progress, and problems. Faculty may apprise students of their final grades soon after the close of classes and official grade reports can be viewed by the student on MyUB (http://myub.buffalo.edu), the University web portal, within 24 hours of the instructor’s grade submission to UB. Students may grieve a final grade if they feel they have been unfairly graded. A grievance procedure is described in the DLIS Academic Regulations (http://gse.buffalo.edu/gsefiles/documents/departments/2012_LIS_Academic_Regulations_2014update.pdf). Student grades are audited at the end of each semester. In accordance with DLIS Academic Regulations, students are placed on academic probation when at least one of the following situations occurs:

- GPA falls below 3.0;
- Nine or more credit hours of “Incomplete” grades;
- A grade of “F” is received in a course required for the MS degree; or,
- The student fails to complete coursework within five years.

While on Academic Probation, a student may not register for more than nine credit hours. To be returned to good academic standing, a student must complete 12 credit hours while maintaining a GPA of 3.0 or better, clear all “Incompletes,” receive grades of “C” or better (except in core classes where a minimum “B” is required), and not exceed a total of 42 credit hours in the program. Students are considered in good academic standing if he or she does the following:
A student in Good Academic Standing is eligible to register for courses.

Individual courses require exams and final projects that pull together information about the course and/or about several courses. All of the instructors include some type of course capstone experience. Most of these take the form of final research papers or projects that incorporate all of the course content, and many involve a “real-life” or authentic assignment or project (see course syllabi for examples).

DLIS Council, October 2011, approved the implementation of a Portfolio requirement for all students entering the MS program beginning in summer/fall 2012 semester; a satisfactory grade is a graduation requirement. School Librarianship students are required to produce the required SL Portfolio instituted in 2004. The Academic Programs and Curriculum Committee spent over a year finalizing the Portfolio requirements to ensure that the Portfolio accurately demonstrates the meeting of Program Goals as well as the student’s educational and professional goals; the Portfolio was revised in fall 2014, based on student and faculty feedback. The Portfolio planning process included examining Portfolio requirements from several universities, scrutinizing knowledge and competencies of ALA specializations, and discussions with DLIS constituents.

The SL Portfolio requires a one (1) credit-hour course (LIS 525P) in which students produce an electronic professional portfolio comprised of artifacts from DLIS and SL courses and based on AASL’s Standards for Initial Preparation of School Librarians. The portfolio requirements are similar to the new MS in Information and Library Science program Portfolio requirements, but have a heavier focus on the instructional roles a librarian plays in the school setting and include mandated items for New York State teacher certification.

The School Librarianship Program has these additional assessment methods:

- In LIS 524, students complete 100 hours of field experience in school library media centers through the completion of learning modules designed to acquaint the students with the many professional roles and responsibilities of the school librarian. These carefully designed, clinically rich modules also address American Association of School Librarians Standards for the 21st-Century Learner and preparedness for NY certification assessments and MS in School Librarianship program success. Students must demonstrate critical thinking through personal reflection, provide documentation of module completion, and work with practicing library media specialists.
- In LIS 525 E/S, students complete two 20-day student teaching practicum experiences, one at the elementary level (P-6 grade) and one at the secondary level (7-12 grade), in two different school library media centers. Using a
comprehensive rubric, students self-assess and are observed and evaluated by their cooperating school library media specialist. Students maintain a log of daily activities that must reflect exposure to a variety of professional responsibilities. Students must demonstrate critical thinking in written reflections of their practicum experiences and in blog posts on assigned supplemental topics related to the profession.

- For teacher certification as a school librarian students must also pass four exams: the Educative Teacher Performance Assessment (edTPA), the Educating All Students Test (EAS), the Academic Literacy Skills Test (ALST), and the Content Specialty Tests (CST) for library media specialists.

These measurements and assessments (details below) are continuously evaluated and the data used to revise SL courses and the program with the intent of improving student learning.

**Local Assessment Tools**

*LIS 525 E, S field evaluation rubric*

From spring 2013 to spring 2014 a new student teaching assessment tool, developed by the GSE Teacher Education Institute, was modified for the School Librarianship program use by Dr. Silvia Lloyd. This new assessment tool was piloted with library media student teachers and stimulated numerous questions, comments, and complaints from both student teachers and cooperating teacher librarians. Taking into account the number of field-initiated queries regarding the new evaluation tool itself and the wide variety of results it produced, the new evaluation tool itself proved to be an unreliable measure of success. A new evaluation was drafted using feedback from a local middle school librarian, who has successfully supervised many student teachers in past years. The new student teaching assessment tool now requires a midpoint self-evaluation and requests specific evidence to support findings. Piloted in fall of 2014, preliminary comments from the field find it to be an effective measure and easy to use. At the end of the fall 2014 semester, students and cooperating teachers (totaling three students and four cooperating teacher librarians) will be contacted to provide feedback on the rubric. Considerations will be noted and flaws corrected for future use. Cooperating teachers, student teachers and the current course instructor will be consulted in an ongoing way to provide feedback and suggestions regarding the evaluation. This information will be used to further refine the evaluation tool and scheme for recording the collected data projected to be complete and implemented in 2016.

School Librarianship students must produce and submit videos of instructional lessons taught in their student teaching experience. The videos became a required portfolio artifact (LIS 525P) in the spring 2010 semester. In September 2013, New York State began requiring the edTPA, which includes a video performance assessment, of pre-service teachers prior to NYS Initial Certification recommendation.

**New York State Teacher Certification Exams (NYSTCE)**

The New York State Education Department and the NYS Board of Regents adopted three new teacher certification assessments in September of 2013. Candidates applying for certification on or after May 1, 2014 must receive a passing score on four NYS
assessments: the Educative Teacher Performance Assessment, the Educating All Students Test, the Academic Literacy Skills Test, and the Content Specialty Tests. This is an increase of one additional exam, the performance-based edTPA, and exams are now offered only as computer-based tests. The Content Specialty Tests were updated and operational in September 2014 and a cut score has yet to be determined. In November of 2014, assessment data was released for the first year of these new assessments.

Discontinued Tests - LAST and ATS-W

Beginning in September 2013, the Liberal Arts and Sciences Test (LAST), and the Assessment of Teaching Skills-Written test (ATS-W) were discontinued as mandatory assessments for initial teacher certification. These two common standardized assessments measured a student’s general educational and pedagogical knowledge.

New State Tests – ALST, EAS and edTPA

ALST and EAS

The Academic Literacy and Skills Test and the Educating All Students test were implemented as computer based tests starting in September 2013. As these are certification exams, some students starting the MS in School Librarianship have previously taken these two tests.

edTPA

The Educative Teacher Performance Assessment is a national teacher performance assessment developed by SCALE and implemented by New York State in 2013. The edTPA requires two 10-minute unedited video clips of instruction in the school library with three correlating tasks centered on planning, instruction, and assessment in a portfolio format. Students typically complete the edTPA during student teaching. Strict guidelines have been put forth by NYSED detailing the assistance provided to the candidate in preparing the portfolio and use of submitted testing materials for training purposes. The edTPA finished its pilot year with the adoption of the ‘Safety Net’ providing candidates who applied for certification, but did not pass the edTPA, to use the AST-W as an alternative to edTPA resubmission. The ‘Safety Net’ was passed in April 2014 and ends in April 2015, making it unavailable to 2015 graduates.

Updated Tests - CST

The Content Specialty Tests (CST) for School Librarians was updated and operational in September 2014 as a set of computer-based tests only. The previous test measures the student’s domain knowledge in five specific categories: the library media program, resources, information literacy skills, administration, and leadership, through selected-response questions and on a constructed response assignment centered on information literacy. The new exam still consists of selected response questions that measure content and pedagogical knowledge and a scenario-based constructed response assignment that requires the analysis of provided artifacts. There are nine subareas in the new test design: the school library media program; roles and responsibilities; information technology and literary resources; collection development and resource management; multiple literacy skills; individual, collaborative, and inquiry-based learning; social
responsibility and legal/ethical issues; administration of the school library; and analysis, synthesis, and application of learned skills and theories.

The School Librarianship Program Coordinator, Ms. Jessica Purvis, analyzes and uses the above certification assessments measurements to address curricular needs. The number of sub scores increased from five to nine in 2014 and data related to the new sub scores have not been released from NYSED, nor has a cut score been established. Until a greater pool of certification candidates and UB students have taken the new assessments and data is available, local measures will be employed and tools for success on the new high stakes exams will be developed to support certification candidates and to improve the School Librarianship program and student learning.

The curriculum currently aligns with the content of the assessments used, but none of our students have taken the new CST yet, so we cannot see if the previous changes have proven successful and to what degree. Therefore, the MS in School Librarianship curriculum in place will be assessed in 2015 when a few graduates take the test that was released in September 2014.

CST DATA 2012-2014 (note that this test is no longer given)
- 46 students took the test;
- 38 passed with 33 passing the first time; and,
- One student took the test prior to starting our program and failed.

The edTPA scores have given us reason to infuse edTPA specific test-taking skills and required knowledge into the curriculum. However, to date we have few test scores and very limited data, so cannot make significant adjustment to the curriculum at this point.

edTPA DATA 2013-2014

To date, four students have taken the test; only 1 has passed according to the reports that the students received. However, cut scores and sub scores have not yet been determined. Relevant data is noted here and a detailed analysis is appended:

- The state’s average score was 41.5;
- DLIS average score was 39; and,
- All of these students qualify for the Safety Net.

**DLIS Actions Taken When a Student's Performance Falls Below Requirements**

Students will be dismissed from the MS program if they do one of the following:

- are not able to return to a Good Academic Standing after completing 12 credits while on either provisional status or academic probation (see IV.6.1);
- meet the criteria to be placed on academic probation for the second time; or
- do not comply with UB regulations.
**Evaluation of Student Achievement to Inform Program Development**

Student achievement is measured through the course grades received, their overall GPAs, and the feedback of all constituents. Evaluation of DLIS academic and administrative policies and activities is constant and ongoing. This is accomplished through the DLIS Chair’s regular review of course evaluations (and follow-up where needed with specific instructors), and through the multiple feedback mechanisms in place, including the following:

- solicitation of student views via the student listserv, regular Chair’s meetings with student leaders and in town hall meetings, and student representatives on DLIS Committees (for example, student feedback that technological infrastructure needed upgrading prompted improvements to our classroom and student lab);
- Exit Surveys of graduating students (for example, feedback suggesting that student advising is uneven has prompted DLIS to investigate best practices for advising) (appended);
- Alumni Survey (for example, 83% of respondents indicate they are using the library and information science skills in their current positions, and 64% viewed their MS program as good or excellent) (appended);
- Placement Survey (for example, all respondents indicated that their program instruction was excellent) (appended);
- Employers Survey (for example, employers tell us that our graduates need to have stronger technical skills, which has prompted increased curricular focus in technology and renovations to our classroom and student lab) (appended);
- Regular focus groups with adjunct faculty (for example, feedback that a stronger orientation process for adjunct faculty is required has prompted action to provide more materials for new and continuing adjunct faculty; this will enhance the adjunct faculty experience and students’ learning experiences) (minutes appended); and,
- Regular discussion in faculty meetings (for example, the Course Rotation, which clarifies when particular courses are scheduled, was revised in spring 2014 in an attempt to update the curriculum with a stronger focus on non-traditional courses).

**Conclusion**

In summary, students in our programs are well-supported by appropriate policies and procedures, they enjoy a rich learning environment, and they are offered multiple opportunities to evaluate their academic and professional experiences.

**Appendices to Standard IV (available in electronic version only)**

1. DLIS Recruitment Activities, 2013-14
2. Marketing and Recruitment Committee Minutes
3. Alumni Connections Report
4. Alumni Survey
5. Common Data Set 2013-2014
6. Educative Teacher Performance Assessment (edTPA) Analysis
7. Plan of Study Forms (for MS ILS and MS SL)
8. Placement Survey
9. Exit Survey
10. Employers Survey
11. Adjunct Focus Group Meeting Minutes
Standard V: Administration and Financial Support

Standard V.1 The school is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.

The Department of Library and Information Studies is one of four departments within the Graduate School of Education. Its administrative head is the Department Chair. Within the general guidelines of the GSE (including the GSE Bylaws (http://gse.buffalo.edu/gsefiles/documents/current/Bylaws.pdf) and Graduate School Policies and Procedures (http://grad.buffalo.edu/Academics/Policies-Procedures.html), the DLIS has the autonomy to determine its admissions, budget expenditures within allocated or generated amounts, course scheduling and delivery mode, curriculum, planning and outcomes assessment, faculty and adjunct faculty hiring, Mission, Goals, and Objectives, Advisory Board, policies and procedures, academic regulations (within UB, Graduate School, and GSE policy), placement apparatus, scholarship awards, and student affairs. DLIS, via its Academic Programs and Curriculum Committee, has full autonomy over the intellectual content of the MS program (APCC minutes are appended). Suggestions for revision to course content arise from systematic course review and other feedback (e.g., from student course evaluations or informal feedback); these suggestions are considered by the APCC and brought forward to the faculty for discussion and faculty then determine whether to revise course content. Significant content revision or significant program changes require the approval of the Dean and the Graduate School, per policy of the State University of New York. In practice, the curricular independence of DLIS is clear; revisions are well documented, and are supported by the Dean and the Graduate School. For example, a recent request to change the degree title from an MLS to an MS was supported. That request was granted on November 19, 2014 by the State Education Department, The University of the State of New York.

Faculty appointments, tenure, and promotion are guided by the UB Policies, Procedures and Criteria for Faculty Personnel Actions (http://policy.business.buffalo.edu/Policy Library/Policies, Procedures, and Criteria for Faculty Personnel Actions.pdf), as well as by the GSE Appointment, Reappointment, Promotion, and Tenure policy (http://gse.buffalo.edu/gsefiles/documents/internal/GSE-Faculty-Guidelines.pdf). New DLIS faculty members are selected through an ad hoc search committee (including DLIS faculty, at least one external member, and student representation) struck by the Chair; recommendations for appointment of new faculty are made by the search committee to the Chair, who recommends a final ranked list of candidates to the Dean, who forwards his recommendation to the Provost, who has final authority for approval. DLIS faculty have an important role in discussing and voting on each reappointment, promotion, and tenure case. The DLIS Chair plays a pivotal role in managing the review process for faculty reappointment, promotion, and tenure, by summarizing and reporting the results of the DLIS faculty discussion and
vote, and in preparing a letter to the Dean outlining the case and making a recommendation. In the case of first and second reappointments for tenure-track faculty and reappointments of clinical faculty, the Dean makes the final decision. In cases of tenure and promotion to Associate or Full Professor, the Dean makes a recommendation to the President’s Review Board (a University-wide committee that advises the Provost, who advises the President). The State University of New York (SUNY) Chancellor makes the final decision in these cases. In practice, recommendations made by the Dean are generally upheld.

Students are selected by the Chair, who is advised by the DLIS Admissions and Academic Standards Committee in cases where the applicant fails to meet minimum admission criteria (typically a GPA lower than 3.0 at the time of their application). For applicants to the MS in School Librarianship program, the Chair is advised by the School Librarianship Coordinator, Ms. Jessica Purvis, who manages that program. Admissions criteria are established by the faculty, with the advice of the AASC and within the general guidelines established by the Graduate School. Guidance also is sought from the GSE Admissions Office, which handles admissions administration.

**Autonomy**

Each GSE department designs and implements programs of instruction, conducts research, and contributes service within its academic area. The MS curriculum is determined by the DLIS faculty, with advisement from the DLIS APCC, and feedback from students, adjunct faculty, employers, and alumni. That feedback is formal, in the form of survey and focus group data, and informal through ad hoc discussion. New or discontinued courses are approved first by DLIS faculty and then by the GSE Executive Committee (http://gse.buffalo.edu/gsefiles/documents/current/Bylaws.pdf).

The DLIS faculty enforce academic regulations concerning students’ progression through the MS program. The faculty has autonomy in areas such as the following:

- Admission standards;
- Academic standards;
- Curriculum review; changes in course descriptions or titles;
- Awarding the MS degree; and,
- Recommending School Librarianship graduates for certification by the New York State Education Department.

DLIS requires active support from other administrative units in approval of its policies in the following areas:

1. **Faculty Appointment, Reappointment, Tenure and Promotion:**

   DLIS faculty determine the selection and promotion of its faculty using the same processes as other units in GSE and UB. Faculty job descriptions are created by DLIS faculty within the guidelines of the UB’s hiring policies and processes that emphasize equal opportunity and affirmative action. Selection proceeds at the departmental level, through a search committee process similar to other units but under the department’s control. Selection of new faculty members is subject to the Dean’s approval and UB’s general guidelines. DLIS recommendations for
faculty hires are followed by approval from the GSE Dean, the Provost and the UB President. Reappointments, promotion, and tenure recommendations are reviewed by the GSE Personnel Committee, the GSE Dean, the Provost and the UB President. Adjunct faculty appointments are made internally within the department.

2. Proposals for New Degree Programs:

Proposals for new degree Programs originate at the departmental level and proceed through the University's administrative structure: the Provost, the Dean of the Graduate School, the President, SUNY Board of Trustees, and when applicable, the New York State Education Department.

The University provides the operating budget of DLIS, through the GSE budget. In 2012-13 the DLIS budget from the GSE was $22,000, in 2013-14 the budget for DLIS was $19,800, and in 2014-15 the budget is $19,800. These monies fund normal operations, and are supplemented by endowment funds for DLIS, which are used to support student and faculty travel, upgrade physical facilities, underwrite faculty memberships in the New York Library Association, support visiting speakers to DLIS, and invest in recruitment materials and activities. In addition, faculty have access to additional funds from the GSE, including travel funds ($1500 annually for tenure-track Assistant Professors, $500 annually for tenured Associate Professors, and $300 for Full Professors). The GSE also provides seed funding ($10,000) for small research projects, and a teaching innovation grant ($10,000), both of which are competitive. The GSE also provides significant information technology (IT) support via its Information Technology Office. The GSE IT staff, led by Michael Tinsmon, provides responsive, expert, and proactive support and consultative services. A three-year plan for computer lab upgrades is requiring $100,000 investment by the GSE over a three-year period (2014-17). A five-year plan for faculty/staff computer replacement is requiring investment of $150,000 between 2015 and 2020. During recent projects to upgrade IT in two DLIS-controlled spaces (a classroom and a lab), the IT staff worked closely with vendors and DLIS to plan and implement these upgrades. The GSE Admissions Office, led by Dr. Radhika Suresh, provides excellent support for receiving and processing student applications, and for recruitment. The DLIS Chair has worked closely with several Admissions Office staff to recruit students to the MS program. In addition, DLIS worked closely with the GSE Department of Learning and Instruction in 2012-13 to hire a cross-appointed faculty member, Dr. Samuel Abramovich, who teaches for both departments.

The GSE provides other supports which benefit DLIS and its faculty and students. The Dean’s annual Distinguished Lecture and Workshop enhances the intellectual climate of the School, an award for Distinction in Research and Teaching Publications is available to all GSE faculty, and DLIS faculty are equally considered for the GSE STAR award to recognize faculty excellence in teaching, advisement, research, and service.

The GSE is one of 13 decanal units at the University at Buffalo, and has equitable resources allocated for its operations. The primary expectations for the GSE are to enroll students in its programs, to produce research and scholarship, and to contribute to institutional goals through the service of its faculty. The DLIS is an equal partner with the other three GSE departments in meeting these expectations. All GSE departments are equally autonomous with respect to internal operations, within applicable policy
guidelines and resource limits. The DLIS Chair is, like the other GSE departmental chairs, given authority for spending operational monies, for evaluating staff and faculty, and for general leadership of the programs offered by the department.

Standard V.2 The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. The school's administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.

DLIS faculty, staff, and students have the same opportunities for representation on GSE and University advisory and policy-making bodies as any others in the University. DLIS has statutory representation on the following GSE committees: Executive Committee, Grievance Committee, Graduate Degrees Committee, and Personnel Committee. In addition, DLIS faculty serve on ad hoc committees of the GSE. The following faculty have served on GSE ad hoc committees since 2012:

- Dr. Brenda Battleson White - Envisioning Task Group on Excellence in Student Services, 2013-14; Online Education Review Committee, January 2013-present
- Dr. Heidi Julien – Search Committee for Chair, Department of Counseling, School, and Educational Psychology, 2014
- Dr. Silvia Lloyd – Creating Tomorrow’s Schools Committee
- Dr. Valerie Nesset – Search Committee for new faculty member, Department of Learning and Instruction, September 2014 – present; Search Committee for new GSE Dean, 2012-13
- Dr. Anne Marie Perrault - Envisioning Task Group on Interprofessional Education and Engagement, 2013-14; Faculty Adviser, New York State Council for Exceptional Children Student Chapter, 2012 – present
- Dr. Lorna Peterson - Envisioning Task Group on Interprofessional Education and Engagement, August 2013 to October 2013
- Dr. Dagobert Soergel – Envisioning Task Group on Research, 2013-14
- Dr. Ying Sun - Committee of the Dean’s Scholarship for Educational Diversity and Excellence, October 2014 – present
- Dr. Amy VanScoy – Envisioning Task Group on Superior Teaching and Learning, 2013-14

DLIS representation to the Faculty Senate is through the GSE. Currently, DLIS faculty member Dr. Anne Marie Perrault represents the GSE as a Faculty Senator. Until her retirement in December 2014, Dr. Lorna Peterson was also a Faculty Senator. The administrative relationships enjoyed with other academic units enhance intellectual development and support interdisciplinary interaction, and encourage participation in the life of the University. The DLIS Chair regularly participates in monthly GSE leadership meetings of the Dean, the Associate Deans, professional decanal staff, and GSE department chairs. The agendas of these meetings cover general direction and initiatives of the GSE, and provide opportunity for the GSE leadership to discuss issues of concern. In addition, the DLIS Chair enjoys positive working relationships with the other GSE departmental chairs, which facilitate discussion of mutual interest (e.g.,
resource allocations). These interactions are supplemented by meetings of all GSE faculty twice each fall and spring, where GSE-wide issues are discussed. DLIS tenure-track faculty are actively engaged in the GSE; they attend GSE workshops and seminars designed to support their career development, and DLIS faculty attend and present at GSE-wide workshops and seminars. Similarly, faculty members of other GSE departments attend seminars organized by DLIS (e.g., our Research Seminar Series (posters appended)). These meetings, and other formal and informal interactions between DLIS faculty and those from other GSE departments, enhance our mutual development and support interactions between the disciplines represented in the GSE. In addition, several of our faculty members enjoy research relationships with other University departments, through joint research projects and through participation on thesis committees. These interdisciplinary relationships include the following:

- Dr. Brenda Battleson White has been collaborating with Rodney Haring, PhD, MSW (affiliated with the University of Arizona and the Roswell Park Cancer Institute, and a member of the Seneca Nation) on two publications investigating diabetes and obesity health interventions among aboriginal and Native American youth.
- Dr. Heidi Julien is serving as a thesis committee member in the Department of Public Health, and in the Department of Sociology.
- Dr. Valerie Nesset is a member of the New Literacies Group in the GSE, and has served on thesis committees in the Departments of Anthropology, Civil Engineering, Learning and Instruction, and American Studies.
- Dr. Lorna Peterson was working with Dr. James Holstun in the Department of English, doing proofreading and consulting on William Wells Brown. She was also working with Dr. Robert Shibley in the School of Architecture and Planning on urban planning and community engagement in low-income housing in Buffalo, and on Open Buffalo.
- Dr. Amy VanScoy is working with Dr. Ji-Won Son, Assistant Professor in the Department of Learning and Instruction and a specialist in math and science education. They are discussing potential collaboration on the topic of problem-solving as a professional strategy for educators and librarians.

DLIS faculty members also serve on University committees, including the following:

- Dr. Samuel Abramovich - Classrooms of the Future Committee, Digital Challenges Initiative, 2014
- Dr. Brenda Battleson White - SUNY FACT2 E-Portfolio Task Force; Open SUNY Fellow - Open SUNY Center for Online Teaching Excellence, January 2014 – present
- Dr. Heidi Julien - Review Committee for SUNY Faculty Diversity Program Awards, 2013; Chair’s Advisory Committee (invited), Vice-Provost for Faculty Affairs, 2015-
- Dr. Valerie Nesset - Faculty Senate Executive Committee’s Committee on Academic Freedom and Responsibility, Spring 2014 – present; GSE Dean Search Committee, 2012-2013
- Dr. Anne Perrault – Faculty Senate, 2013 – present
- Dr. Lorna Peterson – Faculty Senate, 2013 – December, 2014
• Dr. Dagobert Soergel - SMBS Library Concept Design Group (a group consulting with the architectural firm for the new School of Medicine and Biological Sciences building), August 2012 – present; search committees in Department of Linguistics and Department of Bioinformatics, 2013-14
• Dr. Ying Sun - Office of Educational Innovation & Assessment Search Committee, August 2014 – present

Standard V.3 The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position. The school’s executive officer nurtures an intellectual environment that enhances the pursuit of the school’s mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

Department Chairs are appointed by the University President upon the recommendation of the Provost after a Dean’s recommendation to the Provost. The DLIS Chair is the chief administrative officer of the Department and, in consultation with the DLIS faculty, is responsible to the Dean, the Provost, and the President for supervising the department’s personnel and educational programs. The Chair reports to the Dean regarding a program’s instruction, research, and service, and recommends action concerning appointments and promotions to the Dean and to the GSE Personnel Committee.

The DLIS Chair enjoys a title, salary, status, and authority commensurate with other University department chairs, and with disciplinary norms (ALISE Statistical Report, 2012). The DLIS Chair is a tenured Professor, and is fairly compensated (salary data will be available on-site). The CVs for the current and previous DLIS chairs from 2012-2013 are appended. The DLIS Chair has significant leadership and administrative experience, as shown in the range of leadership roles listed on the Chair’s CV. The Chair’s broad involvement in the field (e.g., through her leadership roles with the Association for Library and Information Science Education, Canadian Association for Information Science, and the Association for Information Science and Technology), provide her with a solid understanding of developments in the field, and academic environment. The Chair is responsible for overall leadership of the department, including setting general direction, ensuring delivery of a high-quality MS program, supervising faculty and staff, and managing the operational budget. The Chair produces a monthly report for faculty which outlines her activities (exclusive of day-to-day operations) (reports appended). Since her appointment, in addition to managing day-to-day operations, the Chair has spearheaded multiple initiatives, including the following:

• Facilitating the creation of a new Strategic Plan for the Department (appended), to guide decisions and operations;
• Facilitating a range of assessment initiatives to meet accreditation expectations, including an MS student exit survey, employer survey, alumni survey, and placement survey (surveys appended);
• Creating a new orientation UBlearns (University at Buffalo course management system) course for incoming MS students;

• Establishing and organizing a regular Research Seminar Series (posters appended);

• Focusing significant time on marketing and recruitment, including multiple information sessions and presentations, and creating new program brochures and posters (DLIS Recruitment activities summary appended);

• Planning and implementing important IT upgrades to Baldy 553 (classroom) and Baldy 14A (student lab) (quotations appended);

• Initiating a comprehensive records management project for the DLIS;

• Facilitating new operational coordination with the GSE Teacher Education Institute;

• Facilitating a Memorandum of Cooperation with the University of Pretoria in South Africa (appended) to focus on faculty exchanges and future student exchanges, and started discussions with Bar-Ilan University in Israel for similar future cooperation;

• Facilitating the creation of a new annual alumni newsletter for DLIS (The Informed), launched in fall 2014 (http://gse.buffalo.edu/gsefiles/documents/departments/The%20Informed%20Vol.%201.pdf);

• Strengthening relationships with stakeholder groups (e.g., via town hall meetings with students, meetings with student leaders, meetings with alumni, focus groups with adjunct faculty (minutes appended); and,

• Facilitating revisions to the DLIS Mission and MS Program Goals (http://gse.buffalo.edu/lis/mgo).

The Chair submits an annual report like all other faculty to the GSE Dean (annual report form appended). The Chair also participates in the administration of the GSE through the monthly leadership meetings with the Dean, and informal meetings with the Dean and Associate Deans as needed. In addition, the Chair is responsible for bringing GSE initiatives for discussion to the DLIS faculty, such as recent revisions to annual reporting for faculty, workload policy document (currently in draft form) and discussion of broad GSE goals. The intellectual climate of DLIS is enhanced by the presence of visiting scholars (a list from 2012-2015 is appended). In addition, the Chair nurtures the DLIS intellectual environment by organizing the Research Seminar Series, which brings in two to three scholars each fall and spring to present talks and to interact with interested faculty and students. Since fall 2013, the following Research Seminar Speakers have been hosted (posters appended):

• Andrew Large, McGill University, Canada, A Long and Winding Road: Children and IT in Retrospect

• Brian Detlor, McMaster University, Canada, Helping Libraries Conduct Research

• Paul Kantor, Rutgers University, BIGDATA: Researcher Recommendation Systems: Science, Support or Surveillance?

• Lynne McKechnie, Western University, Canada, “Spiderman is not for Babies” (Peter, 4 years): The Boys and Reading Problem from the Perspective of the Boys Themselves
• Shelagh Genuis, University of Alberta, Canada, *Working with Youth Co-Researchers: Promoting Personal and Community Engagement with Health Information*

• Ina Fourie, University of Pretoria, South Africa, *Compassion Fatigue and Information Behavior*

• Lisa Given, Charles Sturt University, Australia, *Research with Impact: Enhancing Your Profile for Academic and Community Engagement*

• Tayo Nagasawa, Mie University, Japan, *Building Collaboration between Faculty Members and Librarians in University Education*

• Mary Cavanagh, University of Ottawa, *Title TBA* (scheduled for April 28, 2015)

DLIS has an endowment fund specifically to fund visiting speakers, and expenses are kept to a minimum by taking inviting speakers who are geographically proximate for other reasons (e.g., conference attendance). An attempt is made to host speakers with diverse research interests and expertise. These presentations are open to students, faculty, and staff at UB, as well as other community members. They are video-taped and posted to the DLIS website (http://gse.buffalo.edu/lis/research) so DLIS online students can participate in these opportunities for intellectual growth.

The Chair also hosts monthly meetings of the pre-tenure faculty to facilitate discussion of research matters and career development. The environment nurtured by the Chair encourages interaction by faculty and students with other academic units and promotes the socialization of students into the field. The Chair explicitly encourages student activities, including the annual GSE Student Research Day, in which DLIS students are involved. In each of 2014 and 2015, the Chair committed $1000 of DLIS funds to support that event. The Chair also meets regularly with DLIS student leaders (LIS-GSA, Library and Information Studies Graduate Student Association) to discuss issues of concern, and identify ways to support student activities. The Chair has committed DLIS funds to provide food for student meetings, supported student attendance at conferences via student travel funds (http://gse.buffalo.edu/lis/travel-funding), and supported specific conference experiences (e.g., a group of students was supported to attend the 2014 Mid-Atlantic Regional Archives Conference). Opportunities for internships, scholarships, conferences, and employment are routinely posted to the student listserv by the Chair and other DLIS faculty.

The Chair’s liaison and communication role with the Provost’s office, GSE Dean, faculty, students, and constituents is paramount. In representing DLIS to these entities, the Chair seeks DLIS faculty input in order to convey the faculty’s broad and varied insights and perspectives. Input is elicited through faculty meetings (minutes appended), special planning meetings, semi-annual retreats (“Advances”) (agendas appended), ad hoc committees, and DLIS faculty listserv discussions. The Chair’s “open door” policy, and practice of responding to phone calls and email messages quickly, provides faculty and students with ample opportunity to communicate concerns, ask questions, and provide feedback.

The Chair carries out responsibilities for the graduate program of library education through numerous activities, including the following:
• Mentoring faculty toward tenure and promotion; setting annual meetings with untenured faculty to review progress; compiling tenure and promotion dossiers; holding orientation meetings with new faculty;
• Allocating duties among the DLIS faculty; scheduling courses, identifying adjunct faculty, monitoring enrollment, and reviewing teaching evaluations;
• Representing DLIS and its MS degree program within GSE, the University, and with local regional, national, and international associations and agencies;
• Communicating with prospective and current students; resolving student problems; interacting with student associations;
• Overseeing reports to and communication with the Association for Library and Information Science Education, the Committee on Accreditation, and the profession, and providing information requested by the GSE Dean and Associate Deans; and,
• Reviewing applications to the MS program.

GSE Department Chairs

The four GSE Chairs readily collaborate, seeking advice and counsel from their colleagues about challenging issues and responding to correspondence to Chairs from the Dean. The Chairs participate in Chairs’ meetings called by the Dean, which provides the Dean an opportunity to seek information and advice from a broader segment of GSE. GSE Chairs participate in University events hosted by the Provost to help Chairs network with colleagues in other disciplines and schools.

The GSE Department Chairs, Associate Deans and senior administrative staff meet at least monthly with the Dean. The Dean uses these meetings to seek regular input from the four Chairs, each of whom is expected to offer information, suggestions, and solutions to items on the agenda. Special meetings are called when necessary. Any Chair can meet with the Dean individually, and the DLIS Chair meets approximately once per month with the Dean on an individual basis.

GSE Dean

Reporting directly to the Provost, the GSE Dean, Dr. Jaekyung Lee (CV appended), is the chief administrative officer responsible for accomplishing the educational objectives and implementing policies of GSE; final decision-making authority rests with the Dean. The Dean is responsible for providing leadership for the GSE academic vision, as well as for developing responses to opportunities and requests presented by other educational institutions, preK-12 schools, and local, state, and national agencies. The Dean serves as member ex officio of all GSE committees. The Dean’s responsibilities include such functions as budget allocation and control, space and equipment management, and supervision of support staff. The Dean is responsible for representing DLIS to the University—most importantly through interactions with the Provost—about the mission of DLIS and its relationship to the mission of the University.

The counterpart institutional officers who oversee the other 12 Colleges or Schools at UB and carry the title of “Dean” are classified within the State University of New York system as “Managerial/Confidential” (M/C) employees and, as such, are subject to an annually-adjusted salary scale applicable to all M/C employees system-wide, with
assigned minimum and normal maximum salary levels appropriate to the grade/classification for that title. All academic Deans at the UB share a common grade/classification level within the M/C ranks. Compensation of individual Deans reflects longevity of service, the size and complexity of the supervised units, scholarly/professional standing, and achievements. Dean Lee’s salary compares favorably with other Deans in the University. His range of responsibilities and reporting relationship are on par with all other Deans. All UB Deans undergo an annual review by the Provost which serves as an endorsement of confidence in leadership.

**Standard V.4** The school’s administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school’s mission and program goals and objectives. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

DLIS is supported by excellent staff, including Ms. Carole Novak-Lewis, Mr. Benjamin Poremski, Ms. Jessica Purvis, and Ms. Barbara Routhier (staff job descriptions are appended). The student/faculty to staff ratio compares favorably with other GSE departments (Support for DLIS in GSE Context, appended). Carole Novak-Lewis is the full-time Assistant to the Chair, and supports the Chair’s activities in multiple ways. She has long experience at the University, and is able to advise on policy and procedures, as well as assist with course scheduling, and statistical reporting (e.g., for ALISE statistics). The Assistant to the Chair is responsible for overall administration of human and financial resources in DLIS. She also supervises two other staff members: full-time Receptionist Barbara Routhier and full-time Accreditation Assistant Benjamin Poremski. She previously supervised half-time Keyboard Specialist Arryonna Singleton, who was moved to another GSE department in September 2014. The Assistant to the Chair manages executive-level administrative support to the Department, student services and program support (e.g. academic records, Chair correspondence, course scheduling, faculty meeting minutes, etc.), maintains all departmental records, processes all procurement requests, space rental, processes travel vouchers, and makes arrangements for faculty and visitors. The position prepares and justifies Department budget requests, facilitates department expenditures through the Dean’s office, administers personnel matters within the Department, prepares ALISE statistical reports, and supervises office personnel.

The Receptionist provides general office reception and administrative support, fields many inquiries from students, liaises with the GSE Admissions Office and other relevant GSE and University administrative units, and provides administrative support to faculty. The Receptionist provides reception and information for all faculty, staff, students’ and visitors’ questions. The position processes departmental mail and faculty textbook orders, provides secretarial support for the faculty, and prepares brochures and mailings for promotional requests. This position also handles check-stops, semester grade review, course evaluations and the *Library Journal* Annual Salary Survey.

The Accreditation Assistant provides advice and administrative support for accreditation efforts, including developing assessment and evaluation processes, data analysis, and reporting. This role also provides significant assistance with marketing
efforts, including revising the DLIS website, designing marketing materials, and serving on the ad hoc Marketing and Recruitment Committee. The Accreditation Assistant position was created as a half-time professional staff position and staffed in January 2013; in January 2014 the position was changed to full-time, in recognition of the important role and the workload required of that role.

The DLIS staff complement also includes School Librarianship Program Coordinator Jessica Purvis, who started this new professional position in April 2014 (the previous Library Media Specialist Program Coordinator role was not filled upon incumbent Susan Janczak’s retirement in July 2013). This professional staff position was created in 2002 to support the Library Media Specialist Program Director. Until 2013, that role included teaching two courses a year, advising all SL students (currently 15% of our enrollment) to ensure students are meeting all MS and state certification requirements, coordinating the supervision of practicum experiences (carried out by the coordinator and part-time faculty), assisting with curriculum planning, and serving as a liaison to the local school library community. Ms. Janczak, who served in that role until 2013, had 18 years of K-12 school library experience and other relevant experience. A new School Librarianship Program Coordinator, Ms. Jessica Purvis, was hired in 2014 to coordinate the SL program, ensuring that the program is administered in accordance with all relevant external standards and policies; undertake student recruitment in the SL area; take responsibility for data collection (test scores, evaluations, surveys) and analysis; maintain departmental web pages relating to the SL program; analyze Association of School Librarians, CST, edTPA, SUNY, NYSED, and Departmental objectives and courses to inform curriculum mapping; maintain and analyze enrolment data and projections; take responsibility for analyzing and providing student data to internal and external stakeholders; student advising, including initial/continuing advisement of SL students, liaise with central University offices (admissions, financial aid, etc.) for applicants, admits, and current students, counsel students on curricular and placement matters, review student transcripts, develop plans of study, meet with prospective and incoming students, handle current student issues; coordinate the supervision of practicum experiences; represent DLIS at local and regional SL-related meetings; and liaise with school library communities and SL adjunct professors.

The Department submits applications for part-time work-study students, and has been successful in receiving these undergraduate student workers, who provide additional administrative support to the Department. In 2012-13, DLIS had 3 work-students, in 2013-14 we had two work-study students, and in 2014-15 we have three work-study students.

The DLIS governance structure until early 2014 included the DLIS Council, which has been replaced by a body of the faculty which meets monthly for discussion and decision-making. Faculty participation in decision-making and planning is a cornerstone of the Department’s identity. DLIS business is conducted through the faculty as a body, which recommends actions to be taken with regard to curriculum, policy and academic standards, students, technology, space, office management and any other domain of concern to the DLIS community. All DLIS faculty are voting members at faculty meetings. Meetings are scheduled monthly and presided by the Chair, and extraordinary meetings may be called if needed (governance document appended). Faculty meetings are the body where DLIS policies are created and reviewed, operations are discussed...
and actions recommended, and DLIS committees provide advice to the faculty and to
the Chair (faculty meeting agendas appended).

The School’s decision-making structure includes three standing committees (Academic
Programs and Curriculum, Admissions and Academic Standards, and Scholarships),
and ad hoc committees as needed (e.g., Marketing and Recruitment Committee, Social
Media Committee, and Accreditation Advisory Committee). Previous standing
committees, the Personnel Committee and the Technology Committee, were disbanded
because they were not needed.

The current structure was agreed upon by faculty in January 2014 and is largely the
same as the structure in place when the current chair arrived in August 2013. The most
significant change was a shift in the primary decision-making body of DLIS from a
Council which included representation from adjunct faculty and students, to a faculty-
only decision-making body. Students and adjunct faculty were consulted prior to the
change, and both stakeholder groups agreed that they found it difficult to attend Council
meetings, and that they both enjoyed many other opportunities to provide feedback and
to be informed. For example, the Chair hosts a focus group and social event for adjunct
faculty in fall and spring, where adjuncts are invited to share their feedback, ask
questions, and network with each other and with full-time faculty (minutes appended).
Student leaders meet monthly with the Chair to discuss concerns, and identify
opportunities to support student activities. The Chair hosts town hall meetings with on-
campus and online students in fall and spring, which have developed trust and
encouraged frank and open discussion of issues and concerns, both within those
meetings and outside of them. The Chair regularly fields questions from current and
prospective students, and posts news and information on the DLIS listservs for faculty,
adjuncts, students, and alumni. Informal feedback to the Chair suggests that with all
these forms of engagement and opportunities for evaluation of operations and policies,
transparency has increased significantly since her arrival, and DLIS stakeholder groups
are pleased with the increased visibility of DLIS activities and more effective
distribution of information. The DLIS governance structure was discussed by faculty
prior to making the change from the Council structure, which was more relevant when
the department was a more independent unit as the School of Informatics (disbanded in
2006, when DLIS became a department of the GSE). The current structure parallels that
of the other GSE departments.

The DLIS standing committees (committee memberships appended) manage significant
discussion and provide advice to the Chair and the faculty for decision-making. The
Chair frequently informally consults with committee chairs (especially as she has
familiarized herself with local policy and practice), and committees have the opportunity
and responsibility to report at each faculty meeting. Faculty meetings also include
agenda items specific to committee work, as needed.

The Academic Programs and Curriculum Committee is responsible for providing advice
regarding curriculum and DLIS programs, oversees academic programs, and
coordinates curricular matters pertaining to all programs. The APCC coordinates course
reviews and recommends the Course Rotation schedule. The APCC was charged with
reviewing its processes in fall 2014, and is asked to report those in 2015.
The Admissions and Academic Standards Committee recommends policies and regulations pertaining to all academic matters, recommends action regarding students who have not met the minimum academic requirements for the MS degree, and through the Chair, monitors all proposed Plans of Study submitted by MS students. The AASC reviews applications to the MS program which do not meet minimum standards and advises the Chair about admission. In fall 2015 the AASC will be charged with reviewing its processes.

The Scholarships Committee is responsible for making decisions about disbursement of scholarship monies (from DLIS endowments). In addition, in fall 2013 the Chair charged the Scholarship Committee with reviewing its decision-making processes, a task which continues and is expected to be complete in 2014-15.

Three recent ad hoc committees have supported important DLIS activities. A Marketing and Recruitment Committee was struck following strategic planning in fall 2013. This committee has taken responsibility for a range of marketing and recruitment efforts, and provides ad hoc advice to the Chair. A Social Media Committee was struck in late 2013 to review the social media strategy of the Department. That Committee has been folded into the Marketing and Recruitment Committee, since their mandates were overlapping. An Accreditation Advisory Committee was struck in fall 2013, to provide guidance and feedback on DLIS accreditation efforts. Broad representation from significant stakeholder groups (including employers and alumni) was sought for the membership of that Committee (membership list appended). This committee has been apprised of progress in preparation for the 2015 ERP site visit, and has been provided the opportunity to provide feedback on draft documents, such as the Accreditation Plan created in January 2014, the Program Plan submitted in April 2014, and the Program Presentation.

DLIS governance also includes an Advisory Board (current membership list appended), which has provided significant guidance and leadership to DLIS in times of unstable leadership in recent years, and which is now acting in an advisory role. The Advisory Board meets quarterly, and the Chair provides an update of DLIS activities at those meetings (Chair’s reports to the Advisory Board are appended). Advisory Board members are invited to DLIS events, including the semi-annual Advance meetings (formerly “retreats”). A recent initiative for the Advisory Board is the creation of a DLIS newsletter, titled The Informed: A Newsletter of the Department of Library and Information Studies (appended) which is intended to be an annual electronic publication disseminating DLIS news, and profiling faculty, student, and alumni accomplishments. The Advisory Board is kept apprised of important DLIS events and initiatives, and Board feedback is solicited.

DLIS direction is guided by a five-year Strategic Plan (appended), created at the fall 2013 Advance meeting and formally agreed to by faculty shortly thereafter. This Plan guides the overall activities of DLIS by focusing our efforts on five primary goals, including the following:

1. We will increase enrolment by 30% over the next 3 years.
2. We will develop a research culture that results in meaningful, ongoing, productive, and impactful investigation.
3. We will integrate accreditation operations into the culture of the department.
4. We will continually revise the MS curriculum to keep it current and to adapt to an ever-changing 21st century information climate.
5. We will create awareness of the value of our MS program, faculty, and graduates.

Each goal is supported by multiple objectives, specific timelines, and assigned responsibilities. The Strategic Plan is a living document, updated monthly by any faculty member, but primarily by the DLIS Chair. Discussion about progress towards these Departmental goals and their accompanying objectives occurs at each monthly faculty meeting.

**Standard V.5** The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school’s program of teaching, research, and service.

As an independent unit, GSE has its own operating budget assigned annually following a complex planning process that involves a confidential budgeting compact negotiated between the Dean and the Provost. The Provost’s formal compact with each decanal unit is informed by the Deans’ detailed analysis of current strategies, resources, hiring plans, and initiatives. The Provost, working with the President’s Office, meets with each Dean to discuss the plans as presented, seek any further clarifications required, and determine funding allocations.

GSE support for each of the four departments is consistent and equitable (see Support for DLIS in GSE Context, appended). GSE supports department expenditures for faculty recruitment; faculty, adjunct and staff salaries; specialized staff support, such as technology, development, and recruitment; online degree program administration; summer teaching stipends; graduate assistantship stipends; accreditation fees; institutional memberships; license renewal and software upgrades; and all telephone charges. Special requests can be made to the Dean’s office by Chairs and faculty – for example, to support a faculty member who has accepted a prestigious keynote speaking engagement, a scholarly journal editorship, specialized data sets for research, or a pivotal national or international committee seat.

Operational funds for each of the four GSE departments are allocated by the GSE Dean. This support covers basic DLIS expenses (DLIS Budget appended), although DLIS enjoys additional resources from its endowments. Operational funds are equitably allocated in terms of DLIS needs, and faculty/staff complement. DLIS has exclusive use of sufficient space within Baldy Hall to accommodate faculty and staff offices, a classroom, a lab, a student lounge, a faculty/staff lounge, and a general office. Available resources are sufficient to ensure adequate operations of these spaces. Funding is complemented by central GSE support for admissions (GSE Admissions Office (http://gse.buffalo.edu/admissions)), online teaching (Online Teaching Office (http://www.buffalo.edu/gse/online.html)), and information technology (Information Technology Office (http://gse.buffalo.edu/gseit)). In addition, the Dean’s office staff provide excellent and regular assistance with human and financial resources.
administration, alumni relations (via a GSE Alumni Group), and research grant administration.

DLIS has complete discretion involving use of departmental endowment funds (within the donors' criteria) and reserves of research recovery money from grant funding. Endowments, other than those reserved for student scholarships, have been used to support a range of expenses, including hosting visiting speakers, creating marketing materials, supporting faculty and student travel, and purchasing New York Library Association memberships for all faculty (endowment spending table appended).

Technology

Information technology costs are supported by the GSE, including basic faculty member desktop software and lab software and software subscriptions that support curriculum, such as Cataloger's Desktop and Classification Web. The Dean's Office purchases upgrades and license renewals for software currently in use. GSE uses a five-year replacement cycle for all faculty and staff computers, 50% of which is funded through the GSE Dean's Office, replacing the oldest 20% of GSE faculty/staff computers each year. GSE IT purchases from the UB2020 suite of computers. These are standardized and tested Dell/Windows and Apple/Mac OSX desktops and laptops. GSE IT determines which standard computer will be purchased in consultation with the faculty or staff member: Dell or Mac, laptop or desktop. If the faculty or staff member requires significant upgrades beyond the standard computer those additional costs are the responsibility of the department or faculty. The GSE IT Director has established an automated inventory system for all GSE computers, which is available for DLIS planning purposes. The DLIS Chair determines the amount of support for individual faculty requests for new software and small IT purchases.

GSE IT also maintains the Faculty Technology Lab (FTL). This lab is reserved for faculty and their GAs in support of teaching and research. The lab also loans equipment to faculty such as video cameras, projectors, screens, microphones, digital video conversion equipment, etc. A GSE-funded Graduate Assistant staffs this lab 20 hours per week.

GSE IT maintains three Technology Labs for use by all GSE departments: a 35-seat, Windows 7 lab, a 28-seat Windows 7 lab along with a 25-seat Mac OSX lab. GSE is in year one of a three year plan to replace the essential technology in all labs. This year will see new student computers in the 28-seat lab along with new instructor computers in the 28 and 35-seat labs. The two labs that currently use some kind of Smart technology will have that replaced and all three labs will get new projection systems. Year two will see new computers for the 35-seat lab and year three will see new computers for the 25-seat Mac lab. All purchases are funded by the GSE Dean's Office.

**Standard V.6 Compensation for a program’s executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.**

Compensation for the Chair, faculty, and staff is equitably allocated according to University policy and contractual agreements. University agreements govern
compensation levels, which are established according to the qualifications of personnel (http://uupinfo.org/negotiations/Contract2011to2016webSECUREv6.pdf). Salaries and benefits attract, support, and retain personnel required to meet DLIS goals. DLIS faculty salaries are comparable to GSE norms (see Table V.1 below). DLIS Assistant Professors are compensated at slightly higher levels, and DLIS Associate Professors at slightly lower levels than their GSE colleagues, but all salaries are within normal ranges.

Table V.1 GSE Mean Salaries by Rank (FT, Tenure-Track) within Department, 2014-15

<table>
<thead>
<tr>
<th>Department</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professor</td>
</tr>
<tr>
<td>Counselling, School, and Educational Psychology</td>
<td>$155,445</td>
</tr>
<tr>
<td>(14)</td>
<td></td>
</tr>
<tr>
<td>Educational Leadership and Policy (10)</td>
<td>$140,875</td>
</tr>
<tr>
<td>Learning and Instruction (22)</td>
<td>$116,870</td>
</tr>
<tr>
<td>Library and Information Studies (9)*</td>
<td>$131,733</td>
</tr>
<tr>
<td>GSE Mean</td>
<td>$135,158</td>
</tr>
</tbody>
</table>

*Dr. Samuel Abramovich, appointed 50% to DLIS, is here counted in the Department of Learning and Instruction, his tenure home.

The most recently available comparative data from Association for Library and Information Science Education statistics demonstrates that DLIS faculty salaries are comparable (see Table V.2 below).

Table V.2 ALISE Mean Salaries, 2011-12 (most recently available data)

<table>
<thead>
<tr>
<th>Northeast (Academic Year)</th>
<th>US (Academic Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>Professors</td>
</tr>
<tr>
<td>$114,345</td>
<td>$113,612</td>
</tr>
<tr>
<td>Associate</td>
<td>Associate</td>
</tr>
<tr>
<td>$94,474</td>
<td>$85,676</td>
</tr>
<tr>
<td>Assistant</td>
<td>Assistant</td>
</tr>
<tr>
<td>$74,935</td>
<td>$68,316</td>
</tr>
</tbody>
</table>

Initial faculty salaries are negotiated with the Department Chair, working within ranges set by the Dean and overseen by the GSE’s financial officer. Salary increases occur via individual discretionary increases recommended to the Dean by the Department Chair and through United University Professions negotiated across-the-board raises. One percent of the total salary pool is available for discretionary increases in each year of the UUP Agreement. Information on UUP benefits can be found at http://www.uupinfo.org.

Salary is augmented by benefits such as medical and dental insurance and vision care; low cost parking; access to the University data processing network; tuition-free courses on space-available basis; and Individual Development Awards (http://www.hr.buffalo.edu/default.php).
Institutional funds to support research, professional development, travel, and leaves, are available equally to DLIS faculty and staff. Student financial aid (http://financialaid.buffalo.edu/) is also equally available to DLIS students, who are considered equally for GSE and University-level scholarships (e.g., in 2014, one MS student was awarded a prestigious UB Schomburg Fellowship). The University-level Graduate Students’ Association (GSA) supports student activities and travel, and DLIS students have been active participants in the GSA and successful recipients of GSA support.

GSE supports new faculty hires by providing financial support during the initial year of service (up to $2,500 for a new computer and up to $3,000 in moving expenses). Pre-tenured faculty have an allotment of $1,500 annually from the GSE Research Development Fund to assist in their progress toward tenure; Associate Professors are allotted $500, and Professors are allotted $300. Assistant professors also may apply for GSE Research Awards of up to $10,000, awarded on a competitive basis; additional resources and support may be requested by the Department Chair or by the individual faculty member; and professional and technology support may also be negotiated individually with the Dean.

In addition, DLIS faculty have access to travel funds from departmental endowments (DLIS Travel Policy appended); these additional funds have been allocated since the travel policy was implemented in spring 2014. In January 2015, the faculty decided to begin offering adjunct faculty $200 annually for professionally-related travel. Development funds for professional staff are allocated on an as-needed basis by the DLIS Chair to support activities that promote the goals of the department. For example, Mr. Benjamin Poremski has been supported to attend the annual conference of the Association for Library and Information Science Education, and to take assessment-related courses, both of which develop his skill set in his area of responsibility. Ms. Jessica Purvis has been supported to attend school librarianship-related workshops and conferences, to promote DLIS and our School Librarianship program.

There are additional funding opportunities available to UB faculty, including seed grants (http://www.research.buffalo.edu/funding_programs/default.cfm ). University departments and faculty can apply for UUP Affirmative Action/Diversity Grants, Employment Grants, Professional Development Grants, Safety and Health Grants, Technology Grants, and Campus Grants. They range from a few hundred to ten thousand dollars. All faculty can receive online Community of Science (COS) Funding Alerts for their subject areas (http://www.cos.com). UB’s Sponsored Projects Services office (http://www.research.buffalo.edu/sps/) provides pre- and post-award tools and information for finding, applying and administering research grants to all faculty.
Table V.3 DLIS Faculty Travel

<table>
<thead>
<tr>
<th></th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Faculty</td>
<td>$1,844</td>
<td>$2,315</td>
</tr>
<tr>
<td>Total</td>
<td>$20,286</td>
<td>$25,868</td>
</tr>
</tbody>
</table>

GSE Administrative Support

**Associate Deans**

- The Associate Dean for Research, Dr. Greg Fabiano, works with faculty to encourage and support research and scholarship, such as advising about external funding. The Associate Dean organizes activities and provides information to facilitate research. An example is the “Research Frontiers Talks” series in 2014-15, with presentations by junior GSE faculty.
- The Associate Dean for Interprofessional Education, Dr. Randy Yerrick, works with faculty to facilitate discussion about creating educational opportunities and programs that cross disciplines within the GSE.
- The Associate Dean for Academic Affairs, oversees academic policy and faculty personnel matters, serves on the GSE Personnel Committee, interacts with faculty on issues related to promotion and tenure, and serves as the liaison to the UB Faculty Affairs offices. Until December 2014 this role was held by Dr. Greg Dimitriadis; following his untimely passing at the end of 2014, Dr. Randy Yerrick assumed these responsibilities.
- The Associate Dean for Student Affairs and Administration, Dr. Jenifer Lawrence, works to support the student experience within the GSE, and takes responsibility to organize events such as commencement.

Centralized and specialized GSE personnel equally support the four departments, allowing DLIS to divest many of the tasks formerly performed in-house by DLIS departmental staff. This centralization provides efficiency, economy of scale, and greater depth of service in the various specialties for the departments. While individual GSE departments set their own admissions standards, GSE’s Graduate Admissions and Student Services (http://gse.buffalo.edu/admissions) handles prospective student activities, including recruitment, enrollment management and reports, admissions data management, and student services for applicants. When a student enters a program, GSE Admissions sends the student file back to the department. New student orientation is currently at the department level. GSE admissions staff answer basic program and career questions and point prospective students to the right department for detailed advisement. The Office of Admissions processes non-matriculated and re-admit students, collects final transcripts and submits them to the Graduate School, organizes a New Student Day for admitted students, and organizes a GSE-wide student orientation. The Dean’s Office processes UB Foundation disbursements, office supply orders, reimbursements, Central Travel Account requests, travel reimbursements, honoraria payments, and deposits. The Dean’s Office staff also provide monthly budget updates/account balances, manage faculty grant expenditures, assist Principal Investigators with financial transactions, and manage salary recovery process and notification. The Office of Online Education (http://www.buffalo.edu/gse/online.html) provides support for instructional design, course development, and technical assistance.
The Teacher Education Institute supports DLIS by providing administrative support for the School Librarianship practicum course, and advice about evolving requirements for teacher certification.

**Online Programs Faculty Compensation**

The Office of Online Education in the GSE provides a one-time stipend of $1500 to faculty members to develop a new online course; acceptance of the stipend obligates the instructor to teach the course three times.

**Outreach**

UB Student and Alumni Affairs staff compile alumni newsletters, organize the fall scholarship banquet, present placement workshops (such as Hire Ed), plan Commencement, and produce GSE promotional materials. The GSE also does outreach with a formal mentoring program that matches alumni with current students, and by publishing an annual newsletter and publicizing news via social media.

DLIS undertakes a great many outreach activities, including the following:

- publishing an alumni newsletter, *The Informed*;
- hosting receptions at conferences of the New York Library Association, Association for Information Science and Technology, and the American Library Association;
- participating in the Association for Library and Information Science Education Cooperative Reunion;
- publicizing departmental news via the GSE website, the student and alumni listservs, and the DLIS Facebook (https://www.facebook.com/ublisofficial) and LinkedIn (https://www.linkedin.com/groups/University-Buffalo-Library-Information-Studies-2936203) pages;
- organizing and publicizing a Research Seminar series, wherein scholars from all over the world give talks and spend time in DLIS to talk to faculty and students (posters appended);
- organizing a Bobinski Lecture, using funds endowed by a former Dean of the (then) School (in 2015 this event is co-sponsored by University at Buffalo Libraries and the Buffalo and Erie County Public Library).

**Student Support**

DLIS students have access to many scholarships managed by the Department, the GSE, the University, and external sources (http://gse.buffalo.edu/lis/scholarships). DLIS students have received UB scholarships and Schomburg scholarships through the University. Disposition of Schomburg scholarships is determined by a UB committee which reviews applications submitted by academic programs. In addition, the GSE offers a Dean’s Scholarship for Diversity and Excellence; $140,000 annually is dedicated to support international students and underrepresented minorities. Endowed scholarship funds support four to six students yearly. Specific student scholarships are discussed in Standard IV.1.
Table V.4. DLIS Student Support – Fellowships, Scholarships & Assistantships

<table>
<thead>
<tr>
<th></th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fellowships &amp; Scholarships</td>
<td>$103,739</td>
<td>$104,240</td>
<td>TBA</td>
</tr>
<tr>
<td>Assistantships</td>
<td>$67,739</td>
<td>$71,900</td>
<td>$31,823</td>
</tr>
<tr>
<td>Number of Assistantships</td>
<td>4</td>
<td>4</td>
<td>2*</td>
</tr>
</tbody>
</table>

*In 2014-15, DLIS was given an additional two GAs from other GSE departments, so those expenses were not allocated to DLIS. In 2015-16, DLIS will be allocated those two additional GA lines.

Fiscal and administrative planning and assessment occurs at the GSE level and is addressed in the monthly meetings between the Dean and the Department Chairs. The Dean seeks input from each of the Chairs to create a compact budget presentation to the Provost each spring. The Dean and the GSE Financial Officer make necessary adjustments to satisfy UB/SUNY budget demands upon each of the departments based upon regular consultation with the department Chairs, program directors, and GSE faculty. The information derived from GSE’s fiscal and administrative planning informs all planning within DLIS. Budget allocations are based on enrollment. Although enrollment had been declining prior to 2014, as is the case recently for LIS programs generally (learned anecdotally from other Deans, Directors, and Chairs, since the ALISE Statistics are not current), to date there has been little direct impact on DLIS. However, the GSE Dean, Dr. Jaekyung Lee, is clear about assigning resources on the basis of enrollment and research productivity in future, so the fact that we exceeded enrollment targets for fall 2014 bodes well for future support.

Standard V.8 The school’s planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.

DLIS administrative policies are reviewed on an ongoing basis by the Chair and by the standing committees, as well as by the Assistant to the Chair, Carole Novak-Lewis. Fiscal policies are reviewed in faculty meetings; for example, in 2013-14 faculty decided to allocate endowment funds to faculty and student travel, to New York Library Association memberships for faculty, and to upgrading classroom and lab space. Where appropriate, staff and student advice is solicited to inform these reviews. For example, the student travel support policy was circulated to students for evaluation before finalizing it. Faculty meeting minutes (appended) provide evidence of these decisions. Enhancements to teaching resources, via the classroom and student lab upgrades, included new equipment in 553 Baldy, which enhances our presentation and teleconferencing abilities, and recent upgrades to student lab B14 (in response to student and employer feedback), which include new presentation (A/V) equipment, and new student computers (scheduled for August 2015).
Conclusion

DLIS is administratively organized to fulfill its Program Goals. Financial and administrative resources are sufficient to support the Department, faculty, staff, students, and academic programs, and the DLIS faculty and staff are engaged and well-integrated into the GSE and UB. Faculty, staff, students, alumni, and employers provide regular evaluations to inform administrative and fiscal policies.

Appendices to Standard V (available in electronic version only)

1. Academic Programs and Curriculum Committee Minutes
2. Research Seminar Series posters
3. Chair’s CVs
4. Chair’s Reports to the DLIS Advisory Board
5. DLIS Strategic Plan
6. Exit Surveys
7. Employer Survey
8. Alumni Survey
9. Placement Survey
10. DLIS Recruitment Activities
11. IT Upgrade Quotations
12. Memorandum of Cooperation with the University of Pretoria
13. Adjunct Focus Group Meeting Minutes
14. DLIS Committee Membership
15. Faculty Annual Report Form
16. List of Visiting Scholars
17. DLIS Faculty Meeting Minutes
18. Advance Meeting Agendas
19. GSE Dean Lee CV
20. DLIS Staff Job Descriptions
21. Support for DLIS in GSE Context
22. DLIS Governance Document
23. DLIS Faculty Meeting Agendas
24. Accreditation Advisory Committee Membership
25. DLIS Advisory Board Membership
26. DLIS Newsletter, The Informed
27. DLIS Budget
28. DLIS Endowment Fund Expenditures
29. DLIS Travel Policy
Standard VI: Physical Resources and Facilities

Standard VI.1 A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.

The Department of Library and Information Studies is able to achieve its goals with the physical resources and facilities provided. The only feedback relating to inadequacy in physical resources came from student feedback in a town hall meeting indicating that the student lab (Baldy 14A) was inadequate (which resulted in improvements made), faculty feedback that the IT infrastructure in our classroom (Baldy 553) needed upgrading, and employer feedback (from the Employer Survey) that our graduates’ technical skills could be improved; those upgrades have been implemented. Student feedback is encouraged through regular meetings between the DLIS Chair and student leaders, and student town hall meetings, and faculty know that they can come to the Chair with concerns relating to physical resources and facilities at any time.

DLIS has 20 offices, allocated as follows:

- 9 are occupied by full-time faculty,
- 1 is allocated to a new faculty member to start August, 2015
- 2 are allocated to adjunct faculty,
- 3 are administrative offices,
- 2 are occupied by graduate assistants, and
- 3 are occupied by visiting scholars.

DLIS also has a secure student lounge (Baldy 543), a staff/faculty lounge (Baldy 535), a conference room that is also used as a classroom for seminar-sized groups (553 Baldy), a student lab (14A Baldy), and a storage room (14B Baldy). The general departmental office is located at 534 Baldy, and is where Receptionist Barbara Routhier and undergraduate work/study students conduct their work.

Standard VI.2 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school’s program, regardless of the forms or locations of delivery.

Informal review of physical facilities by the DLIS Chair and the Assistant to the Chair, Ms. Novak-Lewis, informed by discussion with other DLIS staff and faculty, has resulted in some recent enhancements to the physical environment. For example, the GA office was renovated in 2013-14; a records management review of student files (according to the University at Buffalo records retention policy) resulted in removal of archival files to a storage space, which freed up an office space; the copy area in the DLIS office has been rearranged for greater efficiency; new furniture and a new microwave oven were purchased and aesthetic upgrades to the staff lounge were completed in 2014; and other aesthetic improvements have been made to the departmental hallways (e.g., an outdated forms display case was removed). As a result of the Strategic Plan goal to foster a
research culture and communicate this culture to students, we have enhanced our space with products of our research, such as posters from conferences, and copies of faculty publications. In addition, we have posted photographs of faculty and of faculty engaging with students. These photographs help to convey a sense of community in our physical space.

DLIS faculty, staff, and students have access to UB and Graduate School of Education resources and facilities including the GSE computer labs, GSE classrooms, GSE Faculty Technology Lab, GSE Data Analysis Lab, and GSE conference rooms. Table VI.1 summarizes the main facilities and resources that are available to and/or specifically equipped for DLIS.

Table VI.1 Facilities Available to or Equipped for DLIS

<table>
<thead>
<tr>
<th>Facility Types</th>
<th>Available to or Equipped for DLIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>100 UB technology classrooms</td>
</tr>
<tr>
<td></td>
<td>14 GSE technology-equipped classrooms or conference rooms</td>
</tr>
<tr>
<td></td>
<td>4 UB video conferencing classrooms (North &amp; South Campuses; Baldy 200G, Park 247, Bell 340C, and Jacobs 106) (<a href="http://www.buffalo.edu/ubit/service-guides/conference/video-conferencing.html#video-rooms">http://www.buffalo.edu/ubit/service-guides/conference/video-conferencing.html#video-rooms</a>)</td>
</tr>
<tr>
<td></td>
<td>1 off-campus technology-equipped classroom (Rochester Extension) – no longer used</td>
</tr>
<tr>
<td>Computer Labs</td>
<td>9 UB computer labs with 400+ computers (North Campus) (<a href="http://www.buffalo.edu/ubit/service-guides/computing-sites/north-campus.html">http://www.buffalo.edu/ubit/service-guides/computing-sites/north-campus.html</a>)</td>
</tr>
<tr>
<td></td>
<td>UBIT “My Virtual Computing Lab”</td>
</tr>
<tr>
<td></td>
<td>3 GSE computer labs</td>
</tr>
<tr>
<td>Other Labs</td>
<td>1 GSE Faculty Technology Lab</td>
</tr>
<tr>
<td></td>
<td>1 GSE Data Analysis Lab</td>
</tr>
<tr>
<td>Offices</td>
<td>20 offices (one office per faculty/staff, two offices shared by adjunct faculty, one main department office, two offices shared by four GAs, a staff lounge, and a file room)</td>
</tr>
<tr>
<td>Lounges</td>
<td>1 lounge shared by faculty, staff, and GAs</td>
</tr>
<tr>
<td></td>
<td>1 student lounge</td>
</tr>
<tr>
<td>Computers</td>
<td>24 computers (one per faculty/staff/GA, two for work-study students, three for adjuncts, and one laptop available for additional use by faculty and GAs)</td>
</tr>
<tr>
<td>Printers</td>
<td>22 laser printers (one per office and one printer/scanner/fax in the main DLIS office shared by faculty, staff, and GAs)</td>
</tr>
<tr>
<td>VoIP Phones</td>
<td>A minimum of one per DLIS office</td>
</tr>
<tr>
<td>Libraries</td>
<td>9 libraries with 4 million print volumes, 6 million microforms, 30,000 periodical subscriptions, 11,000 multi-media materials, over 700,000 e-books, 22,000 full-text electronic journals, and 250 subscription databases</td>
</tr>
</tbody>
</table>
DLIS physical facilities provide a functional learning and working environment for students and faculty, and they facilitate research, teaching, service, consultation, and communication by providing privacy and co-location for collaboration and communication. Efficient and effective administration of the MS program is facilitated by the comfortable office space and furnishings enjoyed by administrative staff and the Chair.

GSE is located in Baldy Hall, which is centrally located among the contiguous buildings on the North Campus Academic Spine and adjacent to both the Law and Lockwood Libraries. Also housed in Baldy Hall are the Department of Communication, the Department of Linguistics, and the School of Social Work. DLIS is located in 3,500 sq. ft. of dedicated contiguous space on the fifth floor of Baldy Hall. The basement of Baldy Hall also contains a storage room, a large office, and GSE computer labs that are used by DLIS classes and students. A third computer lab is also available to DLIS students on the second floor of Baldy Hall.

DLIS faculty and staff have individual offices, each averaging 110 square feet, with ergonomically designed furniture to support computing and student consultation. Each office has an Ethernet connection integrated in a “Voice over IP” telephone. Each faculty member has a desktop or a laptop computer, replaced every five years. Adjunct faculty who wish to be assigned office space have shared offices on the fifth floor of Baldy Hall. Graduate and other student assistants work in shared offices.

The DLIS conference room, 553 Baldy, seats 25. It is equipped with a quality conference telephone, computer, projector, projection screen, and large blackboard. Recent technical upgrades have enhanced communication with students and faculty working online (e.g., faculty who cannot attend faculty meetings in person do so by Skype in this room, and the Chair’s town hall meetings with students use this space and bring online students in via Blackboard Collaborate). This room is used for meetings of faculty and student groups, lectures, presentations, and on occasion, seminar-sized classes. When not otherwise in use it is available as a group study room where students can use the computer and projector for collaborative work. DLIS can also use other GSE conference rooms scheduled by the Dean’s office.

Upon student request through the graduate student group, LIS-GSA, the student lounge was relocated from the basement to a redecorated and comfortably furnished room on the fifth floor of Baldy Hall. Moving this room has facilitated communication between students and faculty and provided dedicated space for students to meet. Students may also reserve the conference room (553 Baldy), and reserve Blackboard Collaborate “rooms” for online meetings.

Standard VI.3 Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

Classrooms

Most DLIS classes are held in centrally-scheduled UB classrooms. Some classes are held in GSE classrooms, GSE computer labs, UB computer labs, off-campus classrooms,
video conferencing classrooms (e.g. Blackboard Collaborate) or asynchronously online. Small seminar-sized classes are held in the DLIS conference room, 553 Baldy.

**UB Classrooms**

There are more than 100 classrooms on the North Campus that are centrally scheduled by UB’s Classroom Scheduling Office. The majority are Technology Classrooms (TC), each equipped with large-screen video projection, a locked technology cabinet containing a PC and/or Mac (both with the standard UB software package installed, DVD/CD drives, USB ports, optical mouse, network connection, etc.), a VHS/DVD player, a WOLF Visualizer document camera, a wireless mouse, laptop ports, and a classroom response system. Additional equipment and software may be ordered for these classrooms. Sometimes DLIS courses are also scheduled in “Computing Hands-On Classrooms” that are managed by UB’s Office of Computing and Information Technology (CIT). Each of these classrooms is configured with a computer for each seat, a whiteboard/chalkboard, and an overhead digital projector. In addition, on North Campus there are four classrooms with video recording technology. These come with staff to do the recordings, and are TD-ready. DLIS regularly books these classrooms for instructors teaching in hybrid mode, or otherwise recording lectures for online students (booking for teaching purposes is free). One of these classrooms is located in Baldy Hall (200G); this room is used for the DLIS Research Seminar Series (posters appended), so presentations are recorded for the benefit of online students and others who are unable to attend in person (those recordings are linked to the DLIS website).

**GSE Classrooms**

GSE collectively manages 15 rooms in Baldy Hall that can be used as classrooms (limited to GSE courses). Each room contains a Mac Mini or Windows 7 computer (with Internet access) and a projector or plasma TV. Most classrooms also have access to the UB wireless network. The use of these classrooms is scheduled through the Dean’s Office or individual department offices through a common online calendar. The GSE Instructional and Information Technology (GSE IT) office provides technical support and services for these classrooms.

GSE maintains three computer labs used for classes and as open labs when there are no classes in session with one computer per student/seat: 200C Baldy Windows 7 Lab (28 seats), 14 Baldy Mac Lab (25 seats), and 14A Baldy PC Lab (35 seats). Each lab includes an instructor workstation with a computer and projection system. Some labs also contain an opaque projector and/or Smart Board technology. These labs can be used by GSE faculty to hold semester-long courses or ad hoc classes. Faculty may reserve the computer labs through a Web form maintained by GSE IT. DLIS has recently invested in IT upgrades for Baldy 14A (student lab); new student computers will be installed in summer 2015.

DLIS uses other GSE IT resources; for example, School Librarianship students are able to borrow iPad kits from the GSE Teacher Education Institute, to use for recording their student teaching (required for their final Portfolios). DLIS has also invested in a digital video camera, tripod, and projector to facilitate recording for online learning.
Information Technology Infrastructure

UB provides its faculty, staff, and students with a cutting-edge IT environment for teaching, learning, research, communication, and management. All technology classrooms and computer labs operate in this environment.

Campus Network Infrastructure

UB’s campus network is supported by an extensive fiber optic infrastructure that extends to all buildings across three campuses. It includes a 10 GB Ethernet backbone in the core with 1 GB Ethernet dual-attached links to every building. GSE offices have desktop connection speeds of 100 Mbps - 1Gbps. The network includes interconnections with several local, regional, and national networks. UB provides a campus-wide wireless network with approximately 2,100 wireless access points that support both the wireless “G” and “A” standards. With campus area coverage of nearly 90%, the wireless network is widely available for students to use. The network can accommodate up to 63,000 simultaneous users.

UB Instructional/Research Servers, Software, and Labs

UBIT maintains all servers and systems for UB business and other administrative applications. These servers support student account management for course registration, billing, official transcripts, course management, media streaming, file backup, Web hosting, and other functions. Starting March 2011, UB switched to HUB, a highly integrated information management system powered by Oracle’s PeopleSoft. The HUB system is now a one-stop shop for course registration, financial aid, degree audits, class and exam scheduling, and other functions. UB uses the open source Shibboleth system for single logon access to a variety of resources and IT tools, including UBmail, UBlearns (course management system), MyUB (faculty, staff, and student portal), UBLib, the HUB Center and any of the computers in labs managed by UB, schools/colleges, or departments. Users can log on to campus systems remotely through a VPN connection. For course management, UB uses the Blackboard platform UBlearns, which supports numerous functions including content development, organization and sharing, user/group management, access/use monitoring and reporting, and course package import and export. All DLIS courses are delivered using UBlearns; some courses make more comprehensive use of the software than others. Many courses also use a range of other technologies to encourage student interaction (e.g., Google+ Hangouts).

UBIT provides email accounts for every student, faculty, and staff member at the University. Student email is provided by “UBmail Powered by Google,” which utilizes Google’s Gmail service. With this email system, a user now has up to 7GB of storage capacity. Faculty and staff email is provided by “UBmail Powered by Exchange” which utilizes Microsoft's Exchange email system. With this system faculty have 6GB of storage and staff have 3GB. Administrative and departmental email accounts are provided via the “UBmail (Central Email)” system. UB students, faculty and staff have access to 250MB of securely managed UB File System (UBFS) space (increasable upon request) for hosting websites and saving files. Group UBFS space can be assigned to support projects or assignments requiring student collaboration. Such space is
commonly used in courses such as LIS 506 Introduction to Information Technology. Administrative UBlearns courses are used for the MS program Student Portfolio and the Student Orientation.

UBIT provides streaming server space and services for hosting multimedia documents in a variety of formats. UB also uses Apple’s iTunes University for free storage of and access to audio/video podcasts and PDF files. The service is used by DLIS instructors to host lecture recordings and by DLIS students for assignments. These services have proven critical in maintaining DLIS's high-quality course delivery.

UBIT makes numerous software tools available to the UB community either free or at reduced cost. A list of specific software can be found at http://ubit.buffalo.edu/software/. Computers in open computer labs (described below) are configured with a standard suite of general software and selected discipline-specific software. Hardware and proprietary software can be purchased at greatly discounted prices through UBMicro, a not-for-profit computer and software licensing store located on the North Campus (http://ubmicrosuny.com).

UBIT maintains nine computer labs on the North Campus, two of which are open 24/7. Computers in these labs are available to all UB students. In addition, the recently deployed My Virtual Computing Lab provides unlimited remote access to powerful computer servers and a variety of UB-licensed software.

GSE Instructional/Research Servers, Software, and Labs

Complementing the computing resources managed by UBIT, GSE IT maintains servers of application software and programming tools and provides technical support and services for research, teaching, and learning. DLIS instructors can request these servers and special configurations of them. GSE IT also maintains streaming servers. The GSE computing resources are very important and useful to DLIS for tailoring computer and information infrastructure to the special needs of the MS program.

The three GSE computer labs (two PC and one Mac) are available for GSE students when not used by a class. Computers in these labs are configured with course-specific software. The GSE Faculty Technology Lab in 521 Baldy supports GSE faculty and GAs in scanning, video conversion, multimedia projects, equipment loans, and more. The lab has five computers (three iMacs and two Dell PCs) with a variety of software installed as well as equipment for video conversion. The lab also has equipment that can be loaned to GSE faculty including projectors, video cameras, and microphones. The lab is available 24/7 via swipe card access; a GSE IT GA works in the lab 20 hours per week.

The GSE Data Analysis Lab in 519 Baldy provides GSE faculty and students with help for data analysis, quantitative research design, and the creation of course assignments. The lab provides statistical analysis software and is staffed by a GSE GA 10 hours per week or by appointment.

Standard VI.4  The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed,
convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school’s program.

Technology Staff and Support

UB, GSE, and DLIS understand clearly the importance of high-quality support and services for teaching, learning, and research, with a number of units providing such support. For example, the GSE IT provides server space for content management. The CIT Help Desk can be reached by telephone, email, or walk-in service between 8:30AM-8:30PM, Monday through Friday and between 12PM-5:30PM on Sunday. Staff consists of experienced IT professionals and computer science students. Most problems are solved within minutes; occasionally more complicated problems must be escalated to the supervisor level, but they can usually be solved within a few days (http://ubit.buffalo.edu/scoreboard/helpdesk/index.php).

The UB Office of Educational Innovation and Assessment provides training through numerous workshops and one-on-one support for faculty, staff, and graduate assistants to enhance their technology-enhanced teaching and overall teaching effectiveness. Assistance in using UBLearns is the most frequent faculty request (http://ubtlc.buffalo.edu), although online help for UBLearns is easily accessible for faculty and students (https://ublearns.buffalo.edu/).

Network and Classroom Services (NCS) provides technology support for all centrally scheduled classrooms. Support is available 24/7. NCS also provides for digital lecture hall recordings, digital language tape recordings, and Web conferencing software (http://ncs.buffalo.edu). GSE IT manages software and hardware upgrades, supports teaching and research needs, and repairs, etc. GSE IT staff make office calls to resolve faculty work requests, usually on the same day or even within the same hour the report is queued. The team logs and tracks requests received through a Web form.

Other Staff and Support

The UB Student Response Center (SRC) provides assistance to current and future students with financial aid, course registration, billing and academic records services (http://sarfs.buffalo.edu/src.php). GSE also has dedicated staff to assist students with these matters. GSE’s Office of Online Programs staff assist instructors with course design, content development, media production, student progress monitoring and reporting, course evaluation, etc. UB offers a wide range of student services, which are accessible to our seated and online students. Examples include the Center for Excellence in Writing (http://www.buffalo.edu/cas/writing.html) which provides resources and support for writing and editing, Career Services (http://ub-careers.buffalo.edu/), Counseling Services (http://www.student-affairs.buffalo.edu/shs/ccenter/), Student Health Services (http://www.student-affairs.buffalo.edu/shs/ccenter/), and Wellness Education Services (http://www.student-affairs.buffalo.edu/shs/wes/). Because LIS is known to be a hospitable discipline for LGBTQ individuals, the DLIS chair recently invited Jim Bowman, LGBTQ Wellness and Special Projects Coordinator at UB, to speak at a faculty meeting. He provided an overview of the services, resources, and training provided at UB, and encouraged faculty to let him know if further support is needed; subsequently, DLIS faculty member Dr. VanScoy invited him to speak to her LIS 503 Diverse Users course in fall 2014. The DLIS Chair has Safe Zone training and is a
member of the Safe Zone Network at UB; a sign outside her office door identifies that office as a Safe Zone.

**University Libraries**

The UB Libraries includes nine separate units: Lockwood, Silverman, Architecture and Planning, Health Sciences, Law, Music, Special Collections, University Archives, and the Libraries Annex. All but the Architecture and Planning and Health Sciences Libraries are physically located along the academic spine of the North Campus. Lockwood Library, the largest library in the SUNY system, is the University’s research center for the social sciences and the humanities; it houses the print-based collections most frequently used by Department of Library and Information Studies students and faculty. Electronic sources and services are available by way of the computer labs or “cybraries” in the Lockwood, Silverman, and Health Sciences libraries; they are also accessible by way of the University’s campus-wide wireless network, or they can be accessed from off-campus with user authentication.

The UB Libraries have four million print volumes, six million microforms, 30,000 periodical subscriptions, 11,000 multi-media materials, and numerous world-renowned special collections. The Libraries also have broad and rapidly expanding digital collections in support of online students; these include over 700,000 electronic books, 22,000 full-text electronic journals, and 250 subscription databases. The overall collection includes 43,000+ monographs and 200+ periodical runs covering the field of library and information science; these materials are purchased and paid for through a managed fund that is allocated specifically for the discipline. Both Lockwood Library and the Law Library are official depositories for United States federal documents. Lockwood is also a government information depository for New York State, the European Union, and Canada. Materials not owned by the UB Libraries are available at no cost to UB-affiliated users through an advanced interlibrary loan program called Delivery+. The Libraries also participate in two reciprocal borrowing programs: Open Access (through SUNY) and InfoPass (through the Western New York Library Resources Council). Distance students from the Rochester area may apply for a Rochester Regional Library Council Access Card to borrow materials through their local public, academic, and private libraries and museums.

The UB Libraries have 37 subject librarians, including one who serves as liaison to the Department of Library and Information Studies, Mr. Christopher Hollister. Mr. Hollister is a graduate of the UB MLS program, is an adjunct faculty member for DLIS, and currently chairs the DLIS Advisory Board. Subject librarians provide research, reference, and instructional services in-person, by telephone, through e-mail, and via Internet chat. UB subject librarians are tenured or tenure-track faculty; they have the same research, scholarship, and teaching responsibilities as non-librarian faculty. UB librarians also participate actively in service to the community and to the profession on local, regional, national, and international levels.

**Disability Services**

Students have access to UB’s Office of Accessibility Resources (OAR) (http://www.student-affairs.buffalo.edu/ods/), which coordinates services and accommodations to ensure the accessibility and usability of all UB programs, services,
and activities by people with disabilities. Specifically, these services include providing lecture notes for students with writing impairments, sign interpreters, assistive listening devices, and loaner equipment and training on accessible features of computing and information services. In addition, GSE’s Office of Online Programs makes materials available in different modalities if needed. Students are made aware of the disability services through the DLIS home page and through a note in each syllabus. Students registered with the OAR are given a letter addressed to their instructors that outlines special accommodations, such as extra time for test taking or taking exams in OAR.

Four of the nine UB computer labs described above have “assistive stations” designed and configured with special software and physical accommodations to help persons with disabilities gain access to computing resources. All GSE computer labs have seats and computers designed and configured for students with disabilities. All UB Libraries are accessible to users with special needs; students, faculty, and staff who are registered with the OAR have access to article photocopying and book retrieval services.

Standard VI.5 The school’s planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

Planning for and evaluation of physical and technological infrastructure happens at the University and GSE levels with input from departments. DLIS faculty and students communicate their anticipated needs to the DLIS Chair, who communicates them to the Dean and IT Director. DLIS also examines the survey results provided by UBIT in decision-making related to technology and related infrastructure (http://ubit.buffalo.edu/scoreboard/surveys/). Faculty are consulted about physical facilities in faculty meetings (e.g., when determining how to reflect our increased focus on research in our physical space, leading to the placement of research posters in the hallway and posting published papers on a bulletin board), staff provide regular feedback about physical facilities to the Chair, students provide evaluative comments about the physical facilities in their course evaluations and Exit Survey (appended), alumni provide evaluative comments in the Alumni Survey (appended), and adjunct faculty have provided feedback about the course management software in a semi-annual focus group (minutes appended). Student feedback in early 2014 about inadequate IT facilities in the Baldy 14A lab, provided during a regular meeting between the Chair and LIS-GSA student leaders as well as in town hall meetings with the Chair, led to the decision to invest endowment funds in upgrading that lab. These upgrades started in December 2014, and further upgrades will occur in August 2015.

Conclusion

In sum, DLIS has physical resources and services adequate to support its activities and Program Goals. Most of these resources and services are provided centrally, and provide our students, faculty, and staff with the ability to attend to their responsibilities in a comfortable and convenient context. Evaluations of the facilities by faculty, staff, students, and alumni, ensure ongoing upgrading and enhancements.
Appendices to Standard VI (available in electronic version only)

1. Research Seminar Series Posters
2. Exit Surveys
3. Alumni Survey
4. Adjunct Faculty Focus Group Minutes
Notes
Conclusion

The totality of evidence presented in this document demonstrates that we are meeting and exceeding the standards set for accreditation. Applying these standards has given us the opportunity to examine our operational practices and process, to incorporate planning and assessment into all that we do, and to ensure that our decision-making is informed by appropriate data. In addition, we are expanding and deepening our relationships with all of our stakeholders, to ensure that their perspectives inform our progress, and to provide our students and graduates with the benefits of those viewpoints. We have changed the course of our Program, and are meeting our responsibilities and obligations to provide a Program that meets its goals, and that shapes knowledgeable, skillful, professionally competent professionals who will mirror the ethic of engagement they experience in the program. We are grateful to the Committee on Accreditation for its guidance in these efforts, and for helping us to achieve our successes.