Long Island University
Palmer School of Library and Information Science

Program Presentation

Presented to the American Library Association Committee on Accreditation

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Overview and Introduction

Organizational and Administrative Structure
The Palmer School of Library and Information Science at Long Island University

Unit	Chief Administrative Officer	Parent Institution, Chief Executive, and Chief Academic Officer	Accrediting Agency for the Parent Institution
Palmer School of Library and Information Science, College of Education, Information and Technology	Barbara Garii, Dean of the College of Education, Information and Technology (reports to Jeffrey Kane, Vice President, Academic Affairs) Valeda Dent, Associate Dean, College of Education, Information and Technology, and Interim Director, Palmer School of Library and Information Science (reports to Barbara Garii, Dean of the College of Education, Information and Technology)	Long Island University Kimberly Cline, President Jeffrey Kane, Vice President, Academic Affairs	Middle States Commission on Higher Education. Full seven year accreditation granted as of last review in 2012

Program Organizational Chart
The Palmer School of Library and Information Science at Long Island University

PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE ORGANIZATIONAL CHART

Dean of College of Education, Information and Technology
Dr. Barbara Garii

(Interim) Director of Palmer School/ Associate Dean of CEIT
Dr. Valeda Dent

Palmer School Support Staff

Palmer School Faculty

Palmer School NYU Campus

Secretary
Eric Reily

Director of the Public Library Administration Program
Gerald Nichols

Program Director
Alice Flynn

Director of Program Effectiveness, Marketing and Recruitment
Heather Rainieri

The Director of School Library Program
Dr. Bea Baaden

Academic Advisor
Christine Prete

Director of Doctoral Program and Archives and Record Management Certificate
Dr. Greg Hunter

Director of Rare Books Program
Fernando Pena

Brief Programmatic Description: Master of Science in Library and Information Science

Long Island University's (LIU) Palmer School's Master of Science in Library and Information Science (MSLIS) is a 36-graduate-credit-hour program designed to meet the challenges of a constantly evolving profession. Located at three locations in the New York metropolitan area: Brookville (LIU Post) and Brentwood on Long Island and at New York University's Bobst Library, the Palmer School offers programs and courses in various areas of concentration including: general library and information science; certification in School Media librarianship; a certification in Archives and Records Management; certification in Public Library Administration; and dual degree programs in collaboration with NYU's Graduate School of Arts and Science in NYU's Steinhardt School of Culture, Education and Human Development. Steinhardt's Food Studies department and the Palmer School have applied to the New York State Education Department for an additional dual degree program and are awaiting approval. The Palmer School's programs lead to careers in academic librarianship, digital librarianship, public librarianship (including foci in children's and young adult librarianship), and technical services. The Palmer School MSLIS program also offers a concentration in Rare Books and Special Collections. The Palmer School proudly offers a Doctor of Philosophy in Information Studies, as well as a newly approved Master of Philosophy degree for students who have completed 48 credits of doctoral work and who have passed the comprehensive examination, which marks the completion of all requirements for the Ph.D. except for the dissertation. The stand – alone Archives and Records Management certificate can be taken either as a post-Master's program or concurrently as part of the MSLIS program. Both the Certificate of Archives and Records Management and the School Library certification program are available as online

programs. The School Library program is approved and registered with the New York State Education Department and achieved Distance Learning accreditation in 2010.

All students in the MSLIS program are required to take the same core courses and a management elective in order to ensure that Palmer graduates have similar grounding in the basic tenets and processes of the library and information science professions. In these core courses, students become familiar with key policy issues and trends, key philosophical principles that govern the work of library and information science professionals, the nature of information access and delivery services in a technologically changing society, contemporary print and online information sources, basic principles of bibliographic control and use of bibliographic utilities, and theoretical and applied research design and methodologies used in the information field. Through class activities, readings, experiential opportunities, and the professional expertise of instructors, students learn to manage libraries and information centers, develop and evaluate collections, respond to the information needs of patrons and use technology to improve access to information.

All students in the Palmer School MSLIS program are required to complete an internship in a library or information center of their choice insuring that graduates have practical experience, as well as the theoretical knowledge which is gained in the classroom.

Students who complete the MSLIS program are prepared for careers in public libraries, reference services, including children's and young adult services, school librarianship, archives, special collections, and rare book settings, and are able to pursue post - graduate education. In addition, students concentrating in the School Media Program are required to participate in a student teaching experience in K – 12 schools and are prepared for New York State teacher certification examinations.

The Palmer School is firmly committed to Outcomes Assessment and has achieved success with LIU's outcomes assessment initiatives. Palmer is a leader at Long Island University in the use of e-portfolios to evaluate student achievement of designated learning outcomes.

Brief Historical Background

Long Island University

Long Island University has two primary campuses—one located in Brooklyn, New York, and the other in Brookville, New York (Nassau County). LIU had its beginnings in Brooklyn in 1926. Admission to the university was and is based primarily on merit and promise which continues to allow many immigrants and their children to complete a university degree. Today LIU is one of the nation's largest private universities offering both undergraduate, masters and doctoral programs. Although LIU has campuses in multiple locations, it is governed by a single, unified administrative structure with a Board of Trustees and President, who oversee and manage LIU's general operations and administration.

LIU is accredited by the Middle States Commission on Higher Education; the last accreditation review took place in the 2012 – 2013 Academic Year. LIU was successful in its bid for accreditation and was found to be in compliance with all 14 standards of the Middle States Commission on Higher Education. In June 2013, the Middle States Commission on Higher Education reaffirmed the accreditation of LIU and requested documentation of: (1) implementation of a comprehensive strategic plan that includes clearly stated unit level goals and is linked to budget and planning (Standard 2) and (2) a documented, organized and sustained assessment process to evaluate and improve

achievement of unit level goals and plans (Standard 7). Based on documentation provided to MSCHE, LIU was found to be in compliance with all 14 standards with recommendations for Standards 2 and 7 in June 2015. At the time of the Middle States 2013 site visit, the University had a strategic agenda that identified key strategic priorities, each with accompanying open-ended questions designed to frame discussion and development of new initiatives to advance the institutional mission. New investments in positions, operational expenses and capital outlays were evaluated in terms of their impact in achieving the strategic priorities identified in the strategic agenda. However, as acknowledged in its Self-Study, a more clearly articulated plan with goals, objectives, and measures was needed to guide institutional efforts in achieving its mission, as well as allocation of financial resources. Since the writing of the evaluation team report, LIU has experienced a period of transformation under the leadership of its new President, Dr. Kimberly R. Cline. During this time, there has been an increase in the University's endowment from $87 million dollars in FY13 to $100 million in FY14, and an increase of retention rates from 68% in fall 2013 to 74% in fall 2014. A long range budget was established and the link between planning and budgeting has been strengthened.

In April 2015, LIU submitted a Progress Report that addressed the specific recommendations made by the Middle States Site Team in response to the 2013 Self-Study and Site Team Visit. The Progress Report can be found at http://planning.liu.edu. The Progress Report provides evidence of the degree to which LIU has addressed the Middle States Evaluation Team recommendations for Standards 2 and 7. For Standard 2, the planning process, the linkage of planning to resource allocation and evaluation of the strategic plan are provided. For Standard 7, the implementation of an institutional

effectiveness plan is described. This section includes a description of the use of data and analysis in the strategic plan, operational plans, and administrative review reports. On June 25, 2015, MSCHE notified LIU that its Progress Report had been accepted. Please see Appendix C for the *LIU Statement of Accreditation Status.* The next institutional periodic review report is due in 2018.

In addition to the University-wide activities related to the accreditation process, LIU has also been heavily engaged in a collaborative effort to strengthen its strategic planning processes. All key stakeholders continue to be involved in this process (see Appendix A: LIU 2020). The Palmer School's own strategic planning efforts mirror that of the institution, and will continue to focus on the involvement of key constituents and programmatic effectiveness.

LIU remains committed to its mission of providing education to all individuals regardless of their social or economic background. The mission of LIU has been to provide "Access and Excellence" to all people who seek to expand their knowledge and enrich their lives. For more information about LIU please see Appendix B: LIU Facts in Brief. Additional information can also be found at www.liu.edu.

The Palmer School of Library and Information Science:

The Palmer School was established in 1959 at the Post campus of LIU University, following a request by a group of Long Island school superintendents to develop a program of academic study that would serve the needs of future librarians. The Graduate School of Library Science was fully accredited by the New York State Education Department in 1960. In 1969, Palmer School moved into the then "new" B. Davis Schwartz Memorial Library on the Post campus, where the school remains today. Under the direction and leadership of

Dr. E. Hugh Behymer, the Palmer School's Master of Science in Library Science program was accredited by the American Library Association in 1971. The Palmer School was founded on the principle that professionally prepared librarians needed a balance of both theory and practical application, a goal that the Palmer School fosters to this day. In 1992, the Master of Science in Library Science was merged with the broader field of Information Science and subsequently the program offered a Master of Science in Library and Information Science. In 1995, the Palmer School began to offer the fully accredited MSLIS program in Manhattan through an agreement with New York University. In 1997, the first class of students was admitted to the Doctor of Philosophy in Information Studies program.

As part of a restructuring effort, the Palmer School became part of the College of Information and Computer Science (CICS) in 2001, merging the Palmer School of Library and Information Science with the Department of Computer Science and Management Engineering. At the beginning of the 2005 – 2006 AY, the Public Library Administration (PLA) Program located at the State University of New York (SUNY) moved to the Palmer School, and in that same year the Palmer School signed an agreement with the University of Virginia's (UVA) Rare Book School which permitted Palmer students to enroll in courses offered by UVA's Rare Book School at the Grolier Club located in New York City. The CICS merger with the School of Education took place in 2009 to form the College of Education and Information Science (CEIS). In 2011, the faculty voted to re-name the college as the College of Education, Information and Technology (CEIT); the Palmer School is one of the major academic units located within CEIT.

Despite these many administrative mergers, the mission, value and goals of the Palmer School have remained consistent – to empower information professionals through

education, research and achievement and to prepare the best qualified library and information science professionals to meet the demands of a changing profession. Throughout the many changes and mergers, the Palmer School has continued to receive financial and administrative support from the University. As evidence of this support, the Palmer School was able to hire two new faculty members in 2014-2015, and an additional faculty member for the 2015-2016 AY. Their areas of specialization were determined by outcomes assessment measures, focus group analysis of our constituents' comments, and to support our emphasis on technological offerings. New faculty bring technological expertise in digital librarianship and youth librarianship, information analytics, and librarianship for special populations. One key mission of these faculty members is to develop new programs in their respective fields. Proposals have been submitted to the Curriculum Committee for new concentrations in Digital Librarianship and Digital Youth Librarianship (see Appendix 2.14: Curriculum Committee Annual Report 2014 – 2015 AY); the new hire for the Information Analytics position presented a proposal for a new program during his interview. The Palmer School continues to explore the best administrative framework to guide the Palmer School as it looks forward to exploring the iSchool concept and other visionary endeavors.

The Palmer School has a number of distinct competitive advantages that will serve to support continued growth and success including, but not limited to the following:

- Ongoing and expanding academic partnership with NYU: the Palmer School is the information studies partner with select NYU academic units
- The Palmer School offers the only Ph.D. in Information Studies in the New York City area
- The Palmer School's School Library Media Program allows non-teachers to complete the program and receive New York State teaching certification as a Library Media Specialist within 36 credits

- First to offer Certificate of Advanced Studies in Archives and Records Management in a New York City LIS school
- Highly sought after program in the nation in Rare Books and Special Collections Administration, including partnerships with the Rare Books Schools at the University of Virginia and the University of London
- Premier advanced certificate program in the nation for Public Library Administrators
- The Palmer School partnered with the New York City Department of Education School Library System to form a cohort of classroom teachers who will receive an additional certification as a Library Media Specialist with a 50% tuition discount offered by LIU

Preparation of this Program Presentation: Planning and Review Process

Since the last accreditation visit in 2012, the faculty of the Palmer School have been preparing for the upcoming accreditation and strategizing about how to address the suggestions for improvement made during that accreditation visit. Dr. Beatrice Baaden was appointed on June 1, 2014 as the ALA Liaison to work with the Palmer School faculty in the gathering of information and documentation needed for the preparation of the Program Presentation. Meetings were held weekly with Dr. Lori Knapp, Deputy Vice President of Academic Affairs, Dr. Baaden, and other relevant Palmer School faculty and staff during the summer of 2014. In September 2014, LIU's Office of Academic Affairs appointed Dr. Valeda Dent as the Interim Director of the Palmer School. Dr. Dent along with Dr. Barbara Garii, Dean of the College of Education, Information and Technology, were given the mandate of facilitating the accreditation process for the Palmer School, and regaining full accreditation status. The following timeline documents the preparation of the Program Presentation since 2014:

- Summer 2014: formation of 6 individual committees each responsible for one of the chapters of the Program Presentation. Each committee included a faculty chair or co-chair, administrators and/or support personnel, who reviewed the appropriate ALA standards. Palmer School faculty reviewed

deliverables data from various standing committees including Curriculum Committee, Outcomes Assessment Committee, Personnel Committee, and Strategic Planning Committee

- Fall 2014: Working committees were organized to include students, alumni, employers and adjuncts. Committee chairs determined "Sources of Evidence" to meet each of the chapters' objectives; on October 5, the Plan for Program Presentation was submitted to ALA and our ERP Chair; meetings, focus groups and surveys yielded additional data; faculty committees reviewed data collected and began to outline chapters for the Program Presentation
- January 2015: the Palmer Advisory Council and Student Advisory Council were re-formed and met to review the Plan for Program Presentation and to offer advice and suggestions
- February 2015: Faculty committees began writing chapter drafts
- March, 2015: Working committees submitted first drafts of the chapters for review by Dr. Baaden and Dr. Dent
- April 2015: Revised drafts sent to chapter committees with feedback; drafts also reviewed by selected students
- May 2015: Revised draft sent to Dean Garii and the University's Office of Academic Affairs for feedback
- June 4, 2015: Draft Program Presentation sent to Office of Accreditation and ERP Chair
- Summer 2015: prepared facility for site visit; revised Program Presentation after feedback from ERP Chair; draft reviewed by the Palmer Advisory Council at its meeting on August 10, 2015 (highlights of strengths and challenges also reviewed by the Palmer Student/Alumni Advisory Council (please see meeting notes in Sharepoint); finalized schedule for site visit; submit final Program Presentation and exhibits to Office of Accreditation, ERP Committee Members, University officials, CEIT Dean, Palmer faculty, students and staff by August 31
- October 3, 2015: ERP arrival at LIU Post

Chapter writing committees are clearly aligned with Palmer's Standing Committee membership. Faculty members chaired each chapter committee. Chapter committee membership includes faculty, administrators, staff, students, employers and adjunct professors:

I.   *Mission, Goals and Objectives:*
      David Jank, Assistant Professor
      Gregory Hunter, Professor, Director Doctoral Program
      Beatrice Baaden, Associate Professor, Director School Library Media Program
      Gerald Nichols, Director Public Library Administration Program

Student: Julie Klein
Alumni: Nick Olijnik

II.   *Curriculum:*
Fernando Peña, Assistant Professor, Director Rare Books Program
Heting Chu, Professor
David Jank, Assistant Professor
Student: Julie Klein
Adjunct: Jean Uhl (also alum)
Kim Mullins (Instructional Design Librarian, Schwartz Library)

III.   *Faculty:*
Heting Chu, Professor
Beatrice Baaden, Associate Professor, Director SLM Program
Valeda Dent, Interim Director
Oliver Chen, Associate Professor
Adjuncts: Amy Gaimaro (Instructional designer, St. John's University)
Laurie Murphy (Manhattan, alumna)
Staff: Christine Prete

IV.   *Students:*
Bea Baaden, Associate Professor, Director SLM Program
Heather Ranieri, Director, Program Effectiveness, Marketing and Recruitment
David Jank, Assistant Professor
Alice Flynn, Program Director, Palmer Manhattan
Christine Prete, Academic Advisor/Enrollment Services Counselor
Students: April Hatcher (Doctoral and practitioner)
Adjunct: Roger Podell (Director of the Elmont Library)

V.   *Administration & Finance:*
Beatrice Baaden, Associate Professor, Director SLM Program
Valeda Dent, Interim Director
Gerald Nichols, Director PLA Program
Alice Flynn, Program Director, Manhattan
Employer: Tom Tarantowitz
Student (Doctoral): Bertha Adeniji

VI.   *Physical Resources and Facilities:*
Oliver Chen, Associate Professor
Vincent Livoti, Assistant Professor
Beatrice Baaden, Associate Professor, Director SLM Program
Alice Flynn, Manhattan Program Director
Student: Paul Sager (Manhattan)

Document Development

Beatrice Baaden, Associate Professor, Director SLM Program
Valeda Dent, Interim Director
Alice Flynn, Manhattan Program Director
Erin Reilly, Secretary
Christine Prete, Academic Advisor/ Enrollment Services Counselor

Highlights: Changes Since the 2012 ERP Review

- Planning Process: Revitalization of the Systematic Planning Process (2013 – 2015): **Chapter I: Mission, Goals and Objectives**
- Curriculum and Outcomes Assessment (curricular and program quality): development of the e-portfolio process (2013) and End of Program Assessment (2013); revision of Student Learning Objectives (2014); technology integration **Chapter II: Curriculum**
- Faculty and staff changes: 3 retirements; 3 new faculty members; change of status of 2 administrators to NTTA faculty with administrative responsibilities; increase of responsibility of marketing director to director of program effectiveness: **Chapter III: Faculty**
- Student advisement: hiring a new, qualified Academic Advisor (September 2014); faculty advisement expertise communicated to all students (Fall 2014, ongoing): **Chapter IV: Students**
- Leadership changes: new President of LIU (July 2013); new Interim Director, new Dean (September 2014); Director search (Spring 2014 and ongoing): **Chapter V: Administration and Finance**
- New structures: new dual degree programs with Steinhardt School of Culture, Education, and Human Development (NYU) in the fields of Costume Studies and Media, Culture and Communications; dual degree in Food Studies is in the approval process: **Chapter IV: Students** and **Chapter V: Administration and Finance**
- Closing of the Westchester campus (September 2012); Brentwood campus moved to the Suffolk Community College campus (September 2013): **Chapter VI: Physical Resources and Facilities**

Looking Ahead

Long Island University is committed to preparing its students for professional careers and the Palmer School of Library and Information Science is an integral part of this mission, specifically to meet the needs of 21st century information professionals. As the Palmer School envisions its leadership role for the future, it is exploring the viability of an iSchool

concept. The Palmer School believes that the essential components and support for a successful iSchool are already in place within the LIU community. This concept reflects LIU's strategic planning initiatives and the mission of CEIT.

Chapter I: Mission, Goals, and Objectives

Introduction

At the time of the last accreditation visit in 2012, the Palmer School was undergoing a period of significant change. The former College of Information and Computer Science (CICS) of which the Palmer School and the Department of Computer Science and Management Engineering were a part of, was only two years into its merger with the College of Education. The College of Education itself was also undergoing its own set of changes. In a period of two years, the College saw the departures of both its dean in 2010 and the director of the Palmer School in 2011. The arrivals of Dr. Robert Hannafin as the dean of the College of Education in 2011, and Dr. Jody Howard as the Interim Director of the Palmer School in the same year, helped cement Palmer's position as an autonomous academic program within the newly named College of Education and Information Science (CEIS).

Since the last ALA visit, further administrative changes have evolved within the University itself. In 2013, Long Island University appointed a new President, Dr. Kimberly Cline, and the C.W. Post Campus of Long Island University became officially known as LIU Post. The CEIS was renamed the College of Education, Information, and Technology (CEIT), and in 2014 welcomed Dr. Barbara Garii as its new Dean. Additionally, the Palmer School appointed Dr. Valeda Dent as its new Interim Director in September of 2014 as the recruitment process for a permanent Director of the Palmer School began.

The University is administratively situated at two different operational campuses (the Brooklyn campus in Kings County and the Post campus in Nassau County). The Palmer School functions within a unique operational framework. The Palmer School is recognized

by LIU as a fully autonomous academic unit within CEIT on the Post campus. The Palmer

School operates its programs at the following locations:

- Post Campus--the home campus of the Palmer School
- Brentwood Campus (Suffolk County, on the Suffolk Community College Brentwood campus)-- affiliated with the Post Campus
- Manhattan Campus--operates under an agreement with New York University at the Bobst Library

The Palmer School has enjoyed continuous support from the University administration

in its approach to delivering its program to LIU graduate students regardless of geographic

location, and the school continues to succeed in embracing its mission. Furthermore,

Palmer continues to embrace and adhere to the evolving standards of the American Library

Association (ALA), the Middle States Commission on Higher Education (MSCHE), and the

New York State Education Department (NYSED). In the face of rapid and notable changes at

the levels of administration, faculty, and staff, Palmer has continually strived for excellence

at the program level, and relevance at the curriculum level. The discussion in this Chapter

is meant to illustrate how the Palmer School has achieved the articulated mission, goals,

and objectives of Standard I.

I.1 Mission, Goals, and Objectives

> **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.**

I.1.a   Articulation of Relevant Mission and Vision Statements

The Institutional Vision and Mission Statements of Long Island University, as posted

on its web site in the spring of 2015, are as follows:

VISION: Toward a More Peaceful and Humane World

Long Island University envisions a learning community dedicated to empowering and transforming the lives of its students to effect a more peaceful and humane world that respects differences and cherishes cultural diversity; improving health and the overall quality of life; advancing social justice and protecting human rights; reducing poverty; celebrating creativity and artistic expression; rewarding innovation and entrepreneurship; honoring education and public service; and managing natural resources in an environmentally-responsible, sustainable fashion. It aspires to move toward this vision through an institutional culture that is open to all, cherishing and nurturing the expansion of knowledge; intellectual inquiry and critical thought; artistic and creative expression; teaching and learning; and community service as its core values. This vision sustains the University and provides the foundation upon which its mission rests.

MISSION: Excellence and Access

Long Island University was founded on the principle of educating and empowering men and women from all walks of life. Through our mission of Access and Excellence, the LIU community remains committed, above all else, to the educational needs and interests of our diverse student body. We strive to cultivate and expand academic, professional, artistic and co-curricular opportunities, enabling students to realize their full potential as ethically grounded, intellectually vigorous and socially responsible global citizens.

Both of these statements guide the University at a global level, and serve to enrich

the programmatic and learning experiences of all stakeholders in all environments where

the University operates. At a more immediate level, the Palmer School's home is the C.W.

Post campus of the University (i.e., LIU Post). The Campus embraces the same Vision

Statement as the University, but is guided by its own Mission Statement, which is posted on

its website for the spring 2015 semester:

C.W. Post (LIU Post) Mission Statement

At its core a liberal arts institution, the C.W. Post Campus of Long Island University is dedicated to meeting the needs and expanding the horizons of all our students, whether in the arts and sciences, or professional schools or through life-long learning. We at C.W. Post are committed to providing highly individualized educational experiences in every department and program from the freshman year

through advanced doctoral research in selected areas. The emphasis on the student learner is evident; in our faculty's devotion to excellence in teaching, our intensive advisement system, and our encouragement of experiential learning through cooperative education, internships, practica, community service, study abroad, research projects, and artistic performance. Our students benefit as well from the Campus's participation in one of the nation's largest private university systems, and from our ability to draw on the unparalleled cultural and professional resources of New York City and Long Island. Graduates of C.W. Post will have developed strong critical and expressive abilities, civic responsibility, and a mature understanding of the ideas, events and forces shaping the modern world.

The LIU Post statement was adopted specifically to reflect the operational mission at that campus location, and as such reflects its cultural and functional uniqueness. The CEIT mission and vision statements are reflective of the restructured academic unit, which now includes the Palmer School.

CEIT MISSION STATEMENT

The mission of the College of Education, Information and Technology (CEIT) is to produce graduates who are effective, reflective, collaborative, and ethical professionals and leaders. CEIT faculty and staff are committed to cultivating a student-centered learning environment where students acquire the knowledge and skills necessary to succeed in the 21st century workforce. Our graduates use research, information, technology and digital resources to make data-driven decisions with an interdisciplinary approach to advance knowledge and achievement.
 (Approved 2012)

CEIT VISION

CEIT will be recognized for our interdisciplinary and inter-professional approaches to learning and teaching as well as for academic excellence, scholarship, collaboration, integrity, and community involvement and service. We will emphasize connections among education, information, and technologies to transform the ways we think about and approach teaching and learning within and across our disciplines. We will be an innovative college that is respected across the region for its dedication to undergraduate and graduate students and candidates across a variety of education and information professions. We will create possibilities for all learners.
(Approved March 2015)

Finally, the Palmer School itself has adopted a concise Mission Statement, designed to reflect the School's vision in helping students become information professionals in the 21st century. The mission is periodically reviewed by faculty for relevance.

MISSION: The Palmer School of Library and Information Science

The mission of the Palmer School is to empower information professionals through education, research and achievement. The mission of the School is reflective of the mission of LIU, "…to provide excellence and access in private higher education to people from all backgrounds who seek to expand their knowledge and prepare themselves for meaningful, educated lives and for services to their communities and the world."

As made clear in this mission statement, the Palmer School embraces the organizational values of LIU, namely excellence and access to educational opportunities. In all aspects of the Palmer School's operations, the faculty and staff place a high value on:

- Providing leadership in the profession through research and service
- Maintaining a multiplicity of professions and subject areas within the school
- Maintaining a commitment to effective teaching and an integrated curricular philosophy with respect to information technologies
- Ensuring that basic human values are reflected in every aspect of the School and insuring that there are interactions, partnerships, and collaboration both among faculty and with students
- Building collegiality, good manners, and respect into all activities
- Sustaining dedication and pride in the School, the institution, and our students

In support of the principle of the LIU Mission principle of "Access," the Palmer School has moved to develop multiple and varied course options for its students. In addition to face-to-face classroom instruction, the Palmer School also offers blended classes incorporating both in-person and online instruction, and fully online course offerings through all of its locations. Students at all campuses are also provided equal access to the many support services available to them, including the use of technology labs

and library spaces (please see Chapter VI: Physical Resources and Facilities). These efforts have resulted not only in consistency across the curriculum, but equity of access to courses in both the core and elective curricula. The Palmer School is able to provide students with equitable access to courses that might not have been available to them otherwise. In addition, academic advisors are available at all campus locations, and students at each location are provided equitable access to internship guidance and curriculum advisement.

In support of the principle of the LIU Mission principle of "Excellence," the Palmer School has successfully instituted guidelines that insure that there is adequate and ample representation of full-time faculty at all campus locations. As recognized scholars and accomplished leaders in their fields, full-time faculty teach both core courses and those electives which are relevant to their own particular areas of expertise. By working with students in both the core and elective curriculum environments, full-time faculty are better able to make recommendations for changes to the Palmer School's course offerings, as well as offer greater opportunities for input from all Palmer School stakeholders.

With these considerations in mind, the Palmer School's goals have been operationalized in a variety of ways. Examples include:

- Establishment of an end-of-program assessment and e-portfolio review for all degree candidates prior to commencement
- Prioritization of our focus on student services, academic advisement, student recruitment, and alumni relationships
- Recruitment of new members for the Palmer faculty to complement the demands of an expanding curriculum and changing technologies
- Development of a more competitive curriculum for the future by increasing the number of online and blended classes. This includes our participation in online consortia such as the Web-based Information Science Education (WISE) which will ultimately allow our students the option of a fully online MSLIS degree while still maintaining the availability of face-to-face classroom instruction for students
- Alignment of track specializations with current employment opportunities in library and information studies

- Continuation of discussions regarding plans to transition the Palmer School and LIU to an iSchool concept

Additionally, the systematic planning process has provided the framework for the following successful initiatives:

- Appointment of a new Director of Program Effectiveness, Marketing and Recruitment, who also serves as Palmer School's outcomes assessment manager. Additionally she has managed the e-portfolio process and policy guidelines and timelines, as well as served to increase the Palmer School's presence at a variety of local and regional professional associations and meetings (December 2012)
- Enhancements and improvements to the student advisement process and hired an Academic Advisor with counseling credentials (September 2014)
- Successful recruitment of three new faculty members--in the areas of Youth Services (September 2014), Digital Librarianship (January 2015), and Information Analytics (September 2015)
- Expansion of the number of online course offerings, thereby allowing some Palmer students to complete most, if not all, of their coursework online if they so choose (on average, approximately 1 – 2 courses have been successfully launched in online or blended format each semester from Fall 2012)
- Approval from the New York State Education Department for offering the entire MSLIS program in School Library Media services online (January 2011)
- Approval from the Long Island University Board of Trustees and the New York State Education Department for the Master of Philosophy degree (Fall 2014)
- Successful migration of the Certificate in Archives and Records Management program to an online option (2012)

I.1.b Overview of the Systematic Planning Process in Relation to Mission and Goals

The operation of the Palmer School is guided by the set of values which are outlined in the Mission and Vision of LIU, the Mission of LIU Post and CEIT, the college in which the Palmer School resides, the Mission of the Palmer School, and the goals of the Palmer School as described in the strategic plan (see Appendix 1.1: Palmer School Strategic Plan). Each of these elements provides a lens through which the Palmer School's activities are framed as well as mechanisms for operationalizing planning activities. The Palmer School's strategic plan describes the four broadly drawn strategic goals which are presented in Table 1.1.

The four strategic goals are:

Goal 1: develop programs to meet the needs of 21st century information professionals

Goal 2: create a culture of excellence in teaching, research and service within the faculty

Goal 3: ensure the continued viability of the Palmer School by increasing enrollment, enhancing marketing, and leveraging technology to reach new markets

Goal 4: enhance the student experience and ensure greater student satisfaction and engagement through the development of new services, resources and programs.

Table 1.1 - Alignment of Palmer Strategic Planning Goals to ALA Standards and Institutional Mission

Palmer School Strategic Planning Goals	ALA Standards	Palmer School Mission: Empower information professionals through education, research and achievement.	LIU Mission: "Access and excellence."
Goal 1: Develop programs to meet the needs of 21st century information professionals.	1. I-2; II. 1-7	Education	Access and excellence
Goal 2: Create a culture of excellence in teaching, research and service within the faculty.	I.3; III.1-8	Education, research	Excellence
Goal 3: Ensure the continued viability of the Palmer School by increasing enrollment, enhancing marketing, and leveraging technology to reach new markets.	IV. 1-3; V. 1-8	Achievement	Access
Goal 4: Enhance the student experience and ensure greater student satisfaction and engagement through the development of new services, resources and programs.	I.3; II.1-7; IV. 4-6 VI. 1-5	Education, achievement	Access and excellence

Over the past few years, the Palmer School has instituted a series of changes to its

overall systematic planning process. These changes are meant to foster increased input

from its stakeholder groups, including faculty, staff, students, and employers, and provide a

more robust method for program development. This iterative and systematic planning

process allows for the realization of the Palmer School's goals through engaged and

organized participation from a variety of constituents. The process supports the ongoing

development and improvement of the program's overall management and is illustrated in

Figure 1.1.

The process includes four distinct phases that operate within the framework:

planning, implementation, assessment, and improvement. The four goals defined by the

Palmer School in its strategic plan (see Appendix 1.1: Palmer School Strategic Plan and the

goals above) provide the foundation for this process. Each goal is mapped to the relevant

ALA standard, the Palmer School's own mission, and to the mission of the University (see

Table 1.1 - Alignment of Palmer Strategic Planning Goals to ALA Standards and

Institutional Mission). Moreover, each goal is tailored to support the delivery of a quality

education for students. Every planning activity, action item, or objective can be categorized

as belonging to one or more of these goals, and relatedly, to one or more of the planning

phases.

**PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE
SYSTEMATIC PLANNING PROCESS**
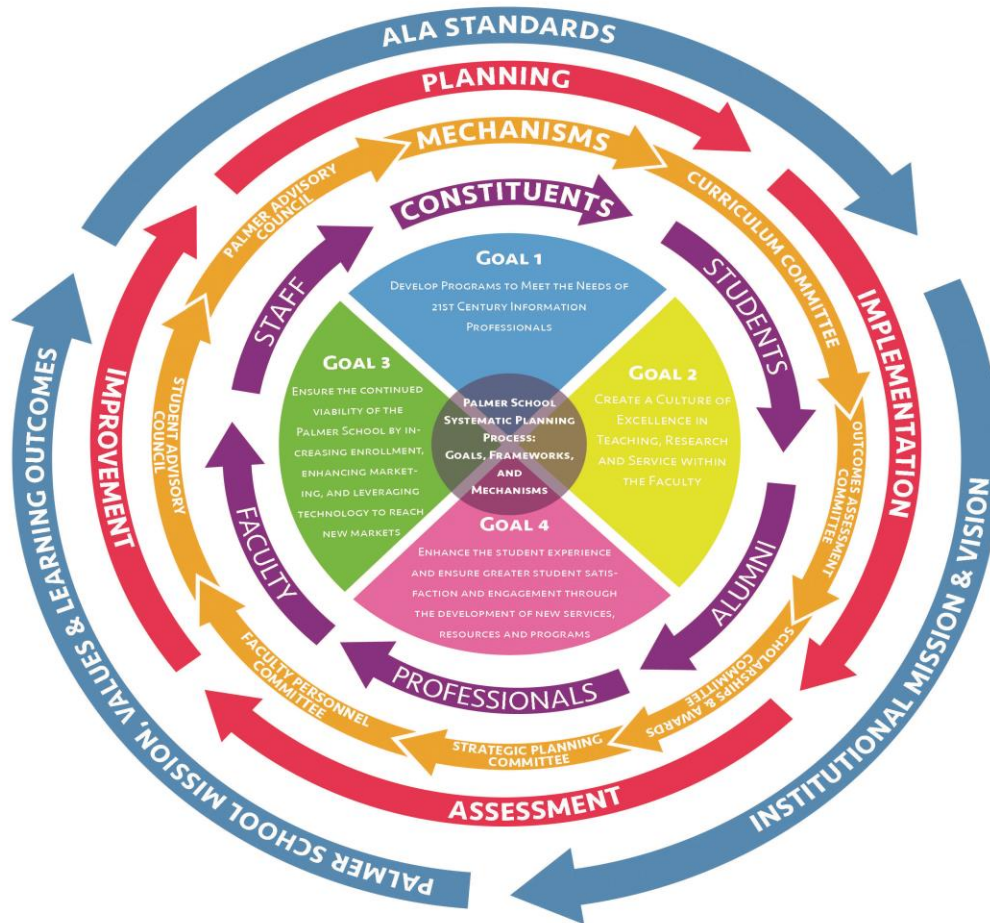
Figure 1.1 - The Palmer School's Systematic Planning Process

In the above figure, the four Strategic Planning Goals reside in the center of the diagram, as they are the center of the Palmer School's systematic planning process. The Frameworks that drive this process are the blue outer ring (the ALA Standards, Institutional (LIU) Mission & Mission, and the Palmer School Mission, Values & Student Learning Outcomes). The Planning Cycle is characterized by the red circle (Planning, Implementation, Assessment, and Improvement). The mechanisms used in the planning

cycle are the yellow ring: the Curriculum Committee, the Outcomes Assessment Committee, the Strategic Planning Committee (all Palmer standing committees) and the Advisory Councils. Meetings of the Curriculum Committee and the Outcomes Assessment Committee occur approximately every month during the academic year. The Advisory Councils were re-formed in the 2014 – 2015 AY in preparation for ALA re-accreditation. They met twice during 2014 and 2015 and advisory groups also met on the Manhattan campus. These meetings are anticipated to continue for each academic year. The Interim Director and the ALA Liaison are responsible for ascertaining that these advisory groups continue to meet and that meeting notes are available for faculty and interested parties. (Please see Sharepoint for meeting notes).

The planning process closes the loop between the decision making processes at the administrative and curricular levels, and improved educational achievement at the stakeholder level. Further, the systematic planning process has helped anchor the Palmer School's planning activities and strengthened its commitment to those population groups it serves. As a result, several new initiatives have been implemented including the following:

- Attitudinal assessment and satisfaction surveys for current students both mid-way through the Master's program, as well as at the capstone (internship) stage (please see Chapter IV for an analysis of survey results)
- Meetings with the newly established Palmer School Student/Alumni Advisory Councils both at LIU Post and Manhattan (please see Sharepoint for meeting minutes)
- Meetings with the re-established Palmer School Advisory Council which is composed of working professionals external to the Palmer community (please see Sharepoint for meeting minutes)
- Curriculum survey with members of LIS professional associations (please see Sharepoint for curriculum survey and feedback
- Appointment of representatives from stakeholder groups to serve as members of Palmer School's standing committees (for example, a student representative is a member of the Curriculum Committee and Strategic Planning Committee; a

Schwartz Library academic librarian and adjunct professor is a member of the Curriculum Committee; these appointments are made early in the academic year)

- The implementation of strategic planning "audit forms," which are used by the Strategic Planning Committee to track policy changes and activities taken by the standing committees at the Palmer School

Initiatives of the Palmer School happen because of a specific planning process. At the beginning of the academic year, Palmer faculty committees are formed as part of the organizational process. At that time, each committee schedules its first formal meeting; meetings are generally held monthly. It is the practice of the Strategic Planning Committee to ensure that at least one of its members serves concurrently as a member of another Palmer School committee, which ensures communication between committees. Following committee meetings, the chairs of each committee forward copies of their meeting minutes, as well as any action items they have approved, directly to the Strategic Planning chair, as well as to the Palmer School secretary. The Strategic Planning committee is charged with maintaining records of committee activities and decision making, and reviews the documents forwarded by these committees at its own schedule meetings. The Strategic Planning Committee, which acts as a departmental facilitator, maintains ongoing logs, in the form of audit forms, for all initiatives being taken by Palmer committees. In this way, the individual actions of these committees can be monitored to ensure alignment with strategic goals. The full Palmer School faculty is the final arbiter and decision maker with respect to all issues regarding school's curriculum, operational direction, and strategic planning.

One key feature of the systematic planning process is the enhanced role of various constituencies. These roles are evident in the Palmer School's collaborative framework for

planning activities. Figure 1.2 is a schematic representation of the ongoing relationships between the Palmer School and these groups.

PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE COLLABORATIVE FRAMEWORK FOR PLANNING ACTIVITIES

KEY STAKEHOLDERS
•Students
•Faculty
•Staff

New Directions in Curriculum

New Directions in Programs & Services

KEY STAKEHOLDERS
•Students
•Employers
•Alumni

Palmer School Committees
•Doctoral
•Curriculum
•Strategic Planning
•Outcomes Assessment

Palmer School of Library and Information Science

•Palmer School Advisory Council
•Palmer School Student Advisory Council

Palmer School Faculty and Administration

Figure 1.2 – The Palmer School and its Constituents

The Palmer School is continually taking stock of its systematic planning process within the context of the wider University communities and their respective planning processes. To that extent, the School now appoints representatives from its Strategic Planning Committee to attend meetings of both the CEIT and LIU Post Strategic Planning

Committees. Further, the College has appointed Palmer Interim Director, Dr. Valeda Dent, to serve as a member of the Strategic Planning Committee.

More detailed evidence of the Palmer School's ongoing efforts to embrace both its Mission and its commitment to its constituencies as a part of its planning activities can be found in other chapters of the Program Presentation. Such evidence includes:

- Formal copies of the mission statements
- Copies of the minutes and annual report of the Palmer School Strategic Planning Committee
- Relevant Annual Reports of Palmer standing committees
- Advisory Council meeting minutes

(All of the above can be accessed through Sharepoint).

I.1.c   The Palmer School Mission, Goals, and Quality of Education

The Palmer School is particularly mindful of the unique employment opportunities that exist for our graduates in the New York metropolitan area and as such offer a variety of degrees and certificates specifically designed for this particular market.   To adequately meet these needs, the Palmer School offers both graduate and post-graduate programs of education in the following areas:

- Master of Science in Library and Information Science
- Master of Science in Library and Information Science – School Library Media
- Dual Degree Master's program (MSLIS/MA) with New York University
- Specialization Program in Rare Books and Special Collections
- Advanced Certificate Programs in Archives and Records Management (CARM) and Public Library Administration (PLA)
- Doctor of Philosophy in Information Studies
- Master of Philosophy (M.Phil.) option for doctoral students (*approved by the State of New York, January 2015*)
- Advanced Certificate in Health Informatics (*approved by the State of New York, January 2015*)

Given that the field of LIS itself is continually evolving, the Palmer School is now investigating the development of areas of study to be offered to students with particular

career interests. Proposals which are currently under review as of the Spring 2015

semester by the Palmer School Curriculum Committee are:

- Youth Services
- Library Technology and Systems
- Digital Librarianship
- Knowledge Organization
- Academic and Special Libraries
- Public Libraries

(Please see Curriculum Committee minutes in Sharepoint).

Similarly, enhancements to the School's curriculum have been adopted which

include newly introduced courses in the areas of digital libraries, online teaching, online

instructional design, technical services, advanced reference, as well as expanded offerings

in school library media studies in accordance with newly established guidelines of the New

York State Education Department. All of these program offerings will be discussed in more

detail along with a number of other curriculum development changes in Chapter II:

Curriculum. It is important to note that the Palmer School communicates information about

Palmer School courses, schedules, advisement, instructors, and program changes via the

Palmer School's very popular blog (http://palmerblog.liu.edu) and its website

(www.liu.edu/palmer).

Educational quality is also fostered through an active and extensive curriculum

assessment process. At least once during each academic year, the Palmer faculty is asked to

review the Palmer School course catalog, and to suggest changes to course names and/or

course descriptions. At this same time, the curriculum mapping process is also reviewed

and student learning outcomes are linked to the particular courses in which they are

addressed and the student skill level attainment is noted. At this same time, faculty is also

asked to provide listings of employment opportunities for these particular programs of

study. These employment listings are forwarded to appropriate parties for strategic

planning and marketing purposes.

Input is solicited from Palmer School students which take the form of

questionnaires and attitudinal surveys that are distributed each semester to measure and

ascertain the level of satisfaction with both course offerings and student learning

outcomes, as well as the perceived market relevance of the curriculum from the

perspective of practitioners in the field. These data are collected and analyzed by the

School's Outcomes Assessment Committee and then subsequently reviewed by the

Curriculum Committee. This information is then communicated to the Strategic Planning

Committee. Many of the documents supporting these activities are available in the

Appendices. Figure 1.3 serves to illustrate how the Palmer School both solicits and

processes input on the quality of its curriculum.

PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE
CURRICULUM REVIEW PROCESS

PLANNING

IMPLEMENTATION

IMPROVEMENT

ASSESSMENT

•Curriculum design in collaboration with Outcomes Assessment Committee and Strategic Planning Committee

•Frameworks:
•ALA Standards
•Program Mission and Goals
•Student Learning Outcomes
•Institutional misson and vision

•Curriculum implementation in collaboration with Faculty, Staff, Students, and Administration

PALMER SCHOOL CURRICULUM COMMITTEE
•Full-time faculty and staff
•Student representatives
•Adjunct faculty members
•Alumni
•Employers

•Curricular improvement including new areas of specialty

•new faculty hires

•revised modes of instruction

•Curriculum review in collaboration with Outcomes Assessment Committee and Strategic Planning Committee

•Inputs include Surveys, Focus groups, and Student artifacts

•Activities include data analysis, synthesis, and dissemination

Figure 1.3 – Curriculum Review and Planning

I.2 Program Objectives and Student Learning Outcomes

Program objectives are stated in terms of educational results to be achieved and reflect (the following components):

The Palmer School assesses both program goals and student learning outcomes through a comprehensive iterative process that is part of systematic planning which is aligned with Goals 1,2, and 4 of the Palmer School's strategic plan. Student learning outcomes (SLOs) that are reviewed periodically for relevancy has provided the Palmer faculty and staff with a number of enhanced ways to document the student learning process (see Table 1.3 - Palmer School Program Goals and Student Learning Outcomes).

The decision to use ALA standards and competencies was made when Palmer initially developed student learning goals and outcomes in 2010; this action was a result of recommendations from the LIU outcomes assessment committee to more clearly define what students were expected to learn from their studies at Palmer and our impending ALA accreditation review in 2012. The process began with an ongoing study of the most recently approved ALA competencies, and comparison and analysis of Palmer's then existing set of learning objectives in order to more closely align Palmer's learning goals and objectives and curriculum development with core competencies advanced by ALA. In the beginning the SLOS were too dense with too many components to adequately assess, so in the 2011 – 2012 academic year, the Palmer outcomes assessment committee recommended to the faculty that they be consolidated. Joint meetings of the Curriculum Committee and Outcomes Assessment Committee were held. Working with LIU assessment specialists, members of the committees were assigned individual learning goals, and a series of revisions were conducted for each goal and SLO. In the spring semester of 2013,

the Palmer School retooled its SLOs to more tightly align them with ALA standards, ALA

competencies, NYSED requirements and University guidelines and requirements for a fall

2014 implementation. These now serve as the official guideline for faculty when

conducting outcomes assessment. The Student Learning Outcomes (SLOs) are not only

structured in a way that support both direct and indirect measurability, but provide

guidance to both full time and adjunct faculty as to how ALA's learning competencies can

be best reflected in classroom instruction.

Table 1.2 – Palmer School of Library and Information Science Goals and Student Learning Outcomes Aligned to ALA Competencies

ALA Standards	Standard I: Mission, Goals, and Objectives Palmer School Student Learning Goals and Objectives	ALA Competencies
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.		
Program objectives are stated in terms of student learning outcomes and reflect:	I.1 Mission, Goals, and Objectives	
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 Mission, Goals, and Objectives	Aligned with ALA Core Competencies 1A, 1B, 1C, 1D,1E,1F,1G
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	Goal 1: Apply the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities.	Aligned with ALA Core Competencies 2A, 2B, 2C, 2D, 3A, 3B, 3C, 5B

ALA Standards	Standard I: Mission, Goals, and Objectives **Palmer School Student Learning Goals and Objectives**	ALA Competencies
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	Goal 2: Utilize a broad range of approaches, systems, and technologies to manage and deliver information.	Aligned with ALA Core Competencies 1J, 4A, 4C, 4D, 5A, 5C, 5D, 5F, 5G, 7B, 7C,7D
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	Goal 3: Deliver user-centered services and cost-effecitve programs tailored to the needs of diverse populations.	Aligned with ALA Core Competencies 1K, 4A, 4B, 8A, 8B, 8C, 8D, 8E
I.2.2 the philosophy, principles, and ethics of the field;	Goal 4: Staff, manage and lead libraries and information organizations of all types.	Aligned with ALA Core Competencies 1A, 1B, 1C, 1D,1E,1F,1G
I.2.3 appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;	Goal 1: Apply the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities.	Aligned with ALA Core Competencies 1A, 1B, 1C, 1D,1E,1F,1G
I.2.4 the value of teaching and service to the advancement of the field;	Goal 1: Apply the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities.	Aligned with ALA Core Competencies 1J, 4A, 4C, 4D, 5A, 5C, 5D, 5F, 5G, 7B, 7C,7D
I.2.4 the value of teaching and service to the advancement of the field;	Goal 3: Deliver user-centered services and cost-effective programs tailored to the needs of diverse populations.	Aligned with ALA Core Competencies 1H, 6A, 6B, 6C, 7A
I.2.5 the importance of research to the advancement of the field's knowledge base;	Goal 5: Contribute to the profession through service, research and advocacy.	Aligned with ALA Core Competencies 1H, 6A, 6B, 6C, 7A
I.2.6 the importance of contributions of library and information studies to other fields of knowledge;	Goal 5: Contribute to the profession through service, research and advocacy.	Aligned with ALA Core Competencies 1H, 6A, 6B, 6C, 7A
I.2.7 the importance of contributions of other fields of knowledge to library and information studies;	Goal 5: Contribute to the profession through service, research and advocacy.	Aligned with ALA Core Competencies 1H, 6A, 6B, 6C, 7A
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;	Goal 5: Contribute to the profession through service, research and advocacy.	Aligned with ALA Core Competencies 1J, 4A, 4C, 4D, 5A, 5C, 5D, 5F, 5G, 7B, 7C,7D
I.2.9 the role of library and information services in a rapidly changing technological society;	Goal 3: Deliver user-centered services and cost-effective programs tailored to the needs of diverse populations.	Aligned with ALA Core Competencies 1J, 4A, 4C, 4D, 5A, 5C, 5D, 5F, 5G, 7B, 7C,7D
I.2.10 the needs of the constituencies that a program seeks to serve.	Goal 3: Deliver user-centered services and cost-effective programs tailored to the needs of diverse populations.	Aligned with ALA Core Competencies 1A, 1B, 1C, 1D,1E,1F,1G

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.	Goal 1: Apply the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities.	Aligned with ALA Core Competencies 1A, 1B, 1C, 1D,1E,1F,1G

The Palmer School has successfully completed several cycles of SLO review in the past three years, and has completed a number of end-of-semester and end-of-program assessments of learning outcomes and program goals. In particular, the Palmer School has now formally put into place a number of evaluative activities that are conducted on a regular basis, including the Palmer e-portfolio. Examples include the following:

- Faculty review of courses being taught on a semester-by-semester basis, by collecting and analyzing student performance data for specific learning outcomes
- Meetings held by the Palmer School Outcomes Assessment Committee to discuss the results of these data collection initiatives
- Meetings held by the Palmer School Curriculum Committee to review the progress, success, and quality of program offerings, including the formulation of program recommendations to the Palmer School faculty as necessary
- Reviews of committee meeting minutes and annual reports by the Strategic Planning Committee to inform Palmer's strategic planning process and program evaluation
- Regular reports of Outcomes Assessment results and concerns at monthly faculty meetings

Further quality control has been implemented through the hiring of a Director of Program Effectiveness (originally hired as Director of Recruitment and Marketing) in December 2012, Heather Ranieri, who is charged with overseeing the accumulation of assessment data for all student learning outcomes. Regular communication with faculty is maintained about student achievement on the SLOs. A curriculum map is maintained, which serves as an indicator of which SLOs are are being covered in which courses. The

curriculum map is updated in order to reflect changes in course content and assessment tools.

At the close of each semester, each instructor is required to compile assessment data for the SLOs covered in their classes and to forward them to the Director of Program Effectiveness. Once these data have been gathered and processed, the results are forwarded to the Outcomes Assessment Committee, which then analyzes these results. This analysis and recommendations are presented to both the Curriculum Committee and Strategic Planning Committee and the faculty for further action, if needed. The Director of Program Effectiveness is also responsible for monitoring the successful preparation of learning materials to be included in students' e-portfolios, as indicators of learning outcomes mastery. Successful addressing of learning goals achievement by students is required as a condition of approval for commencement. (For further information about Palmer's Outcomes Assessment process, please see Chapter IV: Students)

Table 1.3- Palmer School Program Goals and Student Learning Outcomes

Palmer School of Library and Information Science Program Goals and Student Learning Outcomes/Academic Year 2014-2015
Program Goals
Graduates of the Master of Science in Library and Information Science program will:
Goal 1: Apply the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities; *Aligned with: ALA Standards I.2.1, I.2.2, I.2.3 and I.2.10*
Goal 2: Utilize a broad range of approaches, systems, and technologies to manage and deliver information; *Aligned with: ALA Standards I.2.1*
Goal 3: Deliver user-centered services and cost-effective programs tailored to the needs of diverse populations; *Aligned with: ALA Standards I.2.1, I.2.4, 1.2.8, I.2.9*
Goal 4: Staff, manage and lead libraries and information organizations of all types; *Aligned with: ALA Standard 1.2.1*
Goal 5: Contribute to the profession through service, research and advocacy. *Aligned with: ALA Standards I.2.4, I.2.5, I.2.6, I.2.7*
Student Learning Outcomes

1. In achieving Goal 1**,** students will: a. explain and apply the foundations and principles of the library and information science professions; b. analyze policies and trends affecting libraries and information organizations and the profession; c. compare and contrast different types of collections and information organizations; d. communicate effectively with diverse audiences. *Aligned with: ALA Core Competencies 1A, 1B, 1C, 1D, I E, 1F, 1G*
2. In achieving Goal 2 students will: a. use professional standards to manage and deliver information resources in a variety of formats; Rev. 4/14 2 b. use systems for organizing and structuring information and knowledge; c. search, retrieve and synthesize information from a variety of systems and sources; d. evaluate information systems and technologies. *Aligned with: ALA Core Competencies 2A through 2D, 3A through 3C, 5B*
3. In achieving Goal 3, students will; a. evaluate and use information resources and services to meet the needs of diverse populations; b. develop and deliver information programs designed to meet the needs of specific users and communities; c. integrate technology into programs and services. *Aligned with: ALA Core Competencies 1J, 4A, 4C, 4D, 5A, 5C, 5D, 5F, 5G, 7B, 7C, 7D*
4. In achieving Goal 4, students will: a. put theory into practice within an information organization; b. explain and apply principles and practices of management and leadership; c. explain and meet certification and/or licensure requirements for specialized areas of the profession as appropriate. *Aligned with: ALA Core Competencies 1K, 4A, 4B, 8A through 8E*
5. In achieving Goal 5, students will: a. explain the importance of service to the profession, and continuing professional development; b. explain the importance of advocacy on behalf of information organizations and the profession; c. apply the fundamentals of qualitative and quantitative research methods; *Aligned with: ALA Core Competencies 1H, 6A through 6C, 7A*

These methods and procedures have been put into place not only to document the Palmer School's progress at the program and course level, but also to ensure that the School is adhering to its value of academic excellence. The brief summary of this process provided here illustrates the manner in which the Palmer School strives to keep the channels of communication open, its development process cyclical, and its ongoing operations aligned with the various mission statements under which it operates. More detailed aspects of these activities can be found in Chapter IV.

I.2.1 Program objectives and the field of library and information studies

Program objectives are stated in terms of educational results to be achieved and reflect 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, analysis, interpretation, evaluation, synthesis, dissemination, and management.

In recent years, the Palmer School has examined the itemized examples in **Section**

I.2.1 in the following manner:

- Conducting regular yearly review by faculty members of Palmer course descriptions, course names, and course content, to ensure academic relevance
- Aggregating lists of potential career and employment opportunities pertinent to those courses to ensure practical relevance for future employment
- Holding informal focus group meetings with working professionals and alumni, as a form of "reality checking" to verify that the academic and practical content of core and elective course offerings reflects standards of operations in the field
- Recruitment of adjunct instructors with particular credentials to fill specific course instruction needs
- Holding retreats for faculty and academic advisers to review the Palmer curriculum in light of trends in other LIS programs
- Conducting an annual review of Program Goals to insure that they are aligned with Student Learning Outcomes, and to insure SLO coverage (via curriculum mapping) of the ALA core competencies as identified in **Section 1.2.1** above

Palmer is strongly committed to ensuring that its course offerings are relevant, timely, reflective of professional standards, and relevant to the current employment market. The following appendices provide documentation related to this guideline:

- Most recent listing of Palmer School Program Goals and Student Learning Outcomes (Appendix 2.1)
- Course listings from the Palmer School Catalog and the Palmer School Blog (see Palmer Blog)
- Results of data collection and input from Palmer stakeholders regarding the quality of Palmer course offerings (Appendix 1.2)
- The Palmer School's recently adopted list of required Technology Competencies (Appendix 1.6)
- The Palmer School's recently completed survey of evidence of Technology Infusion across all Palmer courses (Chapter 2)

- Recently reviewed and accepted course proposals (Appendix 2.14)
- Relevant meeting minutes where updating and overhauling of Palmer course offerings have been reviewed and discussed, and relevant recommendations made (Curriculum Committee Minutes & Annual Reports in Sharepoint)

I.2.2   Program objectives reflect philosophy, principles and ethics of the field

> **Program objectives are stated in terms of educational results to be achieved and reflect the philosophy, principles, and ethics of the field.**

As mentioned above, the Palmer School has instituted a number of processes to ensure adequate content and direction of its curriculum. Issues related specifically to **Section 1.2.2** are accounted for in **Student Learning Outcomes 1a** and **1b**:

Palmer Program Goal
Goal 1: Apply the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities;
Aligned with: ALA Standards I.2.1, I.2.2, I.2.3 and I.2.10

Student Learning Outcome
1. In achieving Goal 1**,** students will:
    a. explain and apply the foundations and principles of the library and information science professions;
    b. analyze policies and trends affecting libraries and information organizations and the profession;
    *Aligned with**:** ALA Core Competencies 1A, 1B, 1C, 1D, I E, 1F, 1G*

Additionally, members of Palmer School's student chapters of professional associations have participated in workshops and programs on information ethics, privacy, and regulation, as well as sessions on career opportunities in the information industry. Invitations to attend professional activities and workshops sponsored by LIS associations in the New York metropolitan area are regularly provided by the membership and program officers of those groups. Participation in these activities provides valuable "real-life"

supplementary experiences for Palmer School students. In recent years, such opportunities

have included student involvement with:

- The New York City Chapters of ASIS&T, SLA, and ARLIS
- The Long Island Library Resources Council (LILRC)
- The Metropolitan New York Library Council (METRO)
- The Westchester Library Association
- The Fairfield (Southwest Connecticut) Chapter of SLA
- The Long Island Chapter of SLA
- The New York Chapter of ACRL
- The Long Island School Media Association (LISMA)
- The professional librarian associations of CUNY, Columbia University, New York University, and the New York Public Library
- The C.W. Post Library Association
- The Nassau County Library Association
- The Suffolk County Library Association

It is important to note here that many of these professional organizations offer

special student membership rates, as well as continuing education credit opportunities to

library school students throughout the metropolitan area. Palmer School students have the

opportunity to take advantage of the ability to actively engage with professionals in the

field. Further, MSLIS students are provided the opportunity to attend lectures,

presentations, and colloquia held throughout the Long Island University campuses that

may relate to library and information studies, in particular, colloquia sponsored by the

Palmer School's doctoral program. Such opportunities are posted on the Palmer Blog and

Kiosk listserv. In an informal survey issued in August, 2015, the following are self-reported

memberships from 2013 – 2015: ACRL (3), ALA (8), ART Archivists Round Table (2, with 1

a VP), CLASC (2), Metro (3), NCLA (3), NYLA (5), SLA (2). Student memberships will be

monitored more closely and a new, less random survey will be developed for dissemination

in the 2015 – 2016 Academic Year.

I.2.3 Program objectives and principles of relevant professional organizations

> **Program objectives are stated in terms of educational results to be achieved and reflect appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations.**

Significant work has been done to align the Palmer School curriculum with new and ever-changing career specializations, accreditation requirements, and New York State licensing regulations. All of these activities have resulted in a number of newly adopted policies, procedures, objectives, and formal and informal curricular changes including the following:

- Curricular offerings designed to reflect current practices and challenges of practitioners in the field (please see the Palmer Bulletins in Sharepoint)
- Palmer School assistance for students preparing for licensing exams in the School Library Media program (please see the School Library Handbook in Sharepoint)
- Clearer ompliance with New York State civil service exam requirements for students in the public library sector
- Faculty recruitment in alignment with specific instructional needs (Please see Chapter III)
- Assessment processes reflect learning outcomes identified by relevant standards (please see Chapter IV)
- Maintenance of in-house resources relating to ALA, MSCHE, and NYSED accreditation (Please see documents in Sharepoint)
- Course recommendations provided to students through the advisement process (please see Student Advisement Sheets in Sharepoint)
- Student Advisement Forms which are regularly updated and revised provided to students (Please see Faculty Advisor Sheet in Sharepoint)
- Promotion of student membership in local and regional professional associations and organizations (accomplished in various classes and through announcing meetings on Kiosk. For example, in LIS 622, School Library Media Center Management, students are asked specifically to join a school or library organization. See syllabus for LIS 622. In addition, students in LIS 510, Introduction to Library and Information Science, report on a specific library organization)
- Provision of support and advice to students for new NYSED requirements, including courses in literacy and special needs students in libraries (please see School Library Handbook in Sharepoint. In addition, Dr. Baaden is available for school library students for advisement)
- Evidence-based strategic development planning (please see the Palmer Strategic Plan in Appendix 1.1)

The Palmer School approaches such revisions and enhancements in both formal and informal ways. At a purely regulatory level, some Palmer faculty members are regular participants at meetings of New York State regulatory bodies, such as the New York State Education Department who dictate changes in certification requirements for LIS professionals. Professors Jerry Nichols, Bea Baaden and David Jank are frequent participants in these kinds of meetings. This participation provides for timely updates to the Palmer program relating to state licensure and certification.

Other members of the Palmer faculty serve as both officers and members of professional associations relating to their areas of research and instruction (Please see Chapter III: Faculty). Such prominence of Palmer faculty in both national and regional associations allows faculty to be continually aware of emerging trends in the library and information science profession.

On a more practical and immediate level, the Palmer School also maintains a presence at a variety of local meetings of professional groups. For example, Professor Baaden serves as a council member for local School Library Systems and Professor Jank serves as liaison to LILRC (Please see Chapter III for other affiliations and activities of faculty and staff).

All of these enhancements are in keeping with the directives of the mission statements of the Palmer School, the College, Campus, as well as that of the University. These activities serve to enhance the quality of the learning experience for all Palmer students, regardless of program specialization.

I.2.4   Program objectives reflect value of teaching and service of the field

> **Program objectives are stated in terms of educational results to be achieved and reflect the value of teaching and service to the advancement of the field.**

The factors indicated in **Section 1.2.4** are accounted for in **Student Learning**

Outcomes 3b and **5a**:

Palmer Program Goal
Goal 3: Deliver user-centered services and cost-effective programs tailored to the needs of diverse populations;
Aligned with: ALA Standards I.2.1, I.2.4, I.2.9

Student Learning Outcome
3. In achieving Goal 3, students will;
    b. develop and deliver information programs designed to meet the needs of specific users and communities

Palmer Program Goal
Goal 5: Contribute to the profession through service, research and advocacy.
Aligned with: ALA Standards I.2.4, I.2.5, I.2.6, I.2.7

Student Learning Outcome
5. In achieving Goal 5, students will:
    a. understand the importance of service to the profession, and continuing professional development
Aligned with: ALA Core Competencies 1H, 6A through 6C, 7A

Additionally, the Palmer School embarked on an overhaul and reorganization of its

Internship program-the capstone experience for Palmer students. Following a series of

open meetings and discussions among Palmer faculty, students, as well as external

Internship supervisors, the Palmer School made the following changes to its Internship

program:

- The internship program is coordinated and supervised by Palmer School faculty members. Thus ensures greater consistency in the preparation of those candidates who are school library media specialists
- The "Learning Contract" which all students must complete as they embark on their internship position has been revised. This ensures that there are consistent and comparable performance standards among all internship participants

- Interns, faculty advisers, and internship supervisors communicate regularly to ensure that appropriate standards of teaching, service, and advancement in the field are maintained
- The end-of-program e-portfolio assessment requires that students provide critical commentary on the value and practicality of their internship, as well as their experiences during their studies at Palmer. Some students comment on the professional organizations they have joined and what professional activities they have been involved in.

The Palmer School's newly-revived ALA Student Chapter provides students with the opportunity to gain first-hand experience with activities such as library advocacy, involvement in the legislative process as it relates to public funding for libraries, and participation in the realm of library-related public affairs. Palmer School students are also regularly invited by local library associations to participate in the annual New York Legislative Breakfasts and the New York Library Legislative Day held in Albany, New York.

I.2.5   Program objectives and importance of research

Program objectives are stated in terms of educational results to be achieved and reflect the importance of research to the advancement of the field's knowledge base.

Following Palmer's recent annual review of its core curriculum, the faculty unanimously voted to maintain its core course requirement in research methods and design. This is evident in the **Student Learning Outcome 5c**:

Palmer Program Goal
Goal 5: Contribute to the profession through service, research and advocacy.
Aligned with: ALA Standards I.2.4, I.2.5, I.2.6, I.2.7

Student Learning Outcome
5. In achieving Goal 5, students will:
    c. understand the fundamentals of qualitative and quantitative research methods
Aligned with: ALA Core Competencies 1H, 6A through 6C, 7A

Further, as a result of its ongoing outcomes assessment process, Palmer has been able to effectively track how the learning outcomes in **Section 1.2.5** (as well as all SLOs) are being addressed across the curriculum.

Finally, both Palmer School faculty and students are active in a variety of professional library-related organizations, with publishing accomplishments that are just as varied. Evidence of these achievements may be found in the Chapter III: Faculty and Chapter IV: Students.

I.2.6 Program objectives and contributions to other fields of knowledge

Program objectives are stated in terms of educational results to be achieved and reflect the importance of contributions of library and information studies to other fields of knowledge.

Traditionally, the Palmer School has always believed in the importance of interdisciplinary study within its LIS curriculum. This is evident not only with respect to classroom instruction, but student research as well. Both at the master's and doctoral level, the application of the study of information services is seen in a variety of domain applications. The curriculum includes courses in the field of education, psychology, science and technology, business, health care and museum services (Please see the Palmer School Bulletins for courses in the curriculum and schedules of course listings per semester in Sharepoint). The Palmer School also encourages the development of "Special Topics" classes (901 designation) that are explicitly targeted to various interdisciplinary fields. For example, in Spring 2015, LIS 901-2, Copyright Law and Information Policy, and LIS 901-03, Institute on Map Collections, were offered. In prior years, 901 courses in Scholarly

Publishing, Government Services and Consumer Health were offered. Students also have the opportunity to take courses through the WISE Consortium. In addition, Palmer's unique relationship with NYU for the dual degree program provides Palmer students with the opportunity to view LIS from the perspective of liberal arts and the arts fields of study.

Beginning with the Palmer School's first core course, LIS 510, Introduction to Library and Information Science, students are introduced to the variety of library and information science professions. Palmer encourages students to serve their internships (LIS 690) in whatever field of interest they deem appropriate for their own career paths. Internship opportunities are often posted on the Kiosk listserv. Some of these areas of work have been in museum settings, financial institutions, publishing houses, Internet service companies, as well as traditional library settings. A list of internship sites in various fields is made available both in the Palmer School offices and on the Palmer Blogs. It's also interesting to see where Palmer graduates have received positions (also on the Palmer Blog).

I.2.7 Program objectives and contributions to other fields of knowledge

> **Program objectives are stated in terms of educational results to be achieved and reflect the importance of contributions of other fields of knowledge to library and information studies.**

The Palmer School has always embraced an interdisciplinary approach to library and information studies, and many of its course offerings include scholarly experiences across disciplines in support of LIS. The Palmer LIS experience has led to employment in such fields as:

- Museum services and digital curation
- Archives, rare books, and special collections

- Art history
- Business and finance
- Advertising and marketing
- Publishing
- Internet services
- Information technology

Similarly, the Palmer School accepts a certain number of cognate courses from other programs as transferable credits toward the Master's degree (see Appendix 1.4: Palmer School Graduate Bulletin 2014 - 2015), and in the case of its doctoral program, requires external coursework in a cognate discipline. Evidence of interdisciplinary education also can be seen in many of Palmer's course offerings. These offerings are all documented both in the Palmer School Graduate Bulletin and on the Palmer Blog. Some particularly worth noting are:

- LIS 519:   Great Collections of New York City
- LIS 520:   Records Management
- LIS 611:   Film and Media Collections
- LIS 616:   Contemporary Artists' Books
- LIS 620:   Instructional Design and Leadership
- LIS 624:   Introduction to Online Teaching
- LIS 650:   Web Design and Content Management Systems
- LIS 652:   Museum Exhibitions and Catalogs
- LIS 669:   Government Information Resources
- LIS 713:   Rare Books and Special Collections
- LIS 740:   Copyright Law and Information Policy
- LIS 716:   Audio Preservation
- LIS 718:   Facilitating Online Learning
- LIS 727:   Corporate Informatics and Knowledge Portals
- LIS 773:   Bibliography and Publishing

The Palmer School provides further options for expanding student curricular activities in an interdisciplinary manner. As evidenced in the Graduate Bulletin, curricular options exist for students to enroll in:

- Independent Studies

- External cognate courses via the WISE consortium
- Mentoring Experience electives with members of the NYU graduate faculty
- Research-oriented Master's Thesis or project as a capstone alternative to the traditional Internship for those with extensive experience in a library or information center.

In all of these instances, students are encouraged to bring to their academic experience whatever domain experiences they can offer to more fully realize an interdisciplinary educational experience in library and information studies. Furthermore, with respect to specialty licensing and certification requirements involving interdisciplinary training, the Palmer School utilizes **Student Learning Outcome 4c** to assess student learning outcomes:

> **Palmer Program Goal**
> Goal 4: Staff, manage and lead libraries and information organizations of all types;
> *Aligned with: ALA Standard 1.2.1*

>> **Student Learning Outcome**
>> 4. In achieving Goal 4, students will:
>>   c.   explain and meet certification and/or licensure requirements for specialized areas of the profession as appropriate
>> *Aligned with: ALA Core Competencies 1K, 4A, 4B, 8A through 8E*

I.2.8   Program objectives and meeting the needs of underserved groups

> **Program objectives are stated in terms of educational results to be achieved and reflect the role of library and information services in a rapidly changing multicultural, multiethnic, multilingual society, including the role of serving the needs of underserved groups,**

The Palmer School curriculum offers a number of courses where the topic of how to improve upon the delivery of library services for diverse, underserved, and multicultural populations are explored and discussed. In particular, as part of its curriculum self-study, Palmer has identified the following elective course offerings as examples of such:

- LIS 610:   Readers' Advisory
- LIS 627:   Special Needs Students in K – 12 Libraries
- LIS 737:   Serving Diverse Populations
- LIS 774:   Information Seeking Behavior

Further, Palmer uses outcomes assessment and curriculum mapping to identify (via

Student Learning Outcome 3b) where these competencies are introduced, developed, or

practiced:

> **Palmer Program Goal**
> Goal 3: Deliver user-centered services and cost-effective programs tailored to the needs of diverse populations
> *Aligned with: ALA Standards I.2.1, I.2.4, I.2.9*
>
> > **Student Learning Outcome**
> > 3. In achieving Goal 3, students will:
> >   b.   develop and deliver information programs designed to meet the needs of specific users and communities
> > *Aligned with: ALA Core Competencies 1J, 4A, 4C, 4D, 5A, 5C, 5D, 5F, 5G, 7B, 7C, 7D*

Finally, one of the Palmer School's newly hired faculty members brings

expertise in serving diverse populations and is developing a series of courses that will

expand upon these offerings, and may ultimately lead to a specialty track option for Palmer

students.

I.2.9   Program objectives in a rapidly changing technological and global society

> **Program objectives are stated in terms of educational results to be achieved and reflect the role of library and information services in a rapidly changing technological and global society.**

The Palmer School strongly endorses the inclusion of technology competencies

throughout its program, both in admissions guidelines and in curriculum offerings. In

particular, during the last 3 years, the Palmer School has successfully:

- Completed a technology infusion audit documenting what types of technology skills are utilized, taught, and assessed across all courses in the curriculum (see Appendix 1.5: Technology Infusion Audit).
- Approved a master list of technology competencies required of all students for successful completion of their graduate program (see Appendix 1.6: Master List of Student Technology Competencies).
- Hired faculty members with expertise in the design and building of digital libraries and information analytics
- Approved new courses focused on such areas as technical services management, systems operations, web design, information portals, and online teaching and instructional design (see Curriculum Committee Annual Reports in Sharepoint)
- Approved a proposal for a new concentration in digital information services

The results of the Palmer School's Technology Infusion audit provide evidence of a strong presence of technology use, demonstration, and, in certain cases, mastery of technical skills (See Chapter II for more information). Although only some courses focus on technology mastery as a key learning outcome, all courses require some level of technological competency. To facilitate proper assessment of technological proficiency among Palmer students, the Palmer faculty utilizes **Student Learning Outcomes 2b, 2c, 2d, and 3c** to regularly assess student mastery of technology tools and services:

Palmer Program Goal
Goal 2: Utilize a broad range of approaches, systems, and technologies to manage and deliver information;
Aligned with: ALA Standards I.2.1

Student Learning Outcome
2. In achieving Goal 2, students will:
    b. use systems for organizing and structuring information and knowledge;
    c. search, retrieve and synthesize information from a variety of systems and sources;
    d. evaluate information systems and technologies.
Aligned with: ALA Core Competencies 2A through 2D, 3A through 3C, and 5B

Palmer Program Goal
Goal 3: Deliver user-centered services and cost-effective programs tailored to the needs of diverse populations

Aligned with: ALA Standards I.2.1, I.2.4, I.2.9

      Student Learning Outcome
      3. In achieving Goal 3, students will:
         c.   integrate technology into programs and services.
      Aligned with: ALA Core Competencies 1J, 4A, 4C, 4D, 5A, 5C, 5D, 5F, 5G,
                7B, 7C, 7D

I.2.10 Program objectives and needs of constituencies

> **Program objectives are stated in terms of educational results to be achieved and reflect the needs of the constituencies that a program seeks to serve.**

As with the Palmer School curriculum's emphasis on services to diverse populations, similar emphasis is put on the importance of understanding specific needs and expectations of particular user populations. The course offerings outlined in **Section I.2.8** provide educational support for the teaching of specialized services to special groups. Consequently, Palmer uses the outcomes assessment process to identify (via **Student Learning Outcome 3b**) where these competencies are introduced, developed, or practiced:

      Palmer Program Goal
      Goal 3: Deliver user-centered services and cost-effective programs tailored to the
      needs of diverse populations
      Aligned with: ALA Standards I.2.1, I.2.4, I.2.9

      Student Learning Outcome
      3. In achieving Goal 3, students will:
         b.   develop and deliver information programs designed to meet the
            needs of specific users and communities
      Aligned with: ALA Core Competencies 1J, 4A, 4C, 4D, 5A, 5C, 5D, 5F, 5G,
                7B, 7C, 7D

The Palmer School Curriculum Committee makes an effort to address the needs of tis constituencies both in terms of academic course content, and through its program goals

and learning outcomes. For example, the following are regular components of Palmer's

strategic development process:

- Based on the curriculum review during the 2014 – 2015 academic year, course titles and descriptions were re-written (where appropriate) to emphasize their focus upon varying constituent groups. These included not only reference courses tailored to differing constituencies, but courses specifically targeting underserved populations, children and youth constituencies, special education constituencies in K – 12 environments
- Two years of outcomes assessment data has been gathered that sheds light on the views held by the Palmer program's constituency groups (please see results of the mid-program survey and the end of program survey in Chapter IV)

As part of the Palmer School's systematic approach to curriculum review and

development outlined in **Section I.1** above and **Section I.3** below, the Palmer Outcomes

Assessment and Strategic Planning Committees regularly review the results of surveys and

focus groups designed to identify improved methods of information services delivery

employed by practitioners in the field. To this end, many of the findings derived from these

surveys and focus groups is utilized by the Palmer School Curriculum Committee, and the

Palmer School faculty to enhance and improve this area of educational experience. These

enhancements and improvements include:

- Survey data from stakeholder groups identified earlier
- Internship materials are provided by internship coordinators in a more timely manner(see Site Supervisor Evaluation forms summary in Chapter IV)
- Informal interviews with external internship supervisors are now standard
- Informal interviews with practitioners at local and regional library association meetings occur on a regular basis.

I.3 Program goals and need for external and internal evaluation

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

> **evolution of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.**

During the last few years, the Palmer School has spent much time focusing on both its program goals and its learning outcomes. A number of open meetings, surveys, and interviews were held with several stakeholder groups, including:

- Students from all 3 campus locations
- Full-time and adjunct faculty
- Alumni
- External internship supervisors
- The Palmer Student Advisory Council
- The Palmer Professional Advisory Council
- Interested parties from within the CEIT staff (e.g., academic advisors)

Throughout these processes, the Palmer School re-examined not only its own stated mission and goals, but also those of the University, CEIT, the LIU Post campus, and the American Library Association. These materials were studied in conjunction with the Palmer Program Goals, Student Learning Outcomes and outcomes assessment data. The timeline that follows here emerged from: a) the strategy and planning sessions conducted during the Spring of 2013 following the previous ALA visit; b) the ongoing self-study process implemented beginning in the Fall of 2013; and c) the ongoing outcomes assessment process.

Spring 2013 semester:
- Mini – retreats held to analyze components of the mission statement, program goals and student learning outcomes
- SWOT analysis conducted
- Preliminary meeting scheduled and held with LIU Post assessment specialists to assist in preparing the review of the Palmer School mission statement and student learning goals and outcomes
- Members of Palmer's Strategic Planning Committee began meeting with members of both CEIT and Campus strategic planning committees, in order to ensure alignment of Palmer's mission with that of the College and University

Actions taken:
- Individual faculty assigned specific courses for updating course descriptions and course titles
- Specific personnel were assigned to update Palmer curriculum mapping of SLOs for updated courses
  Fall 2013 semester:
- Under the guidance of LIU assessment personnel, Palmer launched its revised series of SLO assessment across the entire curriculum, with specific learning outcomes and courses targeted to align the Palmer School with LIU's assessment cycle for Middle States accreditation
- Specific courses were identified where newly admitted students' coursework would be selected for e-portfolios, and subsequently to be reviewed for the purposes of program assessment
- Syllabi for selected courses were reviewed to ensure that program and learning objectives were clearly stated for student reference
- Revised drafts of the Palmer School mission and vision statements circulated among all faculty for review
  Actions taken:
- Director of Program Effectiveness, in conjunction with the Outcomes Assessment Committee began collating and analyzing assessment data provided by classroom instructors at the end of the semester
- Revised mission and vision statements formally approved

Spring 2014 semester:
- Outcomes Assessment and Curriculum Committees began joint meetings to review data collected during Fall 2013
- Drafts of revised Program Goals and Student Learning Outcomes were distributed for review and discussion
- Final drafts of revised course descriptions were updated and edited for Palmer School Bulletin

Actions taken:
- Data collection processes and outcomes assessment data for Spring 2014 courses continued in the same way as in the Fall 2013 semester
- A new set of SLOs were identified for the second stage of assessment and analysis for academic year 2014 – 2015
- Palmer School faculty voted unanimously to approve the Program Goals and Student Learning Outcomes for public distribution and use beginning in the Fall 2014 semester; these changes resulted in a much more streamlined and less redundant document that allows for more accurate measures of assessment
- Palmer School Bulletin and blog was also updated for immediate student reference to note the changes

Fall 2014 semester:
- Formal meetings of the Palmer Advisory Councils began
- Palmer School Strategic Planning Committee adopted and began implementing the strategic planning audit forms to be filled out by Palmer committees, to document accomplishments and activities for the academic year

- All entering students are required to engage in the e-portfolio process

Actions taken:
- Strategic Planning Committee began collating minutes, action items and administrative documents from all Palmer committees for review and alignment with program, and as material from which to establish changes to the Palmer Strategic Plan
- Data collection processes for outcomes assessment data for Fall 2014 courses continues in the same way as the previous year
- An executive summary document of outcomes assessment data was compiled by the Outcomes Assessment Committee, since a body of recent data had been collected; this summary is expected to be prepared at the end of each academic year

Spring 2015 semester:
- Outcomes assessment data for identified courses in the Spring 2015 semester was collected
- Student learning outcomes materials continued to be prepared for student e-portfolios
- Focus groups held at the Manhattan campus
- Advisory councils held during summer 2015 at the Post campus

Actions taken:
- Newly hired faculty in the Palmer School are introduced to the formalized structure of outcomes assessment protocols
- Under the guidance of LIU assessment personnel, the final set of SLOs have been identified for analysis, for the academic year 2015 – 2016
- Newly proposed specializations and course offerings were prepared

With the approach of the 2015 – 2016 academic year, the Palmer School has reflected on its processes during the preparation of this self-study. Changes have been made that have greatly aided in evaluating all aspects of the program. As we enter the new school year, the following characteristics of the Palmer School program review and evaluation process are firmly intact:

- Individual faculty members are now charged with ongoing monitoring of SLO assessment and curriculum mapping of courses for which they are responsible
- Regular development of outcomes assessment summaries for each academic year are now scheduled by the Director of Program Effectiveness and submitted to the faculty in a report format
- All proposed changes to program goals, learning outcomes, faculty and curriculum changes are reviewed with constituency groups, such as the Advisory Councils
- The Palmer School outcomes assessment program is formally aligned with LIU's assessment cycles and regular guidance and support is received from LIU's outcomes assessment specialists

- With a growing body of research data now compiled over a 3 year period, the Strategic Planning Committee is now able to develop evidence-based planning discussions that more accurately reflect both long range planning goals

The Palmer School now enjoys a more explicit connection between its program planning and student learning assessment. This linkage helps anchor both curriculum development and program review. The involvement of students, alumni, industry colleagues, assessment professionals, and university representatives, in partnership with Palmer faculty and staff, has been invaluable.

Chapter II: Curriculum

Introduction

The Palmer School curriculum is grounded in its mission to "empower information professionals through education, research and achievement." This mission permeates the development of the Palmer School's program (student learning) goals and the student learning outcomes (SLOs), which provide the formal structure around which our entire curriculum is built. The Palmer School's student learning goals are carefully constructed to align with the ALA Standards and Competencies, and Palmer faculty and adjunct instructors use them and the underlying SLOs to structure their course content and to provide outcomes assessment data for School-wide curriculum planning and university-wide program review (see Appendix 2.1: Palmer School Program Goals and Student Learning Outcomes).

II.1 Continuing Assessment and Curriculum Development

> **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.**

According to the Palmer School's program (student learning) goals, the MSLIS curriculum will enable our graduates to:

> Goal 1: Apply the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities
> Goal 2: Utilize a broad range of approaches, systems, and technologies to manage and deliver information
> Goal 3: Deliver user-centered services and cost-effective programs tailored to the needs of diverse populations
> Goal 4: Staff, manage and lead libraries and information organizations of all types

Goal 5: Contribute to the profession through service, research and advocacy

The Palmer School's MSLIS curriculum is a mixture of theory and practice, designed to prepare information professionals for a variety of positions in our global society. Our core courses address theory, principles and values, and the required internship course and numerous electives provide our students with opportunities to enhance and hone their core knowledge in specialized disciplinary areas (see Appendix 1.4: Palmer School Graduate Bulletin). The capstone digital e-portfolio, required of all students who have entered the program since September 2013, gives them an opportunity to reflect on how their best work completed while at Palmer demonstrates that they have learned and assimilated each of the five program goals (see Appendix 2.2: Description of e-portfolio Process for further details).

Core Courses

The Palmer School's Master of Science in Library & Information Science (MSLIS) degree is a 36-credit program with a core of 18 credits (5 courses and an internship) that reflects the School's mission and program goals. The required core courses are:

- *LIS 510 Introduction to Library and Information Science*: An overview of the library and information studies field and an introduction to its history, purpose, functions, processes, and its place in society; the practice of the profession in various types of settings; and current issues and trends.
- *LIS 511 Information Sources and Services*: Addresses the philosophy, process, and techniques of information services, and provides an overview of information access and delivery, the types of resources and formats used in information services, evaluation and measurement of information sources and services, and information seeking processes and behaviors.
- *LIS 512 Introduction to Knowledge Organization*: Covers the basic principles of bibliographic control and knowledge organization systems; emphasizes an understanding of catalogs and cataloging and the organizational structures that underlie them; introduces students to bibliographic utilities, web site organization, RDA, FRBR, classification systems, tagging, and metadata schemas such as

controlled vocabularies, subject headings, authority and authority control, thesauri, and taxonomies.

- *LIS 513 Management of Library and Information Centers* (or any of five approved management courses comprising *LIS 622 Management of the School Media Center*, *LIS 713 Rare Books and Special Collections Librarianship*, *LIS 714 Archives and Manuscripts*, *LIS 741 Public Libraries*, and *LIS 744 Academic and Special Libraries*): Introduce students to the principles and techniques of management in general or specialized settings (depending on the particular course selected); focus on management and administrative issues as they relate to library and information services, collections, facilities, and assessment and evaluation of services.
- *LIS 514 Introduction to Research in Library and Information Science*: Introduces students to research methods in library and information studies, theoretical and applied research design, and evaluation methods; students review existing research in the field, techniques used in preparing research proposals, and the design of relevant instruments.
- *LIS 690* or *LIS 691 Internships*: Serve to augment what students have learned in their coursework, to further their career objectives, and enhance their skills, competencies, and abilities (LIS 690 requires 120 hours during the semester at an approved site, working under the supervision of a professional in the field; and LIS 691 (for School Library Media Certification candidates) requires 240 hours, which is split between an elementary school and a secondary school placement). If students have extensive experience in a library or information center, they may opt to complete a master's project instead.

These required courses are offered for each of the three campuses on a two-year course rotation (see Appendix 1.4: Palmer School Graduate Bulletin; Appendix 2.3: Proposed Two-Year Course Rotation; Appendix 2.4: Palmer School Course Schedules 2012-2015).

Elective Courses, Programs of Study, and Dual Degree Programs with NYU

The five core courses and the internship provide a solid foundation for more advanced learning in the numerous elective courses, educational activities and opportunities available at the Palmer School. Palmer currently offers three graduate *certificate programs* (formal programs of study and internship experiences approved by the school and recognized by New York State), each headed by a program director (a fourth Advanced Certification has recently been approved); one *concentration* (a defined set of

courses approved by the School), also headed by a program director; and several *areas of study* (sets of courses recommended to prepare students for careers in particular areas and disciplines) (see Appendix 1.4: Palmer School Graduate Bulletin). (Also see Organizational Chart on p. 15).

The Palmer School's *certificate programs* comprise the following:

- The School Library Media Program, which provides candidates with New York State initial teaching certification as a Library Media Specialist. All courses within this program combine principles of library and information studies with content required by New York State for certified teachers (see Appendix 1.4: Palmer School Graduate Bulletin; and Appendix 2.5: School Library Handbook for a description of the courses and coursework). In addition, this program provides initial teacher certification for post graduate students with an MSLIS.
- The Certificate in Archives and Records Management, which is an 18-credit program of study offered as part of the School's regular MSLIS program or as a separate post-Master's certificate. This certificate covers content included in the certification examinations administered by the Academy of Certified Archivists (ACA) and the Institute of Certified management (ICRM) (see Appendix 1.4: Palmer School Graduate Bulletin; and Appendix 2.6: CARM Advisement Sheets for further details).
- The Public Library Administrator's Certificate Program, which consists of five courses that carry academic graduate credit and culminate in an Advanced Certificate in Public Library Administration recognized by the New York State Education Department. This certificate program is offered in partnership with library organizations throughout New York State and is only available to public library employees preparing for management and administrative positions and already holding an MSLIS degree or equivalent (see Appendix 1.4: Palmer School Graduate Bulletin; and Appendix 2.7: Public Library Administrators Program Advisement Sheets for more).

In January 2015 the NYSED approved a new 12-credit Advanced Certificate in Health Informatics at LIU Post's Department of Health Care and Public Administration in the College of Liberal Arts & Sciences. This new advanced certificate program, which will begin enrolling students in fall 2015, will allow students to take as electives Palmer School courses, including: *LIS 707 Human – Computer Interaction (HCI), LIS 722 Digital Records, LIS 737 Serving Diverse Populations, and LIS 770 Information Systems and Retrieval*.

The Palmer School currently offers one *concentration* in--

- Rare Books and Special Collections, which is designed for students seeking careers in the field of rare books and special collections librarianship. The two required and two elective courses prepare students for professional work in the field rare book librarianship. In addition to the Palmer School courses, students may also take up to two courses at the University of Virginia's renowned Rare Book School (http://www.rarebookschool.org/) or at the University of London's Rare Books School (http://www.ies.sas.ac.uk/london-rare-books-school) as part of this concentration (see Appendix 1.4: Palmer Graduate Bulletin; and Appendix 2.8: Rare Books Program Advisement Sheets for further details).

Students at the Palmer School may also choose to pursue *areas of study* in the following areas of library and information studies:

- Academic Libraries
- Digital Librarianship
- Public Libraries
- Special Libraries
- Technical Services/Knowledge Organization
- Youth Librarianship/Children's and Young Adult Services

The Palmer School, in partnership with New York University (NYU), also offers a number of dual-degree programs in which students receive an MSLIS from Palmer and a master's degree from NYU (see Appendices: Palmer Graduate Bulletin, Palmer School—Manhattan Program (http://www.liu.edu/palmernyc), NYU Dual Degree Program website (http://gsas.nyu.edu/object/grad.scholarly.libraryscience), and NYU Dual Degree Program student resources website (https://nyudualdegree.wordpress.com/). Available master's programs at NYU that can be coupled with Palmer's MSLIS currently include:

- Approximately fifty master's degrees in NYU's Graduate School of Arts and Science.
- Master of Arts in Media, Culture and Communication or in Costume Studies from NYU's Steinhardt School of Culture Education and Human Development.

Alumni and Student Satisfaction Surveys and the Curriculum

Since 2012, the Palmer School's Outcomes Assessment Committee has conducted regular exit surveys of recent graduates, student learning outcomes (SLO) surveys of

students enrolled in the LIS 690 or 691 internship courses, and since fall 2014 mid-program student satisfaction surveys. Results of these surveys taken over the last three years show that recent alumni and mid-program students are generally very satisfied with the overall Palmer curriculum and in particular with their internship capstone experiences. Below in Table 2.1 is a summary of the relevant portions of these surveys that deal with the Palmer School curriculum and program as a whole (see Appendix 1.2: Palmer School Outcome Assessment Reports, 2012-2015).

Table 2.1- Evaluation of Palmer School Curriculum and Program by Alumni and Students, 2012-2015 (Exit and Mid-Program Surveys)

Survey Question	*Strongly or Somewhat Agree*			
	2012/2013 Exit Survey (n=25)	**2013/2014 Exit Survey (n=6)**	**Fall 2014 Exit Survey (n=13)**	**Fall 2014 Mid-Program Survey (n=39)**
Overall, the curriculum provided a solid foundation for my career [1]	84%	100%	100%	N/A
Overall, pleased with the curriculum [2]	N/A	N/A	N/A	90%
Overall, the curriculum provided/is providing sufficient knowledge of information technology	76%	100%	92%	85%
Curriculum had/has a proper mix of theory and practice	68%	100%	77%	72%
Internship was valuable experience in preparing for professional work	88%	100%	92%	N/A (not yet taken)
Course offerings were/are adequate in variety and content to meet my professional goals	76%	83%	100%	77%
The Palmer School provided/is providing me with sufficient amounts of hand-on practice [3]	N/A	N/A	69%	67%
Would you recommend the Palmer School? [4]	N/A	83%	92%	87%

[1] Question in Exit Survey only [2] Question in Mid-Program Survey only
[3] Question introduced in fall 2014 [4] Question introduced in fall 2013.

The Curriculum Review Process at the Palmer School

The Palmer School Curriculum Committee oversees the review and development of the curriculum within a larger systematic planning framework detailed in Chapter I. Please see Section II.7 *Curriculum Review and Evaluation* for further details.

II.2 Overview of the Curriculum

> **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 Palmer School's curriculum is structured around five program goals:

1) Instilling professional principles and ethics
2) Organizing information
3) Delivering information-related services
4) Managing and leading information centers
5) Contributing to the profession through service, research and advocacy.

As such, our curriculum addresses all aspects of the life cycle of recordable information as described in the ALA standard—from its creation to its organization and description, its preservation, analysis and interpretation, and its dissemination and management.

Table 2.2 below maps the Palmer School's core courses and a selection of its electives with stages in the life cycle of information as outlined in Standard II.2. (See Appendix 1.4: Palmer Graduate Bulletin for detailed course descriptions; and Appendix 2.3: Proposed Two-Year Course Rotation Schedule for when courses may be offered).

Table 2.2 - Standing Palmer School Courses Mapped to COA Subject Areas

Creation, Communication
*LIS 510 Introduction to Library & Information Science
LIS 529 Map Collections
LIS 658 History of the Book
LIS 755 Information Technologies & Society

Identification, Selection, Acquisition
*LIS 511 Information Sources & Services
LIS 516 Collection Development
LIS 520 Records Management
LIS 611 Film & Media Collections
LIS 628 Collection Development for K-12
LIS 713 Rare Books & Special Collections Librarianship
LIS 714 Archives & Manuscripts
LIS 721 Appraisal of Archives & Manuscripts
LIS 722 Electronic Records

Organization and Description, Storage and Retrieval, Preservation
*LIS 512 Introduction to Knowledge Organization
LIS 657 Introduction to Preservation
LIS 705 Principles & Practices in Archival Description
LIS 706 Digital Preservation
LIS 709 Rare Book Cataloging & Descriptive Bibliography
LIS 716 Audio Preservation
LIS 763 Metadata for Digital Libraries
LIS 775 Technical Services Operations & Systems

Analysis, Interpretation, Evaluation, Synthesis
Dissemination
*LIS 510 Introduction to Library & Information Science
*LIS 511 Information Sources & Services

*LIS 514 Introduction to Research in Library & Information Science
LIS 516 Collection Development
LIS 520 Records Management
LIS 606 Information Literacy & Library Instruction
LIS 620 Instructional Design & Leadership
LIS 626 Teaching Methodologies for K – 16 Librarians
LIS 628 K – 12 Collection Development
LIS 629 Integrating Technology into the Curriculum
LIS 650 Web Design & Content Management Systems
LIS 652 Exhibitions & Catalogs: Library Meets Museum
LIS 654 Digital Libraries
LIS 707 Human-Computer Interaction
LIS 731 Materials & Services for Early Childhood
LIS 733 Children's Sources & Services
LIS 740 Copyright & Information Policy
LIS 768 Digital Information Representation
LIS 770 Information Systems & Retrieval

Management(must take 1)
*LIS 513 Management of Libraries & Information Centers
*LIS 622 Management of the School Media Center
*LIS 690 Internship
*LIS 691 Internship (for School Library Certification)
*LIS 713 Rare Books & Special Collections Librarianship
*LIS 714 Archives & Manuscripts
*LIS 741 Public Libraries
*LIS 744 Academic & Special Libraries
LIS 749 Health Sciences Libraries

II.3 The Curriculum

II.3.1 Leadership and Advocacy

> **The curriculum fosters development of library and information professionals who will assume an assertive role in providing services.**

The Palmer School faculty understands the importance of preparing our students to become successful leaders in the library and information studies field, so much so that this is one of our five program goals: to "contribute to the profession through service, research and advocacy." This program goal is reinforced in two of its underlying student learning outcomes (SLOs): to "understand the importance of service to the profession, and continuing professional development" and to "understand the importance of advocacy on behalf of information organizations and the profession." We at the Palmer School recognize that a 21st century curriculum in library and information studies must be a mixture of the theoretical and the practical, and that our courses also need to foster our profession's traditional ethos of service, leadership and advocacy. Assertive leaders make connections, collaborate and communicate with various constituencies and use good judgment to make decisions. These qualities are fostered through a focus on good communication skills (SLO 1d: communicate effectively with diverse audiences). Assertiveness is an important quality of effective leadership; effective leaders advocate for their programs. Using good communication skills, in written, verbal, and electronic means, is integrated throughout our program. One example is LIS 620, Instructional Leadership and Design; students develop a Powerpoint or other electronic presentation tool to defend their school library program to a fictional Board of Education.

The principles and practices of leadership and advocacy are presented in one of our foundational core courses, *LIS 510 Introduction to Library and Information Science*, which

students are highly encouraged to take during their first semester. One unit in LIS 510

requires students to analyze the qualities necessary to become a leader and to reflect on how

these principles are applied in the different types of library and information organizations.

Another assignment, "Letter to an angry patron," asks them to respond to a censorship request

by advocating the value of freedom of speech; this task (an e-portfolio artifact) enables

students to begin to assert themselves positively to defend a core value of library and

information science, the need for open access to information.

Other required core courses also tackle this ALA standard in unique and creative ways.

In *LIS 511 Information Sources and Services*, one major assignment asks students to assume a

leadership role in developing a plan for a reference services program for a diverse population

in a library of their choice. In another core course, *LIS 512 Introduction to Knowledge*

Organization, students are encouraged to take a holistic view of issues regarding library

collection development, access and organization in the digital era and to share and reflect on

examples from their local public libraries. Students in spring 2015 sections were directed to

attend an ALA webinar, "Mapping Inclusion: Public Library Technology and Community

Needs," which increased their awareness of their local library communities and library service

issues.

The Palmer School MSLIS core curriculum also requires that students enroll in any one of

the following six management and leadership-related courses that give them an opportunity to

further develop the orientation and skills necessary to be effective professionals and leaders in

the field:

- *LIS 513 Management of Library and Information Centers*
- *LIS 622 Management of the School Media Center*
- *LIS 713 Rare Books and Special Collections Librarianship*

- *LIS 714 Archives and Manuscripts*
- *LIS 741 Public Libraries*
- *LIS 744 Academic and Special Libraries*

Courses in the management suite and other Palmer electives have recently included the

following units, modules or assignments on the topic of leadership and advocacy:

- *LIS 513 Management of Library and Information Centers:* Students analyze actual information centers or businesses and develop business and strategic plans for them using "Porter's five forces analysis" approach; students also learn to articulate the mission and other drivers of information and library service organizations in relation to the constituencies served.
- *LIS 620 Instructional Leadership and Design:* In a "Defend Your Program/Program Rationale" presentation, students learn about the school librarian's role as educational leader who contributes to decision-making at the school and district level by developing a presentation for a Board of Education to fund a school library program and include philosophy, strategies and evidence from professional literature and research. In a technology leadership unit, students learn the key practices of technology leadership and how to build a learning community using technology.
- *LIS 622 Management of the School Media Center:* In a strategic planning exercise, students create a vision for a library of their choice, examine current reality, and develop a strategic plan for that library; and in an advocacy unit, students learn the tools for advocacy and create a bulletin board for literacy advocacy and a public relations brochure or infographic to highlight the work of school libraries.
- *LIS 690/691 Internships:* Students have an opportunity to put theory into practice by completing an internship under the supervision of a qualified library and information studies professional at an information organization of their choice.
- *LIS 713 Rare Books and Special Collections Librarianship:* Students interview a rare books librarian or archivist in a library of their choice, outline major issues or problems facing the institution with regard to collection development, cataloging and processing, conservation and preservation, and outreach, and to propose viable solutions in light of standards and best practices discussed in class.

The instructors in all of these courses affirm the critical importance of this ALA standard

and fulfill the Palmer School program goals of "staffing, managing and leading libraries and

information organizations of all types" and "contributing to the profession through service,

research and advocacy." Learning the principles of management in the various content areas of

our program assists the students in assuming assertive roles in the information organization

of their choice.

II.3.2 Basic and Applied Research

> **The curriculum emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.**

Most core and elective courses in the Palmer School curriculum cover foundational knowledge as well as new research findings, emerging topics and trends that characterize our constantly changing field. For example, in recent sections of *LIS 510 Introduction to Library and Information Science*, students have studied issues related to e-book adoption and measures for ensuring successful e-book implementation in libraries. In the core course *LIS 511 Information Sources and Services*, one major assignment requires students to analyze three information retrieval systems to access information about a topic of their choice, and thus apply analysis skills necessary for research.

Another required core course, *LIS 512 Introduction to Knowledge Organization*, currently covers the history of cataloging and classification systems and 20th century standards (e.g., ISBD, AACR, MARC, Dewey Decimal Classification, and LCSH) as well as new and emerging standards (e.g., FRBR, Resource Description and Access (RDA), Resource Description Framework (RDF), BibFrame, Linked Data). Students in all sections of this course regularly read, analyze and discuss in class published peer-reviewed research articles. For example, one assignment in Professor Oliver Chen's spring 2015 section at LIU Post required students to analyze a research paper then present their analysis of the paper's research procedure, and propose their own research ideas and approaches. Similarly, an assignment in Professor Fernando Peña's spring 2015 section in Manhattan required students to read several research articles on subjecting the library catalog to tagging and social bookmarking to

discuss the advantages and shortcomings of these experiments in light of their own

experiences with online catalogs.

In another required core course, *LIS 514 Introduction to Research in Library and*

Information Science, students are introduced to research fundamentals in order to enable them

to read, understand and evaluation scholarly publications in the field. Students in all sections

of this course learn to define research problems that may be adequately studied using any

number of methods (e.g., surveys, interviews, observations), conduct a literature review, and

develop research proposals.

Several other regularly offered Palmer courses cover basic and applied research relevant

to the topic, including the following:

- *LIS 618 Online Information Retrieval Techniques:* In this course, Professor Heting Chu presents research on web search engine evaluation (including her own) and applies these findings to search strategy development and to the evaluation of retrieval systems.
- *LIS 620 Instructional Design and Leadership:* Students learn about and apply a variety of information search processes for student learning.
- *LIS 622 Management of the School Media Center:* Students study and apply the principles of action research to a specific managerial or administrative problem in an information organization.
- *LIS 628 K – 12 Collection Development:* Students learn how to conduct a user needs analysis and create a collection map to revitalize one area of the collection.
- *LIS 768 Digital Information Representation:* A series of research topics are presented and discussed in class, including indexing consistency, representing multimedia information, and indexing the Internet; students also apply research findings when conducting their projects.
- *LIS 770 Information Systems and Retrieval:* Professor Heting Chu uses her original research findings on web search engine evaluation to teach students how to evaluate current IR systems; she also presents her research in other areas of IR and others' research in a variety of IR- related topics.

Alumni and Student Satisfaction Surveys and the Curriculum

The Palmer School's Outcomes Assessment Committee exit surveys of students graduating from our program and surveys of students in the middle of their programs reveal a high degree of satisfaction with the curriculum's mixture of theory and practice and with the amount of hands-on learning that it is providing them. Table 2.3 below contains a synopsis of the relevant portions of these surveys that cover these aspects of the curriculum (see Appendix 1.2: Palmer School Outcome Assessment Reports, 2012-2015). The chart below illustrates how graduating students and those students mid-program feel about Palmer's mix of theory and practice, as well as the amount and quality of hands on learning during the program. These statistics, reviewed by the Outcomes Assessment Committee, twice a year enable the faculty to continually be aware of student attitudes. It also implies our responsiveness to preparing students for entry level work in the information field. Based on the data, it appears that the Palmer School needs to re-examine its curriculum and discuss more ways to integrate relevant hands on practice into its coursework. The data indicates students' satisfaction with the ratio of theory vs. practical application in our curriculum. Our students agreed that there is some hands on practice within the coursework but they still indicate they want more practical applications. This data is important because the hands on practice prepare students for work in the field. Data from alumni are key because the alumni have finished their degree and are in the field daily; they can identify if the levels of theory and practical application is balanced appropriately. The information gained here allows faculty to gauge the balance of theory and practice which is important for a robust curriculum in library and information science. Student feedback from outcomes assessment measures, such as these, are brought from the Outcomes Assessment Committee to the Curriculum Committee for curriculum review and course level suggestions, and, ultimately, to the Strategic Planning

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Committee and the faculty for voting and implementation. We anticipate that further alumni measures and outreach will be a task of the 2015 – 2016 Outcomes Assessment and Curriculum committees.

Table 2.3 - Evaluation of Palmer School Curriculum's Mix of Theory and Practice and Hands-on Learning by Exiting and Current Students, 2012-2015 (Exit and Mid-Program Surveys)

Survey Question	Strongly or Somewhat Agree			
	2012/2013 Exit Survey (n=25)	2013/2014 Exit Survey (n=6)	Fall 2014 Exit Survey (n=13)	Fall 2014 Mid-Program Survey (n=39)
Curriculum had/has proper mix of theory and practice	68%	100%	77%	72%
The Palmer School provided/providing me with sufficient amounts of hand-on practice	N/A	N/A	69%	67%

II.3.3 Technology

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

Over the past three years, our faculty has made great strides in integrating the theory, application and use of technology in course content and delivery. The Palmer School groups "technological literacy" with both "media literacy" and "information literacy" as skill sets to master for optimum success in the information field. All incoming MSLIS students are notified of entry-level technology skills (e.g., basic computer hardware and printer knowledge, MS Office-type programs and functions, email skills, web and internet browser operations) required for success at the Palmer School (see Appendix 2.9: Letter to Entering Palmer Students on Entry-Level Technology Skills).

Conceptual and theoretical exploration of these concepts is braided throughout the curriculum, as are opportunities for direct experiential learning. In conjunction with the active use of the technologies that work to seamlessly connect all our learning environments, students gain utility with virtual learning platforms and tools. All learners must use the Blackboard Learning Management System portal. Full engagement with this virtual environment can be connected to our professional standards of proficiency: from embedding media to editing blog entries, from artifact creation to virtual peer-to-peer discussion forums. Learners are also required to develop an electronic portfolio demonstrating benchmarks in our programmatic requirements.

The majority of the Palmer School's elective courses require students to engage with technological applications and modalities through accessing and interpreting digitized data for research. However, the experiential sequencing of our core curriculum explicitly requires that students exhibit technological proficiencies through engagement and integration of digitized research, through analysis and assessment of scholarly databases/virtual repositories, and through direct application.

All learners struggling with any of these required literacies in the core classes are identified by Palmer's fulltime faculty and either receive advising directly, are referred to the appropriate learning support services, or are apprised of opportunities for self-study both on and off campus for resolving any potential proficiency gaps. All Palmer graduates are now educated within a technology-rich educational platform and use digital means to express new learning with an assessment rubric that connects technologically–expressed learning products to course outcomes and objectives.

In all Palmer School courses in which technology is a key element, students learn more than just mechanical skill and operations—they learn the underlying theory as well as the use of these technologies in real-world library and information center settings. Examples of specific core courses and electives that cover the theory, application and use of technology include:

- *LIS 510 Introduction to Library and Information Science* (core course): One unit focuses on information technologies, and a related assignment requires students to make a PowerPoint presentation on a technology of their choice.
- *LIS 511 Information Sources and Services* (core course): Several units explore the digital arena of the sources used to find and access information.
- *LIS 512 Introduction to Knowledge Organization* (core course): Units and related assignments require students to retrieve and analyze bibliographic records using OCLC Connexion and library OPACs and discovery systems; through these analyses, students understand how different retrieval systems work and the impact of various metadata standards and schemas on these systems.
- *LIS 517 Emerging Web Technologies:* Exposes the students to the new social media and Web 2.0 software tools prevalent in today's society and illustrates the application of these tools.
- *LIS 604 Science and Technology Sources and Services:* Presents an overview of the trends, technology, and major publications in the technology field.
- *LIS 618 Online Information Retrieval Techniques:* Addresses the design and use of computerized information retrieval systems by presenting students with practical information on using these systems; over 60 databases are covered, including ProQuest Dialog, major search engines (e.g., Google, Yahoo!, Bing), and current and next-generation OPACs.
- *LIS 620 Instructional Design and Leadership:* In this school media course, one project has students develop a "webquest" and accompanying webliography as an instructional unit for K-12.
- *LIS 629 Integrating Technology into the Curriculum:* Enables students to examine hardware, software, websites and other technologies that are used in the school library.; a unit on coding was added in Spring 2015.
- *LIS 654 Building Digital Libraries:* Students gain hands-on experience by completing a digital library project with 50 objects in a fully cataloged and searchable content management system using OCLC's CONTENTdm; different digital library systems (e.g., Omeka, Greenstone, and DSpace) are also introduced.
- *LIS 706 Digital Preservation:* Examines the problem of the long-term preservation of digital information.
- *LIS 707 Human-Computer Interaction:* Explores the world of interaction between humans and computers.

- *LIS 722 Electronic Records:* Addresses the current management of digital records and the implications of each management process.
- *LIS 768 Digital Information Representation:* Explores abstracting and indexing as reflected in a wide variety of databases (e.g., Library Literature, ERIC, LISTA, Scopus), tagging technology at related websites (e.g., delicious.com, Flickr, Instagram), and indexing software (e.g., indexing module in Word).
- *LIS 770 Information Systems and Retrieval:* Covers the fundamentals of information retrieval systems, including structures, design and implementation; assignments require using Access and other database software (e.g., FileMaker) to create a database to reinforce concepts learned in class; about two-thirds of class time is devoted to information retrieval technologies applied in databases, OPACs and web search engines.
- *LIS 901 Special Topics Course "Text Analytics" (summer 2013):* This course, taught by Dr. Lauren Harrison (Senior Scientist in Pharmaceutical Research & Development Informatics at Hoffmann-La Roche Inc., Nutley, New Jersey), covered text analytics as a function of knowledge management, information literacy and emerging technologies; students used Quosa (scientific literature management software developed by Elsevier) and BizInt (an emerging text mining and visualization tool) in course assignments and projects.

Finally, Palmer's hiring of two new faculty members in 2015, Professor Hsin-liang (Oliver) Chen, in January 2015, and Professor Wei Xiong in September 2015, demonstrates the school's commitment to improving its course offerings and programs of study in information technology. Professor Chen, whose research areas include digital media design and information systems and their social impact, will regularly teach *LIS 512 Introduction to Knowledge Organization* as well as *LIS 650 Web Design and Content Management Systems* (renamed and recast in spring 2015) and *LIS 654 Building Digital Libraries*. In spring 2015, Professor Chen worked with the Curriculum Committee to create a new nine-credit specialization and study track, Information Technology and Systems, for which he will also be developing a new course, *Information Technology and Systems*, in 2015-2016. Starting in fall 2015, students intending to pursue careers in technology management, implementation and maintenance in library and information service settings will be able to pursue this new specialization and seek out Professor Chen for advisement and guidance. Professor Xiong's

expertise is in the field of data mining and information analytics; he is charged with offering a course, Introduction to Data Mining, for the Spring 2016 semester; he has already been helpful in reviewing textbooks for LIS 510, Introduction to Library and Information Science, and determining which text is more beneficial for new careers in the information field.

Online Courses

Many Palmer School courses are now taught completely online, and many are taught in a blended format. In 2009, the Palmer School's School Library Media Program was one of the five pilot programs selected by Long Island University for its Web Learning Project in blended format. As part of this project, all courses in the school library concentration, including the core courses for all library and information students, were reviewed and revised for an online learning environment. School media courses are now offered in either blended or fully online format every semester, with Blackboard serving as the online course management system.

In 2014-2015, fully online course offerings at the Palmer School included:
- *LIS 511 Information Sources and Services*
- *LIS 512 Introduction to Knowledge Organization*
- *LIS 520 Records Management*
- *LIS 624 Introduction to Online Teaching*
- *LIS 627 Special Needs Students in the Library*
- *LIS 629 Integrating Technology into School Media Centers*
- *LIS 712 Literacy for K-12*
- *LIS 714 Archives and Manuscripts*
- *LIS 729 Young Adult Sources and Services*
- *LIS 731 Materials and Services for Early Childhood*
- *LIS 733 Children's Sources and Services*
- *LIS 741 Public Libraries*
- *LIS 763 Metadata for Digital Libraries*

In January 2011, the New York State Education Department granted distance learning status to the Palmer School's School Library Media Program, and in May 2012, the School's Certificate in Archives and Records Management also received distance learning status.

In addition, the Palmer School has also been a regular participant in WISE (Web-Based Information Science Education) since 2007, and some of our students participate regularly in the program. WISE is a collaborative distance education model that increases the quality, access, and diversity of online education opportunities in library and information studies. In 2010, the Palmer School contributed its first course to the WISE offerings, providing a fully online course in Scholarly Communications and Electronic Publishing taught by Professor John Regazzi. The course was well received and had registrants from five different library schools. The number of Palmer students participating in WISE courses varies per semester.

Recent Faculty Technology Infusion Survey

Since the last COA review, the Palmer School Curriculum Committee has also taken an active role in tracking technology infusion in our coursework and compiling relevant data. A recent technology infusion survey of full-time faculty and adjunct instructors initiated by the Committee found that over 70% of Palmer School courses incorporate some form of technology in course content and delivery (see Table 2.6 below for a summary of survey findings and Appendix 2.10: Technology Infusion Survey Report (January 2015) for complete results and analysis). Eighty-two percent of course sections taught by full-time faculty cover at least one technology as part of course content, and 71% of adjunct instructors do the same. The top five technologies (i.e., information systems, Web 2.0 technology, website use, search technology, and LIS-specific applications) account for 70% of total coverage in technology use by full-time faculty members and 79% of total technology coverage by adjunct instructors.

The same technology infusion survey also shows widespread use of technology in course delivery: 92% of course sections taught by full-time faculty members and 64% of those taught by adjuncts use Blackboard as the main platform for course delivery, and most course

sections (79% of those taught by full-timers and 57% of those taught by part-timers) make use

of some kind of presentation software in course delivery (see Appendix 2.10: Technology

Infusion Survey Report (January 2015) for more). The technology infusion survey shows that

Palmer School faculty members and adjunct instructors are making great progress in infusing

technology in course content and delivery.

As part of long-range planning, the Curriculum Committee and the Outcomes

Assessment Committee will continue to compile data on technology infusion in the classroom

to ensure that progress continues in this integral part of LIS education.

Table 2.4 - Summary of Palmer School Technology Infusion Survey Findings (January 2015)

Type of Technology	Use Frequency—Full-Time Faculty Course Sections (n=38)	Use Frequency—Adjunct Faculty Course Sections (n=28)
Information Systems (OPACs, information retrieval systems, databases, etc.)	82%	71%
Web 2.0 Technology (blogging software, instant messaging, Flickr, YouTube, RSS, social bookmarking, etc.)	61%	29%
Website Use (demonstration and/or use of websites for lectures and assignments)	61%	50%
Search Technology (search engines and related technologies)	47%	43%
LIS-Specific Applications (OCLC Connexion, Koha, Cindex, Word Index module, LibGuide, etc.)	34%	32%
Presentation Software (PowerPoint, Prezi, etc.)	32%	11%
Blackboard (and related e-education applications for file exchange, assignment submission, discussion forums, blogs, wikis, etc.)	29%	18%

Spreadsheet Applications (software for quantitative data analysis, e.g., Excel)	26%	4%
Systems Technology (management of operating systems and OS-level files, handling of computer hardware, input/output devices, etc.)	18%	7%
Database Software (Access, FileMaker Pro, etc.)	16%	18%
Other	3%	4%

Alumni and Student Satisfaction Surveys and Technology Infusion

Since 2012, the Palmer School's Outcomes Assessment Committee has conducted regular exit surveys of recent graduates, student learning outcomes (SLO) surveys of students enrolled in the LIS 690 and 691 internship courses, and, since fall 2014, mid-program student satisfaction surveys. Alumni and mid-program students surveyed over the last three years are generally very satisfied with the knowledge of information technology gained during their time at Palmer. Table 2.5 provides a summary of the relevant portions of these surveys that deal with the Palmer School's infusion of technology into the curriculum and in the classroom (see Appendix 1.2: Palmer School Outcome Assessment Reports, 2012-2015).

Table 2.5 - Evaluation of Technology Infusion in Curriculum by Alumni and Students, 2012-2015 (Exit and Mid-Program Surveys)

	Strongly or Somewhat Agree			
Survey Question	**2012/2013 Exit Survey (n=25)**	**2013/2014 Exit Survey (n=6)**	**Fall 2014 Exit Survey (n=13)**	**Fall 2014 Mid-Program Survey (n=39)**
Overall, the curriculum provided/is providing sufficient knowledge of information technology	76%	100%	92%	85%
Technology resources are adequate to meet my academic needs	88%	83%	100%	79%

II.3.4 Diversity

> **The curriculum responds to the needs of a diverse society including the needs of underserved groups.**

The Palmer School's commitment to understanding and serving the needs of all people is encapsulated in the mission of Long Island University: "to provide excellence and access in private higher education to people of all backgrounds who seek to expand their knowledge and prepare themselves for meaningful, educated lives and for services to their communities and the world." This theme of working with diverse audiences and underserved groups and organizing and delivering information to meets their needs is also expressed in many of the Palmer School's five program goals and underlying student learning outcomes (SLOs), and explicitly in the following:

- Goal 1: Apply the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities, and SLO (d) communicate effectively with diverse audiences.
- Goal 3: Deliver user-centered services and cost-effective programs tailored to the needs of diverse populations, and SLOs (a) evaluate and use information resources and services to meet the needs of diverse populations, (b) develop and deliver information programs designed to meet the needs of specific users and communities, (c) integrate technology into programs and services.

The Palmer School curriculum directly supports this ALA standard through a variety of core and elective courses. In *LIS 510 Introduction to Library and Information Science*, a core course, students study the different types of information organizations and the diverse populations that they serve in a regular unit entitled "Trends and Issues in LIS." Course instructors also review and explain ADA policies and their relevance to all libraries and information centers. In the final research paper, students frequently select a diversity-related subject and explore it in depth.

In another required core course, *LIS 511 Information Sources and Services*, guidelines are presented that address the sources and services needed by different members of society, and in one major assignment they are asked to choose an underserved population and to develop a program that meets this group's needs. Examples of some of the sources used in LIS 511 in support of this ALA standard include "Guidelines for the Development and Promotion of Multilingual Collections and Services" (2007), "Guidelines for Library Services to Older Adults" (2008), and "Guidelines for Library Services to Spanish-Speaking Library Users" (2007).

In the core course *LIS 512 Introduction to Knowledge Organization*, instructors address traditional and emerging standards and systems for cataloging and classifying recorded knowledge, emphasizing the application of these standards in real-life settings that usually involve diverse user needs. In the LIS 512 section regularly taught by Professor Peña in Manhattan, the final assignment requires students to compare online catalogs and discovery systems of their choosing and to analyze their efficacy from a user-design perspective.

As a result of outcomes assessment, professors who teach LIS 512 are reviewing syllabi for consistency, evaluating questions on the end of program assessment for difficulty and ensuring that important concepts are aligned with student learning outcomes. The possibility of standardizing the syllabi for this course is also under discussion.

In the core course *LIS 514 Introduction to Research in Library and Information Science*, as students learn the research process and evaluating research, the needs of all patrons and information users are discussed.

In addition to the required core courses listed above, many Palmer School electives, including the following, explore issues of diversity as required by Standard II.3.4:

- *LIS 516 Collection Development:* Students conduct needs analyses of library and information centers of their choice to determine the resources that should be acquired for a collection, and they frequently select libraries with diverse audiences and underserved groups.
- *LIS 620 Instructional Design and Leadership:* Focuses on the definition and use of instructional methodologies to work with diverse student populations, with units on inclusion and problem-based learning as instructional strategies for working with diverse students.
- *LIS 622 Management of the School Library Media Center:* Focuses on facilities management for special needs students through texts and other readings.
- *LIS 626 Teaching Methodologies for School Media Specialists:* One unit in this course covers differentiated instruction based on specific learning needs of diverse student and patron populations.
- *LIS 627 Special Needs Students in K 12 Libraries:* focuses on assisting students with disabilities and other special learning needs; it is a requirement for those students wishing to gain teacher certification as a library media specialist and helps prepare candidates for the NYSED certification test, Education for All Students (EAS).
- *LIS 629 Integrating Technology into the School Library Media Center:* Units in this course discuss Universal Design for Learning (UDL) principles related to technology, resources, text-to-speech, images and captioned stories, audio books, and assistive technologies for the physically disabled.
- *LIS 650 Web Design and Content Management Systems:* Units in this course analyze how to make websites accessible for people with poor vision and other physical handicaps.
- *LIS 654 Building Digital Libraries:* Different digital library projects from different countries and cultures are introduced in class, and diversity is discussed in terms of access, preservation, and interpretation. Students are also encouraged to develop community-based digital library project.
- *LIS 712 Literacy for K-12 environments:* One major assignment requires students to apply literacy principles and strategies to special needs children; also focuses on individual differences among special needs students and English language learners.
- *LIS 728 K-12 Literature:* Focuses on multicultural perspectives of K-12 literature, including award winners for the Coretta Scott King and Pura Belpre awards; includes a class session on bibliotherapy as well as gay/lesbian literature.
- *LIS 729 Young Adult Sources and Services*, *LIS 731 Materials and Services for Early Childhood*, and *LIS 733 Children's Sources and Services:* All these school media/ youth services courses address the processes of providing resources for diverse populations and underserved groups. Students are given the tools and skills required to analyze the needs of a community, and then they must acquire and organize these resources for diverse individuals and groups.
- *LIS 737 Serving Diverse Populations:* Course is structured as a seminar about multi-cultural populations and groups with special interests and needs, including the sensory or mobility-impaired and people with learning disabilities.

The hiring of a new faculty member, Professor Vincent Livoti, in fall 2014 also demonstrates the Palmer School's commitment to reinforcing existing diversity-related coursework and branching out into related disciplinary areas. Professor Livoti's work and social-action research focuses on inclusion practice, fusing information literacy with cultural competency, analyzing the needs of underserved populations through media analysis, LGBT studies and queer theory, and youth services and developmental resources. In spring 2015 Professor Livoti worked with the Palmer Curriculum Committee to revise the Youth Librarianship/Children's and Young Adult Services specialization, for which he will restructure existing courses and develop new ones.

These are just a few examples of how the Palmer curriculum responds to the needs of a diverse society including the needs of underserved groups. These courses illustrate how the Palmer School is in compliance with Standard II.3.4.

II.3.5 Technological and Global Society

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

Information technology as a course topic and as an instructional tool is discussed in detail in Section II.3.3 above. However, preparing students for a changing global society which is impacted by rapidly changing technology, is also a goal of the Palmer School curriculum. Within our core courses and electives, students delve into concepts regarding access to information, universal literacy, safeguarding cultural heritage, and upholding fundamental freedoms, such as free speech, which are aspects of preparing people to live in a rapidly changing global society. Our core classes offer the following to meet this standard:

- *LIS 510 Introduction to Library and Information Science* (core course): general overview of information technologies, including e-books and often in a global perspective; includes an introduction to the history of the field and its place in society.
- *LIS 511 Information Sources and Services* (core course): standard library resources and reference services, often delivered digitally today, are analyzed and discussed, including ethical issues, such as servicing all patrons' information needs, and the philosophy underlying information services, including laws governing free speech
- *LIS 512 Introduction to Knowledge Organization* (core course): information retrieval and discovery systems are primary topic of the course, which also includes principles of bibliographic control for information access; unit that focuses on how international cataloging standards have influenced American cataloging standards; a "further reading" text included in the syllabus documents the differences between all internationals standards for cataloging.

Elective courses offer the following to meet this standard:

- *LIS 517 Emerging Technologies:* social media and Web 2.0 software tools prevalent in today's society and illustrates the application of these tools. This course is designed to be responsive to changing technologies and is continually updated; the next update is expected for the Fall 2015 semester, thus helping prepare students for technologies on the horizon.
- *LIS 618 Online Information Retrieval Techniques:* This course addresses the design and use of computerized information retrieval systems and covers over 60 databases and search engines, including several popular outside the United States (e.g., baidu from China and Exalead from France), thus offering a global perspective.
- *LIS 654 Building Digital Libraries:* The most recent section of this course in Spring 2015 discussed international digital library projects (e.g., the International Children's Digital Library and digital humanities projects from Taiwan that use computing techniques to analyze historical documents).
- *LIS 706 Digital Preservation:* Examines the problem of the long-term preservation of digital information, thus helping to safeguard cultural heritage.
- *LIS 707 Human-Computer Interaction:* Explores the world of interaction between humans and computers, helping students understand universal computer literacy
- *LIS 768 Digital Information Representation:* Explores abstracting and indexing as reflected in a wide variety of databases (e.g., Library Literature, ERIC, LISTA, Scopus), tagging technology at related websites (e.g., delicious.com, Flickr, Instagram), and indexing software (e.g., indexing module in Word), which enables students to further understand access to information
- *LIS 770 Information Systems and Retrieval:* Professor Heting Chu, the regular instructor for this course, covers the fundamentals of information retrieval systems, including structures, design and implementation; she provides an international perspective to all aspects of the course, including her own research

To further show that the Palmer School's electives respond to the needs of a rapidly changing

global society, the following courses include coursework that support our definition (noted

above) of what this means:

Access to information: LIS 516, 517, 520, 610, 618, 628, 629, 650, 765 768, 770, 775

Universal literacy: the School Library Program and LIS 602,606, 620,627,707,712,728,729,733, 735, 737

Safeguarding cultural heritage: the Archives and Rare Books programs and LIS529, 611, 612, 654, 657,658,705,706, 709,713, 714, 716, 721

Upholding fundamental freedoms: LIS 669, 740, 755, 774

(Please see the Palmer Graduate Bulletin for course descriptions).

In addition, students pursuing Master's project (LIS 695) or independent studies (LIS 699)

sometimes explore the impact of rapidly changing technologies (see Section II.4 below for

more on Master's projects and independent studies at the Palmer School). Over the last three

years some of these technology-focused student projects and independent studies have

included:

- The creation of a searchable online database and content management system (CMS) to store Time Inc.'s intellectual property (presentations, pitches, RFIs and RFPs) (the student's recommendations for improving the company's CMS were subsequently fully implemented by management) (fall 2013).
- An analysis of digital information and communication technologies and the library profession: assessing impacts and developing strategies towards a sustainable future (spring 2014).
- An in-depth analysis of approximately 20 medical and health-related databases (fall 2014).
- An analysis of the status of virtual reference services in academic libraries, focusing on the design, implementation, and management of reference services and distance learning at Adelphi University in Long Island (spring 2015).

II.3.6 Future Development of the Field

> **The curriculum provides direction for future development of the field.**

Palmer School faculty members and adjunct instructors are always encouraged to periodically review and update their courses to reflect changes and developments in the field. The Palmer School's Curriculum Committee, as part of its committee charge, also regularly conducts reviews of the curriculum in response to strategic planning goals, student and constituent feedback, and changes and trends in the field. Since the ALA Committee on Accreditation review in 2012, the Curriculum Committee has approved one new specialization (Information Technology and Systems) as well as 10 new courses and eight special topics courses. In spring 2015 the Committee systematically reviewed and updated bulletin descriptions for 51 courses, all with an eye towards keeping the curriculum current with our constantly changing fields of study and practice (see Section II.7 below for further details on the Curriculum Committee's work and curriculum revision over the past three years). Sections of the core courses *LIS 510 Introduction to Library and Information Science*, *LIS 511 Information Sources and Services, LIS 512 Introduction to Knowledge Organization*, and *LIS 514 Introduction to Research in Library and Information Science* always include sessions devoted to trends and future developments. Other regularly taught courses, including *LIS 516 Collection Development*, *LIS 706 Digital Preservation*, *LIS 713 Rare Books and Special Collections Librarianship*, *LIS 714 Archives and Manuscripts*, and *LIS 770 Information Systems and Retrieval*, also feature sessions that cover trends in their respective fields. *LIS 901 Special Topics* courses usually address emerging fields in library and information studies that are not yet part of the curriculum. In recent years, LIS 901 courses have included *Text Analytics* (summer 2012) and

Copyright Law (summer 2013), and some of these courses have gone on to become regular Palmer courses (e.g., *LIS 740 Copyright Law and Information Policy*).

The appointment of three new faculty members, Professors Vincent Livoti in September 2014, Hsin-liang (Oliver) Chen in January 2015, and Wei Xiong in September 2015, is further evidence of the Palmer School's commitment to taking its program and curriculum into new areas of library and information studies. Professor Livoti will be developing courses and specializations in his areas of expertise which include inclusion practices, fusing information literacy with cultural competency, and analyzing the needs of underserved populations through media analysis. With research areas focused on digital media design and information systems, Professor Chen will regularly teach the core course *LIS 512 Introduction to Knowledge Organization* as well as *LIS 650 Web Design and Content Management Systems* (renamed and recast in spring 2015) and *LIS 654 Building Digital Libraries*. Professor Chen has recently created a new nine-credit specialization and study track, Information Technology and Systems, which will be available to students starting in fall 2015. He will also be developing a new course, "Information Technology and Systems," in 2015-2016.

In spring 2015 the Palmer School initiated a search for a tenure-track faculty member specializing in information/data mining and text analytics. The Palmer School filled this position in the summer of 2015, with the hiring of Wei Xiong, who will begin teaching courses in Fall 2015. These recent faculty appointments demonstrate the Palmer School's continuing commitment to keeping its curriculum and program abreast of academic and technological trends and their impact on the library and information profession.

II.3.7 Continuous Professional Growth

The curriculum promotes commitment to continuous professional growth.

The Palmer School faculty believes that promoting continuous professional growth must be one of the key goals of a library and information studies education. We recognize that completing our program is only the first step in our students' paths as library and information professionals, so we need to give them the tools to update their skills and learn new ones throughout their professional lives. Full-time faculty members and adjunct instructors are strongly encouraged to participate in the student electronic listserv, KIOSK (KIOSK is the listserv used by students, alumni, faculty and staff to communicate with the Palmer School community) and many are very active, regularly posting scholarship opportunities, conference meetings, calls for papers, talks and tours, and employment opportunities.

The Palmer School's core class, *LIS 510 Introduction to Library and Information Science*, provides a history of the field and introduces the students to the major professional associations in the field, encouraging them to participate in national, regional and local groups while they are still students. As professionals who are members of national and international organizations, the Palmer School faculty discusses these organizations and the advantages to belonging to the organizations in many other courses. Palmer School alumni are often members of the local professional organizations and there is the opportunity for networking between students and alumni at these meetings that are announced on Kiosk. In *LIS 622 Management of the School Media Center* students discuss the school library organizations and participate in local meetings whenever possible; students are strongly encouraged to join a national, state, and local professional organization. Students in *LIS 713 Introduction to Rare Books and Special Collections Librarianship* and in *LIS 714 Archives and Manuscripts* are also

encouraged to join the relevant scholarly and professional organizations as students, including the Rare Books and Manuscripts Section (RBMS) of ACRL/ALA, the Society of American Archivists, the American Printing History Association, and the Bibliographical Society of America, and to attend their regular meetings and annual conference, which often take place in the New York City area. In June 2013, two Palmer students were recipients of competitive RBMS scholarships that allowed them to attend the Section's annual conference in Minneapolis, Minnesota and a school library candidate received a scholarship from the New York Library Association to attend its yearly conference.

Mentoring and professional growth is a goal of the Palmer School's core internship courses, LIS 690 and LIS 691, which expose students to working professionals through their internship placements and to local professional organizations in the Long Island and New York City metropolitan in regular class meetings. A large percentage of practicing school librarians in the Long Island area are graduates of the Palmer School Library Program. This provides observation/ practicum and internship/ student teaching sites with experienced alumni. School library alumni act as informal mentors to new candidates, who rely on them for a recommendation for jobs. This is also true of other internship supervisors.

Mentoring and professional growth is especially integral to the Palmer School and NYU Dual Degree Program, which was created to train subject specialists and scholar-librarians for academic and research in institutions and the information industry. During their first semester in the program, new dual-degree students register for the program's mentorship course, LIS 785 (a Palmer course which replaces the regular internship core course, LIS 690, for these students), and they are assigned a mentor from the ranks of the NYU librarians, archivists, and occasionally from other cultural institutions (for further information, see NYU Dual-Degree

Program student resources website

https://nyudualdegree.wordpress.com/menteementors/). The mentor is selected by the dual-degree faculty based upon a student's interests and program of study. The goal is to give guidance, instruction, and support through a collegial network of professionals.

In fall 2013, a group of Palmer School students reactivated the School's student ALA chapter, which had been dormant for many years. With Professor Fernando Peña serving as its advisor, the Palmer School Student ALA Chapter has sponsored an average of two activities every semester since its reactivation, including meet-ups at local restaurants and bars and curator-led tours of local libraries and cultural institutions (e.g., the Rare Books Division of the New York Public Library, the Grolier Club, and the New York Society Library). In fall 2015, the Chapter hopes to organize a panel of recent Palmer School graduates to showcase the breadth of professional opportunities possible for 21st century library and information studies graduates. Palmer alumni have developed an "emerging librarians" group specifically for new and incoming library and information science professionals; announcements of meetings are placed on Kiosk.

II.4 Meeting the Needs of Individual Students

> **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 similar activities. Course content and sequence relationships within the curriculum are evident.**

The Palmer School offers a rich array of courses, dual degree programs, practica, field experiences, and independent studies for students to pursue their interests and career goals.

Our curriculum and programs are designed to support a variety of career paths through a variety of certificate programs, concentration, specializations, and partnership with other universities.

Certificate Programs, Concentrations, and Specializations

For a description of the three graduate *certificate programs* (formal programs of study), one *concentration* (a defined set of courses), and several *areas of study* (sets of courses recommended to prepare students for careers in particular areas and disciplines), see section II.1; also, Appendix 1.4: Palmer Graduate Bulletin 2014-2015, the Palmer School website (http://www.liu.edu/CWPost/Academics/College-of-Education-Information-and-Technology/Palmer-School-of-Library-Information-Science/Academic-Programs). See the Palmer Blog http://palmerblog.liu.edu/?page_id=471 for more information on all programs, concentrations and areas of study).

Table 2.6 - Number of Graduates in Palmer School Certificate Programs and Concentrations, 2013-2015

Palmer School Program	2012/2013	2013/2014	2014/2015
School Media Program	23	27	11
Certificate of Archives and Records Management	22	22	7
Public Library Administrator's Certificate Program	76	47	46
Rare Books and Special Collections Program	14	30	21

Palmer School/NYU Dual Degree Program

The Palmer School, in partnership with New York University (NYU), also offers a number of dual-degree programs in which students receive an MSLIS from Palmer and a master's degree from NYU (for further information, see Appendices: Palmer Graduate Bulletin, Palmer

School—Manhattan Program (http://www.liu.edu/palmernyc), NYU Dual-Degree Program

website (http://gsas.nyu.edu/object/grad.scholarly.libraryscience), and NYU Dual-Degree

Program student resources website (https://nyudualdegree.wordpress.com/). Available

master's programs at NYU that can be coupled with Palmer's MSLIS currently include:

- Any of approximately fifty master's degrees in NYU's Graduate School of Arts and Science (GSAS).
- Master of Arts in Media, Culture and Communication or in Costume Studies from NYU's Steinhardt School of Culture Education and Human Development.

Table 2.7 - Number of Graduates in Palmer School/NYU Dual Degree Programs, 2013-2015

Dual Degree Program	2012/2013	2013/2014	2014/2015	2015 to 2017 [2.]
Dual Degree with NYU GSAS	4	10	2	8
Dual Degree with NYU Steinhardt School [1.]	N/A	1	1	1

[1.] Dual degree program with NYU Steinhardt School was only approved in 2012, so the first graduates were in 2014

[2.] Dual degree students currently enrolled and anticipated graduation dates

The Palmer School's dual degree program with New York University (NYU) provide Palmer

students with a unique opportunity to concurrently earn a Master of Arts degree from a

number of NYU programs from either the Graduate School of Arts and Science or the

Steinhardt School of Culture, Education, and Human Development. NYU, a world-class research

university, approached the Palmer School in 2006 about the possibility of partnering, with the

goal of educating, encouraging, and nurturing future academic librarians. NYU selected the

Palmer School because of their familiarity with and confidence in Palmer's program that was

already based at NYU's Bobst Library.

The first dual degree program approved by NYSED in 2006 was with NYU's Graduate

School of Arts and Science (GSAS). In 2012, NYSED approved a second NYU division, the

Steinhardt School of Culture, Education and Human Development, to collaborate with the

Palmer School to offer two dual master's degrees, one in Media, Culture and Communication

and a second in Costume Studies. In winter 2015, the faculty from the Steinhardt School's

program in Food Studies voted to begin a third dual degree program with the Palmer School,

and the final elements for formalizing this new degree option are now in place.

The Palmer School/NYU dual degree program is highly structured and designed to prepare

subject specialists and scholar-librarians for careers in academic and research libraries and in

the information industry. Its most unique feature is the mentoring portion of the program,

which aims to balance a required core body of knowledge with a level of flexibility so that the

mentoring experience is customized to meet the needs of the individual student. The

mentoring program, which grants 4 credits for 160 mentoring hours, is taken over the entire

course of studies toward the two master's degrees (see

https://nyudualdegree.wordpress.com/menteementors/ for further details). All incoming

dual degree students are expected to begin the mentoring program in the fall semester of their

first year. Each student is assigned a mentor from within NYU libraries who guides and

coordinates all mentoring activities. These activities are documented in the Portfolio. The

Portfolio is designed as a "living" document, which describes in detail the student's work in the

dual degree program. It includes an outline of academic and module progress and documents

the student's assessment of the various modules and individual projects. All students are

required to cover four core learning modules, totaling 110 hours. The remaining 50 mentoring

hours can be covered through a combination of elective learning modules, additional work in

any of the core modules, internships in other New York City cultural or academic institutions, or a capstone project.

The number of students enrolled in the dual degree programs is intentionally small, allowing for unique training and career opportunities for both NYU and Palmer School students. The program is highly competitive since students must be accepted into both Universities and into the dual degree program itself. Recruitment for the dual degree comes not only from the Palmer School but also from the NYU graduate programs which recognize that the MSLIS is an excellent practical complement to the traditional academic master's degree. In a matching scholarship program with NYU Libraries, Palmer and NYU Libraries distribute a total of $30,000 each year to incoming NYU/LIU Palmer dual degree students based upon achievement and scholarship. The distribution of this funding is determined by a committee composed of NYU librarians/mentors and the Palmer School Program Director.

The dual degree program has served to raise Palmer's profile within the NYU community to the mutual benefit of both universities. Currently there are 23 Palmer graduates of either the dual degree program or the Palmer MSLIS employed by NYU libraries at all levels in a variety of areas of expertise. In addition to NYU, dual degree graduates have gone on to careers at Yale, Dartmouth, Princeton, Rockefeller University, Lucasfilm, the University of Southern California, the Whitney Museum, Weill Cornell Medical Library, and Bates College. Additional dual degree graduates have entered Ph.D. programs at NYU and Yale University.

Partnership with the New York City Board of Education: In 2013, New York City was noted to be out of compliance with the NYSED mandate to have a certified librarian in each of its secondary schools. The Director of the School Library System contacted the Director of the School Library Program and a partnership was formed between the NYC BOE and LIU in order

to have a means for NYC classroom teachers to gain an additional certification as a library

media specialist. Dr. Hasenyager, Director of the NYC BOE School Library System, and

Professor Baaden developed a Memorandum of Understanding in order to facilitate this in a

cost effective way. Approximately 19 NYC classroom teachers have taken advantage of the

50% cut in tuition which LIU has granted for this MOU; classes for the cohort begin in Fall

2015, at a NYC site determined by the NYC BOE and taught by Palmer professors. (For a copy

of the MOU, please see Sharepoint).

Internships

Students enrolled in the Palmer School are required to complete a three-credit

internship (LIS 690 or LIS 691 for School Media Program students) or Master's project (LIS

695) as part of their program. The internship program is intended to provide students with a

professional experience that demonstrates the nature of work in the field and applies the

theory and knowledge learned through formal coursework. Students are encouraged to do

their internship during the last semester of their program or when they have completed most

of their coursework. Approved internship sites used by the general MSLIS students are

regularly listed on the Palmer School blog (http://palmerblog.liu.edu/?page_id=6). Palmer

students have interned in over 130 libraries, information centers, cultural institutions, public

libraries and schools over the past two years, including the American Museum of Natural

History, the Brooklyn Historical Society, the Cancer Institute of New Jersey, Columbia

University Libraries, Forty Acres and a Mule Filmworks, LIU Brooklyn and Post Libraries, the

Long Island Museum, the Metropolitan Museum of Art (New York City), the New York Times,

New York University Libraries, Nickelodeon, Scholastic, Sony Music, Stony Brook University

Libraries, and Viacom. (See Appendix 2.12: List of Palmer School LIS 690 Internship Sites, 2013-2015.)

Students in the School Library Media program have a formal student teaching experience as their LIS 691 internship. They spend 20 days teaching in an elementary setting and 20 days teaching in a secondary setting, a total of 40 days or 240 hours (see Appendix 2.13: List of Palmer School LIS 691 Internship Sites, 2013-2015).

Master's Projects and Independent Studies

The *LIS 695 Master's Project* option is available to students who already have extensive library or other relevant work experience and would derive more benefit from an independent research project. A Master's project may include research papers of publishable quality, instructional or informational design programs, or a creative performance program. Similarly, *LIS 699 Independent Study* is available for advanced students seeking to explore an LIS topic in-depth under the guidance of a Palmer School faculty member (see Table 2.8 below for number of Palmer School students pursuing Master's project or independent study in from fall 2012 to spring 2015).

Table 2.8 - Number of Palmer School Students Pursuing Master's Projects or Independent Studies, 2012-2015

Program	2012/2013	2013/2014	2014/2015
Master's Project (LIS 695)	2	6	5
Independent Study (LIS 699)	5	10	2

Student Master's projects and independent study topics over the last three years have covered a wide range of subjects within our broad field. The following is a sampling of the thirty MA projects and independent studies during this period:

- Creation of a searchable online database and content management system (CMS) to store Time Inc.'s intellectual property (presentations, pitches, RFIs and RFPs) (the student's recommendations were subsequently fully implemented by management) (fall 2013).
- Development of a multi-session early childhood music program for public libraries in which children learned about a different instrument in each session; activities included reading along, storytelling, playing music and making their own instruments to take home (the program has been replicated in a number of public libraries) (summer 2013).
- Analysis of digital information and communication technologies and the library profession: assessing impacts and developing strategies towards a sustainable future (spring 2014).
- Assessment and evaluation of consumer health information needs of Latinos and how this relates to health insurance coverage and health care (summer 2014).
- Renovation of an elementary school library in Wainscott, New York, including an overhaul of the collection, furniture, and information technology systems (summer 2014).
- Completion of a detailed descriptive bibliography of 35 eighteenth and nineteenth century printed books in Hunter College's Archives & Special Collections, focusing on their contemporary publishers' bindings (fall 2014).
- In-depth analysis of 20 medical and health-related databases (fall 2014).
- Analysis of American book merchandising selling through visual and window display using primary source material available in local research libraries and focusing on the New York City and Cincinnati-based antiquarian bookseller Stewart Kidd, active in the 1910s and 1920s (fall 2014).
- Creation of a provenance history of the unique manuscript private library catalogue of Madame de Pompadour (1721-1764), which is held by the Grolier Club library in New York City (fall 2014).
- Analysis of the status of virtual reference services in academic libraries, focusing on the design, implementation, and management of reference services and distance learning at Adelphi University in Long Island (spring 2015).
- Bibliographical study of the publications of Taylor and Hessey, a British publisher active from 1806 to 1821 and remembered today for having issued poet John Keat's works; all of the work for this MA project was conducted at the New York Public Library's Carl H. Pforzheimer Collection, which focuses on unique and primary source material relating to English Romantic literature (spring 2015).

University of Virginia Rare Book School, University of London Rare Books School, and Related Study Opportunities

Students in Palmer's Rare Books and Special Collections Program frequently enroll in

the University of Virginia's renowned Rare Book School (RBS)

(http://www.rarebookschool.org/) or at the University of London's Rare Books School

(http://www.ies.sas.ac.uk/london-rare-books-school) for Palmer School credit or for personal

and scholarly enrichment and professional growth.

Since fall 2012, seven students have enrolled in University of Virginia Rare Book School

courses (equivalent to LIS 710 in the Palmer School Graduate Bulletin) and received the

equivalent of three credits at the Palmer School towards their MSLIS degrees after successfully

completing an extra term paper or project typically graded by the original RBS instructor. In

summer 2015 at least one Palmer student is scheduled to enroll in a Rare Book School course

for Palmer School credit. A sampling of the specialized courses taken at Rare Book School by

these Palmer students included:

- Introduction to Illuminated Manuscripts (taught at the Morgan Library & Museum in New York City)
- The History of the Book in America, ca. 1700-1830
- 15th Century Books in Print and Manuscript (taught at the University of Pennsylvania)
- American Publishers' Bindings, 1800-1900
- The History of European and American Papermaking
- Born-Digital Materials, Theory and Practice

Although no Palmer students have attended the University of London's Rare Books School

in recent years, five students attended in summer 2010 and 2011. One Palmer student also

attended the relatively new California Rare Book School (http://www.calrbs.org/) in summer

2013 on a full scholarship.

Currently, the Palmer School is applying for a grant from the Gladys Krieble Delmas

Foundation (http://delmas.org/) to fund four to five scholarships for Palmer School students

in its Rare Books Program to enroll in non-credit courses in letterpress printing and

bookbinding at the Center for Book Arts in New York City (http://centerforbookarts.org/). The

Delmas Foundation has funded Rare Books Program initiatives in the past, and may be a source of funding for the future.

Alumni and Student Satisfaction Surveys and Breadth of the Curriculum

Alumni and student satisfaction survey data regularly compiled by the Palmer School Outcomes Assessment Committee since 2012 indicates a high degree of satisfaction with the overall Palmer curriculum and general course offerings. Table 2.9 provides a synopsis of the relevant portions of these surveys that deal with the breadth of the Palmer School curriculum and its ability to satisfy students' career and professional goals (see Appendix 1.2: Palmer School Outcome Assessment Reports, 2012-2015). Alumni and exiting student attitudes are important as we continually review the relevance of our curriculum.

Table 2.9 - Evaluation of Palmer School Curriculum and Program by Alumni/ Exiting Students and Current Students, 2012-2015 (Exit and Mid-Program Surveys)

Survey Question	Strongly or Somewhat Agree			
	2012/2013 Exit Survey (n=25)	2013/2014 Exit Survey (n=6)	Fall 2014 Exit Survey (n=13)	Fall 2014 Mid-Program Survey (n=39)
Overall, the curriculum provided a solid foundation for my career [1]	84%	100%	100%	N/A
Overall, pleased with the curriculum [2]	N/A	N/A	N/A	90%
Course offerings were/are adequate in variety and content to meet my professional goals	76%	83%	100%	77%
Would you recommend the Palmer School? [3]	N/A	83%	92%	87%

[1] Question in Exit Survey only
[2] Question in Mid-Program Survey only
[3] Question introduced in fall 2013

Students are able to construct coherent programs of study based on their individual needs by using the course advisement sheets and because of the advisement of program directors at each campus (Christine Prete for Post and Brentwood campuses, and Alice Flynn for the NYU/ Manhattan campus) and for the specialties of school librarianship (Professor Bea Baaden), archives (Professor Greg Hunter), rare books (Professor Fernando Pena), and public library administration (Professor Gerald Nichols). All Palmer students receive the same degree, a Master of Science in Library and Information Science, regardless of which campus they attend.

II.5 Interdisciplinary Opportunities

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.

All students at the Palmer School, regardless of their area of interest, are required to take five core courses (LIS 510, LIS 511, LIS 512, LIS 513 (or other management course), and LIS 514) and the internship course (LIS 690 or 691). Students are encouraged to complete most of their core courses before enrolling in their chosen specialty courses (note that the prerequisite for both LIS 690 and 691 is the completion of 27 credits).

The Palmer School offers specialized learning experiences in three areas: the two certificate programs in School Library Media and Archives & Records Management and the concentration in Rare Books & Special Collections. Each of these programs takes into account the statements of knowledge and competencies developed by the relevant professional organizations.

For School Library Media, the current curriculum is designed to meet the following knowledge and competency statements:

- ALA/AASL Standards for Initial Preparation of School Librarians
- Objectives for the New York State Certification Examinations: Content Specialty Test: Library Media Specialist (Test # 074)
- edTPA Library Literacies Assessment Handbook

(The alignment of Palmer School curriculum with each of these documents will be available for viewing on site).

Another measure of the Palmer School's School Library Program is the pass rate for the Content Specialty Test in Library Media. Since 2004, this exam has been problematic across all the school library programs of NYS; Hispanic students and those with even slight learning disabilities have had a rough time passing the CST. This issue was raised numerous times with the NYSED. In 2012, NYSED with Pearson convened a group of school library professors and practitioners to revise the framework and questions for this test. Professor Baaden was an advisor to develop the new framework; new questions were developed in 2013 and in 2014, the new test was administered. In the 2012- 2013 academic year, school library candidates from Palmer who took the test had a slightly above 50% passing rate (9 candidates passed; 8 candidates failed); some students experienced multiple failures. In the 2013 – 2014 academic year, there was a 50% passing rate, with 5 candidates continuing to experience multiple failures; in the 2014 – 2015 academic year (the year the new test was administered), Palmer students had a 100% passing rate; some of those students who were persistent in taking the test, passed. Student performance on the Content Specialty Test for Library Media will continue to be monitored, as a way to judge the effectiveness of the school library curriculum. In addition, in the 2013 – 2014 and 2014 – 2015 academic years, students who were not already certified teachers need to take edTPA, a national performance evaluation for new teachers. There have consistently been "safety nets" issued by NYSED for this exam. School

library curriculum is closely aligned with the content necessary for students to pass the tests

needed for NYS teacher certification, and curriculum is continually reviewed and re-aligned.

For Archives and Records Management, the curriculum is regularly reviewed against the

following knowledge and competency statements:

- Society of American Archivists, "Guidelines for a Graduate Program in Archival Studies" (revised in 2011)
- Academy of Certified Archivists, "Role Delineation Statement" (revised in 2009)
- ARMA International, "Records and Information Management Core Competencies" (approved in 2007)
- Institute of Certified Records Managers, "Examination Major Subjects"

For the Rare Books and Special Collections concentration, the curriculum has been

constructed and is reviewed against following knowledge and competency statements:

- Association for College and Research Libraries/Rare Book and Manuscript Section (RBMS), "Guidelines: Competencies for Special Collections Professionals" (last revised in July 2008; currently under revision)

Students at the Palmer School may also choose to pursue *areas of study* which were created

based on existing faculty expertise, availability of course and instructors, student interest, and

career opportunities. The following areas of specialization in library and information studies

are currently available for Palmer students to pursue:

- Academic Libraries
- Digital Librarianship (under development)
- Public Libraries
- Special Libraries
- Technical Services/Knowledge Organization
- Youth Librarianship/Children's and Young Adult Services (under development)

Advisement sheets for each specialization indicating required and recommended courses

as well as career opportunities are periodically reviewed and updated by the Palmer

Curriculum Committee and the entire faculty (they were last updated in 2014/2015) (for more

information, see the Palmer Blog http://palmerblog.liu.edu/?page_id=471).

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II.6 Curriculum Consistency

The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.

The Palmer School is committed to delivering its curriculum in a consistent manner regardless of the location (Post, Manhattan, or Brentwood) or whether face-to-face, online or in a blended (hybrid) format. Over the past three years the Palmer School Curriculum Committee, as part of its regular curriculum review, has worked collaboratively with full-time faculty and part-time instructors to analyze course syllabi, instructional materials, student learning outcomes (SLOs), textbooks, course topics and common assessments for each core course to ensure consistency (see discussion under Standard II.7 below for more information on recent curriculum review work at Palmer).

As part of its charge, the Curriculum Committee is engaged in ongoing mapping of curriculum content to ensure its adherence to learning outcomes that are linked to professional standards. Assessment tools and methodologies (both direct and indirect) for all Palmer School courses are reviewed by the Director of the Palmer School and discussed by the faculty in order to ensure that educational outcomes are being met.

To ensure consistency in teaching, all Palmer School instructors at all three campuses are required to list the relevant Palmer School Student Learning Outcomes in their syllabi. These SLOs are directly linked to documented standards for educational outcomes and were developed using the ALA Competencies. Student learning objectives guide data collection for outcomes assessment purposes.

Core courses are scheduled at various campuses every year, thus making sure that they are available at the beginning of students' programs, no matter where students are taking a

majority of their coursework. Core courses are also offered online, thus allowing any student no matter which campus they take the majority of their coursework, to partake.

Full-time faculty members are regularly scheduled to teach at each of the school's campuses (Post, Manhattan, and Brentwood), thus ensuring the same degree of consistency in coursework. Thus, there is always a strong full-time faculty presence at each campus, keeping the ratio of full-time to adjunct faculty at reasonable levels. This also ensures that adjunct faculty have an experienced faculty member available for guidance. Professor Baaden regularly works with adjunct faculty at the Post and Brentwood campuses and Professor Pena works with adjunct faculty at the Manhattan campus to make sure the all adjunct faculty choose appropriate SLOs for student learning that is consistent with the curriculum, develop a syllabus that is consistent with Palmer policies and adhere to e-portfolio requirements.

Besides faculty advisors for certificate programs in School Media and Archives & Records Management and the concentration in Rare Books & Special Collections, the Palmer School has two general academic advisors who work with incoming students to answer questions, clarify program requirements, and discuss individual goals. Tools such as advising worksheets containing relevant career opportunities information, program options and requirements, faculty advising specialties, and faculty contact information are also made available on the Palmer School Blog (http://palmerblog.liu.edu/?page_id=10239). These all aid in making sure that all students have a consistent curriculum and a similar graduate school experience.

Consistency in Blended and Online Delivery

All new course proposals are reviewed for suitability for all three teaching delivery methods (face-to-face, fully online, and blended); Palmer School learning goals and student

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learning outcomes as well as assessments. As more courses are developed in blended and online formats, this will ensure that the use of virtual platforms such as Blackboard for online course offerings adheres to the Palmer School's standardized approaches to instruction.

In spring 2012, after two years of study, the LIU Web Learning Project Committee developed a policy for teaching online and blended courses. Professor Bea Baaden, as a member of this committee, regularly assists Palmer School faculty with complying with the requirements of this policy, which also ensures regularity and consistency in course content and delivery. More information on LIU's policy for teaching online and blended courses is available at http://www.liu.edu/Academic-Affairs/Blended-and-Online-Learning.aspx.

Table 2.10 - Student Advisors and Areas of Specialty

FACULTY/STAFF MEMBER	AREA OF ADVISEMENT
Baaden, Beatrice	School Libraries, Children's Librarianship
Byrne, Michael	Educational Technology
Chen, Hsin Liang	Digital Libraries, Information Technology and Systems
Chu, Heting	Digital Libraries, Information Retrieval
Flynn, Alice	General Academic Advisement (Manhattan campus), NYU Dual Degree Programs
Hunter, Gregory	Archives, Records Management
Jank, David	Academic and Special Libraries, Knowledge Organization, Technical Services and Systems
Koenig, Michael	Knowledge Management
Livoti, Vincent	Youth Services Librarianship, Academic Libraries, Special Collections
Nichols, Gerald	Public Libraries
Peña, Fernando	Rare Books Librarianship, Special Collections
Prete, Christine	General Academic Advisement (Post campus)
Regazzi, John	Scholarly Communication

Schneiderman, Bette	Educational Technology
Zhang, Qiping	Human Computer Interaction (Usability), Social Computing

All incoming students are given this list so that they might contact professors to discuss courses for their programs at Palmer; this also ensures that students have consistent contact with faculty regarding curriculum.

Alumni and Student Satisfaction Surveys and Evaluation of Curriculum Consistency

The Outcomes Assessment Committee's regular surveys of recent graduates and of students in the middle of their programs show a high degree of satisfaction with the availability of Palmer faculty and administrative staff. Table 2.11 below summarizes the relevant portions of these surveys that deal with faculty and administrative staff availability to better ensure consistency of program and curriculum (see Appendix 1.2: Palmer School Outcome Assessment Reports, 2012-2015).

Table 2.11- Evaluation of Palmer School Curriculum Consistency by Alumni and Students, 2012-2015 (Exit and Mid-Program Surveys)

Survey Question	*Strongly or Somewhat Agree*			
	2012/2013 Exit Survey (n=25)	2013/2014 Exit Survey (n=6)	Fall 2014 Exit Survey (n=13)	Fall 2014 Mid-Program Survey (n=39)
Faculty members were/are easily accessible and provided/provide adequate guidance in terms of meeting my professional goals	96%	83%	92%	85%
Palmer School administration and staff were/are accessible and responsive to my academic and personal needs	96%	100%	100%	87%

II.7 Curriculum Review and Evaluation

> **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.**

The Curriculum Review Process at the Palmer School

The Palmer School's Curriculum Committee is the vehicle through which the curriculum is reviewed and modified. The Curriculum Committee, in collaboration with the Strategic Planning Committee and the Outcomes Assessment Committee, works within the systematic framework outlined in Figure 2.1. Together, they regularly conduct reviews of the curriculum to determine areas that need to be addressed to make it more responsive to changes in the profession and student need.

Over the last two years, the Curriculum Committee has conducted all of its activities according to the following charge, which was approved by the Palmer School faculty in September 2013:

- The Curriculum Committee, as a standing committee of the Palmer School, monitors the broad scope of the curriculum and implements and oversees curricular changes. In this capacity the Committee shall review all course changes proposed by members of the faculty and administration of the Palmer School, including the creation of new courses and modification or deletion of existing courses.
- In its review of new and modified courses the committee shall consider the appropriateness of the proposed course to the Palmer School mission, program and student learning outcomes.
- The Committee shall communicate regularly with the Outcomes Assessment Committee to integrate information and recommendations on student learning outcomes into the ongoing curriculum evaluation process.

The Committee shall forward all its recommendations to the Faculty for review and approval. This newly revised charge was created to tighten the curricular review process at the Palmer School and to make Curriculum Committee more responsive to

other Palmer School committees, to current and former Palmer School students, and to

external Palmer School constituencies. The Curriculum Committee charge was also

crafted in response to COA concerns during its last Palmer School review in 2012

regarding the lack of evidence in systematic planning in the curriculum review process

(see Appendix 2.14: Curriculum Committee Annual Reports for further details).

The Curriculum Committee:

- Oversees the regular and systematic revision of the curriculum in response to changes in the field
- Works with the Palmer School's Strategic Planning Committee to ensure that the revision process is in keeping with the School's and University's broader mission/vision and goals
- Collaborates with the Palmer Outcomes Assessment Committee in the analysis of attitudinal assessments and satisfaction surveys among current and exiting students;
- Analyzes direct measures for Outcomes Assessment (end of program assessment and the new e-portfolio essay rubric assessment) and makes recommendations to the full time faculty for any revision, changes, or additions to the curriculum
- Responds to feedback and suggestions from the Palmer School Advisory Council and from other scheduled focus groups comprising Palmer alumni, employers, and professionals in the field (see Figure 2.1)

Through the analysis of outcomes assessment direct and indirect measures, the following

events occur in the cycle of curriculum revision and review:

- Minor changes to course content and assignments are made by instructors every time a course is offered, upon reflection of the University of Washington course evaluation forms and individual forms of course evaluation; such changes occur regularly, and the Palmer School expects this to keep course content relevant and current.
- Significant revisions in course content (e.g., course name and course description in the bulletin) must be approved by the Palmer School Curriculum Committee and by the entire faculty; such revisions usually occur in response to outcomes assessment measures and faculty initiative but occasionally as part of a systematic review process initiated by the Palmer School Strategic Planning Committee and conducted by the Curriculum Committee.
- More significant revisions in the curriculum (e.g., changes to core courses or requirements) occur infrequently, and when they do they are initiated by Strategic Planning Committee recommendations under the auspices of the Curriculum Committee, and as a result of analysis of outcomes assessment measures. (Please see Chapter IV for more information about outcomes assessment).

The Palmer School's Curriculum Committee consists of full and part-time faculty members, administrators, and student representatives (see below, Table 2.12, Curriculum Committee Members 2014-2015). This Committee meets once a month during the academic year, with additional meetings scheduled as needed. The Committee regularly reviews elective courses, as documented in committee minutes (see Appendix 2.11: Curriculum Committee Minutes, April 2015). The Committee's review of both core and elective course offerings continues to ensure that the curriculum fulfills the School's mission, meets student learning goals and addresses specific SLOs, and includes the study of theory, principles, practice and values needed by today's information professionals (see Appendix 2.1: Palmer Program Goals and Student Learning Objectives).

PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE CURRICULUM REVIEW PROCESS
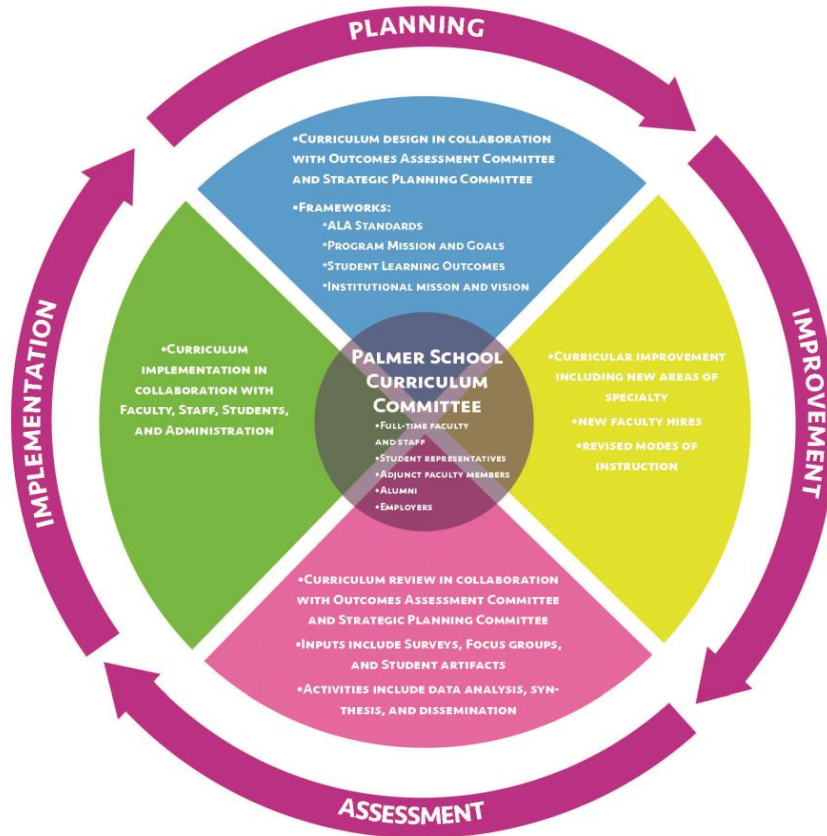
Figure 2.1- The Palmer School Curriculum Committee and Curriculum Review Process

Table 2.12- Curriculum Committee Members 2014-2015

Curriculum Committee Member	Palmer School Position
Chu, Heting (Co-Chair)	Professor
Peña, Fernando (Co-Chair)	Instructor and Director, Rare Books & Special Collections Concentration

Baaden, Beatrice	Associate Professor and Director, School Library Media Program
Chen, Hsin Liang	Associate Professor
Flynn, Alice	Program Director, Palmer School Manhattan Campus
Jank, David	Assistant Professor
Klein, Julie	Student Representative
Livoti, Vincent	Assistant Professor
Manzari, Laura	Librarian, B. Davis Schwartz Memorial Library, LIU Post
Prete, Christine	Academic Advisor
Ranieri, Heather	Director of Marketing and Recruitment
Uhl, Jean	Librarian, B. Davis Schwartz Memorial Library, LIU Post
Zhang, Qiping	Associate Professor

Highlights of Curriculum Committee Actions in 2011-2015

Over the last four years, the Curriculum Committee, working with the Strategic Planning Committee and the Outcomes Assessment Committee, voted to implement a number of changes, both major and minor, to the curriculum. The Curriculum Committee's major accomplishments during this period included the following:

- Approved one new specialization/study track
- Revised existing specialization/study track
- Approved 10 new courses and eight special topics (LIS 901) courses
- Eliminated nine courses (some merging with existing or new courses)
- Approved name changes for 10 courses
- Reviewed 51 course bulletin descriptions and approved changes to 35 descriptions
- Updated and/or restructured three core courses (*LIS 510 Introduction to Library and Information Science*, *LIS 513 Management of Library and Information Centers* and management suite of courses, and *LIS 690/691 Internship*)

Table 2.13 below provides a more detailed summary of the work of the Curriculum Committee and the curriculum revision process at the Palmer School (see Appendix 2.11: Curriculum Committee Minutes, April 2015; and Appendix 2.14: Curriculum Committee Annual Reports for further details).

Table 2.13- Highlights of Curriculum Committee Actions, 2011-2015

	2011-2013	2013-2014	2014-2015
New or Updated Specializations and Study Tracks Approved			• *Information Technology and Systems* (new 9-credit specialization) • Youth *Librarianship/Children's and Young Adult Services* (updated 9-credit specialization)
New Courses Approved	• *LIS 529 Map Collections* (formerly a LIS 901 special topics course) • *LIS 624 Introduction to Online Teaching* • *LIS 718 Facilitating Online Learning* • *LIS 774 Information Seeking Behavior* • *LIS 901 special topics: Copyright Law* • *LIS 901 special topics: Rare Book Cataloging and Descriptive Bibliography* • *LIS 901 special topics: Technical Services and Systems* • *LIS 901 special topics: Text Analytics*	• *LIS 627 Special Needs Students in K-12 Libraries* (formerly a LIS 901 special topics course) • *LIS 727 Corporate Informatics and Knowledge Portals* • *LIS 744 Academic and Special Libraries* • *LIS 775 Technical Services Operations and Systems* (formerly a LIS 901 special topics course) • *LIS 901 special topics: Advanced Reference* • *LIS 901 special topics: Music and Performing Arts Librarianship*	• *LIS 709 Rare Book Cataloging and Descriptive Bibliography* (formerly a LIS 901 special topics course) • *LIS 740 Copyright Law and Information Policy* (formerly a LIS 901 special topics course) • *LIS 901 special topics: Advanced Cataloging* • *LIS 901 special topics: Reference and Instruction in Special Collections*
Courses Eliminated		• *LIS 603 Humanities Sources and Services, LIS 604 Science and Technology Sources and Services, LIS 605*	• *LIS 651 Advanced Web Design* (course eliminated; content merged with newly revised *LIS 650 Web Design and Content*

		Social Science Sources and Services, LIS 607 Health Sources and Services, LIS 608 Legal Sources and Services, and LIS 609 Business and Economics Sources and Services (all six courses eliminated; content merged with new special topics course, LIS 901 Advanced Reference) • LIS 745 Academic Libraries and LIS 747 Special Libraries (two courses eliminated; content merged with new course, LIS 744 Academic and Special Libraries)	Management Systems)
Other Course Changes	• LIS 763 Metadata for Digital Libraries (name changed from "Metadata: Description and Access") • LIS 768 Information Representation (name changed from "Abstracting and Indexing of Information Systems") • LIS 773 Bibliography and Publishing (name changed from "Comparative Bibliography")	• LIS 510 Introduction to Library and Information Science (course restructured in response to student feedback to now include basic management component) • LIS 513 Management of Libraries and Information Centers and suite of other management courses (LIS 622, LIS 713, LIS 741,	• LIS 626 Teaching Methodologies for K-16 Librarians (name changed from "Teaching Methodologies for School Media Specialists") • LIS 629 Integrating Technology into the K-12 Curriculum (name changed from "Integrating Technology into the School Media Center") • LIS 650 Web Design and Content Management

		and LIS 744) (courses added new management module) • *LIS 628 Collection Development for K-12* (name changed from "School Media Materials and the Curriculum") • LIS 690/690 Internship (course restructured in response to student feedback; all sections now coordinated by Dr. Bea Baaden and Heather Ranieri)	*Systems* (name changed from "Basic Web Design") • *LIS 722 Digital Records* (name changed from "Electronic Records") • *LIS 728 K-12 Literature* (name changed from "K-12 Literature for the School Media Specialist") • *LIS 763 Metadata for Digital Repositories* (name changed from "Metadata for Digital Libraries") • 51 MSLIS course titles and bulletin descriptions reviewed by faculty in spring 2015; proposals made and accepted for changes to 35 bulletin descriptions and four course titles (LIS 626, 629, 722, and 728 above)

Outcomes Assessment

Outcomes assessment is a vital part of the curriculum review process at the Palmer School. Each semester the Outcomes Assessment (OA) Committee collects data from students and constituents using both indirect and direct assessment measures. These data are then analyzed, reviewed, and discussed in the OA Committee meetings. Once the OA Committee

concludes its review, recommendations are presented to the Curriculum and Strategic

Planning Committees and then shared with faculty. This is the start of the planning process.

The OA Committee currently collects data using the following assessment tools:

- New Student Interest Survey (formative and indirect measure)
- Mid-Program Satisfaction Survey (formative and indirect measure)
- End-of-Program Assessment (summative and direct measure)
- End-of-Program Student Satisfaction Survey (formerly the "Exit Survey"; summative and indirect measure)
- Student Learning Outcomes Survey (summative and indirect measure, a self-assessment survey)
- Internship Site Supervisors Evaluation (summative and direct measure)

The capstone experience, the required internship course (LIS 690 or 691 or LIS 695 for

students with extensive library experience), is designed to meet the student's learning

objectives as expressed in an individual learning contract. For areas of specialized knowledge,

the learning contracts provide another important source for evaluating our curriculum.

Knowledge and skills that internship supervisors desire in students and, by extension, new

employees, are carefully monitored in terms of how well we are covering these topics or

attitudes in our curriculum. These points inform the Palmer School's process for assessing

student learning and revising the curriculum based upon that assessment.

Assessment of technology needs

Each year the Palmer School participates in a University-wide needs assessment of the

suitability of current technologies and their fitness for the purpose of supporting the faculty's

teaching and research needs as well as student labs and individual learning and information

seeking requirements. This assessment is completed through a variety of surveys of faculty

and students, as well as committee inspections of facilities and evaluations of system

performance data. This initiative has resulted in the upgrade and continuous development of

the technology resources in the Palmer School, including:

- All Palmer School faculty are now offered an Apple iPad and an HP laptop PC or a Dell desktop PC for their use as they choose, and these are replaced every 4 years.
- All Palmer students are provided a 50% discount on Apple iPads as well as a set of complimentary educational software programs and applications.
- The campus has undergone an upgrade of its: wireless network, email software, e-learning platform (Blackboard), and other information services. The University is now using Adobe Connect that will enhance the Blackboard Platform.

More information on the outcomes assessment process can be found in Chapter IV.

Chapter III: Faculty

Introduction

The Palmer School's 10.5 full-time faculty is responsible for the major share of the teaching, research, and service activities required to support the Master's program. Full-time faculty fall into four categories: full-time tenure-track, full-time non-tenure-track, joint appointments, and administrators.

In September 2014 and January 2015 two new faculty members, Vincent Livoti and Hsin-liang (Oliver) Chen joined the ranks of full-time faculty at the Palmer School. In September 2015 Wei Xiong begins teaching at Palmer.

The Palmer School's Ph.D. in Information Studies has become especially important in the promotion of the program's overall research and teaching profile; this has enabled us to attract full-time faculty members who are interested in working in the scholastically rigorous and exciting environment of a Ph.D. program; all of Palmer's new faculty members have subsequently been asked to also teach in the Ph.D. program.

The combination of full-time and adjunct faculty enables the Palmer School to meet its goals and objectives by providing a stimulating learning and research environment for students and faculty alike. The information below provides details on the following:

- 10.5 full-time faculty members
- 2.5 jointly appointed faculty members
- 1 administrator who is currently serving as interim director of the program (Dr. Dent).
- 1 full-time administrator who also teaches as adjunct faculty
- 36 part-time adjunct faculty (for period from Fall 2012 to Spring 2015)

With the increase of full time faculty, the number of adjunct faculty has diminished. For example, for fall 2015, only 6 adjunct faculty are teaching specialized courses; 3 of these

adjuncts are Schwartz Library faculty members.

III.1. Full-time, Part-time Faculty and Joint Appointments

> **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 of the full-time faculty, part-time faculty enrich the quality and diversity of a program.**

The Palmer School's 10.5 full-time faculty members include several faculty members who have joint appointments. Professor Regazzi is jointly appointed in the Palmer School and in the Department of Computer Science and Management Engineering. Professors Michael Byrne and Bette Schneiderman have primary appointments in the College of Education, Information, and Technology (CEIT). The courses taught by Professors Byrne and Schneiderman may be taken by Palmer School students as electives. All faculty are appointed according to the guidelines for any new LIU faculty member; the processes are the same.

See Table 3.1A and Table 3.1B below for information on full-time faculty.

Table 3.1A - Palmer School Full-Time Faculty – Tenure Track

Name	Rank	Appointment Year	Education
Chen, Hsin-liang	Associate Professor	2015	B.A., Fu-Jen Catholic University, Taiwan; M.A., New York University; Ph.D., University of Pittsburgh
Chu, Heting	Professor	1994	B.A., Peking University, China; M.L.I.S., McGill University, Ph.D., Drexel University
Hunter, Gregory S.	Professor; Director of the Doctor of Philosophy Program in Information Studies; Director of the Certificate Program in Archives and Records Management	1990	B.A., St. John's University; M.A., M. Phil., and Ph.D., New York University
Jank, David	Assistant Professor	2010	B.A., Northeastern University; M.S., Simmons College; M.S., Baruch College; Ph.D., Long Island University
Koenig, Michael	Professor	1999	B.A., Yale University M.S., and M.B.A., University of Chicago; Ph.D., Drexel University
Livoti, Vincent	Assistant Professor	2014	B.A., Massachusetts State University at Framingham; M.A., Richmond International University, U.K.; M.S., Simons College; Ph.D., Union Institute & University
Xiong, Wei	Assistant Professor	2015	B. Management, B. Engineering, Hubei University of Economics, China;

			M.S., Ph.D., New Jersey Institute of Technology
Zhang, Qiping	Associate Professor; Director of the Usability Lab	2006	B.S. and M.S., Peking University, China; M.S. and Ph.D., University of Michigan

Table 3.1B - Palmer School Full-Time Faculty – Non-tenure Track

Name	Rank	Appointment Year	Education
Baaden, Beatrice	Associate Professor; Director, School Library Media Program	2013[1]	B.S., St. John's University; M.A., Adelphi University; M.S., Long Island University; C.A.S. P.D. and Ed.D., Hofstra University
Peña, Fernando	Instructor; Director, Rare Books/Special Collections Program	2013[1]	B.A., Stanford University; M.A., Graduate Theological Union; M.A., Harvard University; M.L.I.S., Rutgers University

The structure for non-tenure-track appointments (NTTA) held by both Beatrice Baaden and Fernando Peña was adopted in the 2011 Collective Bargaining Agreement (CBA) between the University and the Collegial Federation. NTTAs are full-time faculty members who are appointed annually and are not required to engage in the usual research activities of full-time faculty. As such, Section III.5 Faculty Research and Scholarship does not include either of these two faculty members.

Three faculty members have retired since the last accreditation visit (William Saffady, January 2014; Amy Spaulding, January 2014; and Mary Westermann, January 2015). Another faculty member (Michael Koenig) will retire September 2015. Two faculty members (Jody Howard, May 2014; Thomas Krichel, September 2012) have left the Palmer School

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[1] Both Dr. Baaden and Professor Peña were affiliated with Palmer School before they became NTTA members in 2013. Dr. Baaden was an Assistant Professor between 2002 and 2009; the Director of School Library Media Program with regularly teaching responsibilities from 2009 to 2013. Professor Peña was the Director of Rare Books/Special Collections Program with regularly teaching responsibilities from 2011 to 2013.

since the last accreditation visit. Three new full time, tenure track faculty were hired based

on outcomes assessment surveys in which students noted that they wanted more

technology-related and youth librarianship courses. (Please see Chapter IV for more

information on outcomes assessment).

The Palmer School is further strengthened by the addition of three faculty members

with joint appointments with other departments of CEIT. Table 3.2 identifies these three

faculty members.

Table 3.2 - Palmer School Joint Appointments

Name	Rank	Primary Appt.	Year Appointed	Education
Byrne, Michael	Professor	CEIT	1996	B.A., University of Notre Dame; M.A. and Ph.D., Michigan State University
Regazzi, John J.[2]	Professor; Director of Scholarly Communications & Information Innovation Lab	Computer Science and Management Engineering	2005	B.A., St. John's University; M.A., University of Iowa; M.S.LI.S., Columbia University; Ph.D., Rutgers University
Schneiderman, Bette	Associate Professor	CEIT	1996	B.A. and M.S., Syracuse University; Ph.D., Hofstra University

Professor Byrne and Professor Schneiderman have their principal appointments in the

Education Technology Department of CEIT. These joint appointments were established in

1996 to improve communication between the Palmer School's School Library Media program

and the educational technology department. At that time, the Palmer School and the School of

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[2] Dr. Regazzi's joint appointment involves teaching 2 classes at Palmer and 1 class in the Department of Computer Science and Management Engineering one semester and the next semester teaching 1 class at Palmer and 2 classes in the Department of Computer Science and Management Engineering.

Education were separate units. As part of a major reorganization, Professor Byrne and Professor Schneiderman joined the Department of Curriculum and Instruction in 2010. Since the Palmer School and the School of Education have merged to form CEIT, these joint appointments are expected to play a more important role in the development of interdisciplinary programs that involve faculty from multiple CEIT departments. Although these professors are not currently teaching classes in the Palmer School, they attend all faulty meetings, are members of the Personnel Committee, and contribute to the development of Palmer School.

As Professor Regazzi also teaches regularly at the Palmer School and serves on Palmer School committees, his joint appointment truly helps enhance the collaboration between the Palmer School and the Department of Computer Science and Management Engineering.

III.1.2 Full-time Administrator with Regular Teaching Responsibilities

The Palmer School has one full-time administrator, Gerald Nichols, who has regular teaching responsibilities which are detailed in Table 3.3. As defined in the Collective Bargaining Agreement between the Communications Workers of America and LIU, an administrator who teaches classes is classified as an adjunct professor. According to the Collective Bargaining Agreement (Article IV: Workload), adjunct professors may teach no more than 21-credits per year and no more than 9-credits per semester. Professor Nichols typically teaches at least one course in the Palmer School each semester. He also attends faculty meetings and serves on various Palmer School committees.

Table 3.3 - Full-time Administrator with Regular Teaching Responsibilities

Name	Title	Education
Nichols, Gerald	Director, Palmer Institute for Public Library Administration	B.A., Springfield College; M.L.S., Long Island University

As the former director of the Suffolk Cooperative Library System, Professor Nichols has a national reputation in the field of public library administration. He now serves as director of the Palmer School's Public Library Administration program, an innovative program for public librarians who are moving, or interested in moving into administrative and management positions. Professor Nichols also serves as Chair of the New York State Regents' Advisory Council on Libraries.

III.1.3 Part-Time Faculty

The Palmer School regularly employs part-time faculty as adjuncts to teach elective courses as needed at all Palmer School locations. For the most part, these instructors are working professionals with extensive experience in libraries and other information-related organizations in the New York Metropolitan area. The Palmer School uses part-time faculty to balance and complement the teaching competencies of the full-time faculty. These instructors are typically hired to teach specialties that are not represented in the expertise of the full-time faculty, thereby enriching the quality and diversity of the Palmer School program. Our students benefit from the professional experiences that the part-time faculty brings to the classroom. Table 3.4 (Part-time Faculty, 2012-2015) provides an overview and summary of the position, education and teaching area of 36 part-time professors who have taught for the Palmer School from 2012-2015. Drawing from the New York Metropolitan area's large and

rich community of library and information science professionals, the Palmer School has

assembled an extremely capable group of part-time faculty members.

Table 3.4 - Part-time Faculty, 2012-2015

Name	Position	Education	Teaching Area
Ambrosait, Denise	Investigating Researcher, CARCO Group, Inc.	Advanced Certificate in Public Library Administration, Long Island University; M.L.S., Long Island University; B.S., Elementary Education, Long Island University	Web Design
Block, Rick	Metadata Librarian; Liaison Librarian for Asian Studies, International Studies, Political Science and Public Administration, Seattle University	M.A., Library Science, University of Wisconsin-Madison; M.A., Political Science, University of Wisconsin-Madison; B.A., International Relations; University of Wisconsin-Milwaukee	Metadata, Archival Description
Cichanowitz, Edana	Head of Reference & Adult Services, Brentwood Public Library	M.A.L.S., Multicultural Management, Stony Brook University; M.L.S., Library Science, St. John's University; B.A., English, SUNY Geneseo	Information Sources & Services
Cram, Gregory	Rights Clearance Analyst, New York Public Library	J.D., Benjamin N. Cardozo School of Law; B.S., Political Science; Boston University	Copyright & Library Law
Flynn, Alice	Director, LIU Palmer School, Manhattan	MSLIS, Long Island University, Palmer School; B.A., English Literature, Emmanuel College	Internships
Friedland, Nancy	Head, Butler Media Center, Media Services & Film Studies Librarian, Butler Library, Columbia University	M.L.S., Rutgers University; M.A., Theatre Studies, New York University B.A., Economics, University of Massachusetts-Amherst	Digital Humanities, Film & Media Collections,

	Libraries		

Gertz, Janet	Director of Preservation, Columbia University Libraries	A.M.L.S., University of Michigan School of Library Science; Ph.D., Indo-European Linguistics, Yale University; M.Phil., Indo-Linguistics, Yale University; M.A., Linguistics; Yale University B.A., Classics & Linguistics; SUNY Buffalo	Preservation
Hoffman, Brian	Manager of Publication & Access/Business Analyst, New York University, Bobst Library	B.A., Architecture, Princeton University	Digital Libraries
Holmes, Emily	Assistant Director for Preservation, Columbia University Libraries	M.L.S., Simmons College; B.S.N., Massachusetts College of Pharmacy & Allied Health Sciences; Nursing Diploma, Peter Bent Brigham School of Nursing	Preservation
Holzenberg, Eric	Director, The Grolier Club	M.L.S., University of Chicago; M.A. History, University of Chicago; B.A., University of Florida	Rare Books
Joseph, Claire	Medical Library Director, South Nassau Communities Hospital	Specialization in Consumer Health, Medical Library Association; Specialization in Disaster Information, Medical Library Association; M.A., English, Hofstra University; M.S.L.I.S., LIU Post; B.A., English, Molloy College	Consumer Health & Health Information Literacy
Kliegman, Karen	Library Media Specialist, Searingtown School	M.S.L.I.S, Long Island University, Post	School Technology

Table 3.4 - Part-time Faculty, 2012-2015 (continued)

Name	Position	Education	Teaching Area
Knutzen, Matthew	Geospatial Librarian, The Lionel Pincus and Princess Firyal Map Division, NYPL	M.F.A., Pratt Institute; B.A., University of California, Berkeley	Sources and Services, Maps
Lindaman, John	Librarian, Technical Services/Intern Coordinator, Thomas J. Watson Library, The Metropolitan Museum of Art	M.L.S., Queens College; B.A., Rhetoric & Communications Studies, University of Virginia	Knowledge Organization, Technical Services & Operations & Systems
Maleszewski, Ellen	Adjunct Professor, Long Island University Palmer School & SUNY Stony Brook; Junior Instructional Designer, Columbia University	M.L.S., Long Island University Palmer School; B.A., MTD Engineering, Biology, Psychology, SUNY Stony Brook	Introduction to LIS, Knowledge Organization, Web Technologies
Mehling, Ellen	Director of Internships/Adjunct, Long Island University	M.S.L.I.S., Long Island University, Palmer School B.A., Psychology, Long Island University	Internships
Meloni, Christine	Director of Technology, Valley Stream UFSD 30	M.A., English, Long Island University, C.W. Post; M.L.S., Long Island University, C.W. Post; B.A., English & Women's Studies, University at Albany	School Literature
Millrod, Leslie	Head of Children's Services, Westhampton Public Library	M.L.S., Long Island University; B.S., SUNY Stony Brook	Children's Literature
Neveroski, Kenneth	Consultant	M.S. Information Systems, Long Island University Post	Web Design

Table 3.4 - Part-time Faculty, 2012-2015 (continued)

Name	Position	Education	Teaching Area
Podell, Roger	Director, Elmont Public Library; Former Director, School Library System, Western Suffolk BOCES	Ed.D., Educational Administration-Dowling College Certificate in Human Resources Studies, Cornell School of Industrial and Labor Relations; Professional Diploma Education Administration, Long Island University; M.S.L.S., Long Island University; JD, Hofstra University School of Law; B.F.A., Long Island University	Literacy K-12, Special Needs Students
Raine, Henry	Head of Library Technical Services, New York Historical Society	M.A., History of Decorative Arts Design, Parsons, The New School for Design; B.A., Arts in History, University of Maryland	Managing Ephemera
Rothstein, Pauline	Retired Dean of the Library, Rampao College; Former NYU/LIU Dual Degree Coordinator	Ph.D., Fordham University; M.L.S., Pratt Institute; M.A., English, Hunter College; B.A., English, NYU	Reader's Advisory
Rovenger, Judith	Retired WLS	Certificate in Advanced Librarianship, Columbia University; M.S., Library Science, Columbia University; B.A., Philosophy; Douglass College/Rutgers University	Children's Literature
Sueiro Bal, Marco	Senior Archivist New York Public Radio	B.A., Columbia University; A.A., Lansing Community College	Audio Preservation

Table 3.4 - Part-time Faculty, 2012-2015 (continued)

Name	Position	Education	Teaching Area
Triplett, Kyle	Rare Book Librarian, Rare Book Division, NYPL	M.L.S., Pratt Institute School of Information & Library Science; B.S., Political Science, Grand Valley State University	Great Collections of NYC
Uhl, Jean	Librarian, Long Island University	M.L.I.S., Long Island University, Palmer School; M.S., Interdisciplinary Studies, Long Island University; B.A., English, Long Island University	School Media Technology, Young Adult Services & Sources
Williams, Clay	Reference Librarian, Hunter College	M.S., Library & Information Science, University of Illinois; M.A., American & European History, University of Idaho; B.A., Classics, Ancient Greek & Latin, Grinnell College	Information Sources & Services, Information Literacy & Library Instruction
Witt, Thomas	Director, North Merrick Public Library	Certificate in Library Administration, Long Island University; M.L.S., St. Johns University; B.A., Social Sciences, SUNY Stony Brook; A.A., Liberal Arts, Nassau Community College	Collection Development
Woo, Constance	Librarian, LIU Brooklyn	Ph.D.; C. Phil.; M.A., English Literature, University of California, Los Angeles; M.L.S., Information Science, Long Island University; C.A.S., Archival Studies, Long Island University; B.F.A., New York Institute of Technology; B.A., English Literature, University of California, Los Angeles	Artists' Books
Zwierski, Michele	Database Management, Nassau Library System	M.L.S., University of North Texas; M.A., Music, Yale University; B.A., Music, University of Wisconsin	Knowledge Organization

The Palmer School has paid particular attention to the full-time and adjunct faculty ratio since the last accreditation visit. Table 3.5 presents the number of courses both the full-time and adjunct faculty taught from fall 2012 to spring 2015.

Table 3.5 - Number of Courses Taught by Full-Time and Adjunct Faculty

Faculty	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
Full-time	18.5[3]	16	8	22	17	9	15.5	19.5
Adjunct	15.5	16	12	9	11	9	9.5	13.5
Total:	34	32	20	31	28	18	25	33

As shown in Table 3.5, the full-time faculty members taught more courses than the adjunct professors in five of the eight semesters considered. Both groups covered the same number of courses in spring 2013 and summer 2014. Summer 2013 was the only semester in which the full-time faculty members taught fewer courses than the adjunct members as the full-time faculty members usually utilize their summer time for research and professional development. It is also worth pointing out that all the required courses in fall 2014 and spring 2015 were taught by full-time faculty members even though two of the full-time colleagues were on sabbatical. Figure 3.1 visualizes the teaching share between the full-time and adjunct faculty in percentage. In fall 2013, the full-time faculty carried as high as 71 percent of all the courses the Palmer School offered. One hundred per cent of the Palmer School's core courses are taught by full-time faculty.

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[3] The half course means that a course is co-taught by one full-time and one adjunct faculty member.
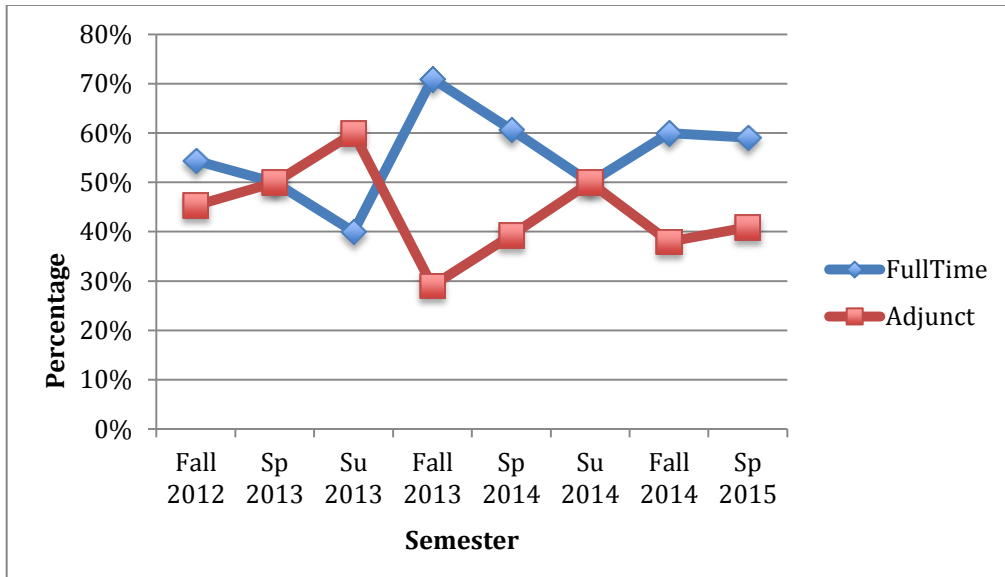
Figure 3.1 - Percentages of Courses Taught by Full-time and Adjunct Faculty

III.2 Teaching, Research and Service

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.

Long Island University has well-established requirements for tenure and promotion which are based on excellence in teaching, research and service. The Palmer School's record of appointments, promotions and tenure decisions are indicative of the high priority it attaches to these criteria. In evaluating applications for faculty appointments, the Palmer School hires highly capable teachers and scholars who will ultimately qualify for tenure and promotion.

The Palmer School is governed by the Collective Bargaining Agreement between the University and the Collegial Federation which establishes the criteria for the initial appointment, reappointment, promotion and tenure processes for faculty (see electronic version of the Collective Bargaining Agreement at http://www.cwpcf.org/nysut.html). The

Palmer School has its own Faculty Personnel Guidelines that expand upon the criteria as specified in the Agreement (See Appendix 3.1: Palmer Faculty Personnel Guidelines).

At the beginning of each academic year, the Palmer School full-time faculty elect five tenured faculty members to serve on the Faculty Personnel Committee which is responsible for the following:

- Conducting faculty searches,
- Conducting annual reviews of all probationary (non-tenured) and non-tenure-track faculty members, and making reappointment recommendations to the Director
- Reviewing candidates for tenure and promotion and making their recommendations to the Director
- Reviewing requests for sabbatical and other leaves.

Additionally, the Faculty Personnel Committee is also responsible for mentoring non-tenured faculty members. When new faculty members are hired, the Committee members work with the Associate Dean/Director to assign a faculty member to serve as the new hire's mentor. These mentors work closely with the new faculty members to assist them in all aspects of their academic life at LIU. In addition, Committee members provide guidance to new faculty members as they navigate the tenure and promotion processes of LIU. Table 3.6 lists the three most recently hired faculty members and their respective faculty mentors.

Table 3.6 - Faculty Member and Mentors

Faculty Member	Mentor
Chen, Hsin-liang Xiong, Wei	Chu, Heting
Livotti, Vincent	Baaden, Beatrice
Jank, David	Hunter, Greg

The Palmer School Faculty Personnel Guidelines sets forth the criteria used to evaluate a faculty members in the areas of teaching, research and service to the department and

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University community. Innovation in the area of teaching is stressed in the Guidelines; the

creation and development of blended and online courses being one example of such. Faculty

members also conduct research on cutting-edge topics including but not limited to affective

computing, Big Data, and open access. The Guidelines closely adhere to the criteria contained

in the ALA *2008 Standards for Accreditation of Master's Programs in Library and Information

Science.*

III.3 Faculty Recruitment and Personnel Policies

> **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.**

In April 2012, LIU's former President Steinberg reaffirmed LIU's commitment to equal

employment through a Memorandum addressing the Equal Employment Opportunity Policy.

In this Memorandum, President Steinberg states:

> This policy reaffirms the University's commitment to equal opportunity in employment and to the opportunity for advancement of all qualified individuals without discrimination due to race, color, creed, religion, sex, sexual orientation, national origin, age, veteran status, disability, marital status or citizenship.

> (See Appendix 3.2: President Steinberg's Memorandum, Equal Employment
> Opportunity Policy Statement, April 25, 2012)

The same commitment was reiterated by LIU's current president, Kimberly R. Cline

upon her appointment in 2013. The Palmer School's Faculty Personnel Guidelines also

highlight the importance of providing equality employment opportunities to all regardless of

age, race, gender, sexual orientation, disability, national origin, religious or political belief. As

stated in the Faculty Personnel Guidelines:

It is the Palmer School's policy to take personnel actions solely on the basis of merit, affording equal opportunity to all individuals in recruitment, employment, promotion, and tenure without regard to age, race, gender, sexual orientation, or disability (as defined by applicable law), national origin, religious or political belief. The Palmer School faculty recognizes the importance of including within its ranks individuals from diverse backgrounds. (See Appendix 3.1: Palmer Faculty Personnel Guidelines, Preamble).

Advertisements for new faculty positions are routinely posted with minority-oriented library organizations and associations including BCALA (Black Caucus of the American Library Association), REFORMA (National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking) and CALA (Chinese American Librarians Association). The Palmer School's efforts to recruit minority candidates are in alignment with the best practices for recruitment noted in the exemplar "Improving Faculty Diversity" memo (see Appendix 3.3: Improving Faculty Diversity).

III.4 Faculty Competence

The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.

The Palmer School's Faculty (full-time and jointly appointed) is competent in designated teaching areas. Faculty members incorporate technology into their teaching and research, and participate in appropriate professional organizations. The Palmer School takes great pride in the achievements of its faculty. As mentioned in the Introduction, two Palmer School faculty members, Professor Beatrice Baaden in 2009 and Professor Gregory Hunter in 2005, received the David Newton Award for Excellence in Teaching, the highest teaching award at Long Island University.

The Palmer School actively supports faculty who attend professional and academic conferences through the provision of travel funds. These funds are available to all members of the faculty and priority is given to junior faculty members who are at the very early stages of their professional profile development.

Palmer School faculty hold leadership roles in a number of professional organizations. A complete listing can be found in Appendix 3.4, Vitae of Full-time Faculty and Teaching Administrators. Table 3.7 also provides an overview of the professional organizations with which Palmer School faculty are affiliated.

Additionally, faculty have access to LIU's Information Technology Resource Center (ITRC) which offers a wide-variety of workshops that focus on faculty development. This resource is especially valuable to those faculty interested in the development of online or blended format courses. Faculty who teach online or in blended format work closely with the ITRC and LIU instructional designers to develop and improve their skills in this area.

Table 3.7 - Faculty Teaching Areas & Affiliated Organizations

Faculty Member	Teaching Areas	Affiliated Organizations
Baaden, Beatrice	Information Sources & Services; School Libraries	ALA; AASL; Association of Supervision & Curriculum Development; School Library Media Section of New York Library Association
Byrne, Michael (joint Appointment, primary home in Education)	Information Technology; Educational Technology	
Chen, Hsin-liang	Digital Libraries; Knowledge Organization; Information Retrieval	ASIS&T
Chu, Heting	Information Retrieval; Information Technology, Research Methods	ALA; ALISE; ASIS&T; Association for Computing Machinery (ACM); ACM SIG-IR (Info Retrieval)

Hunter, Gregory	Archives; Records Management; Information and Society	Society of American Archivists, (Distinguished Fellow); Editor, (*The American Archivist*); Academy of Certified Archivists (Founding President); Association of Records Managers & Administrators; Institute of Certified Records Managers
Jank, David	Knowledge Organization; Information Sources & Services	Academy of Management; ACRL; ACRL-NY; ALA; ALISE; APA; ASIS&T; Eastern Psychological Association; North American Serials Interest Group; Society for Human Resources Management; Society for Industrial and Organizational Psychology; Suffolk County Library Association; Chair of the Telecommunications Research Division of SLA; Member of the National Advisory Council of SLA; Member of Information Instruction Committee for ACRL; Member, ISKO and NASKO conference committees; Int'l and North American Society for Knowledge Organization
Koenig, Michael	Special Libraries; Knowledge Management	ALA (past Council Member); ASIS&T; IFLA (past Division Head: Management and Marketing); Special Libraries Association; International Society for Scientometrics & Informetrics (Past President)
Livoti, Vincent	Information Sources & Services; Youth services and resources; Public and Academic librarianship	ACRL (New England); ALA; NYLA
Peña, Fernando	Knowledge Organization; Rare Books & Special	ALA; American Printing History Association; Rare

	Collections	Books & Manuscripts Section of ACRL
Regazzi, John (joint appointment, primary home in the Palmer School).	Electronic Publishing; Management of Information Organizations; Research Methods; Scholarly Communications	American Association of Publishers; ALA; ASIS&T; Special Libraries Association
Schneiderman, Bette (joint appointment, primary home in Education).	Information Technology; Educational Technology	American Association for the Advancement of Computers in Education; Association for Supervision & Curriculum Development; American Educational Research Association; ALA; International Society for Technology & Teacher Education
Zhang, Qiping	Human Computer Interaction; Knowledge Management; Digital Information Technology	Association for Computing Machinery; ACM SIG- CHI; ASIS&T; International Council on Knowledge Management

Teaching effectiveness is important to the Palmer School as noted in the discussion of the

Palmer School Faculty Personnel Guidelines. The process for assessing teaching effectiveness

is outlined below:

- All candidates for faculty positions are required to teach a class session to demonstrate their effectiveness in the classroom.
- Probationary (untenured) faculty members receive a "collegial observation" from a member of the Faculty Personnel Committee each academic year. The observation is documented in a memorandum to the junior faculty member. The memorandum is reviewed with the faculty member which then becomes part of the faculty member's personnel file. Adjunct faculty members also receive collegial observations by a member of the Palmer School's full-time faculty.
- Each semester students complete an anonymous evaluation of the course using the University of Washington Evaluation Questionnaire – Form X[4] (See Appendix 3.5). A

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[4] LIU uses Evaluation Forms from the University of Washington. Besides Form X, Professors may elect to use additional forms that may be more relevant to evaluating their classes. These formal forms are placed in the Professor's personnel file. One form is an open-ended form. These University of Washington's "open-ended" forms may also be put in the Professor's personnel file.

student administers the evaluations and returns the completed forms to the Director's Office for forwarding to the University of Washington for tabulation. Once the tabulated forms have been returned by the University of Washington the Director reviews these evaluations and determines if any action is needed (e.g., conference with the instructor) to support the instructor's growth in the classroom. Copies of these evaluations are made available to the faculty members once grades have been submitted.

- As mandated in the Collective Bargaining Agreement, all student evaluation summaries become a permanent part of the faculty member's personnel file.
- Evaluation summary forms are placed online in a database in the B. Davis Schwartz Memorial Library that is accessible by LIU students.

This process provides both initial and ongoing assessments of teaching effectiveness and helps ensure the quality of the Palmer School's educational offerings.

LIU has a well-established technology infrastructure that supports classroom instruction. For example, the University provides technological support to faculty by providing access to instructional designers who facilitate and assist faculty in the development of online learning environments. As noted in both the Introduction and Chapter II: Curriculum, the Palmer School faculty is leading the way in using the online format in its classes through the blended initiative and fully online formats.

To assess the use of technology in the classroom, the Curriculum Committee conducted a technology infusion survey with both the full-time and adjunct faculty in the Fall of 2014. The survey found that the Palmer School faculty are competent in their infusion of technology in instructional delivery and course content. Section II.3.3 and Table 2.5 provides details related to this technology infusion survey and its findings.

III.5 Faculty Research and Scholarship

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

Faculty members at Long Island University are expected to contribute to the knowledge bases of their disciplines through research or other appropriate scholarship. Appointment, promotion, and tenure all require demonstration of research accomplishments that are in keeping with the professional standards in the field of library and information studies. Non - tenure track faculty are exempt from the need for research because of administrative responsibilities.

The full-time faculty of the Palmer School has a sustained record of appropriate scholarship, including research leading to publication, which is a requirement for tenure and promotion at Long Island University. All full-time faculty members are expected to conduct research and scholarship that is considered acceptable for publication and that contributes to the body of knowledge in their professional specialties. The Palmer School encourages the scholarly productivity of tenure-track faculty through mentoring by experienced faculty members. Table 3.8 summarizes research and scholarship of tenured and tenure-track faculty members with primary appointments in the Palmer School.

Table 3.8 - Faculty Research and Scholarship

Faculty Member (date of Ph.D.)	Books	Articles & Book chapters	Reviews	Presentations Lectures Workshops/Seminars
Chen, Hsin-liang (1999)	1	44		43
Chu, Heting (1991)	7	43		63
Hunter, Gregory (1989)	9	25	7	200+
Jank, David (2010)	1	14	3	37

Koenig, Michael (1982)	10	120+		100+
Livoti, Vincent (2009)	1	1	40+	17
Regazzi, John (1982)	3	20		120+
Zhang, Qiping (no date provided)		26		29

Two NTTA Faculty not included in this list, not required to publish

Non-tenure track Palmer School faculty members have also made significant

contributions to their field outside of the classroom. Of particular note here is Gerald Nichols

who in his role as Chair of the New York State Regent's Council on Libraries was instrumental

in development of guidelines which with guide and promote the future provision of library

services in the state of New York. Additionally, Professor Beatrice Baaden worked with both

the New York State Department of Education and the Pearson Publishing Company in the

development of a pilot program to create new video portfolios for pre-service Library Media

specialists. Professor Baaden was also responsible for providing an assessment of this pilot

program.

Palmer School faculty have been very productive having authored or edited over 30

books and more than 290 articles and book chapters. Additionally, Palmer School faculty have

also been very successful in securing outside grant funding to support of their research efforts.

For example, Professor Zhang was awarded a National Science Foundation (NSF) grant of over

$150,000 from 2008-2011. This grant was used to support a collaborative project on

intercultural communication with teams from Cornell University, Carnegie Mellon University

and LIU. The theoretical objective was to study theories of culture and computer-mediated

communication (CMC), the impact of social media on education, and the impact of social media

in a real world context. Furthermore in 2014, Professor Zhang and her collaborators from

Taiyuan University of Technology, China, received a research grant of one million *yuan* ($170,000) from China's NSF to study affective computing.

Palmer School faculty members are widely recognized for the quality and impact of their books, journal articles, conference papers, and other publications. To determine the impact of faculty publishing, searches were performed using reference sources that provide bibliographic coverage of library and information science publications and are subscribed to by the LIU libraries. These sources include Library Information Science & Technology Abstracts (LISTA), Library Literature, and Scopus. Google Scholar was also searched to complement the partial coverage of Scopus' citation data. The findings are reported in Table 3.9. This table is limited to the tenure-track and tenured full-time faculty members with primary appointments in the Palmer School.

Table 3.9 - Faculty Publication and Citation Counts

Faculty Member (date of Ph.D.)	LISTA Entries	Library Literature Entries	Scopus Entries/Citations	Google Scholar Entries/Citations
Chen, Hsin-liang (1999)	9	19	32/100	54/464
Chu, Heting (1991)	17	12	19/231	43/1029
Hunter, Gregory (1989)	7	18	7/15	15/98
Jank, David (2010)	5	4	6/7	8/11
Koenig, Michael (1982)	88	66	42/269	169/1913
Livoti, Vincent (2009)	67	16	0	1/0
Regazzi, John (1982)	19	16	16/47	43/222
Zhang, Qiping (no date provided)	2	1	16/14	37/144
Total:	214	290	138/638	370/3881
Average:	26.8	36.3	17.3/85.4	46.3/485

*Two NTTA Faculty not included in this list, not required to publish

Palmer School faculty are recognized by both their peers and professional organization for their contributions to the field. Examples of such recognition include the following:

- Professor Michael Koenig is included on a list of internationally recognized library/information science researchers presented in Li et al. (2010).[5]
- Professor Gregory Hunter has been honored three times by the Society of American Archivists. In 2001, he received the Preservation Publication Award for *Preserving Digital Information.* In 2004, he received the Waldo Gifford Leland Award for the second edition of *Developing and Maintaining Practical Archives*. Also in 2004, he was named a Fellow of SAA, an honor Limited to no more than 5% of the membership. In 2012 Professor Hunter was appointed editor of the *American Archivist* for a three-year term.
- Professor Heting Chu received the 2013 Lifetime Research Award from Phi Delta Kappa Chapter 1524, LIU Post, for "her important contributions to the research literature of library science and information retrieval over her two decades on the C.W. Post faculty". Professor Chu was chosen for this award via anonymous votes among the chapter executive board members. Phi Delta Kappa is an international professional association in education. Professor Chu's book titled *Information Representation and Retrieval in the Digital Age* is translated into Arabic, Chinese, and Korean as well as is published in India. Both editions of her book (2003 and 2010) are widely adopted as a textbook in many LIS schools. Professor Chu also had her co-authored paper in 2009, "The academic library meets Web 2.0: Applications and implications," published in *The Journal of Academic Librarianship*, 35(4), 324-331, included as one of the 29 papers in the *Reference Research Review for 2009*.

There is every expectation that the faculty will continue its scholarly productivity in the future. Table 3.10 presents the research agendas for all tenure-track faculty members.

Table 3.10 - Faculty Research Agendas

Faculty Member	Research Agenda & Specific Projects
Chen, Hsin-liang	Institutional repositories in higher education, Design and management of open educational materials, Library data analysis in the big data era • Collaborate with Professor Yin Zhang at Kent State University on two papers regarding *Data Repositories and Data Management* and *Education for Data Management Librarians.* Plan an edited book

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[5] Li, Jiang, et al. 2010." Ranking of Library and Information Science Researchers: Comparison of Data Sources for Correlating Citation Data and Expert Judgments." *Journal of Informetrics*, 4: 554-63.

Faculty Member	Research Agenda & Specific Projects
	proposal as well on the above papers.
	• Coordinate a panel, Library Statistics and Log Analysis in the Big Data Era." at the 2015 Annual ASIS&T Meeting.
Chu, Heting	Information retrieval in the digital age, Research methods in library & information science, LIS education in the changing world
	• Complete Part 2 of the study on research methods in library and information science, focusing on the creation of a taxonomy of research methods by data collection techniques and that by applicability. Data collection and analysis are done. The research report, once completed, will be submitted to a refereed journal for possible publication.
	• Collaborate with Professor Qing Ke at Nanjing University, China on cognitive activities of information seekers in web navigation. Manuscript submitted to a referred journal for possible publication.
	• Conduct a follow-up study to further examine LIS curricula of the ALA-accredited MLIS programs a decade later.
	• Explore empirically the impact Google has on web searching and other search environments such as databases.
	Develop a book proposal on research methods in information management.

Faculty Member	Research Agenda & Specific Projects
Hunter, Gregory	Implications of digital records, especially digital preservation
	• Continued work on Electronic Records Archives project at the National Archives.
	• Continued research on digital preservation, building upon five years of experience with the design and implementation of the Electronic Records Archives system at the National Archives and Records Administration.
Jank, David	Domain analysis, Human- information interaction, Knowledge organization
	• *Knowing what we teach: A grounded theory approach to outcomes assessment in the KO curriculum.* [manuscript under development – requested to be submitted to the International Society for Knowledge Organization]
	• *Evolving discourse on a static document: A discourse analysis of the United States Constitution upon its 225th anniversary.* [manuscript undergoing preparation for juried submission]
	• *Harnessing Information Instruction (II) assessment: Standardized and emergent approaches to assessing II programs in physical and virtual environments.* [manuscript undergoing preparation for juried submission]
	• The *ontological families of human-information interaction.*

	[manuscript undergoing preparation for juried conference review] • *The human-information dyad: Impact on library and information services.* [manuscript in development for potential peer-reviewed publication submission] • Readings in Organizational Behavior and Personnel Management (*tentative tile).* [in preliminary discussions for potential monograph with selected Library and Information Science publisher]
Koenig, Michael	Knowledge management, Information policy, Scientometrics, LIS education • Review the KM literature to analyze demonstrated impact on organizational performance. • Update an article with Laura Manzari in the Encyclopedia of Library and Information Science on the impact of library and information services on organizational productivity. • Write an article on academic libraries, and their importance in the era of outsourced research.

Faculty Member	Research Agenda & Specific Projects
	Social action research, multimedia resources • Advocacy for underserved populations, with a focus on youth sexual minorities. • Community-informed collection development. • Disseminating foundational resources through cultural "first voice" methodologies. • Deconstructing educational and informational multimedia through the lens of *queer theory.*
Regazzi, John	Electronic publishing, scholarly communication and information innovation • The value of scholarly content and information at various stages of it development and use. • The role that technology has played on the use, importance, and value of scholarly information and research communications. • The changing business models affecting the system of scholarly communication from the way it is produced to how it is distributed and consumed. • Some of the implications of mobile, cloud, and social computing technologies on the future of scholarly communications.
Zhang, Qiping	Trust in computer-mediated communication, Affective computing and social neuroscience foundation of HCI, Bibliometric analysis of HCI and affective computing

	• Explore the influence of social media and emerging technologies on interpersonal communication and trust development. • In collaboration with Chinese colleagues in Taiyuan University of Technology, China, this research project seeks an integrative model to recognize emotional expression by looking at the neuro-cognitive mechanism in addition to their audio sound characteristics. • Use the bibliometric approach to systematically review the research trends and hot research areas in HCI and affective computing.

Two NTTA Faculty not included in this list, not required to publish

III.6 Faculty Backgrounds and Interactions

The faculty holds 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.

As noted above in Tables 3.1A and Table 3.1B Palmer School faculty come from diverse academic backgrounds. Faculty of particular note here include:

- Three faculty members, coming from China and Taiwan respectively, have degrees from institutions in Canada, China, and Taiwan.
- Collectively, Palmer School faculty have degrees from 19 different U. S. Institutions (Adelphi University, Baruch College, Drexel University, Harvard University, Hofstra University, Long Island University, Northeastern University, New York University, Richmond International University, Rutgers University, Simmons College, St. John's University, Stanford University, University of Chicago, University of Michigan, University of Pittsburgh, Yale University, and Union Institute & University).
- In addition to the field of Library and Information Science, faculty members have masters or doctoral degrees in a wide-range of academic disciplines including Art History, Business Administration, Education, History, Philology, Psychology, and Public Administration.

In addition to their commitment to research, Palmer School faculty have also demonstrated skills in area of academic planning and evaluation. This planning and evaluation is evidenced through the work of the Strategic Planning Committee, the Curriculum Committee and the Outcomes Assessment Committee (See Appendix 1.1: Palmer School Strategic Plan). Following the recommendations proposed by both the Curriculum Committee and the Outcomes Assessment Committee, faculty review and discuss all recommendations related to the program and eventually vote to accept or reject these recommendations. This procedure is guided by the School's systematic planning process.

Additionally, full-time and part-time faculty members regularly teach in other academic programs and departments. Evidence of such can be found in Appendix 3.4 Vitae of Full-time Faculty and Teaching Administrator.

The Palmer School faculty members are an eclectic group of individuals with a variety of experiences. These professionals are engaged in the development of the curriculum and outcomes assessment with the goal of making the program stronger for the Palmer students. Discussions at faculty meetings, at various committee meetings, and through informal interactions with staff and students, all contribute to establishing an intellectual environment for members of the learning community.

III.7 Faculty Assignments

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 teaching assignments are directly related to the immediate needs of the of the program, as well as the research interests of faculty. Every attempt is made to draw upon the professional expertise and interests of faculty members in the classroom and as such faculty members are encouraged to develop new courses that incorporate their research and professional interests (See Chapter II: Curriculum for additional information). Faculty teaching assignments also take into account student advisement needs, research commitments, professional development activities, other areas of professional service, as well as the time needed to travel to and from various campus locations.

While the Collective Bargaining Agreement outlines a rather formal procedure for making faculty teaching assignments, the Palmer School faculty chose to follow a less formal model. Teaching assignments are made as follows:

- Faculty are surveyed as to teaching preferences and campus locations (see Appendix 3.6: Faculty Preference Form).
- Associate Dean/Director, in collaboration with the Program Directors, develops a draft schedule that reflects faculty preferences, curricular needs, and balance among the teaching locations.
- Draft schedule is circulated to the faculty for feedback.
- Associate Dean/Director revises and finalizes the schedule in accordance with the University deadlines.

The current Collective Bargaining Agreement mandates a teaching load of 9 credits (3 courses) per semester for all faculty members (see electronic version of the Collective Bargaining Agreement at http://www.cwpcf.org/documents/cwpcfagreement2011-2016.pdf). This requirement provides additional time for student counseling, student advising, research, professional development, and institutional and professional service. Faculty who teach a doctoral-level seminar receive a teaching reduction of 3 credits. A listing of courses taught by the Palmer full-time faculty and administrators with regular teaching

responsibilities from fall 2012 to spring 2015 can be found in Table 3.11 below. Similarly, the

teaching areas of adjunct faculty during the same time period can be found in Table 3.4.

Table 3.11- Master's Courses Taught by Full-time Faculty 2012-2015 (* indicates a required, core course)

Faculty Member	Courses Taught
Baaden, Beatrice	*LIS 511 Information Sources & Services LIS 620Instructional Design and Leadership LIS 622 Management of the School Media Centers LIS 624 Introduction to Online Teachings LIS 626 Teaching Methodologies for K – 16 Librarians *LIS 690 and 691 Internship and Student Teaching Internship
Chen, Hsin-liang	*LIS 512 Introduction to Knowledge Organization LIS 654 Building Digital Libraries
Chu, Heting	*LIS 510 Introduction to Library & Information Science *LIS 514 Introduction to Research in LIS LIS 618 Online Information Retrieval Techniques LIS 768 Digital Information Representation LIS770 Information Systems and Retrieval
Hunter, Gregory S.	LIS 520 Records Management LIS 706 Digital Preservation LIS 714 Archives and Manuscripts LIS 721 Appraisal of Archives and Manuscripts LIS 755 Information Technology and Society
Jank, David	*LIS 512 Introduction to Knowledge Organization LIS 669 Government Information LIS 727 Corporate Informatics & Knowledge Portals LIS 763 Metadata: Description and Access LIS 774 Information Seeking Behavior LIS 901 Special Topics: Technical Services and Systems
Koenig, Michael	*LIS 510 Introduction to Library and Information Science *LIS 514 Introduction to Research in LIS *LIS 690 Internship LIS 744 Special Libraries

	LIS 901 Special Topics: Knowledge Management
Livoti, Vicent	*LIS 510 Introduction to Library & Information Science *LIS 511 Information Sources & Services *LIS 514 Introduction to Research in LIS LIS 735 Storytelling
Peña, Fernando	*LIS 512 Introduction to Knowledge Organization LIS 658 History of the Book LIS 713 Rare Books and Special Librarianship LIS 709 Principles & Practices of Rare Book Cataloging & Descriptive Bibliography

Regazzi, John	LIS 513 Management of Libraries and Information Centers *LIS 514 Introduction to Research in LIS LIS 781 WISE: Scholarly Communication and Electronic Publishing
Saffady, William (retired in January 2014)	LIS 508 Technologies for Information Management LIS 520 Records Management LIS 618 Online Information Retrieval Techniques LIS 722 Electronic Records
Spaulding, Amy E. (retired in January 2014)	*LIS 510 Introduction to Library and Information Science LIS 729 Young Adults Sources and Services LIS 733 Children's Sources and Services LIS 737 Serving Diverse Populations LIS 735 Story Telling and Folk Literature LIS 739 Myth and the Age of Information
Westermann-Cicio, Mary (retired in January 2015)	*LIS 510 Introduction to Library and Information Science *LIS 514 Introduction to Research in LIS *LIS 690 Internship LIS 901: Special Topic: Consumer Health Information
Zhang, Qiping	*LIS 510 Introduction to Library and Information Science *LIS 514 Introduction to Research in LIS LIS 517 Emerging Web Technologies *LIS 690 Internship LIS 707 Human Computer Interaction

Faculty members serve on a number of Palmer School and LIU-Post and University committees. Table 3.12 lists the Palmer School Committee members in Academic Year 2014-2015. (See Chapter V: Administration for a list of campus/university wide committee membership).

Table 3.12 - Palmer School Committee Membership for Full-Time Faculty

Committee	Members
Admissions Committee	Baaden, Beatrice
Curriculum	Baaden, Beatrice Chu, Heting (Co-chair) Jank, David Livoti, Vincent Peña, Fernando (Co-chair) Zhang, Qiping
Doctoral	Chu, Heting Hunter, Gregory (Chair) Jank, David White, Stephanie (from Computer Science Dept.)[6] Qiping Zhang
Outcomes Assessment	Baaden, Beatrice (Chair) Chen, Hsin-liang Jank, David Peña, Fernando
Personnel	Byrne[7], Michael Chu, Heting Hunter, Gregory Schneiderman, Bette Zhang, Qiping (Chair)
Scholarship	Baaden, Beatrice Livoti, Vincent (Co-chair)[8] Peña, Fernando

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[6] Stephanie White regularly reaches in the Palmer School's Ph.D. program and thus serves on the Doctoral Committee from time to time.

[7] Because two tenured faculty members are on sabbatical in Academic Year 2014-2015, Michael Byrne and Bette Schneiderman, joint appointments with the Palmer School, were elected to serve on the Personnel Committee.

[8] The other co-chair is Heather Ranieri, Director of Marketing, Recruitment and Program Effectiveness.

Strategic Planning	Baaden, Beatrice Hunter, Gregory (Co-chair) Jank, David (Co-chair)

III.8 Evaluation of Faculty

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.

Long Island University and the Palmer School have well-established procedures for evaluation of faculty. The Collective Bargaining Agreement governs the process of faculty evaluations. Evaluations are based on faculty teaching, research, and service. Section III.4 Faculty Competence outlines the procedure for the evaluation of teaching competence. This procedure is only one component of a systematic and multi-faceted evaluation of faculty in the areas of teaching, research, and service:

- Probationary (non-tenured) faculty members receive an annual evaluation from the Faculty Personnel Committee, including a recommendation for or against reappointment.
- Probationary faculty members also receive an annual evaluation from the Palmer School Associate Dean/Director and one from the CEIT Dean, including a recommendation for or against reappointment.
- Faculty members applying for tenure or promotion receive evaluations from the Faculty Personnel Committee, the Palmer School Associate Dean/Director and the CEIT Dean.
- The Palmer School Associate Dean/Director meets regularly with faculty members to review their progress and discuss their plans for the future.
- Students are asked to provide anonymous written evaluations of all professors in all sections of classes, whether the faculty members are tenured or probationary. These evaluations are sent directly to the Palmer School Associate Dean/Director for review and follow-up, if necessary.
- Campus program directors are in regular contact with students and receive comments about faculty members, facilities, and any other issues. If necessary, these comments are passed along to the Palmer School Associate Dean/Director for action.

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- Similarly, any comments about the faculty made in Focus Group[9] sessions are communicated to the Palmer School Associate Dean/Director.
(See Appendix 3.1: Palmer Faculty Personnel Guidelines for further explanation of criteria for teaching, research, and service)

The Palmer School has assembled an outstanding faculty that is respected by its peers, innovative and consistent in scholarship, active in professional organizations and committees, and is committed to teaching excellence. The Palmer School has policies and procedures in place to recruit, retain, mentor, and evaluate faculty members. The Palmer School faculty members care deeply about the students in the program, work untiringly to improve their teaching skills, and increase their knowledge of specialized content. These efforts guarantee that the Palmer School program remains relevant and meaningful for each student.

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[9] Focus group sessions are held periodically as part of an overall evaluation of the program. See Chapter II Curriculum and Chapter V Administration and Financial Support for more information.

Chapter IV: Students

Introduction

The Palmer School has established a learning community that reflects its mission,

goals, values, and objectives. The Palmer School recruits students from diverse backgrounds

who have a demonstrated the ability and aptitude to successfully complete an MSLIS,

certificates, state certification, or a doctorate degree.

IV.1 Relationship to Palmer School's Mission and Goals

> **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.**

The mission of the Palmer School is to develop information professionals who can

provide leadership in any number of various library or information organizations. The Palmer

School strives to educate students who will be knowledgeable, skilled and committed

members of the information profession.

Administrative Policies: The Palmer School faculty as a whole develops, reviews and

revises policies for student recruitment, admissions, scholarships, advising and placement

opportunities. Reviews and revisions of these policies take place within the systematic

planning framework detailed in Chapter 1. Recommendations are based on feedback from

faculty and staff committees and are voted on by the entire faculty. These committees include:

Scholarship and Awards Committee, Strategic Planning Committee, Curriculum Committee,

and Outcomes Assessment Committee.

Recruitment: The Palmer School works closely with LIU in its recruitment efforts. The university's website offers prospective students initial information about programs, admissions policies and procedures, tuition and financial aid, internship and career opportunities. The Palmer Graduate Bulletin and admissions materials may be accessed through the School's main website (http://liu.edu/CWPost/Academics/College-of-Education-Information-and-Technology/Palmer-School-of-Library-Information-Science). In addition to those resources provided by LIU, the Palmer School maintains a blog with the most current and up-to-date information about all aspects of the Palmer School including policies, requirements, procedures, syllabi, internships, faculty, student, alumni and University news, schedules, and more (see http://palmerblog.liu.edu).

The Palmer School participates in LIU's Graduate Open Houses and Enrollment Service Days for all of its programs. LIU's Graduate Admissions Office makes Palmer School materials readily available to those students who may be interested in the field of library and information studies. In addition to the efforts of LIU Post, the Palmer School actively recruits students by attending major library and information conferences and events. Examples include yearly attendance at the Long Island Library Conference, the New York Library Association Conference, and the New York City School Library Conference. The Palmer School also hosts several information sessions at Palmer Manhattan at New York University and at the Brentwood campus at various times of the year.

Recruitment efforts are reinforced by strategic placement of web banners and print materials that highlight the Palmer School logo, educational programs and website information. See Figure 4.1 for an example.
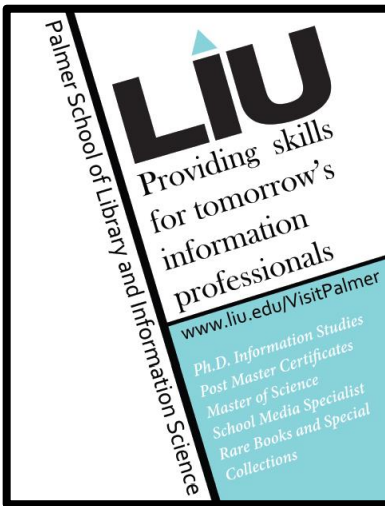
Figure 4.1- An example of an advertisement currently running in both print and digital publications.

In addition to the above recruitment efforts, a specialized marketing campaign for the Archives and Records Management Certificate was conducted in the summer of 2014. The Palmer School targeted members of the Organization of American Historians through a direct mailing and through an advertisement in their annual conference program. The Palmer School also engages in targeted recruitment for the various dual degree programs with New York University. This collaboration involves working closely with the NYU Graduate School of Arts and Science and the Steinhardt School's graduate programs to reach out to students who would would like to combine their graduate-level fields of study with a program in information and library science To this end, the Palmer School and NYU Libraries award a total of $30,000 each year to incoming LIU/NYU Palmer dual-degree students based upon achievement and scholarship. This is a scholarship which is aimed at recruiting a diverse and outstanding cohort. The distribution of this funding is determined by a committee composed

of NYU librarians/mentors and the Palmer School Program Director.

In addition to the recruiting activities mentioned above, the Palmer School faculty and

staff are involved in recruitment through professional organizations and various other

avenues:

- Professor Beatrice Baaden, Director of the School Library Program and Associate Professor, partnered with the NYC Board of Education School Library System to recruit NYC classroom teachers interested in obtaining a Library Media Specialist teaching certification in order to satisfy the needs of NYC secondary schools. The cohort has 18 students of various backgrounds and is set to begin September 2015.
- Gerald Nichols, Director of the Public Library Administration Program, actively recruits librarians for New York State public libraries who are interesting in pursuing careers as library directors and administrators. Recruitment and admission is made through the partnering of library organizations with the Palmer School. There were 29 students enrolled in this program during the 2014-2015 academic year.
- The NYC And Queens Public Library Systems recently contact the Director of Program Effectiveness and Marketing and Recruitment, Heather Ranieri, to hold a recruitment fair for Palmer graduates for librarianship positions especially in children's and young adult services. The Recruitment Fair was held on August 11, 2015. Results were 26 alumni came for interviews; 12 will move on to the next step. This will result in a continuing partnership with Queens.

Table 4.1 - Enrollment figures for Advanced Certificate of Public Library Administration, AY 2010-2014

■ Advanced Certificate of Public Library Administration

2010	2011	2012	2013	2014
84	47	55	76	47

Enrollment Fall 2010-Fall 2014
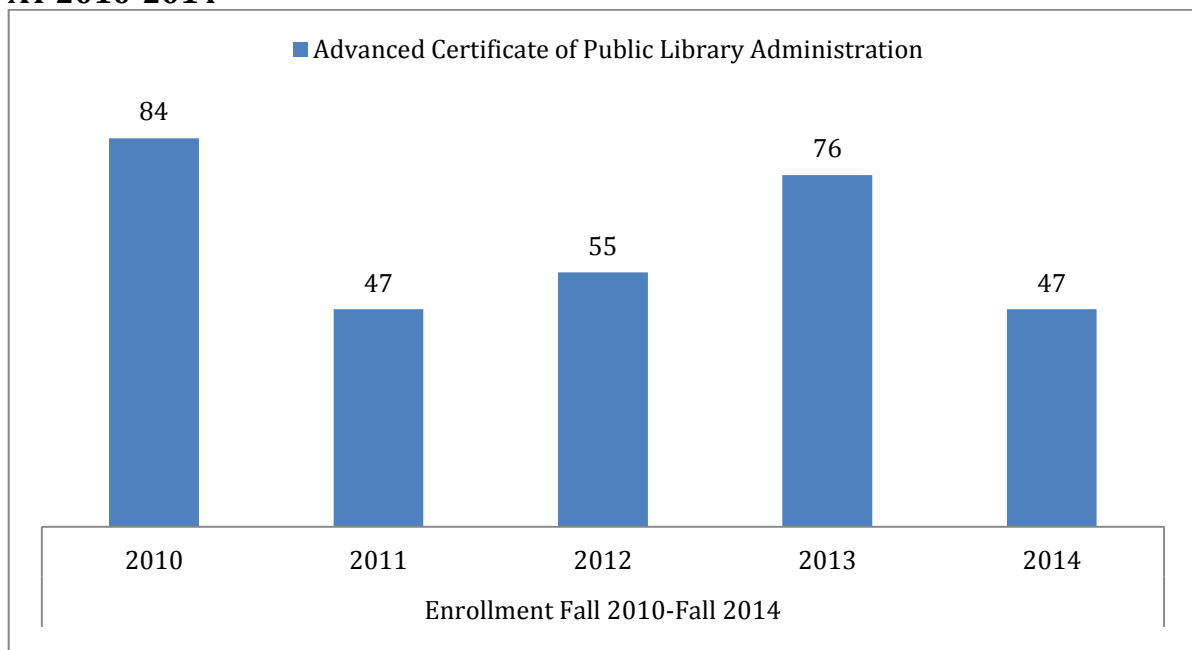
Admissions Policies: Students who are admitted into the Palmer School must meet the admissions requirements for all graduate students applying to LIU Post, as well as other documentation required by the Palmer School (e.g. résumé). In the event that a student does not meet all the Palmer School criteria, the Palmer School Admissions Committee may require an in-person interview or further documentation. This step is taken when an applicant shows particular promise based on relevant work experience and/or educational background in a related field.

At the recommendation of the Palmer Strategic Planning Committee, the faculty has adopted a technology requirement for all incoming students. This is a self -assessment survey of technology skills and capabilities which students are expected to have at the time of matriculation. If students feel they do not meet the basic skill levels, they are referred to the appropriate resources. The tables below present information on applications, admissions, and enrollments for 2012-2014.

Table 4.2 - Applications submitted, AY 2012-2014

Degree	Fall 2012	Fall 2013	Fall 2014
MS Library and Information Science	155	101	78
MS Library and Information Science/ School Library Media Specialist	14	13	21

Table 4.3 - Submitted Applications vs. Admitted Students vs. Enrollments for Master of Science Library and Information Science, AY 2012-2014

	Applications	Admissions	Enrollment
Fall 2012	155	90%	50%
Fall 2013	101	89%	44%
Fall 2014	78	85%	45%

All data was collected via the Long Island University Office of Institutional Research
Students who have more than one major are counted as a fraction for each of their majors.

Table 4.4 - Submitted Applications vs. Admitted Students vs. Enrollments for Master of Science School Library Media Specialist Program, AY 2012-2014

	Applications	Admissions	Enrollment
Fall 2012	14	100%	79%
Fall 2013	13	92%	50%
Fall 2014	21	62%	46%

All data was collected by the Long Island University Office of Institutional Research
Students who have more than one major are counted as a fraction for each of their majors.

One possible reason for the drop in applications and enrollment is due to the economic downturn on Long Island over the past few years; LIU is experiencing a similar challenge. Recruitment efforts at the university level have been enhanced for the 2015 – 2016 academic year. We expect to see an increase of admitted students for the Fall 2015 semester, as our core classes are experiencing greater enrollment.

Table 4.5 – Enrollment Figures by Race/Ethnicity, AY 2013-2014

	America n Indian Alaskan Native	Asian	Black	Hispanic	Native Hawaiia nPacific Islander	White	Multiple Races	Unknow n	Non-resident Alien
Fall 2013	0	7.5	11.5	10.5	0	141	3	27.5	0
Fall 2014	0	1	11	14	0	112	4	12	0

[1.] All data was collected via the Long Island University Office of Institutional Research
Students who have more than one major are counted as a fraction for each of their majors.

Table 4.6 – Enrollment Figures by Gender, AY 2015
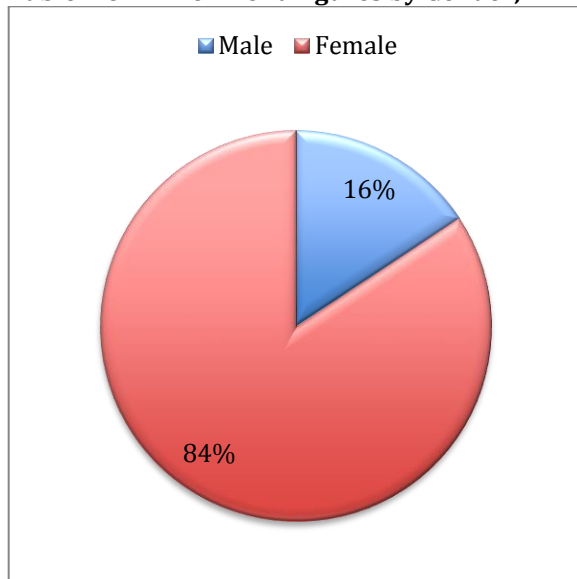
Table 4.7 – Enrollment Figures by Gender, AY 2014
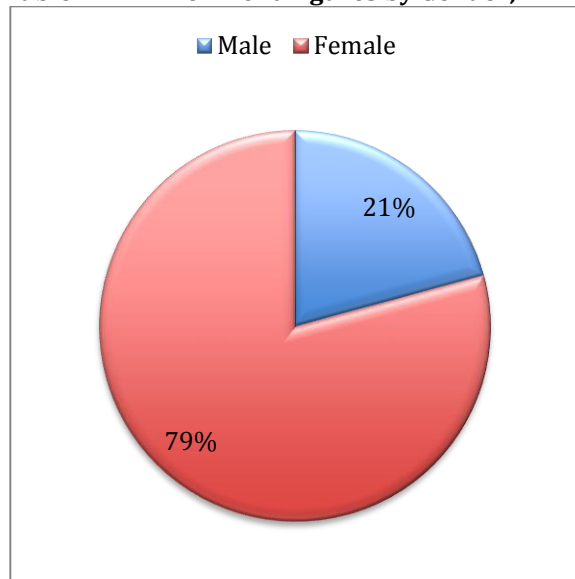
[2, 3] All data was collected via the Long Island University Office of Institutional Research
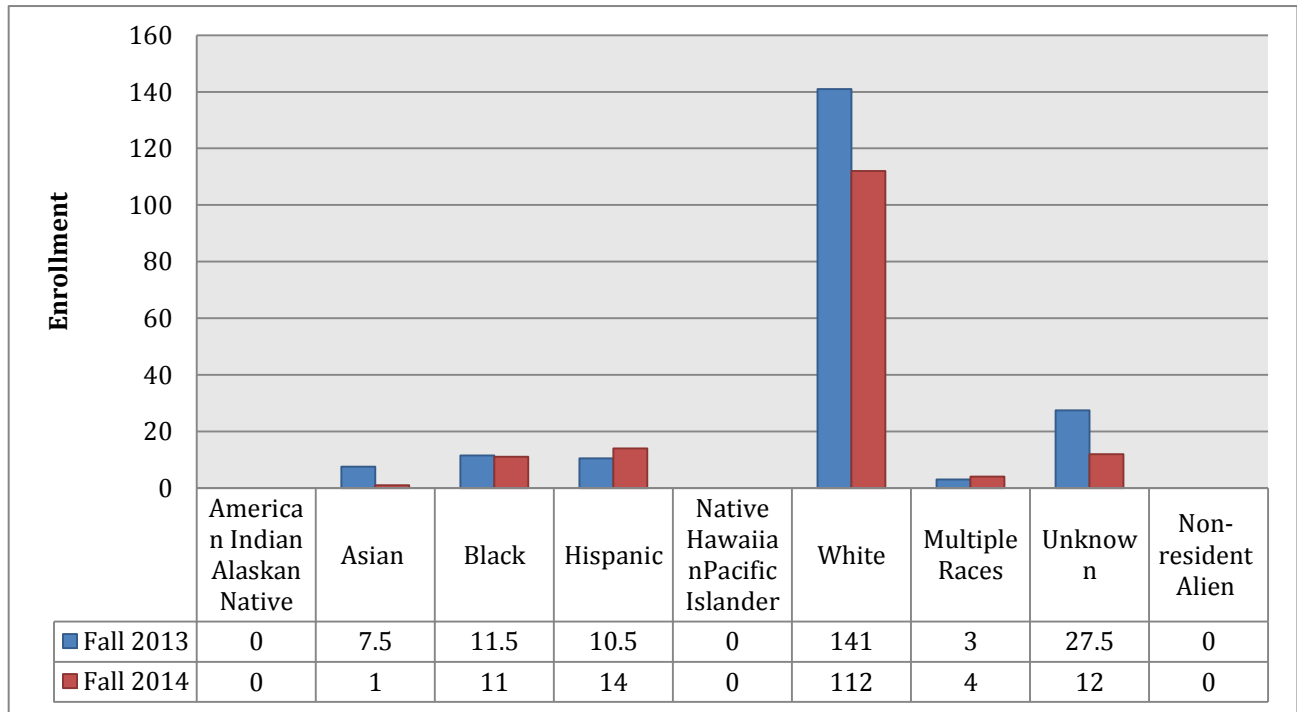*Students who have more than one major are counted as a fraction for each of their majors.*

In terms of gender, LIU's diversity trends are similar to other local universities, according to the St. John's University enrollment fact book of 2014 (http://www.stjohns.edu/about/administrative-offices/institutional-research/fact-book) and Pratt Institutes Pratt at a Glance sheet (https://www.pratt.edu/the-institute/pratt-glance)

School Name	Female	Male
LIU[1,2]	68%	32%
St. Johns University[1,2]	57%	43%
Pratt Institute[1,2,3]	68%	32%

[1] Total University figures
[2] All figures are from the 2014 "Fact sheets" available
[3] Pratt Institute includes a category of "international" which represents 25% of their student body. LIU and St. Johns University do not have this category under its gender selections.

In terms of race and ethnicity, LIU's diversity trends are similar to other local universities, according to the St. John's University enrollment fact book of 2014 (http://www.stjohns.edu/about/administrative-offices/institutional-research/fact-book).

School Name	White	Black, non-Hispanic	Hispanic	Asian and Island Pacific
LIU[1,2]	43%	25%	15%	17%
St. Johns University[1,2]	42%	13%	13%	15%

[1] Total University figures
[2] All figures are from the 2014 "Fact sheets" available

With the ever-growing diverse populations in the New York area, the Palmer School continues to maintain a strong standing in recruiting a diverse student body. In order to maintain our position and continue to have a diverse student body, the Palmer School offers scholarships for diverse applicants, the Elizabeth K. Reilley Diversity Scholarship, Reilley Professional Achievement Scholarship and the Masako Yukawa Endow Scholarship, which is solely for international students. These scholarships coupled with recruitment efforts that offer exposure in a variety of locations and venue types to meet and interact with all

populations is how the Palmer School meets the challenge of recruiting students from diverse backgrounds.

Financial Aid and Scholarships: The Palmer School Scholarship and Awards Committee is responsible for determining the distribution of funds each academic year and awards recipients according to criteria established by the Palmer School faculty. The Palmer School scholarships are intended to supplement other graduate awards that students may be receiving from other sources. Over the past five years, the Palmer School has provided $1.2M in scholarship funds for students. Please see Appendix 4.1 for a breakdown of these scholarships.

Placement: LIU's Career Services department offers guidance to students, and the Palmer School publicizes job opportunities through its internal listserv, referred to as the KIOSK. The Palmer School surveys recent graduates to collect placement information. Survey results are available in Appendix 4.2.
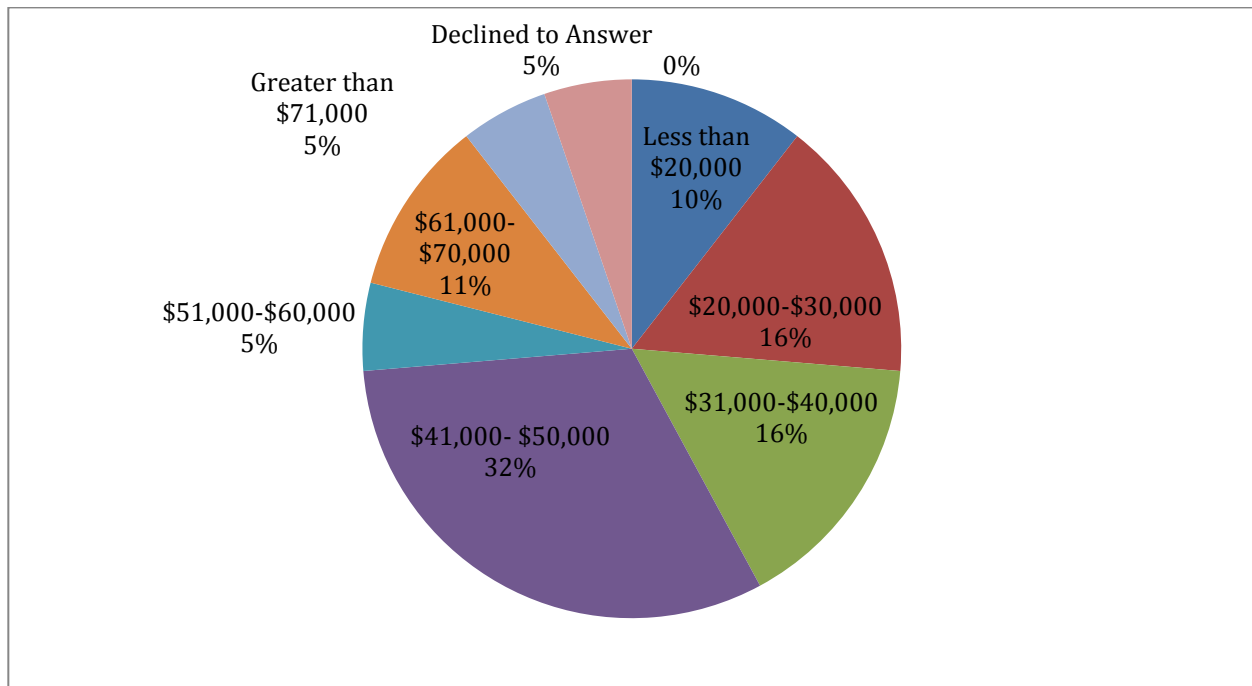
Figure 4.2 - Placement Survey: Self-Report Salary 2013-2015
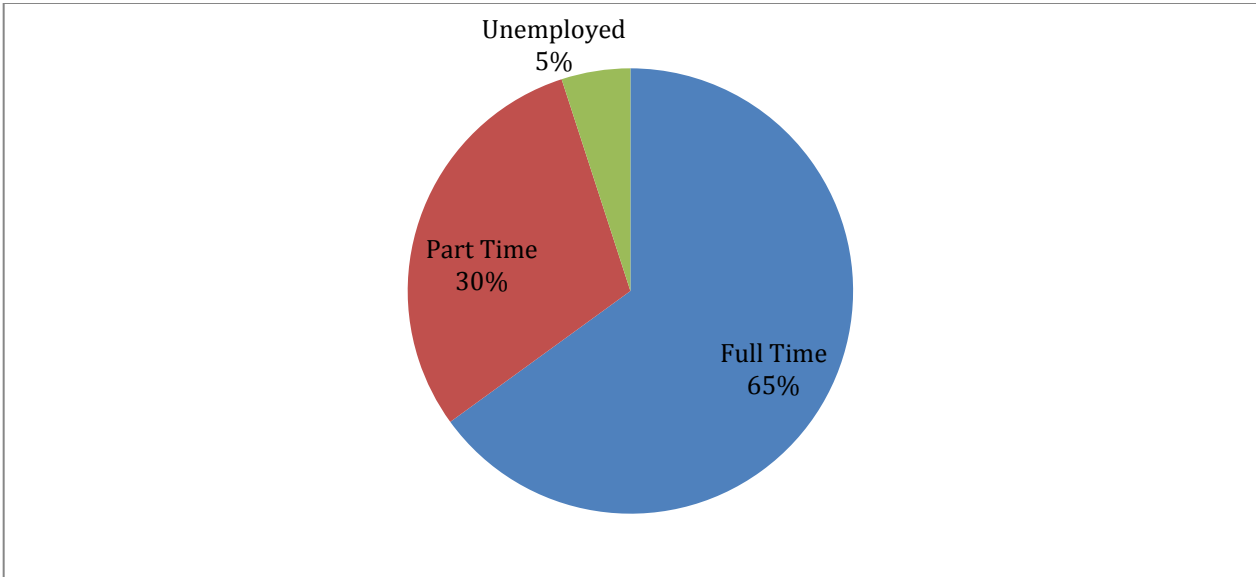
Figure 4.3 - Placement Survey: Self-Report Job Status, 2013-2015
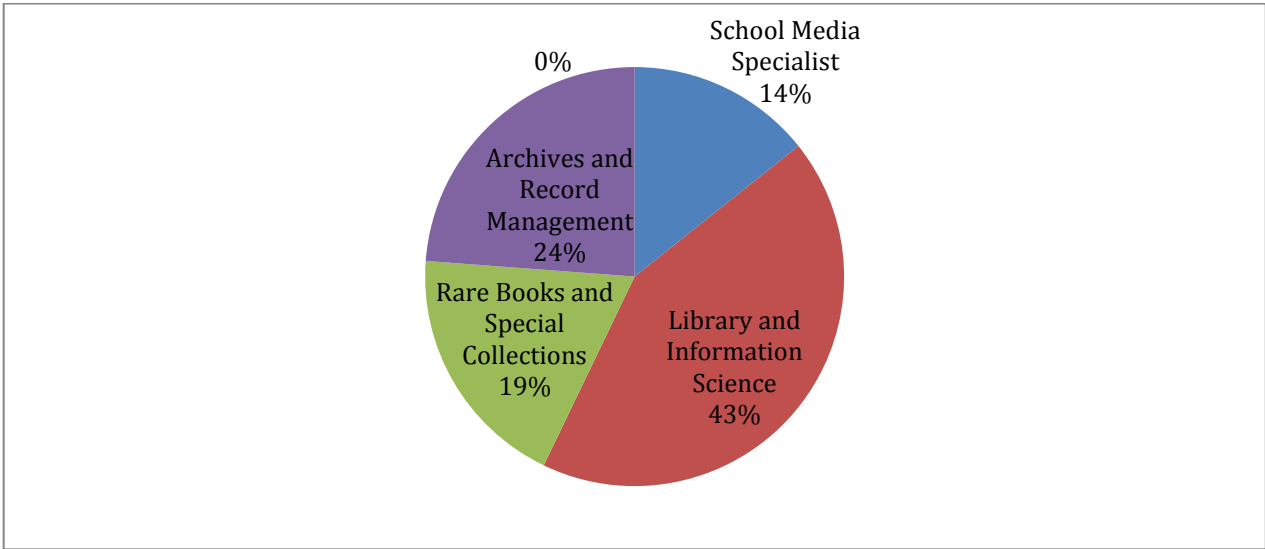
Figure 4.4 - Placement Survey Placement Survey: Degree Received 2013-2015
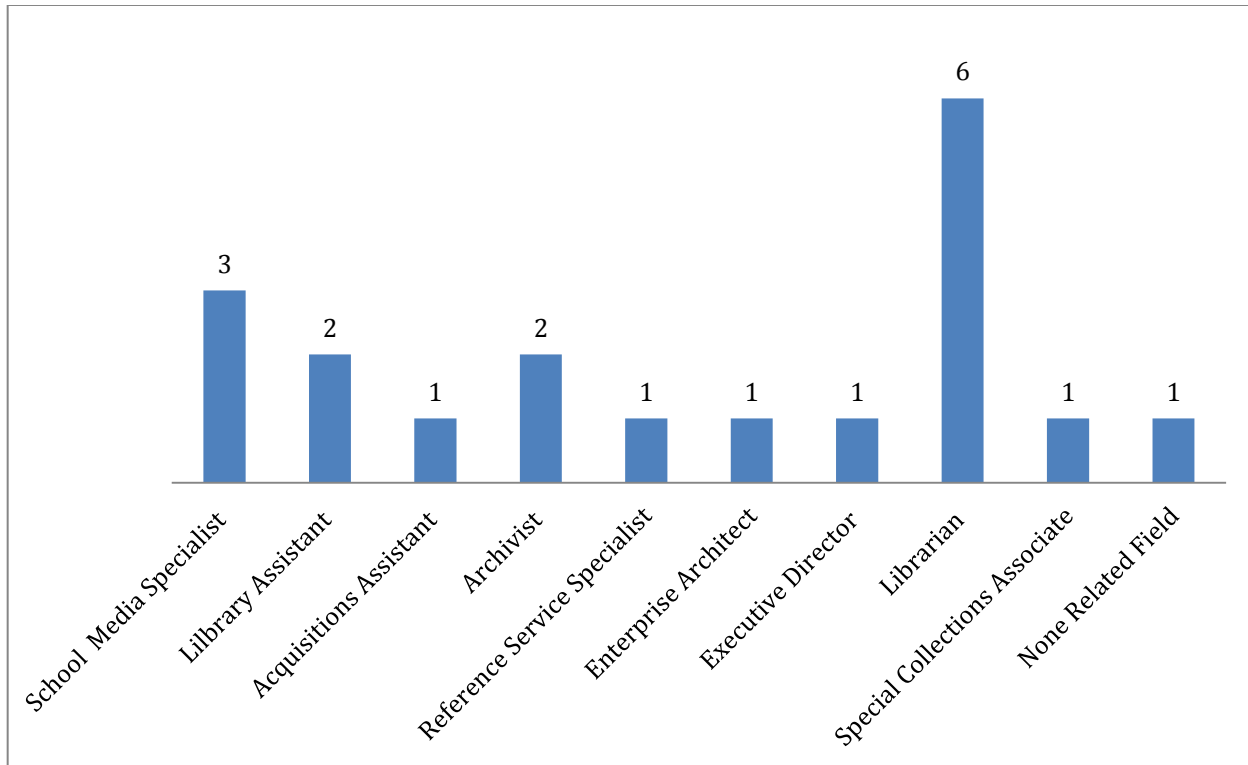
Figure 4.5 - Placement Survey: Self-Report Job Titles, 2013-2015

Career success stories are often shared on Facebook(www.facebook.com/palmeratliu),

Twitter (https://twitter.com/LIUPalmerSchool) and on the Palmer blog

(http://palmerblog.liu.edu).

IV.2 Information on the School and the Program

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, admissions requirement availability of financial aid, criteria for evaluating student performance, assistance with placement and other policies and procedures. The school demonstrates that it has procedures to support these policies.

The Palmer School has procedures in place to provide accessible information to

students and members of the general public. Academic and administrative policies relating to

students are available on the Palmer School's main website, the University's website, and on

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the Palmer School blog. Prior to the start of each academic year, all printed and online materials are reviewed and changes are made that reflect the past year's committee work and recommendations. Time-sensitive information is posted to the KIOSK listserv as well as the Palmer School blog. In addition to these updates, KIOSK also provides information on course and school cancellations, volunteer opportunities, announcements on special events and lectures, workshops, networking opportunities, interesting articles, and general information of interest to students in a timely fashion.

LIU also enrolls every student into *MyLIU*, the University's student portal. *MyLIU* includes personalized information about class schedules, financial assistance, billing information, personal information and is used to alert students of any administrative holds that they may have. It also provides access to LIU's email system and Blackboard, as well as the self-registration and online bill payment interface.

Christine Prete (Academic Advisor) and Alice Flynn (Program Director for the Palmer School's Manhattan program at NYU) communicate regularly with students to provide support and academic advice. Heather Ranieri (Director of Program Effectiveness, Marketing and Recruitment) also communicates regularly with students about the e-portfolio graduation requirement. Ms. Ranieri maintains the Palmer School's social media presence on Facebook, www.facebook.com/palmeratliu and Twitter, www.twitter.com/liupalmerschool. Recruitment and marketing materials are updated on a yearly basis for prospective students.

IV.3 Admission Standards

> **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 program's goals and objectives, and 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.**

Applications for the Palmer School are accepted on a rolling basis. Students who apply after the start of a semester are considered for admission for the following semester. In addition to the general online graduate application, applicants must submit the following documents:

- Copies of all official transcripts. Applicants who have not received their undergraduate degree prior to applying should submit a transcript without the final semester's grades. Such applicants may be accepted pending receipt of their final transcripts.
- Evidence of a 3.0 cumulative average. Applicants whose undergraduate GPA is below 3.0 may be required to submit the results of the Graduate Record Exam (GRE), Miller's Analogy Test (MAT) or other suitable exam taken within the last five years. The following GRE scores are required: prior to August 1, 2011, a combined verbal/quantitative score of 1000 is required; after August 1, 2011, a combined verbal/quantitative score of 300 or above is required using the revised scale. A MAT score of 412 or above is required.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- A current résumé.
- A written personal statement that describes the applicant's motivation for seeking the degree, special areas of interest, and career objectives in the profession (250-300 words).
- For students for whom English is not their native language, acceptable TOEFL scores, as determined by the International Admissions Office, must be submitted.

In rare instances, and at the discretion of the Palmer School Admissions Committee, an applicant who does not meet the minimum GPA or GRE requirements, but whose application

otherwise evidences the potential to succeed in the program, may be accepted on a limited

matriculation basis (see below). Evidence to succeed may be demonstrated by relevant work

experience or educational background in a related field.

If the Admissions Committee has questions about or is concerned about the

qualifications of a particular candidate to the program it may take any of the following actions:

- Ask the candidate to interview with members of the Admissions Committee
- Submit additional letters of recommendation demonstrating the candidate's ability to complete a graduate program
- Admit the candidate on a limited matriculation basis with permission to register for a maximum of six credits. If the candidate maintains a 3.0 overall average in that coursework, the Committee may re-evaluate the application

Applicants to the program should have general capabilities in technology (e.g., ability

to use email, the Internet, basic software functions and word processing) which are outlined

in the self-assessment letter given to them at the time of admission (see Appendix 2.9: Letter

to Entering Palmer Students on Entry-Level Technology Skills). These capabilities are

reiterated in the Graduate Bulletin.

The Admissions Committee is made up of the Palmer School Academic Advisor,

Christine Prete, Program Director, Manhattan, Alice Flynn, and, Professor Beatrice Baaden,

who also directs the School Library program.

Application data for the Palmer School is tracked by the Graduate Admissions Office

and the Palmer School academic advisor accesses the admissions database report as needed.

The tables presented below provide an overview of enrollment for the past four years, by full

or part time status and by major. For a chart of statistics regarding graduation and retention

rate, see Appendix 4.3: Palmer School Retention and Graduation Rates.

Table 4.8 - Enrollment Figures, Part-time vs. Full-time, 2013-2014

Full Time Part Time

Fall 2013: Full Time 51, Part Time 150
Fall 2014: Full Time 31.5, Part Time 122.5
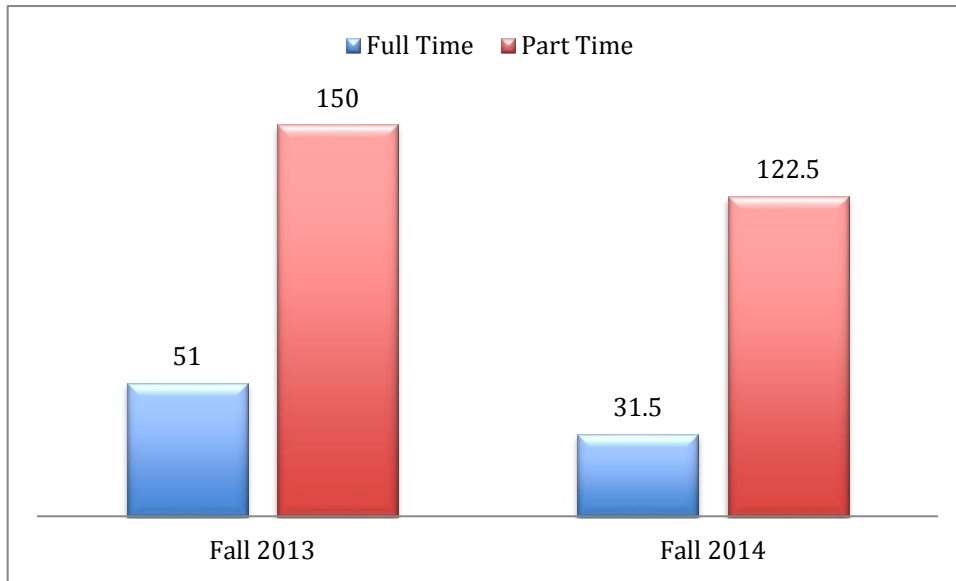
Table 4.9 - Enrollment figures by Major, AY 2013-2014

■ Masters of Library and Information Science/ School Library Media Specialist
■ Masters of Library and Information Science

2013: Masters of Library and Information Science 178, Masters of Library and Information Science/ School Library Media Specialist 23
2014: Masters of Library and Information Science 127, Masters of Library and Information Science/ School Library Media Specialist 27

[1]2014 enrollment numbers (as of 4/16/2015)
All data was collected via the Long Island University Office of Institutional Research. *Students who have more than one major are counted as a fraction for each of their majors.*

Newly admitted students receive a welcome letter which includes an academic advising guide,

faculty advisement specialty sheet, list of required initial technology skills, important contacts with

phone numbers and emails, and a link to the Palmer Blog and instructions for subscribing to the KIOSK listserv. Students are also encouraged to contact either the Palmer School's Academic Advisor, Christine Prete, who works with incoming students at Post and Brentwood, or Alice Flynn, Program Director Manhattan, who works with incoming students at NYU-- to answer questions, clarify program requirements, and discuss individual career goals. Professor Beatrice Baaden meets with all incoming school library candidates and reviews transcripts to ascertain pre-certification requirements. All incoming students attend an orientation session that is scheduled during the first week of classes in the fall and spring semesters. The orientation sessions serve to answer questions students might have, and provide them with pertinent program information.

IV.4 Advisement, Guidance, and Support

> **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.**

Coherent Program of Study:

A "coherent program of study" is one that allows students to follow a clear and well-defined pathway to their desired outcome. This is facilitated by guiding each student and supporting them as they progress through studies for their career paths. Each student works with the Academic Advisor and/or a faculty advisor who is often someone who has experience in the area that the student is interested in. An advisement sheet with faculty subject matter expertise can be found on the Blog, in orientation packets and in the welcome letters that each student receives. See Table 4.9 for the list of faculty advisors.

Table 4.10 - Palmer School Student Advisement Faculty & Staff Listing

PALMER SCHOOL STUDENT ADVISEMENT FACULTY & STAFF LISTING LIU POST MAIN # 516-299-2000/PALMER SCHOOL MAIN # 516-299-2866/MANHATTAN # 212-998-2680			
Faculty	**Extension**	**E-Mail**	**Area of Specialty**
Baaden, Beatrice	3818	bea.baaden@liu.edu	School Libraries, Children's Librarianship
Byrne, Michael	4118	michael.byrne@liu.edu	Educational Technology
Chen, Hsin (Oliver)	2178	Hsin.Chen@liu.edu	Digital Libraries & Website Design and Content Management
Chu, Heting,	2177	heting.chu@liu.edu	Digital Libraries & Information Retrieval
Hunter, Gregory	2171	ghunter@liu.edu	Archives & Records Management
Jank, David	3314	david.jank@liu.edu	Special/Academic Libraries , Knowledge Organization, Technical Services, Reference & Library Systems
Koenig, Michael	2176	michael.koenig@liu.edu	Sabbatical AY 2014 - 15
Livoti, Vincent	2843	Vincent.livoti@liu.edu	Youth Services Librarianship, Academic Librarianship, Special Collections
Nichols, Gerald	2867	gerald.nichols@liu.edu	Public Library Administration (Post Graduate), Public Libraries
Peña, Fernando	212-998-2681	jose.pena@liu.edu	Rare Books/Special Collections
Regazzi, John	3322	john.regazzi@liu.edu	Sabbatical AY 2014 - 15
Schneiderman, Bette	2655	bette.schneiderman@liu.edu	Educational Technology
Westermann, Mary	2178	mary.westermann@liu.edu	Health Librarianship, Special Libraries
Zhang, Qiping	2180	qiping.zhang@liu.edu	Human Computer Interaction (Usability), Social Computing
Staff	**Extension**	**E-Mail**	**Area of Specialty**
Flynn, Alice	212-998-2680	alice.flynn@liu.edu	Manhattan Program Director: Dual Degree Information
Prete, Christine	2857	christine.prete@liu.edu	Post/Brentwood General Academic Advisement Information
Ranieri, Heather	4110	heather.ranieri@liu.edu	Director of Marketing, Recruitment and Program Effectiveness, E-Portfolios
Reilly, Erin	2487	erin.reilly@liu.edu	Palmer Secretary

The Palmer School requires that all students take 36 course credits. This total should include 18 credits of required core courses; the remaining 18 credits are electives. See Table 4.10 for these requirements.

Table 4.11 - Required Core Courses and Required Management Suite of the Palmer School

Core Knowledge: these are foundational concepts, theories and skills that apply to all fields of library and information services. All Palmer students are required to take the following courses no matter what their career specialty is:	Students must also complete a management elective, depending on their career preferences. Choices included:
LIS 510: Introduction to Library and Information Science	LIS 513: Management of Library and Information Centers
LIS 511: Information Sources and Services	LIS 622: Management of School Library Media Centers
LIS 512: Introduction to Knowledge Organization	LIS 713: Rare Book and Special Collections Librarianship
LIS 514: Introduction to Research in Library and Information Science	LIS 714: Archives and Manuscripts
	LIS 741: Public Libraries
	LIS 744: Academic and Special Libraries

Students must also complete a capstone experience. Students are required to complete 27 credits before they can enroll in the capstone experience. Most students choose to participate in an internship in a library or information center of their choice depending on their career preference. Course numbers are LIS 690 (general internship) or LIS 691 (student teaching internship for school librarians). Those students who have extensive experience in libraries or information centers may elect to engage in a Master's Project (LIS 695) or write a Master's Thesis (LIS 697) rather than completing an internship. The Master's Project can be a research paper of publishable quality, an instructional or informational design program or a

creative performance program. For those students choosing to complete a Master's Thesis, they are required to conduct independent research for the preparation, development and presentation of a master's thesis under a faculty member's advisement and supervision.

Students can choose to enroll in any of the many electives listed in the Graduate Bulletin, to satisfy the remaining 18 credits. Students can refer to the academic advising sheets by area of career interest or by consulting with a faculty or academic advisor to choose electives. Students also have access to syllabi for all classes offered at Palmer School most of which are readily available on the Palmer blog. If the student is unable to find the specific syllabi, he/she can e-mail the Palmer School office and an electronic copy will be sent to them. Upon request, professors also send syllabi to students prior to enrolling in classes.

Opportunities for Advisement and Career Information:

In addition to these Palmer School resources, students also have access to the LIU Career Center with its online and interactive career service tools. The Palmer School's KIOSK listserv, is open to current students, alumni and subscribers, and includes job listing information. Coupled with university services and the listserv, students receive basic information about resume and cover letter writing and interviewing techniques during the internship classes. Students in the dual degree program are also required to participate in a [mentoring program](#), for which they receive 4 credits for every 160 mentoring hours, which is taken over the entire course of studies toward the two master's degrees. All incoming dual degree students are expected to begin the mentoring program in the first fall semester that they begin their program. Each student is assigned a mentor from within NYU libraries who guides and coordinates all mentoring activities.

IV.5 Student Activities and Involvement

> **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 Activities: The Palmer School's close proximity to the New York Metropolitan area provides many advantages and unique opportunities for students. The presence of a multitude of professional associations located in the immediate and surrounding geographic area provides a wealth of events, presentations, conferences, as well as library-related social events. Palmer School students are encouraged to take advantage of as many of these opportunities as possible during their studies. Other related activities include the formation of a Palmer School student chapter of the American Library Association. Other organizations that welcome student members include the New York chapter of the Special Libraries Association, the Art Libraries Society, the Long Island Library Resources Council, METRO (Metropolitan New York Library Council), the Westchester Library Association, the New York chapter of Association of College and Research Libraries (ACRL), the Long Island School Media Association, and the Post Library Association. Additionally, there are many opportunities for networking with professional colleagues, including those afforded by the Emerging Long Island Librarians (colleagues working to nurture library school students), Library Libations (a sponsored event of the Emerging Librarians), New York Society Library events, Grolier Club events, and Nassau County Librarians. Palmer School students are also invited and encouraged to attend all doctoral-level colloquia.

We have not collected any accurate data through the 2014 – 2015 academic year as to how many students take advantage of these opportunities, but expect to do so in the future. We expect students to comment on their professional organizations and activities to support their reflection of Palmer Student Learning Goal 5 in their e-portfolio essays at the end of their programs. There are currently two examples of such reflections in the Spring 2015 e –portfolio essays. (See Sharepoint for e-portfolio essay examples.)

Upon graduation, students who are eligible are invited to join the Beta Mu chapter of Beta Phi Mu, the international library and information science honor society. Students must have a GPA of 3.75 or above in order to be invited and typically no more than 25% of the graduating class is invited in any given year.

Student Involvement: Students are encouraged to participate in activities of the Palmer School in a number of various ways. They can participate in discussions regarding the curriculum through the College of Education, Information and Technology Advisory Council. Students can also join both the Palmer School's Curriculum Committee and the Strategic Planning Committee; each of these committees reserves a spot for a student member. Students also participate in the faculty candidate interview process. Furthermore, students provide direct feedback through two major surveys (see Appendix 4.4: New Student Interest Survey; and Appendix 4.5: Mid-program Student Satisfaction Survey) which are discussed in detail in Section IV.6. It is important to note that both of these surveys influence the development of new course offerings and areas of study.

IV.6 Student Assessment

> **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 their evaluation process.**

The Palmer School assesses both program and course-level effectiveness. Although the Palmer School participates in the university-wide outcomes assessment process and in addition has its own outcomes assessment procedures and local committee.

IV.6.1 Program Effectiveness

The Palmer School Outcomes Assessment Committee operates within the systematic planning framework described in the Chapter 1. The committee creates measures, collects, analyzes and reviews data from a variety of outcomes assessment tools and presents results of its findings to the Curriculum Committee and the Strategic Planning Committee. At least one faculty is a member of both the Curriculum and the Outcomes Assessment Committee to ensure the continuity of the Palmer School mission and objectives, as well as to ensure the consistency of communication. The Curriculum Committee and the Strategic Planning Committee discuss the Outcomes Assessment Committee findings, summarize suggested program and course-level changes where appropriate, and then present these recommendations to the entire faculty – again, based on the broader systematic planning process. If determined to be necessary, the Outcomes Assessment Committee will develop additional assessment measures to meet the needs of the Palmer School.

Outcomes Assessment:

In addition to the data collected and analyzed for the LIU Outcomes Assessment annual reports (see Appendix 1.2: Palmer School Outcome Assessment Reports, 2012-2015), each semester the Palmer School collects data from six measures, four indirect measures (measures that imply student learning by examining self-reported data) and two direct (measures that evaluate actual student artifacts), to assess program and course level effectiveness.

1. New Student Interest Survey (formative, indirect measure)
2. Student Mid-program Satisfaction Survey (formative, indirect measure)
3. Student End-of-Program Satisfaction Survey (summative, indirect measure)
4. Student Learning Outcomes Survey (summative, indirect measure)
5. End of Program Assessment (summative, direct measure)
6. Site Supervisor Evaluation Form (summative, direct measure)
7. E- Portfolio Essays (summative, direct measure)

These seven measures are used to identify student interest and programmatic level effectiveness. These measures also provide the mechanisms through which curricular and programmatic changes initiated as part of the Palmer School's systematic planning process. Below are examples of data collected from each assessment activity and examples of feedback from each measure that yielded programmatic or curricular change.

New Student Interest Survey (Formative, Indirect measure)

The Curriculum and Outcomes Assessment committees collect data from the three-question New Student Interest Survey in order to ascertain the students' desired concentrations, their elective course interest, and interest in new course concentrations. This survey is given to students in core courses at the beginning of their Palmer programs. The survey is distributed in one core class from each campus every semester.

Once this data is collected, survey analysis is completed by the Palmer School's Director

of Program Effectiveness and the results are sent back to the Curriculum and Outcomes

Assessment committees for review. This review, which takes place within the Palmer

School's systematic planning framework, often results in course topic changes, course

additions and special topic course development. As an example, in the fall 2014 survey, a

students reported that they were interested in Archives & Record Management and Rare

Books and Special Collections (see Table 4.12).

Table 4.12 - Student Responses: I plan to pursue the following area of study

Question 1	Totals	Fall 2014 n=49		
		510 Westermann Post	510 Livoti Manhattan	511 Livoti Manhattan
Archives & Record Management Certificate	17	4	9	4
Rare Books and Special Collections	17	3	10	4
Academic Libraries	16	5	7	4
Special Libraries (Business, Medical)	12	5	3	4
Public Libraries/General	11	6	2	3
Digital Libraries	10	1	6	3
Technical Services/Knowledge Organization	8	2	4	2
Public Libraries/Youth Services	6	4	1	1
School Library Media Certificate	5	4	1	0
Public Libraries/Adult & Reference Services	4	3	0	1
Public Libraries-Technology Services	2	2	0	0
Total Selections	**108**	**39**	**43**	**26**
		n=15	**n=19**	**n=15**

Question asked: Which of the following concentrations and certificate programs currently offered at Palmer do you plan to pursue while enrolled as a student?   [check all that apply]

Table 4.13 highlights the popularity of electives, also from the Fall 2014 survey.

When any elective course is given a ranking of 10 or higher they are then reviewed for

possible scheduling, especially if the course has not run recently.

Table 4.13 - Student Responses: Most Desired Electives

Question 2	Totals
□ LIS 714 Archives and Manuscripts	22
□ LIS 713 Rare Books and Special Collections Librarianship	20
□ LIS 650 Basic Web Design	19
□ LIS 520 Records Management	18
□ LIS 658 History of the Book	18
□ LIS 706 Digital Preservation	17
□ LIS 516 Collection Development	16
□ LIS 517 Emerging Web Technologies	16
□ LIS 654 Building Digital Libraries	16
□ LIS 657 Introduction to Preservation	16
□ LIS 744 Academic and Special Libraries	15
□ LIS 513 Management of Libraries and Information Centers	14
□ LIS 519 Great Collections of New York City	14
□ LIS 901 Special Topics Rare Book Cataloging	14
□ LIS 606 Information Literacy and Library Instruction	13
□ LIS 610 Readers' Advisory	13
□ LIS 618 Online Information Retrieval Techniques	13
□ LIS 763 Metadata For Digital Libraries	13
□ LIS 611 Film & Media Collections	12
□ LIS 741 Public Libraries	12
□ LIS 612 Art Librarianship	11
□ LIS 652 Exhibitions and Catalogs: Library Meets Museum	11
□ LIS 662 Library Public Relations	10
□ LIS 710 Rare Books School (RBS)	10
□ LIS 721 Appraisal of Archives and Manuscripts	10
□ LIS 768 Digital Information Representation	10

Question asked: Which of the following regularly offered course electives do you plan to take while enrolled as a student? [check all that apply]

The third question on this survey asks students to identify new areas of topical

interest (see Table 4.13). Feedback from this question typically provides the framework

from which to identify those areas where new faculty might be added. For example, In

December 2014, Hsin Liang Chen was hired as an Associate Professor in Digital

Librarianship, and the Palmer School is currently recruiting for a position in Information

Analytics. Both of these new additions were directly influenced by data collected from

this particular survey question. In addition, former courses *LIS 650, Basic Web Design*,

and *651, Advanced Web Design*, have been combined into one course that has been

redesigned and titled *LIS 650, Website Design and Content Management Systems*.

Currently, course content for *LIS 517: Emerging Web Technologies* and *LIS 707: Human

Computer Interaction* are being overhauled.

Table 4.14 - Student Responses: New Areas Study

Question 3	Fall 2013	Spring 2014	Fall 2014
Cloud Computing[1]	3	7	11
Data Curation[1]	8	11	20
Game Design and Libraries	6	7	13
Human Information Behavior	6	4	7
Information Architecture and Design[1]	8	5	10
Information Systems Management [1,2]	3	9	10
Knowledge Management and Special Libraries	7	8	19
Networking and Internet Technologies[2]	9	6	19
Scholarly and Professional Communication	9	9	18
Social and Collaborative Computing and Libraries[1,2]	11	12	16

Question asked: Palmer is considering developing new courses and concentrations in addition to those currently offered. In which of the following areas of library and information science of specialization would you like to see Palmer develop new courses in the future?   [check all that apply]

Student Mid-program Satisfaction Survey (Formative, indirect measure)

The Palmer faculty believes that student satisfaction should be measured while the students are in the program so immediate steps can be taken to improve their experience. The Mid-Program Student Satisfaction Survey is a new measure that was put in place in the fall of 2014. The data collected is focused on identifying strengths and weaknesses of the curriculum, facilities, technology, faculty, resources, and the balance between theory and practice. This survey also gauges student attitudes regarding theory vs. practice and their perceived access to faculty and other resources. This survey is distributed every semester either online or in person to students who are enrolled in an elective course (see Appendix 4.5: Mid-program Student Satisfaction Survey). Survey analysis is completed by the School's Director of Program Effectiveness and sent to the Outcomes Assessment Committee. The Outcomes Assessment Committee analyzes the results from this survey within the framework of the overall systematic planning process. This is a new measure for AY 2014 – 2015; initial analysis will begin during the Summer 2015 and reviewed by the faculty Fall 2015.

Student End of Program Satisfaction Survey (Summative, indirect measure)

The information acquired through the End of Program Student Satisfaction Survey has been a long-standing data source for the Palmer School. The data collected highlights strengths and weaknesses of curriculum, facilities, technology, faculty, resources and the balance between theory and practice. Due to the recent low number of responses to this survey, the Outcomes Assessment Committee elected to distribute it during the internship courses every semester (see Appendix 4.6: End of Program Student Satisfaction Survey).

Survey analysis is completed by the School's Director of Program Effectiveness and sent to the Outcomes Assessment Committee. The Outcomes Assessment Committee then explores all responses to all questions that result in 20% or more of the respondents reporting a negative response (somewhat disagree and strongly disagree) or less than 80% reporting a positive response (strongly agree and somewhat agree) (students respond using a 5-point Likert scale). Students also have the opportunity to leave comments after each question. All comments are analyzed, charted and reviewed. All comments are analyzed, charted and reviewed.

This is a new survey that was given to students in their final semester while they were engaged in their internships, LIS 690 and 691. Data will be reviewed in fall 2015. This survey replaces the Graduate Exit Survey, which consistently had a poor response rate.

Student Learning Outcomes Survey (Summative, indirect measure)

The Student Learning Outcomes Survey is given to Palmer School students in the internship courses; LIS 690 and LIS 691, each semester (see Appendix 2.1 for the SLOs). This survey is a key measure of student learning outcomes and program goals in three areas: (1) the perception of the students' skill level as perceived by the students; (2) the belief of how important the skill is for the profession; and (3) the students' thinking about the extent to which the MSLIS degree helped increase their perceived skill level. As part of the systematic planning process, data is analyzed by both students' responses and the total number of students completing the survey. There are three data groups: Post Students, Manhattan Students, and School Library Media Students. Faculty members have determined that a mean of 4.5 is an appropriate benchmark for each of the survey items.

The data is reviewed annually and analyzed by looking at the mean score for each SLO and each goal. Scores for each indicator that are below the expected mean of 4.5 are targeted for future review. The following tables provide examples of year-over-year goal-level comparisons for all Palmer students.

Table 4.15 - The belief of how important the skill is for the profession

Goal Number	2012 Total All Groups	Spring 2013 Total All Groups	Fall 2013 Total All Groups	Spring 2014 Total All Groups	2012 to Spring 2013 YoY Change	Spring 2013 to Fall 2013 YoY Change	Fall 2013 to Spring 2014 YoY Change
1	4.81	4.76	4.52	4.72	-0.05	-0.24	0.19
2	4.89	4.87	4.57	4.75	-0.02	-0.3	0.18
3	4.57	5.02	4.76	4.88	0.45	-0.26	0.12
4	4.28	4.1	4.52	4.48	-0.18	0.42	-0.03
5	4.83	5.21	4.97	5.1	0.38	-0.24	0.13

Table 4.16 - The extent to which students feel their MSLIS degree helped increase their perceived skill level

Goal Number	2012 Total All Groups	Spring 2013 Total All Groups	Fall 2013 Total All Groups	Spring 2014 Total All Groups	2012 to Spring 2013 YoY Change	Spring 2013 to Fall 2013 YoY Change	Fall 2013 to Spring 2014 YoY Change
1	5.14	5.23	4.98	5.08	0.09	-0.25	0.1
2	5.6	5.49	5.35	5.36	-0.11	-0.14	0.01
3	5.39	5.69	5.42	5.47	0.3	-0.27	0.05
4	5.24	5.29	5.15	5.21	0.05	-0.14	0.06
5	5.24	5.28	4.89	5.32	0.04	-0.39	0.43

Table 4.17 - Skill-level as perceived by the student

Goal Number	2012 Total All Groups	Spring 2013 Total All Groups	Fall 2013 Total All Groups	Spring 2014 Total All Groups	2012 to Spring 2013 YoY Change	Spring 2013 to Fall 2013 YoY Change	Fall 2013 to Spring 2014 YoY Change
1	4.67	4.33	4.5	4.63	-0.34	0.17	0.13
2	4.77	4.45	4.54	4.52	-0.32	0.09	-0.02
3	4.55	4.02	4.39	4.58	-0.53	0.37	0.19
4	4.01	4.2	4.59	4.4	0.19	0.39	-0.19
5	4.9	4.63	4.76	5.05	-0.27	0.13	0.3

As a direct result of the Student Learning Outcomes Survey, the following programmatic changes have been made:

- In response to student outcomes for Goal 3 (Graduates will deliver user-centered services and cost-effective programs tailored to the needs of diverse populations), and specifically SLO3a that students will evaluate and use information resources to meet the needs of diverse populations, *LIS 511, Information Sources and Services*, has been modified to introduce concepts that highlight this area and an assignment, "Plan for Services for Special Populations", is given each semester. This assignment is graded using a rubric within the e-portfolio to enable the faculty to review student progress towards accomplishing this goal. In addition, *LIS 737, Serving Diverse Populations*, will be offered more frequently and is part of the Palmer School's two year rotation of courses.
- In response to student outcomes for Goal 4 (Graduates will staff, manage and lead libraries and information organizations of all types), and more specifically, SLO4b that asks students to apply principles and practices of management and leadership, a learning module in management and leadership was added to *LIS 510, Introduction to Library and Information Science*, in Spring 2014 to enable all students to learn these basic principles. Additionally, in Fall 2015, the Outcomes Assessment Committee will review all syllabi for management suite courses (e.g., LIS 513, LIS 622) for consistency of course content.
- As part of the systematic planning cycle, the Palmer School has targeted the following Goals and SLOs to be assessed for the LIU 3-year Outcomes Assessment Plan (see Appendix 4.7: LIU School Outcomes Assessment Plan):
  - Goal 1 - Apply the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities

- o Goal 2 – Utilize a broad range of approaches, systems and technologies to manage and deliver information
- o Goal 3 - Deliver user-centered services and cost-effective programs tailored to the needs of diverse populations
- o Goal 4 - Staff, manage and lead libraries and information organizations of all types
- o SLO 1a - In achieving Goal 1, students will explain and apply the foundations and principles of the library and information science professions
- o SLO 1c - In achieving Goal 1, students will compare and contrast different types of collections and information organizations
- o SLO 1d - In achieving Goal 1, students will communicate effectively with diverse audiences
- o SLO 2d- In achieving Goal 2, students will evaluate information systems and technologies
- o SLO 3c - In achieving Goal 3, students will integrate technology into programs and services
- o SLO 4b - In achieving Goal 4, students will explain and apply principles and practices of management and leadership

End of Program Assessment (Summative, direct measure)

Through the process of outcomes assessment, the Outcomes Assessment

Committee identified the need to have a direct measure of students' learning at the end of

the program. The Palmer School faculty developed an End-of-Program Assessment

Survey (see Appendix 4.8) to be administered each semester to the internship students

who were soon to graduate. The assessment consists of multiple choice questions and

each question is aligned with specific SLOs. All students at this point in their studies have

completed all the core coursework and through this coursework have had the

opportunity to learn and implement the skills related to the SLO's. Each year in

accordance to the plan set forth in the Palmer School LIU Outcomes Assessment Plan

new questions are created. Each SLO is broken into three subtopics and each subtopic is

then used to create questions. The questions assess both comprehension and application

of the skills related to the SLOs. In addition to the SLOs, students are asked questions that

are related to technology that address the presumptive skills had upon entry into the program as well as skills developed during their course work. Analysis of this assessment data allows for the identification of those SLOs where students are struggling.

In the Spring of 2014, students performed below the 85% cut-off for Goal 4 (Graduates will staff, manage and lead libraries and information organizations of all types on the End-of-Program Assessment. These results influenced the addition of a management module to *LIS 510, Introduction to Library and Information Science*. In addition, it influenced the review of all management suite course syllabi for consistency in content. SLO 4b (Students will explain and apply principles and practices of management and leadership), will be a focus for the 2015-2016 Palmer School Outcomes Assessment report (an annual report that all academic units at LIU must submit to Academic Affairs), thus allowing Palmer School faculty to assess how well the management addition is helping students to meet this particular learning goal.

Each year, the questions on the End of Program Assessment are reviewed by the Palmer School Outcomes Assessment Committee. Problematic questions are discussed in terms of how well they match content covered in the courses and revised where appropriate. More importantly, faculty who teach the relevant courses engage in discussions that will ultimately lead to a greater commonality of course content throughout the program. As an example, one result of these discussions has been the inclusion of a strategic planning "unit" in the management suite of courses (e.g., LIS 513, LIS 622). Another example is *LIS 512, Knowledge Organization*, which is taught by three different faculty members. Faculty are re-visiting the idea of a standardized syllabus and

have decided on a common assignment to be used for student inclusion into the e-

portfolio.

Program changes that have been made as a result of the above outcomes

assessment measures include:

- Core courses are now required to be taken at the beginning of a student's program at the Palmer School. This will insure that all students have covered the content needed in order to achieve successfully on the end of program assessment.
- LIS 690 and 691 now requires completion of 27 credits rather than the previous 24 credits, since the end of program assessment and the student learning outcomes survey are given during the internship course

The above changes are directly related to faculty discussion of the End of Program

Assessment. Other outcomes assessment measures yielded evidence to support these

changes.

Chart: Student Learning Outcomes End of Program Assessment

Semesters	Academic Year	Goal 1			
		Student Learning Outcomes			
		1A	1B	1C	1D
Spring Only	2012-2013	71%	88%	71%	64%
AY	2013-2014	89%	87%	63%	52%
AY	2014-2015	89%	76%	48%	61%

Semesters	Academic Year	Goal 2			
		Student Learning Outcomes			
		2A	2B	2C	2D
Spring Only	2012-2013	89%	71%	79%	100%
AY	2013-2014	84%	80%	39%	97%
AY	2014-2015	88%	52%	69%	100%

Semesters	Academic Year	Goal 3			
		Student Learning Outcomes			
		3A	3B	3C	3D
Spring Only	2012-2013	91%	68%	61%	n/a
AY	2013-2014	87%	75%	68%	34%
AY	2014-2015	73%	64%	31%	63%

Semesters	Academic Year	Goal 4		
		Student Learning Outcomes		
		4B	4C	4D
Spring Only	2012-2013	64%	81%	85%
AY	2013-2014	45%	77%	100%
AY	2014-2015	82%	74%	98%

Semesters	Academic Year	Goal 5			
		Student Learning Outcomes			
		5A	5B	5C	5D
Spring Only	2012-2013	96%	88%	69%	88%
AY	2013-2014	94%	86%	69%	79%
AY	2014-2015	90%	n/a	52%	n/a

Site Supervisors Evaluations (Summative, direct measure)

The internship experience is evaluated by the host site's intern supervisor (see Appendix 4.9: Site Supervisor Evaluation Form). Students continue to find internships to be a very worthwhile experience, often citing the internship as the highlight of their degree program. Evaluations of Palmer School interns by the interns' on-site supervisors, professionals in the field, provide the program with valuable information on how well the students are prepared to begin their careers in the information field. At the conclusion of the internships, supervisors submit an evaluation of Palmer School interns. The

supervisors evaluate the students in terms of their overall performance across each applicable SLO as well as the students' verbal and writing skills, and their attitude, judgment, dependability, and creativity.

Beginning this academic year and continuing annually, the Palmer School picks two SLOs to assess in great detail. The internship supervisors are asked to provide rationale for the selected SLOs. All comments related to the rationale and all general comments are analyzed. This qualitative data analysis is being completed for the first time this current academic year. The data will be used to reflect on how students have put the theory and the concepts they have learned into practice and, consequently, how well the curriculum is matching the needs of the library and information science fields. This will allow faculty to address changes to the curriculum for increased relevancy.

Program level changes have resulted from Site Supervisor Evaluation comments. During the 2013 – 2014 AY and continuing through 2014 – 2015 AY , two key Palmer School administrators (Professor Beatrice Baaden, Director of the School Library Program and Ms. Heather Ranieri, Director of Program Effectiveness) were appointed coordinators of the internships to better prepare students, faculty instructors, and host sites. Internship Handbooks were revised during the 2014 – 15 AY for greater clarity related to the requirements for site supervisors and student interns.

Site supervisor comments are analyzed each semester for trends and/or comments relating to the Palmer School curriculum and student ability. These comments provide valuable professional insight into the preparedness level of Palmer School students. It is clear from recent feedback that while Palmer School students are focused and motivated and that they need a better understanding how to put theory into practice.

For these reasons, Goal 1 (Graduates will apply the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities) and its associated student learning outcomes will be assessed throughout the current 3 year LIU Outcomes Assessment Report cycle.

Analysis of Comments from Site Supervisor Evaluations

The site supervisors' comments yield rich information about how well students performed during their internship. The supervisors noted that our students need more practical application experience within their course work prior to entering their internship. The skills are there but more practical activities need to be enhanced. The comments provided us with specific theories, databases, software and technologies students struggled with. This information has been passed on to the faculty as they review their coursework. The OA committee suggests that each semester the curriculum committee should review syllabi for hands on practice assignment and activities. This suggestion will be brought to the curriculum committee from the OA committee in Fall 2015. Some of the specific comments from supervisors were as follows:

Manhattan LIS 690 Fall 2014
- Law firm internship; these courses prepared the student well; Readers Advisory, Copyright Law and Records Management
- Law firm database student had hands on practice with; WestlawNext, Lexis Advance, Bloomberg and Intelliconnect.
- Applied their theoretical knowledge of archival management and description using Archivists' Toolkit for the first time.
- Students understanding of theory allowed her to apply it well to her first experience in the practice of archival management and description.
- More confidence and facility in handling archival materials

Post LIS 690 Fall 2014
- Created booklists in both print and electronic formats
- Needs more confidence

- Student took no initiative to immerse themselves in the varied work of the library
- Lack of computer skills made it impossible to aid in the launch of two projects; a newsletter for an academic department and the transitioning of our research guides to LibGuides Platform.
- No evidence of course work to support students career goal of an academic librarian
- Little understanding of collection development and instruction should entail for any academic librarian- I advised the student to take some relevant courses in order to bolster her knowledge
- Unfamiliar with e-book platforms , many questions were about downloading and accessing e-books in a variety of ways
- Confused by the differences between e-journal and a database
- No idea what Open access means
- Unfamiliar with LibGuides and research guides
- Great job joining theory and practice

Brentwood LIS 691 Fall 2014
- Student used her knowledge to create fun inter-active programs for our teens in the afternoon each day.
- Used social media to promote activities, Facebook and Pinterest Board for teen bibliographies
- Worked well with diverse teen population
- Able to retrieve information quickly and effectively with both electronic and print materials
- Early literacy training, an aspect of the field that graduates should be familiar
- Excellent readers advisory skills
- Gain more knowledge in early literacy skills

E-Portfolio Process (Summative, direct measure):

Since fall 2013, students entering the Palmer School have been required to complete an e-portfolio on Blackboard, our learning management system. The e-portfolio demonstrates professional, academic, and personal progress toward the Master's degree in Library and Information Science. The content of the e-portfolio focuses on the students' professional and academic growth. Students' portfolios include specific required materials that serve as course artifacts, as well as five short pieces in which they reflect

upon these artifacts and their own academic experiences in relation to our Student

Learning Outcomes and the program's five goals. The portfolios are evaluated by the

faculty of the Palmer School. The e-portfolio Milestone Rubric used to assess the

reflection essays may be found on the Palmer Blog at

http://palmerblog.liu.edu/?page_id=10921 (see Appendix 4.10: e-Portfolio Milestone

Rubric). The particular course-related artifacts uploaded by students are analyzed by

faculty according to assignment rubrics. The first group of students to complete the e-

portfolio graduated in May 2015. The Palmer School began the initial review of 10 essays

during the summer of 2015. Initial results include:

- Students tend to write about their "knowledge," eg. this is what I read; this is what I did, without reflecting on how this enhanced their understanding of the goal. Nor do students always state where or how they learned about the goal or how they may have used it in practice, for example, during their internships. This begins to align with what we are finding in the End of Program Assessment, that is that students have knowledge about concepts, principles and practices, but have difficulty in applying what they know. In order to remedy this, the following suggestion will be brought to the Outcomes Assessment and Curriculum Committees: give students prompts in the form of questions so that they can talk about how they have applied the skill or concept, such as: where did you learn this? Have you used this in practice? If so, how? What did their activities mean in accomplishing the goal?
- For Goal 4 ("staff, manage and lead libraries and information organizations of all types"): students seem to be missing the point of managing library staff, resources, etc. and talk mostly about leadership.
- For Goal 5 ("contribute to the profession through service, research and advocacy"): it will be necessary for students to actually note which professional organizations they have joined and which activities they have attended
- In general, students gave vague responses and needed to give examples from activities and readings from their classes. However, students were able to articulate their understanding of each goal.
- One additional piece to explore is to have students discuss the interconnectedness of their classes
- The rubric is cumbersome; it will be revised after analyzing additional essays

- It will be necessary to put examples of the types of artifacts to use for each goal as it appears that students need more guidance in what artifacts to use as examples

The e-portfolio essay results align with what we've been finding with other outcomes assessment measures. That is, students need more hands on practice in order to get a more complex understanding of each goal. Initial results were discussed at the August 2015 faculty meeting.

As with all outcomes assessment results, specific results will be brought to the Outcomes Assessment Committee in September 2015 for discussion; then to the Curriculum Committee who will determine how to revise the process. Action items and recommendations will be brought to the Strategic Planning Committee and to the faculty for final discussion and planning as part of our systematic planning process.

Chapter V: Administration and Financial Support

Introduction

The Palmer School has long been considered one of the most distinctive programs of Long Island University. It is one of three doctoral programs on the LIU Post campus (along with the Ed.D. program in CEIT and the Psy.D. program in Clinical Psychology) and is the only Ph.D. program. The Palmer School offers several unique advanced certificate programs in areas such as archives and records management, rare books and public library administration. Palmer School faculty and administrators have and continue to hold leadership roles throughout the larger institution, as well as in the library and information science field.

The administration of the University and the Campus support the Palmer School mission to serve the library and information science profession and invest in the Palmer School in ways that go well beyond financial support. As the Palmer School continues to integrate a comprehensive cycle of planning, implementation and assessment that results in higher standards and a more responsive curriculum, LIU has firmly committed to continue and increase its commitment to the School.

V.1 Organization and Governance

> **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 Palmer School is a unique and distinctive academic program within the LIU community. As a separate school within the CEIT at the LIU Post campus, Palmer relies on the administrative support of a larger academic unit while maintaining its academic independence, identity and freedom both on the LIU Post campus and at two additional program sites. (See also Chapter VI: Facilities; Appendix 5.1: CEIT Organizational Chart).

The Palmer School acts equitably and in compliance with University policies in matters pertaining to students, staff, and faculty governance to ensure equal opportunity, equitable employment, admissions, and academic practices (see Palmer School Bulletin: http://palmerblog.liu.edu/wp-content/uploads/2014/04/Bulletin_2014-2015-nov.-14.pdf). The Palmer School is autonomous in matters of academic policy, selection and promotion of faculty, curriculum oversight and development, outcome assessment and the selection of students, while also being governed by the policies, procedures and guidelines that apply to every College and School of LIU (see http://www.liu.edu/About/Policies.aspx. See also the electronic version of the Collective Bargaining Agreement at http://www.cwpcf.org/documents/cwpcfagreement2011-2016.pdf)

The Palmer School's independence is also demonstrated through its multi-campus structure, offering the opportunity for students to participate in on-site learning in a variety of venues in the New York Metropolitan region as well as in the blended and fully online formats.   These sites include a vibrant program offered at New York University in Manhattan and Palmer classes offered at the LIU Brentwood campus in eastern Long Island. A detailed explanation of the three Palmer sites is found in Chapter VI: Facilities.

The school determines its own curriculum (see Chapter II: Curriculum for additional information) and makes its own hiring decisions subject only to approval by the Dean of the College and the Academic Vice President (see Chapter III: Faculty for additional information). The Palmer School is treated in a similar fashion as other schools and departments of the University.

The Palmer School's *Faculty By-Laws* (Appendix 5.2) stipulate the organization and governance, as well as the structure and decision-making processes of the School. The School's by-laws were written in accordance with the by-laws and governing policies of the University. The by-laws describe the powers and responsibilities of the Palmer School's faculty and officers, the conduct of meetings and the standing committees and their areas of responsibility. The faculty, consisting of the Associate Dean/Director and the full-time faculty, comprise its principal decision-making body. As such, they are "…responsible for the development of the educational programs of the School, and for the

conduct of the School's instruction, research, and services programs…" (*Faculty By-Laws* p.2). The faculty meets monthly during the academic year. An Executive Committee, comprised of three full-time faculty members, is convened on an as-needed basis during the summer months.

The Palmer School has five standing committees: Curriculum; Doctoral; Personnel; Outcomes Assessment; and Strategic Planning. These committees work in a synergistic fashion to steer the operations of the Palmer School. Moreover, the Curriculum and Outcomes Assessment Committees cooperate to guide the process of curricular review and the evaluation of student learning outcomes (see Chapter II: Curriculum).

Ad hoc committees are utilized as needed to expedite the work of the Palmer School. These have included the Scholarship Committee which reviews and recommends applicants for a variety of financial awards and the Admissions Committee, tasked to review and make recommendations to the Palmer School Director regarding potential applicants whose credentials are outside the scope of Palmer's standard admissions policy.

The Palmer School sets its student admissions criteria for the master's and doctoral programs. At both the master's and doctoral levels, the School's criteria are rigorous in accordance with the graduate programs offered on the LIU Post campus. (See Appendix 1.4: Palmer School Graduate Bulletin 2014-15). On occasion, individuals with credentials outside the scope of the typical admissions criteria apply for entrance to the Palmer School. These applicants are given due consideration by the Admissions Committee (for the MLIS Program) or the Doctoral Committee (for the Ph.D. Program).

In addition to these internal committees, the Palmer School routinely seeks input from professionals in the field. This includes the convening of a formal Advisory Council and the occasional use of focus groups (see Sharepoint: Advisory Council, Student Advisory Council; Focus Group members – Manhattan; Minutes: Advisory Council, Student Advisory Council, Focus Groups). The Advisory Councils serve at the discretion of the Director. In recent years the establishment of a Student Advisory Council and greater engagement of Palmer students within the School's committee structure has greatly enhanced student/faculty collaboration. The participation of key Palmer faculty

and administrators in regional and state library organizations also provides a way to solicit advisement and feedback regarding the program (see Chapter III: Faculty).

The Palmer School faculty is fully responsible for its curriculum which is designed to meet ALA Standards and keep pace with the rapid changes in the profession. The faculty is deeply committed to an ongoing curriculum evaluation process through outcomes assessment, strategic planning and a variety of relevant activities designed to determine the effectiveness and relevancy of our program (see Chapter II: Curriculum and Chapter IV: Students).

The Palmer School recruits, hires and promotes faculty based on the recommendations of its Personnel Committee and according to guidelines established and approved by the faculty (Appendix 3.1: Palmer School Faculty Personnel Guidelines). This has been demonstrated with the recent addition of three new faculty specializing in Youth Services, Digital Librarianship and Information Analytics. These guidelines follow the rules set out in the current Collective Bargaining Agreement between the University and the CW Post Collegial Federation (see electronic version of the Collective Bargaining Agreement at http://www.cwpcf.org/documents/cwpcfagreement2011-2016.pdf). This contract has recently been extended for five years to August 31, 2019.

LIU provides financial resources and administrative support to the Palmer School to help it achieve its program objectives. As a private university, LIU has been faced with significant challenges over the past several years, including a substantial reduction in tuition income (the major source of university revenues) and shrinking endowments. This has necessitated university-wide budget reductions and significant internal reorganization to consolidate administrative functions while protecting academic excellence. These reductions, accelerated under the leadership of LIU's new President, Kimberly Cline, have begun to demonstrate significant efficiencies in many areas of university operations. That said, throughout this transition, institutional support for the Palmer School has been maintained within the framework of these realities and new program initiatives encouraged and supported (see Chapter II: Curriculum). Table 5.1 provides an overview of the Palmer School's operating budget for the 2014-2015 FY.

Table 5.1 - Palmer School Budget Summary 2012/2013-2015-2016

Category	2012-2013 (actual)	2013-2014 (actual)	2014-2015 (budgeted)[4]	2015-2016 (proposed)[5]
Palmer Budget (Graduate Library School)	$2,205,713	$2,117,300	$2,040,400	$2,040,400
NYU[1]	$518,744	$729,100	$643,800	$643,800
Westchester[2]	$85,184	-	-	-
Post Library Association	$105,463	$107,500	$109,300	$109,300
Reilley Fund[3]	-	$445,014	$380,163	$380,163
Total	$2,915,104	$3,398,914	$3,173,663	$3,173,663

[1] NYU Budget is a direct factor of enrollment

[2] Site discontinued

[3] Palmer given access to Reilley endowment interest 2013/2014 (Reilley endowment approximate market value=$2,076,695)

[4] Dean of Libraries serving as Interim Director, not included in 2014/2015 Palmer budget

[5] Estimated, figures not available at time of report

V.2 School-University Relationships and Internal-External Collaborations

> **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.**

The Palmer School has always been an integral part of the LIU/Post academic community. These relationships include active participation on campus and University committees by faculty and administrative staff. The integration of the Palmer School with the School of Education to form the CEIT has enhanced interdisciplinary collaboration. This is evidenced by the fact that Palmer School faculty serve on numerous CEIT committees, such as the Dean's Advisory Council and the Technology Committee. There is also a Palmer faculty representative on the CEIT Student Council. Each of these memberships brings the Palmer School perspective to the planning, governance and

evaluation processes of the College. In addition, the Palmer School Director plays an essential role in the administration of the College as an Associate Dean.

Palmer School faculty members serve on many LIU/Post and University-level Faculty Committees.   Among them, the Deans' Council for Interdisciplinary Studies Curriculum Committee; Student Council (Faculty Representative); Middle States Self-Study Workgroup on IT Services; Faculty-Student Appeals Board; LIU Institutional Review Board; LIU/Post Strategic Planning Committee and the Faculty Council. Palmer faculty serve on (and Chair) the Post Faculty Library Committee, and the Palmer School works closely with LIU's B. Davis Schwartz Memorial Library to mentor students in their Library capstone/internship student experience.

The Faculty Council is the principal voice of the LIU Post faculty and makes decisions in areas of faculty governance and other areas of faculty primacy, subject to the provisions of the contract between LIU and the Collegial Federation of the Faculty of the LIU Post Campus. The Faculty Council gives expression to the views of the faculty and represents the faculty as a whole in relation to other groups and constituencies, and acts and speaks on behalf of the faculty. Professor Michael Koenig served as a member; Professor Heting Chu also served on the Executive Board. Professor David Jank is currently serving from AY 2015.

It is important to note that the Associate Dean/Director of the Palmer School is an active member of the Academic Deans' Council chaired by the Vice-President for Academic Affairs. Dr. Dent, Palmer's Interim Director, is a member of this council because she is also Dean of the University Libraries. This group meets monthly to discuss university-wide academic matters.

The Palmer School contributes to the intellectual environment of the University and creates opportunities for exchanges of ideas among disciplines. For over twenty years the Palmer School Doctoral Colloquia has brought leaders in information studies to the campus to give public presentations.   Recent speakers have included: Dr. Howard Besser from New York University (2014) and Dr. Kate Parry of Hunter College (2013). The entire University and professional community is invited to such lectures. In addition, faculty from other University departments and a number of outside Universities interact with the Palmer School through the doctoral program's requirement that students have

co-related advisors. For example, faculty from Adelphi, Hunter, St. Johns and Dowling as well as members of the LIU Post Philosophy, Psychology, English Departments and Business School have served as doctoral student advisors.

The Palmer School also collaborates with a number of academic units at New York University through its site at NYU in Manhattan. The program enjoys a very close relationship with the Bobst Library staff and administration, including a collaborative "mentoring" program with University librarians and Palmer students. In addition to the MSLIS program, the Palmer School has developed several distinctive partnerships with NYU. These include the dual degree program discussed in Chapter II. The dual degree program has recently expanded and now also includes a dual degree with the NYU Steinhardt School's Media, Culture and Communication and Costume Studies programs. Other NYU programs are exploring the possibility of offering the dual degree with Palmer, including an anticipated program with Food Studies. Programs such as these provide remarkable opportunities for Palmer School students and in fact, a 2014 survey indicates that there are currently at least twenty-three NYU Libraries' employees with degrees from the Palmer School who are working in diverse fields and locations, from New York City to Shanghai, China.

A number of the adjunct faculty are drawn from NYU and metropolitan area library and information organizations, including the New York Public Library, Columbia University, Hunter College, and the Grolier Club. The Palmer School at NYU provides an exciting and vibrant environment for institutional collaboration and excellence in learning.

The Palmer School is also engaged in an important partnership with the New York City Board of Education in an effort to prepare New York City teachers as certified School Librarians. This program, managed by Professor Beatrice Baaden, will help the New York City School System meet its requirements to provide qualified school librarians throughout the City School System.

At LIU Post, the Palmer School enjoys a strong relationship with the B. Davis Schwartz Memorial Library. This is evidenced most recently by the appointment of Valeda Dent, Dean of the University Libraries, as Interim Director of the Palmer School for the 2014-15 academic year (see V. 3 for further details). A full-time subject specialist

librarian from the library faculty, Professor Laura Manzari, is dedicated to serving the students and faculty of the Palmer School by managing the budget for LIS journals and making recommendations for book and database purchases in consultation with Palmer faculty. Professor Manzari attends all Palmer faculty meetings and is a member of the Palmer Curriculum Committee. Palmer School students are offered the opportunity to work and intern in various capacities within the LIU Libraries.

V.3 The School's Executive Officer

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.

Dr. Valeda Dent, Dean and Chief Operating Officer, University Libraries, Long Island University has served as Interim Director of the Palmer School of Library and Information Science since September 2014. In this capacity, Dr. Dent also serves as Associate Dean of the CEIT. She enjoys the title, status, salary, and authority appropriate to the Director of a distinct School within the University. As the Dean of University Libraries she holds a unique position in relation to the Palmer School and CEIT and brings a valuable perspective and considerable institutional clout to the enterprise (Appendix 5.3: Valeda Dent, C.V.).   As the Associate Dean/Director of the Palmer School, Dr. Dent reports directly to the Dean of the CEIT who, in turn, reports to the University Vice President for Academic Affairs. The Vice President for Academic Affairs is the senior academic officer of the University and reports in turn to the President who serves as LIU's Chief Executive Officer (Appendix 5.1: CEIT Organizational Chart). The Palmer School Associate Dean/Director sits on University and campus-wide committees of high level administrators, such as the LIU Middle States Accreditation Committee, and, together

with other Deans of the University, meets regularly with the Vice President for Academic Affairs.

As a graduate of the Palmer Ph.D. Program and a University Dean, Dr. Dent has provided insightful leadership during this transitional period, bringing with her a full understanding of the profession and the Palmer program. Her leadership style is collegial and supportive, with a strong focus on strengthening the strategic direction of the Palmer School. Dr. Garii, the Dean of CEIT since September 2014, and Dr. Dent work closely together to implement the strategic aims of the University, CEIT and the Palmer School. They also collaborate to support the operations of the Palmer School across all key functional areas including those related to students, faculty, and administration. A key component of this collaboration is open communication that is transparent and consistent. In addition, the Dean and the Director communicate and work closely with University administration on matters related to the Palmer School. This strong working relationship allows for the best possible outcomes and expression of academic goals that are focused on information and library science, unique to the Palmer School, and aligned with the programmatic aims of CEIT and the University.

From 2011 to July of 2014 Jody K. Howard, BA, MLIS, Ph.D., served as the Associate Dean/Director of the Palmer School of Library and Information Science (Appendix 5.4: Jody Howard, C.V.). In the summer of 2014 Dr. Howard accepted a position at Old Dominion University.

V.4 Administration and Staff

> **The school's administrative and other staff is 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.**

The Palmer School benefits from the talents of a remarkable administrative and support staff who are dedicated to serving students, faculty and alumni. There are four full-time administrative staff members who serve the School at the main Palmer Office at

LIU Post: Academic Advisor; Office Manager; Director of Program Effectiveness and Marketing and Recruitment; and Director of the Manhattan Program. Their service functions are strongly supported by the staff of the CEIT, particularly in the areas of finance, planning and assessment. Student employees sometimes assist with general office functions. Palmer faculty also have access to graduate student workers to support special projects.

V.4.1 Administration

The Palmer School's Academic Advisor Christine Prete provides student support services for both the LIU Post and LIU Brentwood campuses. Ms. Prete's responsibilities include registering students, maintaining student files, and coordinating the processes for the School's various programs. Palmer School students are also assigned faculty advisors among the faculty and Program Directors (School/Media, Rare Books, Archives and Public Library) who help them plan their course of study and subsequent career paths. The position of Academic Advisor complements the faculty advisor by assisting students with the numerous details of graduate study and acting as a liaison for them with other University Departments. Ms. Prete helps students with other aspects of the program by providing reliable and easily accessible information about admissions procedures, financial aid and scholarships, registration, internship requirements, and graduation. Her responsibilities within the School include involvement in all admissions and student affairs decisions, maintaining student files, personal advisement for Palmer students, and maintaining adjunct files. In essence, Ms. Prete ensures that Palmer School students move smoothly through the program from admission to graduation (see Appendix 5.5: Christine Prete, C.V.).

Heather Ranieri, Director of Program Effectiveness and Marketing & Recruitment provides significant support in the areas of outcomes assessment, internships and career services. Ms. Ranieri is a program effectiveness and marketing professional with over nine years of experience in the education field (see Appendix 5.6: Heather Ranieri, C.V.).

Palmer Manhattan at NYU is a full-service site, offering an MSLIS program that takes advantage of the unique courses, programs, and off-campus opportunities available in

New York while giving students the same support available on the LIU Post campus. The Manhattan campus is managed by Alice Flynn, a 2004 Palmer graduate and former Assistant Dean of the LIU Southampton campus.   As Program Director, Ms. Flynn manages the following:

- Palmer's relationship with NYU Libraries administration
- Selection of course offerings each semester in relation to Palmer's overall course offerings
- Recruitment of adjuncts from NYC's many libraries and cultural institutions;
- Recruitment, registration and ongoing advising of students
- Scheduling necessary facilities within the Bobst Library
- Collaborations with the NYU dual degree partners and dual degree mentors in both the Graduate School of Arts and Science and the Steinhardt School.

Ms. Flynn also serves as ombudsman between the dual degree students and the financial aid offices of both Universities. Ms. Flynn is the administrator of and supplies the content for Palmer's blog, www.liu.edu/palmerblog, one of the main resources for current and prospective Palmer students (see Appendix 5.7: Alice Flynn, C.V.).

Palmer Manhattan is also home of Palmer's [Rare Books and Special Collections](#) concentration, directed by Professor Peña. This program is one of Palmer's most popular offerings with several courses related to this particular program offered each semester. The Palmer School has a unique arrangement with the University of Virginia's Rare Book School through which our students are able to participate in their program for academic credit. Professor Peña has distinguished himself in the rare books field as a librarian and curator. Formerly curator and librarian of the Grolier Club Library, one of America's foremost collections on the history of printing and the book arts, book collecting and the antiquarian book trade, Mr. Peña assumed the leadership of the program in 2011. Professor Peña is very active in professional, book arts, and scholarly organizations. He recently served as chair of the Rare Books and Manuscripts Section (RBMS) of the Association of College and Research Libraries/American Library Association, and currently sits on its Executive Committee. He is a member of the board, and former treasurer, of the Center for Book Arts in New York City, and he has also served on the

board of the American Printing History Association (see Appendix 5.8: Fernando Peña, C.V.).

The Brentwood campus enjoys the support of the LIU Brentwood administrative staff and is coordinated by Christine Prete, the Palmer Academic Advisor who serves as the liaison between the main office at Post and the Brentwood campus. Ms. Prete coordinates Palmer student and administrative services with on-site Brentwood campus administration and support staff to assist with marketing, admissions, scholarships, financial aid and basic student services, as needed.

The Palmer School also supports non-tenured faculty and administrative positions for individuals who bring with them exceptional real life professional experience to manage and coordinate the School Library, Rare Books and Special Collections, and Public Library Administration Programs.

Professor Beatrice Baaden, Director of the Palmer School Media Program, and Associate Professor at the Palmer School, has been an educator for over forty years, twenty of those years as a practicing school media specialist. Since retiring from the Plainedge Public Schools (Nassau County, NY) in 2001, Professor Baaden has designed and taught courses in school media management, instructional leadership and design, teaching methods for school media specialists and online teaching. As Program Director, Professor Baaden coordinates the instructional aspects of the program, advises students and manages the mentoring/ student teaching aspects of the certification process. In addition, Professor Baaden has provided a leadership role for the University and the Palmer School in the design and implementation of blended learning initiatives and the integration of student learning objectives and outcomes assessment throughout the Palmer curriculum. Under Professor Baaden's leadership the School Library Program attained Distance Learning accreditation from the New York State Education Department.
(see Appendix 5.9: Bea Baaden, C.V.).

Gerald Nichols, a widely respected library management consultant and educator, currently serves as the Director of the Palmer Institute for Public Library Organization & Management. The former Director of the Suffolk Cooperative Library System, one of the nation's busiest and most innovative cooperative library systems, with over four decades

of experience in library services, legislative activities and governance issues, he is considered one of New York State's most knowledgeable consultants in library management, finance, law and construction. Professor Nichols is the editor of the *Handbook for Library Trustees of New York State* and has served as Chair of the New York State Board of Regents Advisory Council on Libraries. In addition to his responsibilities in the post-masters certificate program in public library administration, Professor Nichols serves as an advisor to Palmer School students interested in the public library field (see Appendix 5.10: Gerald Nichols, C.V.).

Table 5.2 – Palmer School Administrative Positions

Position and Description	Status	Year of hire
Academic Advisor/ Brentwood Program Director	Full-time	2014
Manhattan Program Director	Full-time	1999
Marketing, Recruitment, Career & Assessment	Full-time	2013
School Media Program Director	Full-time; Part-time	2000-2010; 2012-2013; 2011
Director, Rare Books Program	Full-time	2011
Director Palmer Institute of Public Library Administration and Management	Full-time	2005

These administrators have distinguished themselves in their fields and teach extensively in their respective specialties.

V.4.2 Support Staff

Erin Reilly, Palmer School's Office Manager, attends to the details so essential to program management. These include assisting in the maintenance of student files, supervision of student assistants, clerical support for administration and faculty, as well as ordering and maintaining office supplies. In addition, Ms. Reilly prepares faculty workloads and tenure promotion review materials for submission to the Dean with the support staff of CEIT.

Ms. Grace Gazzo is Assistant to the Dean for Budget and Finance. She provides administrative support in all budgeting matters to the Associate Dean/Director of the Palmer School. Ms. Gazzo's responsibilities include monitoring the budget, preparation of contracts, processing of orders and fiscal reporting.

Ms. Joan McCarthy, Secretary to the Dean of CEIT, provides critical support to the Palmer program through the management of faculty and staff personnel records and reports.

Table 5.3 - Palmer School and CEIT Support Staff

Position and Description	Status	Year of hire
Gazzo, Grace Assistant to the Dean/*Budget and Finance*	Full-time	2004
McCarthy, Joan Secretary to the Dean/*Faculty files*	Full-time	1976
Reilly, Erin Secretary/*Faculty and student support*	Full-time	2010

V.4.3 Additional Support

Though the Palmer School acts as an independent program within the CEIT, it is critical to note the ongoing support provided to the School by the senior administrative staff of the College.

Dean Barbara Garii is actively engaged in the overall mission of the Palmer School. She attends periodic faculty meetings and is fully involved with faculty on an individual, as well as organizational, basis and devotes considerable time and effort to the Palmer program. CEIT Associate Dean Dr. Michael Hogan additionally supports the Palmer School Library Program through his office for statistical and certification information.

V.4.4 Decision-making and Communication

The first step in successful decision-making is clear communication. Effective coordination of the Palmer School across campuses is of critical importance to its continued success. Drawing on the expertise and opportunities of each campus and region brings vibrancy and depth to all Palmer endeavors. The challenge is, of course, maintaining communication among administration and faculty while ensuring that the student experience is as seamless as possible. Communication between the director, campus coordinators, and program administrators is continuous via in person meetings, e-mail and phone.

The Palmers School's KIOSK listserv is actively used by staff and students at all three campuses to disseminate important School information, meeting schedules, and job announcements. The School maintains additional listservs for adjunct professors, for doctoral students, and for faculty. The main website for the Palmer School (http://www.liu.edu/palmer/) and the Palmer School blog (www.liu.edu/palmerblog) provides updated information about the program, courses and activities across the campuses. The blog concentrates all of the information about the Palmer School in one place, making it convenient for students to find courses, schedules, internships, syllabi, forms, and links to important University web pages. The LIU website is a comprehensive source of general information for students and faculty. These all serve to bring Palmer School constituencies into close and productive contact.

The decision-making process is framed in part by the systematic planning process described in Chapter 1. It is faculty driven within the parameters of faculty governance, with guidance from the administration team. The Associate Dean/Director sits on all faculty committees as an *ex officio* member. The Program Directors, the Academic Advisor and the Palmer School Librarian attend faculty and committee meetings. This

helps to align faculty and staff in achieving the mission, goals, and objectives of the School. Regular faculty meetings, curriculum meetings, outcomes assessment, strategic planning and committee meetings enhance and support decision-making and provide mechanisms to ensure effective decision-making processes. There are several decision-making bodies within Palmer, including the Personnel Committee, the Curriculum Committee, the Outcomes Assessment Committee and the Strategic Planning Committee. All decisions in the Palmer School are the result of faculty involvement and voting. The current committee structure is continually reviewed. It is through the process of review outlined in the Strategic Plan that the committee structure is refined, revised or updated (see Appendix 1.1: Palmer School Strategic Plan. See also Chapter I: Mission, Goals and Objectives). It is evident that the administrative structure, faculty involvement, and the hard work of both Palmer and College administrative staff enable the Palmer School to operate efficiently and effectively.

V.5 Institutional support

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.

The Palmer School's funding has been adequate throughout the history of the School. This statement has held true throughout the challenging economic climate of the last eight years and the remarkable reorganization and restructuring initiated by new University President Dr. Kimberly Cline.

In recent years, the full integration of Palmer within CEIT has resulted in the successful centralization and automation of significant administrative services (see Table 5.2.) that have refocused staff workloads and decreased administrative costs. The institutional restructuring has increased administration efficiencies while honoring our commitment to student services. Throughout this restructuring the Palmer School has been supported with a funding base equivalent to other programs of its size within the University. In 2010, to better support the Palmer School, the University granted access

to the investment interest from the Elizabeth K. Reilley Endowment Fund. (See Table 5.1: Palmer Budget Summary; see also: Scholarship Summary; Chapter V.7.2). Initial financial planning for the School rests with the Associate Dean/Director and the faculty and is implemented through regular discussions of the opportunities and challenges faced by the Palmer School and the relationship to the School's systematic planning process and strategic plan. These activities ensure that the Palmer School continues to explore new possibilities of service provision while maintaining its distinct identity within the College and University. Related plans, proposals and requests are discussed with the Dean of the College of Education, Information and Technology who, with the Associate Dean/Director, presents them to the Academic Vice President for budgetary consideration.

The Palmer School's operating budget comes entirely from the University. The budget structure of the University is highly centralized, and many cost centers – such as marketing expenses – are borne at the University level. Financial support to the school should be analyzed within this context. The University provides additional support through a number of its departments and services including its Information Technology Department, Communications and Marketing Services, Outcomes Assessment Team and the Office of Sponsored Research. The University's Instructional Design Team is located within the Palmer School offices and, along with Paul Russo, Assistant Vice President for Instructional Innovation, provides critical guidance to Palmer faculty in the design and delivery of digital content. Students are provided with support services through the Division for Student Affairs and the Offices for Student Success. As with every major university, the Palmer School receives assistance from numerous offices to ensure it is capable and successful in achieving its mission on behalf of the University.

V.6 Compensation for officers, faculty and staff is equitable

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.

University staff salaries are determined through a collective bargaining process with their respective unions. The Associate Dean/Director's compensation is comparable to that of other associate deans on the LIU Post Campus of the University and is competitive with the salaries for Directors of ALA-accredited programs overall, as well as the salary of Program Directors in the Northeast region. The faculty and staff salary structure is fair and is sufficient to attract, support and retain personnel needed to attain the program goals and objectives. The LIU Post Collegial Federation has just extended its contract with LIU for the five years after this current contract ends (Academic Year 2015 – 2016), thus ensuring stability for six years. The Palmer School's recruitment efforts for faculty and staff, as well as its retention record, demonstrate that the compensation package is sufficiently attractive to recruit and retain quality people (see Chapter III Faculty for more information). Faculty salaries and benefits are governed by a collective bargaining agreement between Long Island University and the LIU Post Collegial Federation and are therefore equitable across the schools and colleges on the campus. Salary increases are determined by the Agreement and include both annual increases and those accompanying promotion. Palmer School faculty compensation compares favorably with other LIS programs in this area (see electronic version of the Collective Bargaining Agreement at http://www.cwpcf.org/documents/cwpcfagreement2011-2016.pdf).

Table 5.4 - Comparative Academic Year Mean Salaries for Faculty*

Rank	Palmer School	ALISE Northeast Region (2011-12)	ALISE Overall (2011-12)
Associate Dean/Director	$140,000	$109,818	$117,661
Professor	$96,077	$114,345	$113,612
Associate Professor	$84,557	$94,474	$85,676
Assistant Professor	$76,971	$74,935	$68,316

*Note: ALISE statistics based on latest year available.

The compensation for the Public Library Administration Program Director is based on similar titles throughout the University and is competitive to regional academic institutions. Palmer School support staff compensation is governed under the terms of various collective bargaining agreements for secretarial and administrative staff.

V.7 Institutional Support

Institutional funds for research projects, professional development, travel and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

V.7.1 Faculty Support

Palmer School faculty share equally all the resources available for research, professional development, travel and leave with pay with their peers from other Colleges and Schools of LIU. The School is guided by University policies and the Collective Bargaining Agreement in these matters and encourages faculty to utilize all institutional resources at their disposal.

The Office of Sponsored Research (www.liu.edu/Academic-Affairs/OSR) provides hands-on assistance to faculty throughout the grant application and administration process. Institutional funds for research are available on a campus-wide competitive basis and awarded through the LIU Post Campus Research Committee. The funding for such grants is provided by the LIU Office of Academic Affairs. The objective is to encourage and support the creative endeavors of the faculty, both in the traditional areas of scholarly and scientific research and in other areas such as performing and fine arts.

The faculty and administration are able to participate in conferences and meetings each year with financial support from the University. Funds for professional development and travel come out of each academic unit's budget and, in the Palmer School, are distributed equally by the Dean of the College of Education, Information and Technology to all faculty members who request such funding from the College. Table 5.5 provides a summary of travel support provided to faculty over the past three years.

Table 5.5 - Faculty Travel Support

Academic Year	Total Amount Distributed
2012-2013	$2600
2013-2014	$3300
2014-2015	$2300

Palmer faculty and administrators active in national and statewide organizations, or who may be invited to present their research at national or international conferences, are often supported with additional funds for such travel. Examples of how faculty has participated in the following activities for the benefit of the Palmer School's curriculum as a result of such funding include:

- Attendance at the annual conferences of the Rare Books and Manuscripts Section (RBMS) of ACRL/ALA for the past three years, which resulted in

continual updating of LIS 713 and LIS 658 syllabi, as well as introduction of a new special topics course, "Reference and Instruction in Special Collections and Archives" for Summer 2015

- Attendance at the ASIST Annual Meetings with emphasis on current trends in data management, development of institutional repositories, and emerging issues of online information sharing behaviors, which informs updating of related syllabi
- Attendance at national seminars on metadata

From time to time the University presents opportunities for faculty to participate in initiatives for development, such as the Blended Learning initiative, led by Professor Baaden at the Palmer School. The University supports such efforts with a team approach to assist in the planning development and marketing.

V.7.2 Student Support

The Palmer School receives financial aid support for its graduate students on the same competitive basis as students in all the University's graduate programs. Scholarships include the Graduate Academic Performance Award, the Professional Development Incentive Award, Graduate Incentive Award, and Academic Assistantships. Each year, a number of Palmer School students hold library assistantships in the B. Davis Schwartz Memorial Library at LIU Post and also in the Library at the LIU Brooklyn campus. These assistantships provide experience for students in a vibrant academic library environment.

The University awards tuition remission scholarships to graduate students who are municipal or county employees in Nassau, Westchester, and Rockland Counties. This enables Palmer School students who work in public or school libraries in those counties to receive a one-third reduction in tuition.

The Elizabeth K. Reilley Endowment, H.W. Wilson Foundation, the Beta Mu
Chapter of Beta Phi Mu fund and several other endowments provide additional
scholarships for Palmer School students. In particular, the Reilley Fund provides awards
in the areas of Scholarship, Professional Achievement and Diversity. Each of these Reilley
Scholars Awards has its own distinctive criteria designed to encourage qualified
individuals to enter the Information Science field. Table 5.6 summarizes student
scholarships and awards provided by the Palmer School's Reilley Endowment Fund.

Table 5.6 – Overview of Scholarships Provided by Reilley Endowment Fund

Reilley Scholars	- Minimum GPA of 3.25; No higher than 3.5 - Students must take 6 credits per semester - Students must be fully matriculated - Students will need to submit the answer to the following question as part of their application for the Reilley Scholars - Applications must answer: Describe your professional aspirations in the Library and Information Science Field - Resume - Admissions Personal Statement - Scholarship Application
Reilley Professional Achievement Awards	This award will be presented to students who have distinguished themselves in their previous profession and will matriculate in the Palmer School MSLIS program. Applicants for this competitive scholarship award must have distinguished themselves in their careers to date. Examples would include: - A published author or recognized artist - A distinguished professional career in law, accountancy, education, government service or education - A decade of full time employment in library service* (*would require professional recommendation from library administrator) - Honorable discharge after five years of active military service Students must: - have a Bachelor's Degree an accredited

	institution of higher learning • be matriculated • take 6 credits per semester • Applicants must submit a resume and essay detailing their professional background and rationale for entering the library information science profession. A personal interview may be required.

Elizabeth K. Reilley Diversity Scholarship	• Minimum GPA of 3.25; No higher than 3.5
	• Students must take 6 credits per semester
	• Students must be fully matriculated
	• Open to students who have been traditionally under-represented in Library and Information Science field.
	• Students will need to submit the answer to the following question as part of their application for the Reilly Scholars
	   o Applications must answer: In the context of your experiences describe your professional aspirations in the Library and Information Science Field
	   o Resume
	   o Admissions Personal Statement
	   o Scholarship Application

In a matching scholarship program with NYU Libraries, Palmer and NYU Libraries distribute a total of $30,000 each year to incoming LIU/NYU Palmer dual degree students based upon achievement and scholarship. The distribution of this funding is determined by a committee composed of NYU librarians/mentors and the Palmer School Program Director.

The Palmer School works through the Financial Aid offices at the LIU Post and LIU Brentwood campuses. Financial aid for Manhattan students (NYU) is processed through LIU Post. Continually developing financial aid opportunities and enhancing support for students are on-going goals for the Palmer School. We are committed to providing support for students and have included this in our ongoing strategic planning. This can

be evidenced by the recent establishment of the Reilley Scholars, Professional

Achievement and Diversity Scholarship Programs. Other Palmer Scholarships include the

Palmer School Library Award, the H.W. Wilson Foundation Scholarship, the E. Hugh

Behymer Memorial Scholarship and the Masako Yukawa Scholarship.

The Palmer School also provides funds for conference travel and professional

development to its Masters and Ph.D. students. Details of this support and of the Palmer

scholarship programs are included in Chapter IV: Students.

V.8 Evaluation Processes

> **The school's systematic 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.**

The Palmer School is continuing its vigorous systematic and strategic planning

process as noted in Chapter I: Mission, Goals and Objectives. Faculty and administrators

are engaged in continuously updating the Strategic Planning document, which

documents a process for ongoing development and improvement of the Palmer course

offerings, outcomes and activities. This process includes four phases that operate within

a cyclical framework that include planning, implementation, assessment and evaluation,

and improvement (Appendix 1.1: Palmer School Strategic Plan). This process is closely

tied to the University-wide Strategic Plan, as well as that of CEIT. The participants in this

process make up a broad range of stakeholders including the faculty, staff, students and

other interested parties.   Palmer School has worked diligently over the past several

years to assure the integration of all stakeholder groups into the process and the

implementation of a robust and ongoing cyclical process of planning, implementation,

assessment, and improvement. The results of this data driven evaluation in all aspects of

the organization has greatly clarified the decision-making process for all and resulted in

specific, measurable changes in areas such as the Palmer School curriculum (see Chapter II: Curriculum).

The administrative structure and financial support of the Palmer School continue to be critical topics in this process. This can be evidenced by the personal involvement of the University's Vice President and Associate Vice President for Academic Affairs, University President and other Senior University Officers. When the process identifies potential changes in administrative policies, these are referred to the faculty and administration (including Campus and University administration) for consideration. Specific examples of this process include the creation of a Marketing and Recruitment position within the Palmer School (2012) and the establishment of the "Reilley Scholars" program (2015). Both these initiatives began within the Palmer School planning process and required the assistance and approval of the University administration for implementation.

In the past, the Palmer School's outcomes effort focused on student evaluations of individual courses. During the last several years, the University's comprehensive approach to student learning and outcomes assessment has transformed this process. The engagement of all Palmer School faculty in this institutionalized and professionally guided process, both on a course level and program level, has led to a much more critical evaluation of how well Palmer performs as a School (see Appendix 1.3: LIU Assessment Review Rubric AY 2013–14, August 2014). This process has enriched the Palmer School greatly and further informed its planning processes. A full explanation of the Palmer Outcomes Assessment process is found in Chapter IV: Students.

The Palmer School firmly believes that the past few years of challenge, both for Palmer and for LIU, have resulted in a more dynamic, responsive and integrated relationship between the Palmer School, the College of Education, Information and Technology, the University community, our students and the Information Science profession as a whole.

Chapter VI: Physical Resources and Facilities

Introduction

This chapter provides an overview of the physical resources and facilities that the Palmer School of Library and Information Science utilizes. Our program is delivered from three physical sites: LIU's Post Campus (managed and operated by the LIU), LIU Brentwood (where LIU is a tenant of the SUNY Community College System), and the Bobst Library at New York University (where the Palmer School is a tenant of NYU). During the 2012 – 2013 Academic Year, the Westchester campus was closed due to declining enrollments. Palmer employs *Blackboard Learn* (a course management system) to comprehensively support the School's online educational activities (Figure 6.1). Palmer's online community is supported by LIU's information technologists, and is further enhanced by our active use of social technologies (the school blog: http://palmerblog.liu.edu/, Twitter feed and Facebook profile).
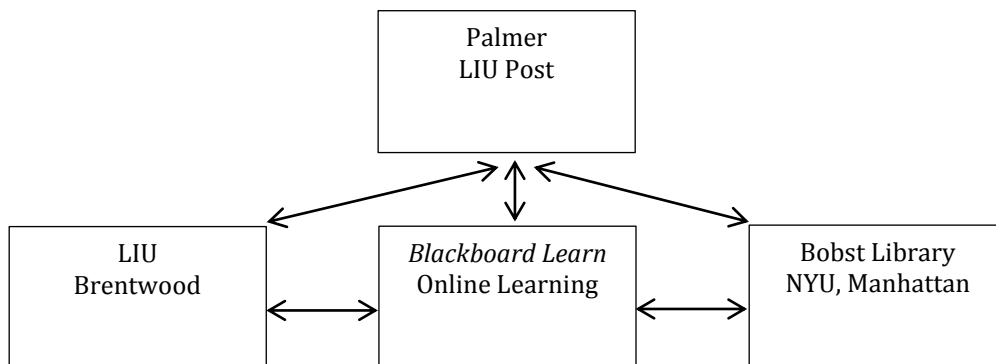
Figure 6.1 Structure of Palmer's Facilities

VI.I Physical Resources

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

Table 6.1 presents an overview of facilities and offices supporting the Palmer School's mission at the three physical sites.

Table 6.1 Physical Resources

	LIU Post	Manhattan Program	LIU Brentwood
Facilities	2nd Floor, Schwartz Library	7th Floor, Bobst Library, NYU	Suffolk County Community College (SCCC).
Offices	• 10 faculty offices • Associate Dean/Director's office • 5 adjunct offices • 4 staff offices	• Program Director's office • Rare Books Program's Office • 1 instructor office	• LIU Faculty Office, for all LIU Programs, Including the Palmer School

LIU Post: Palmer's operations and administration are managed from this site, which is maintained by the University. The Palmer School is located on the second floor of the B. Davis Schwartz Memorial Library and includes individual offices for each faculty member. The main office includes the Associate Dean/Director's office; four staff offices; a small video-equipped conference room (Figure 6.2 and 6.3).
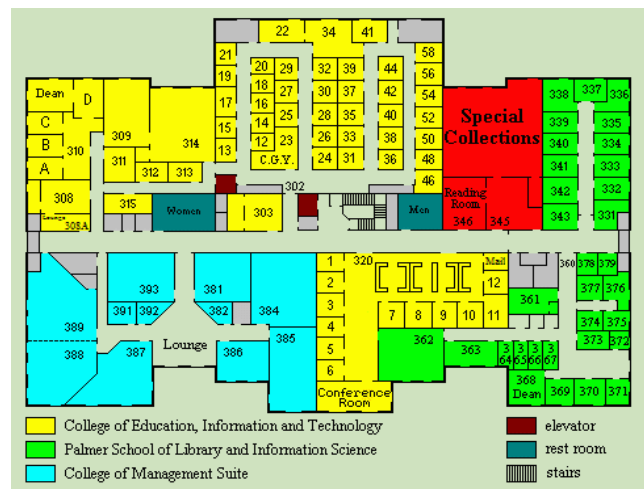
Figure 6.2 Schwartz Memorial Library   Figure 6.3 Palmer floor plan

Palmer Manhattan Program at NYU: The Palmer School maintains tenancy on the

seventh floor of the striking, 12-story Elmer Holmes Bobst Library, designed by Philip

Johnson and Richard Foster in historic Washington Square. This renowned institution

and its world-caliber collections receive 10,000 visits per day during regular semester

hours. The library's virtual holdings include more than one million electronic books,

journals, and databases. Bobst Library offers approximately 2,900 seats for student study.

The Avery Fisher Center for Music and Media on the 2nd floor of the Bobst Library, where

Palmer students attend classes, is one of the world's largest academic media centers, and

has over 100 audio and video viewing carrels and three media-enhanced classrooms. Its

collections include 48,000 videos and 115,000 audio recordings in various formats and

102,000 print items (books, periodicals, and scores). Bobst also includes the Tamiment

Library, one of the finest collections in the world for scholarly research in the history of

labor. Palmer students – with full access to all LIU holdings – also have access to NYU's

resources while taking classes on-site at the Bobst Library. Dual-degree students have

virtual and on-site access to the holdings of both LIU and NYU. Palmer students taking

classes in the Bobst Library have full access to its learning spaces and Internet

connectivity. The library's computer classrooms are reserved for hands-on applications.

The Palmer office suite at Bobst is approximately 500 square feet. It includes three

offices: the Program Director's (Alice Flynn) office (approximately 130 square feet); the

office of the coordinator of the Rare Books and Special Collections area of study,

Fernando Pena (approximately 120 square feet); an office with two computers for the use of faculty for office hours, computing, etc. (approximately 130 square feet). The remaining space includes a small couch, chair, and computer for student use, a bookshelf, and the networked copier/printer, approximately 150 square feet. Classrooms are in the Avery Fisher Center where we have the use of three rooms as needed: the East room which seats approximately 40 students; the West room which seats approximately 25 students; and less often, the Avery room which seats approximately 30 students. On Lower Level 1, there are PC classrooms that seat approximately 30 students at computers.

LIU Brentwood: LIU Brentwood is a regional site of Long Island University, and is located on the Michael J Grant Campus of Suffolk County Community College (SCCC), the largest community college in the SUNY (State University of New York) System. LIU is a tenant of SUNY's SCCC. The Palmer School is an LIU Post program administered from this site. Faculty of LIU programs receive administrative support from LIU Brentwood staff and share resources. There is an office suite for all LIU staff and faculty in the Sally Anne Slacke Corporate Learning Center, as well as classrooms that are scheduled as needed. There are technology-assisted classrooms in the Health, Sports and Education Center, another building that is used for Palmer classes. SCCC offers an academic library and computer labs for LIU students to use. As with NYU's Bobst library, on-site students have access to both the SUNY/SCCC resources and LIU's virtual resources. SUNY announced in a May 11, 2015 press release the construction of a new freestanding resource center and library [http://www.sunysuffolk.edu/3805.asp]. As a tenant, LIU Brentwood was

informed they will have a presence in this new building. However, space allocation has not been finalized. At this point in time, there are no floor plans available.

Figure 6.5 Brentwood Campus

Palmer Online Classes (Blackboard Learn V9.1): Our online learning system provides students with direct access to faculty, content-rich course materials, virtual library services across campuses, forums for discussion and peer-interaction, chat/video/email for student-faculty conferencing, online assessment, an academic resource center, and more. With a focus on student engagement in both the physical and virtual classroom, each instructor customizes system functionality to best serve diverse learning styles (Figure 6.6).
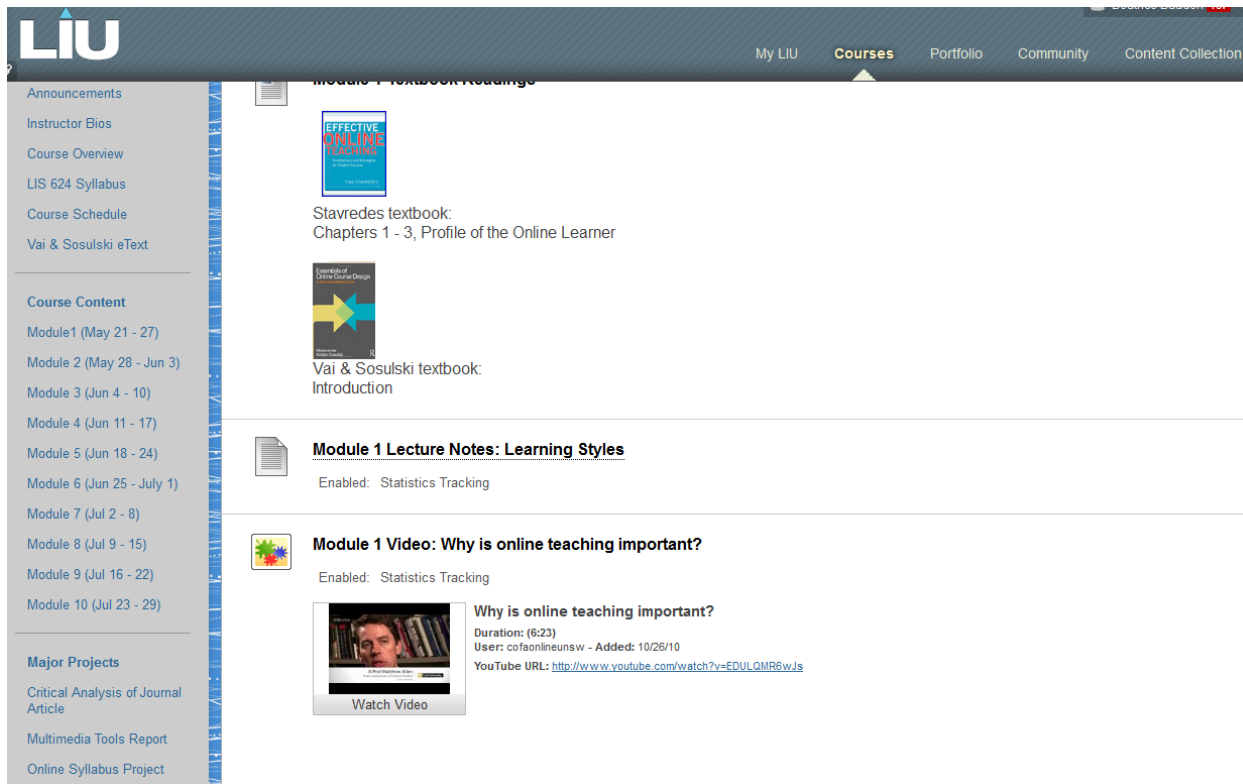
 Figure 6.6 A Palmer School online class

Physical resources and facilities budget: Expenditures for facilities come out of the overall operating budget for the Palmer School. General maintenance and upkeep costs are covered by the University's main facilities unit on an as-needed basis. For the 2014-2015 FY approximately $3000 was allotted from the University's facilities budget to cover basic improvements (new paint in the doctoral seminar room at the main LIU Post campus). The Palmer School budgeted an additional $20,000 for upgrades to the doctoral seminar room from its Reilley Fund operating budget.

Technology budget for the MSLIS program: Expenditures for specialized technology come out of the overall operating budget for the Palmer School. General upgrades to software, classroom upgrades to equipment, and any upgrades to infrastructure are

covered by the University's IT department. For the 2014-2015 FY, the Palmer School did

not need any major technology-related upgrades or additions. The Palmer School spent

approximately $3500 on technology for 2013-2014 and 2014-2015 fiscal years

combined.

Students in the Palmer School have access to a wide variety of software (see Table

6.2).

Table 6.2   Standard Software Provided in LIU Computer Labs

WINDOWS	MAC
Acrobat Reader XI	Acrobat Reader
Adobe Flash (Firefox)	Blackboard Desktop Shortcut
Adobe Flash (IE)	Java
Blackboard Desktop Shortcut	Microsoft Office 2016
Internet Explorer	Mozilla Firefox
Java	MyLIU Desktop Shortcut
Microsoft Forefront	VLC
Microsoft Office 2013	Xerox Lab Printer B&W Shared
Microsoft Silverlight	Logic Tech Web Cam Software
Mozilla FireFox	
MS Excel Addin Solver	
MS Excel Analysis Toolpak	
MS Excel Data Analysis	
MyLIU Desktop Shortcut	
Quick Time	
VLC	
Xerox Lab Printer B&W Shared	

Table 6.3 Specialized Software Provided in LIU Computer Labs

WINDOWS	MAC
ARC GIS 10.1.3035	Gimp 2.8.0
Camtasia	Google Earth 7
Cisco WebEx Meetings	Paintbrush 2.1.1
Filezilla Portable	Sketch up 8.0.14345
GadgetTrac	Xcode 4.2 X11 v2.7.2
GIMP Portable	VMWARE Fusion
Google Sketchup 8	KeyNote
Hawkes Learning System 10.0.2	Finale
Hot Doc's 10.2	Final Cut Pro
HyperResearch 3.0.2 (Free	PhotoShop
download/Demo)	Illustrator

Hyperstudio 4 Irfanview Portable IHMC Cmap 5.0.4.2 Lego Mindstorms 2.0.108.0 LibreOffice Portable Logic Tech Quick Cam 9000 Microworlds EX Robotics 1.6.23 Notepad++Portable PuTTY Portable R project 2.15.2 SAS 9.3 Scratch 1.4 Sim Bio 1.6.3 SMART Notebook 11.1.1209 SPSS 21 STATA 13 Vectorwork 2013 Visual Studio 2013 Express Windows-Desktop v11 VLC Media Player Portable Adobe Connect Scantron ParSCORE Scantron ParTest A2C Medical Billing HESI (Health Educational Systems Inc) Exam Pharsight Phoenix Pharsight Winnonlin Pharsight NSClient++ IQ Sessions Workorderama Clinical Simulations Adult Echocardiography OB/GYN Interactive Abdominal Sonography Dartfish PT Internship Manager NCLEX Review Taylors Video Guide to Clinical Nursing	Maya 3DS Max Pro Tools Mudbox

Smart Classrooms for Teaching

LIU has a total of 100 projector-ready classrooms combined on its campuses. In

2014, President Cline approved upgrades to these classrooms and the addition of 35 new smart classrooms on the two main campuses at Post and Brooklyn per year over the next three years. The project is about one third complete at this point in 2015. Palmer faculty have access to reserve and teach in these classrooms.

Cyberinfrastructure

LIU has an extensive cyberinfrastructure with more than 25000 active connections. Students have access to the Google apps platform (which supports collaborative work), Google email, and MS Office's online collaborative software DreamSpark. The campuses are wifi-enabled (802.11A/B/G or 802.11N), and also feature Ethernet (wired) connections with speeds of up to 1000 mbps on all LIU campuses.

At the NYU Manhattan campus, the technology ready classrooms are PC labs that Palmer is able to reserve. They accommodate approximately 30 students each with a PC, and an instructor station with a PC.

Supporting Online Learning

There is a network of support mechanisms for Palmer School students engaged in online learning. This support includes help with Blackboard and specialized support for equipment such as scanners and cameras. To streamline this support, LIU offers the Center for Student Information (CSI) on both campuses. This is from the website (http://fmrc.liu.edu/ou/csi/index.html):

"The University has established two Centers for Student Information (CSIs) – one located on the Brooklyn Campus in the Library Learning Center - Room 301 and the other located on the C.W. Post Campus in Hillwood Commons. These locations were selected given the centralized, easy-to-access placements on Campus, thereby encouraging students to engage with the CSIs. The CSI's will be staffed from 9AM to 5PM on Mondays, Tuesdays and Fridays; and 9AM to 7PM on Wednesdays and Thursdays. Students attending Regional Campuses can use the CSIs on either the Brooklyn or C.W. Post Campus, as deemed necessary. The CSIs will be staffed with service representatives who will be

responsible for providing students with information and assistance to address questions or concerns. The objective of the CSIs will be to provide accurate and timely information to students for the majority of student questions and when necessary, refer students to other offices in the Campus Community for resolution of more complex issues."

There are also several ways for students to get support ONLINE:

- Through Blackboard (both online and mobile)
- From MyLIU, the student portal
- Through the University's Technology Support webpage
- By using an online contact form

LIU Post also offers Audio Visual Services, which operates out of IT, and this unit (housed in the B. Davis Schwartz Memorial Library building) provides some support for students who may need more specialized help with AV equipment. Additionally, the B. Davis Schwartz Memorial Library at Post provides students with access to a book scanner with help available as needed.

VI.2 Functional Learning Environment

Physical facilities provide a functional/earning 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 for delivery.

Table 6.4 presents an overview of classrooms and learning spaces supporting the Palmer School's research and instructional activities.

Table 6.4 Classrooms and Learning Spaces at three physical sites

	LIU Post	Manhattan Program	LIU Brentwood
Classrooms	• 1 small, video-equip conference room • **Technology-Ready* Classrooms as assigned at LIU Post**	• **3 Media-Enhanced classrooms^** • Electronic Resources Classroom (ERC)	• **Technology-Ready Classrooms as assigned at LIU Brentwood***
Learning Spaces	• Schwartz Library • Ph.D. Learning Center with video conferencing equipment • 5 computer work stations • Library and IT computer labs	• Bobst Library learning spaces • Bookable Computer Classrooms • Avery Fisher Center • Palmer Office Lounge with Computer	• Computer Bank at LIU Brentwood in the Sally Ann Slack Center • Academic Library with on-site access • 2 computer labs

* Technology-Ready: classrooms that have wireless Internet access, LCD projection with computer terminal, streaming Internet and audio-visual equipment

^ Media-Enhanced: refers specifically to the spaces housed in NYU's Avery Fisher Center for Music and Media, which support a broad-range of media formats

LIU Post: The Palmer School manages one small conference room and one PhD seminar room that has a computer bank, smart-board, projection and video conferencing; a general working area for faculty, staff and student collaboration; an office suite with copying areas and storage rooms; 5 small offices for additional staff use, adjuncts, and LIU's instructional design team, as well as a new lounge area and food preparation room.

Palmer Manhattan Program at NYU: The Palmer School is a tenant of New York University and manages a suite of offices on the seventh floor of Bobst Library. This

center primarily supports our Manhattan-based students and faculty. Our dual degree program is also administered through this site. In addition to private office spaces for the program director and rare books faculty, there is also an office for full time and adjunct faculty members to prepare to deliver instruction and for advising services. The suite also offers a student computer station and a small lounge for casual community engagement. Courses for students attending face to face classes in Manhattan are delivered in the media-enhanced classrooms at the prestigious Avery Fisher Center for Music and Media, one of the world's largest academic media centers (Figure 6.8 and 6.9).

Figure 6.8 Avery Fisher Center

Figure 6.9 Bobst Library

LIU Brentwood: LIU is a tenant of SUNY's Suffolk County Community College (SCCC). LIU Brentwood is an established site with a campus Dean and Chief Operating Officer reporting directly to LIU Post. Both the office suite (where students can utilize a computer bank as well as receive assistive services) and technology-ready classrooms in the *Health, Sports and Education Center*, are housed on the Suffolk County Community College's modern and expanding campus. SCCC additionally furnishes LIU Brentwood

students with access to two computer labs and on-site access to its academic library,

which is part of the SUNY library system (Figure 6.10).

Figure 6.10 Brentwood Classroom

VI.3 Instructional and Research Facilities and Services

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.

Table 6.5 presents an overview of research facilities and services supporting the Palmer School's research and instructional activities.

Table 6.5 Library and Technology Support for Instruction and Research

	LIU Post	Manhattan Program	LIU Brentwood
Research	• Resources and Professional Staff at the *Schwartz Library* • Palmer School's	• Resources and Professional Staff at NYU's *Bobst Library* • Over 50 Subject	• Resources and Professional Staff at SCCC, SUNY Library [LIU Brentwood Site]

	LIS collections • Palmer School Library Liaison, Laura Manzari and Library Assistant	Specialists/Faculty Librarians • Dual Degree Library Mentors, Including Program Leader Timothy Johnson, Head of the *Tamiment Library*	• Five Faculty Librarians, and Seven Professional Staff

Library Access	• VITURAL:
	  ➢ IM, AAL and Email
	• 8:00AM-11:00PM
	• Reduced Fri-Sun
		• VIRTUAL:
		  ➢ Library 24/7 Reference Services
		  ➢ IM, AAL and Email
		• 7:00AM-1:00AM
			• VIRTUAL:
			  ➢ Library 24/7 Reference Services
			  ➢ IM, AAL and Email
			• 9:00AM-8:30PM
			• Reduced Fri-Sun

Technology Access	• Computer labs managed by IT department and *Schwartz Library* • Technology infrastructure from LIU Post	• Computer labs at *NYU Bobst Library* • *NYU Bobst Library* Network • LIU Post Network	• Computer labs at LIU Brentwood • Technology infrastructure from LIU Brentwood Site
Services	• LIU IT service • Academic Multimedia Support Services • *Information Technology Resource Center* (ITRC) • *Instructional Media Center* at the *Schwartz Library* • Palmer School's Central Office	• *Avery Fisher Center for Music and Media* Collections • *Avery Fisher Center for Music and Media* Technology-Enhanced Classrooms • Palmer School's Manhattan Office	• Technology-Ready Classrooms in the *Health, Sports and Education Center* • SCCC Grant's Educational Technology Unit • LIU Brentwood Site Office
American Disabilities Act	• ADA compliant	• ADA compliant	• ADA compliant

LIU Post: LIU Post is an ADA compliant campus that actively seeks to accommodate a spectrum of ability. Priority parking for the differently – abled is available. In addition to assistive technologies, the Schwartz Library supports a system of accessible ramps, push button automatic doors, and elevator access directly to the Palmer offices and many classrooms. The Palmer School's offices are centrally located on one floor, and the B. Davis Schwartz Memorial Library facilities offer modified terminals for work and research to meet a variety of needs. In addition to a full array of in-person and virtual services, the Library also houses the Palmer School's central office and a dedicated LIS collection. The LIS collection is funded as its own line item within the University Libraries' budget. The B. Davis Schwartz Memorial Library also contains LIU Post's IT office, computer labs, interactive learning spaces and the *Information Technology Resource Center* (ITRC). These centralized facilities assist the entire Palmer community with seamless access to technology, research, programmatic support and professional services (Figures 6.11 and 6.12). LIU students have access to other technological spaces such as Post's "Usability Lab" and "Technology Sandbox." Professor Qiping Zhang, a Palmer faculty member, manages the use of the Usability Lab.

The Information Technology team at LIU offers technological support for University students, faculty and administrators. They support the following functions: email, telephone and videoconferencing services, smart classrooms and Blackboard, the course management system used for online teaching and learning, and the online student information portal (MyLIU). Services include:

- ITRC: Information Technology Resource Center. This service maintains public work spaces, holds staff development training and workshops for faculty and staff about Blackboard and other university software, as well as providing individual faculty support

- CSI: Center for Student Information provides technological assistance to students
- Blackboard: the web-based course management system for students and faculty. IT staff maintains and updates the system and is available to troubleshoot problems as they arise.
  For further information about IT support, go to: it.liu.edu/Info-Tech.

The LIU Post campus is also home to the B. Davis Schwartz Memorial Library's Instructional Materials center (IMC), which is a special collection devoted to K – 12 teaching. The IMC hosts workshops for the latest instructional technologies and methods; Palmer's school library candidates have the opportunity to participate in all IMC activities.
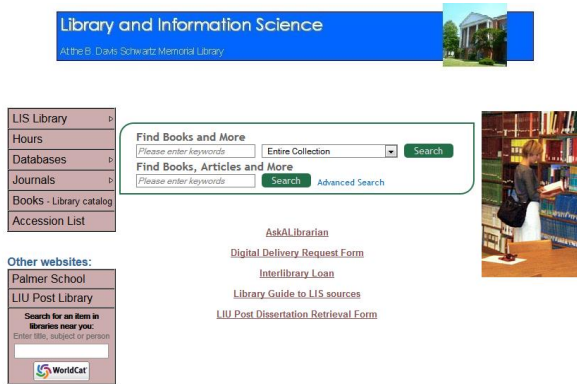

Figure 6.11 Online LIS Library

Figure 6.12 ITRC at LIU Post

Palmer Manhattan Program at NYU: NYU's Bobst Library is an ADA compliant facility; it is close to the NYC Subway System and offers priority parking for the differently-abled, as well as a network of ramps, graded surfaces and push button automatic doors for direct access to all facilities. The Palmer School's technology ready classrooms are centrally located and offer flexible seating to meet a variety of needs. Palmer's MSLIS and Dual-Degree programs are delivered from New York University's Bobst library, and are

supported by its professional staff and technological infrastructures, particularly its computer labs and *The Avery Fisher Center for Music and Media's* enhanced classrooms. LIU students access Palmer staff and services in the Palmer's NYU offices; subject-specialists at the Bobst Library serve as mentors in our dual-degree program (Figures 6.15). Only students registered for classes in Manhattan may use the facilities at Bobst during the semester they are registered. Palmer students can use NYU online resources from within the library during the semester that they are registered for a class, but they do not have access to those online resources from outside Bobst.

Figure 6.13 Palmer class at Bobst Library Computer Lab

LIU Brentwood: The Palmer School delivers instruction from this site managed by LIU on the Grant Campus of Suffolk County Community College (SCCC). This is an ADA compliant campus that offers priority parking, a network of ramps, graded surfaces and

automatic doors for direct access to all facilities. The Palmer School's academic advisor

also directly supports students at LIU Brentwood. In conjunction with technology-ready

classrooms, the facilities at SCCC offer computer labs, as well as the system's Educational

Technology Unit. The Grant Campus Library is part of the SUNY system and offers full ILL

services that Palmer students may take advantage of.

Figure 6.14 Brentwood Library

VI.4 Staff and Services for the Program

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.

Table 6.6 presents an overview of staff members supporting the Palmer School's research and instructional activities.

Table 6.6 Staff Service Support

	LIU Post	Manhattan Program	LIU Brentwood
Staff	• Associate Dean/Director – Valeda Dent [Interim] • Director of Palmer School Library Media Program – Bea Baaden • Public Library Administration Director – Gerald Nichols • Academic Advisor – Christine Prete • Director of Program Effectiveness and Marketing and Recruitment – Heather Ranieri • The Palmer Secretary – Erin Riley • The Palmer School's Library Liaison, Laura Manzari	• Manhattan Programs Director – Alice Flynn • Rare Books Program Director – Fernando Pena • Dual-Degree Mentorship Leader - Timothy Johnson, Head of the *Tamiment Library* at NYU	• LIU Brentwood Site Staff • Palmer School Academic Advisor - Christine Prete

Whether interacting with Palmer School staff virtually, from the main office at LIU Post, or face to face at the main office at LIU Post, or at one of our fully-equipped sites in Manhattan or Brentwood, all students have access to a committed and qualified staff that strives to support the programmatic goals and objectives. From personalized academic advising, to individualized library services, the Palmer School's staff adaptively meets the diverse needs of our learning community.

Library services in particular are designed to support the learning needs of Palmer

School students. For example, LIU Post librarians have created a series of LibGuides that

are very useful for Palmer students. Two notable examples include:

- *Library & Information Science LibGuide* developed by subject specialist, Laura Manzari: includes a guide to "Creating LibGuides for Palmer School Students," (http:liu.cwp.libguides.com/palmerlibguides.com/LIS); specific Libguides to some courses and the school library program

- *Plagiarism LibGuide* (http:liu.cwp.libguides.com/plagiarismprevention) developed by subject specialists, Kimberly Mullins and Lawrence Paretta (Ms. Mullins is an instructional design academic librarian, who is a graduate of the Palmer School Library Program. Mr. Paretta is also a graduate of the Palmer School and Coordinator of Library Instruction at LIU Post); includes guides to various citation styles, as well as a guide to preventing and detecting plagiarism

All LibGuides are available to all LIU faculty and students. Academic library

liaisons, working in collaboration with faculty from across the University, developed

these guides. For a listing of all LibGuides, go to:

www2.liu.edu/cwis/cwp/library/libhome.htm. The B.Davis Schwartz Memorial Library

also has an "AskaLibrarian" service which provides research support for students. For all

library services, to to: www2.liu.edu/cws/cwp/library/libhome.htm.

LIU Post's instructional design team has its offices in the Palmer School suite.

Post's instructional designers help faculty design online instruction and prepare faculty

to teach online. All faculty preparing to teach an online course – either fully online or as a

blended offering – must complete a course offered by the instructional designers or take a

Sloan-C course to qualify to teach online. LIU Post is fortunate to have an instructional

technology support team residing in the Schwartz Memorial Library. All IT staff have

been very helpful to faculty and students who need help with Blackboard and the Palmer

School Blackboard d-portfolio. Heather Ranieri, Palmer's Director of Program

Effectiveness, has worked closely with the IT staff in the design of the current Blackboard

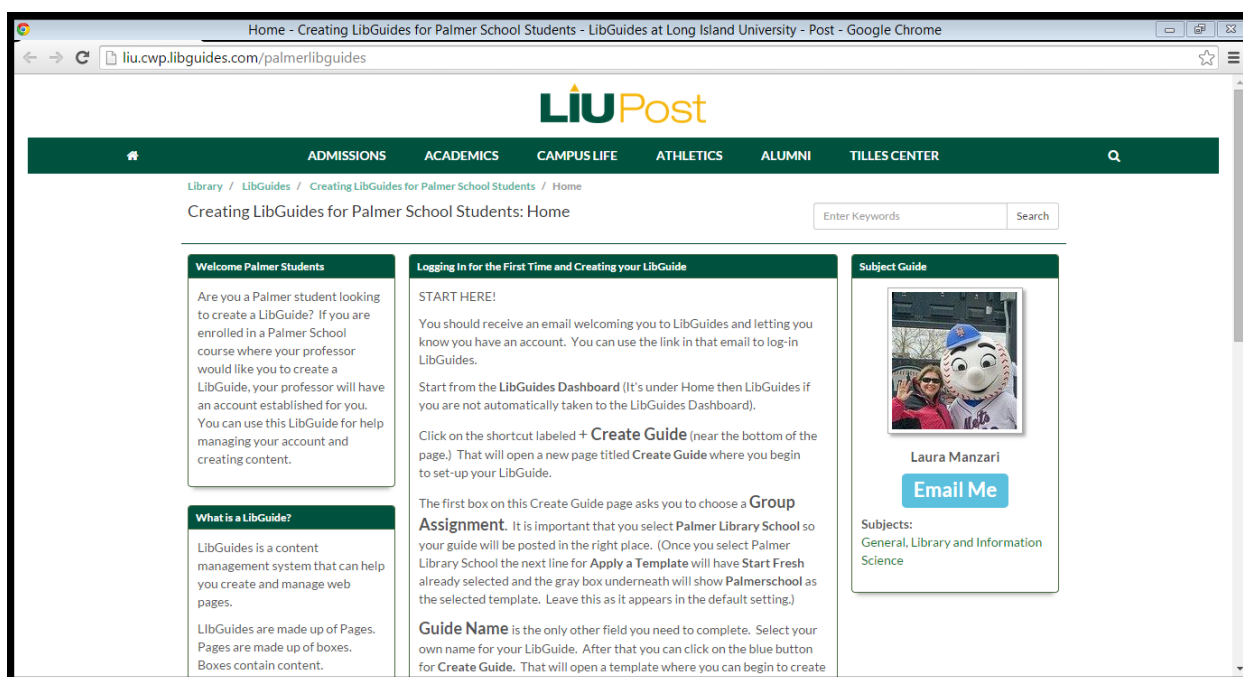c-portfolio and the transfer of all student data from the previous platform, Digication.

Figure 6.15 LibGuide created by LIS Librarian, Laura Manzari

VI.5 Planning and Evaluation

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.

There are several assessment mechanisms in place to ensure the quality of physical

resources and facilities for the delivery of the Palmer program: each of these activities

takes place within the context of the Palmer School's systematic planning process:

- Campus IT committee: Dr. Bette Schneiderman is our *College of Information,*

Education, Information and Technology (CEIT) representative. She addresses any needed IT support and resources to ensure the quality of Palmer's research and instructional activities. She also advocates the campus-wide IT policies to support the faculty's teaching and research needs.

- CEIT monthly faculty meeting: the college-wide facility issues are discussed at this monthly meeting. The Palmer Director/Associate Dean is involved in the planning and administrative process at the college level.
- Palmer School Monthly Faculty Meeting: Our faculty meets as a whole to discuss general facility issues at the monthly faculty meetings.
- Palmer curriculum committee: facility issues related to the curriculum are discussed at this committee. The Curriculum Committee makes recommendations and the chair reports the recommendations at the monthly faculty meeting for further discussion and actions.
- The LIS librarian, Laura Manzari, monitors the library collection management plan and reports at the monthly faculty and curriculum meetings. Dr. Manzari is an active member of the Curriculum Committee.
- The End of the Program Survey and the Mid-Program Survey: The End of Program paper-based survey is distributed in the LIS 690/691 Internship class every semester; Mid-Program Survey is distributed in the most popular elective classes every semester. Three facility and resources related questions are included in the surveys:
  - ° "The library resources and services adequately supported my studies" (5 option response, from strongly agree to strongly disagree)
  - ° "The physical classroom environment facilitated the learning process" (5 option response, from strongly agree to strongly disagree)
  - ° "Technology resources are adequate to meet my academic needs" (5 option response, from strongly agree to strongly disagree)

The Director of Program Effectiveness, Heather Ranieri, analyzes the survey responses and reports the data to the Palmer Director and the faculty for needed discussion and actions. This process is based on the systematic planning framework. Analysis of responses will be available shortly in Sharepoint.

Synthesis and Overview

This program presentation highlights the Palmer School's accomplishments since 2012. After the last accreditation review, Palmer's learning community has focused on what it has needed to do to strengthen our program: outcomes assessment, systematic planning, more consistent leadership, and technology infusion. The Palmer School embraced the reinvigorated processes it undertook and developed a collaborative working model that resulted not only in this report but also in a clearer, more cohesive vision for the Palmer School.

The Palmer School faculty, with its diverse academic interests and firm commitment to the students and to the Palmer program, is one of the greatest strengths of the Palmer School. Every faculty member has been engaged in the planning, writing, and review process of this program presentation; their insights and contributions have been invaluable. Palmer students are an additional strength of the Palmer School. Our students are also a very diverse group; their backgrounds and prior experiences have enriched discussions in class and in the various meetings they have participated in.

Palmer now has a culture of assessment in which a variety of different outcomes assessment measures yield information from our constituents that are used to modify or revise curriculum and to change and strengthen the Palmer program. Evidence of this is provided throughout this program presentation.

The Palmer School is a multi-campus program. Although we are a small faculty in number, we serve a diverse group of students on their pathways to new careers in the library and information fields on each of our three campuses. Certain specialties flourish at individual campuses. For example, the Rare Books and Archives programs have found a

niche at our Manhattan campus because of the wealth of resources and experts in the New York City area; because of the popularity of those programs in that site, Rare Books and Archives courses are currently being offered at the Post campus, as well. At Brentwood and Post, the School Library Program and the focus on youth services are strengths.

An additional strength of the Palmer School is the partnerships it has developed in order to better prepare candidates for library and information science professions. Two examples are the dual degree programs with NYU and the cohort program developed with the NYC Board of Education to certify city school teachers as library media specialists, a critical need for NYC. As a part of the Memorandum of Understanding with the NYC BOE, LIU generously agreed to half tuition for these candidates, an example of the support that LIU has given to the Palmer School. Partnerships that we have with our professional community enhance the experiences our students have during their internships.

LIU has undergone major leadership changes since the last ALA review. In 2013, LIU welcomed its first new president in almost 20 years. The 2013 – 2014 AY was a time where rusty processes were updated and revised. The Palmer School maintained its status as an important school within the university and increasingly generated support from LIU not only in terms of finances, but also in helping to facilitate a vibrant school. This can be seen in the number of new faculty lines, as faculty took advantage of retirement incentives. Palmer has hired two new faculty and is in the process of searching for a third, all in areas designated through our outcomes assessment process. In addition, LIU designated a Palmer faculty member, Professor Bea Baaden, to guide the process of

developing ALA reports and to act as a liaison among all the constituencies with a stake in Palmer's full accreditation. Most importantly, there is new, visionary leadership for Palmer as Dr. Barb Garii was appointed the Dean of the College of Education, Information and Technology and Dr. Valeda Dent, as Interim Director. These two administrators have worked closely with Palmer this year and are guiding Palmer faculty to a vision for the future, where Palmer will have a leadership role in helping to transform the university.

Since our students are the most important part of our learning community, there has been a greater focus on services to guide them through the journey they undertake to become part of the library and information science profession. Having program directors at our campuses and for specialties, who are readily accessible to students, is a Palmer School strength. There is a quick response to student questions and needs. Each faculty member has a specific expertise and acts as a subject specialist advisor; faculty advisement sheets are accessible to all students. Students are encouraged to contact faculty subject experts with any questions about a particular career path. Advisors and program directors help guide students through the university processes from initial expressions of interest to admissions through graduation. New advisement policies and procedures are in place and are available to students at any given time through the Palmer Blog, which is supported by LIU. The Blog is the place where students can locate information about programs, coursework, internship and job opportunities. KIOSK is another vehicle where students can find current information about Palmer and other sources of information of interest to our students and subscribers; this is an important source of job information for students and graduates.

In addition to the Blog, Palmer students have opportunities to socialize through activities that are sponsored by various professional groups, such as the ALA Student Chapter recently developed, the Emerging Librarians group started by Long Island professional librarians, and Palmer gatherings at local conferences. In addition, Library Libations is a Palmer social group that meets on a regular basis at a NYC venue.

In the Introduction of this Program Presentation there is a listing of what we call "distinct competitive advantages." These are among the attributes that make Palmer unique. These include the academic partnership that Palmer has with NYU, the fact that Palmer's School Library Program is the only program in New York State in which candidates from outside the field of education can receive library media specialist certification within its 36 credit Master's degree program, the premier advanced certificate program in the nation for Public Library Administration, and Palmer's doctoral program in Information Studies. Our faculty, administrators, staff, students and community members are a collaborative team that fosters the education of qualified professionals in the library and information field.

As with other educational units that strive to develop candidates with the most updated technological skills and current knowledge and trends, Palmer acknowledges that continual alignment of our strategic directions with important goals and objectives of the field is a challenge. The constant review of our outcomes assessment measures and processes is necessary to improve our curriculum and experiences for our students. In addition, gaining more knowledge about the work of our graduates will be important for the future, as we guide our students to their new professions, and as we continually try to improve our programs. New professors need more consistent mentoring for their success

in gaining tenure and to become contributors to the research and development of their respective fields.

The Palmer School is at a very exciting juncture, where we can begin to visualize new programs and initiatives. The preparation of this Program Presentation aided us in beginning to envision our leadership role and future within the LIU learning and broader professional communities.