

# Self-Study

**Master of Science in Information and Library Science**

**Master of Science in School Librarianship**

**Department of Information Science**

**University at Buffalo**



Baldy Hall, location of Graduate School of Education and Department of Information Science

*We acknowledge the land on which the University at Buffalo operates is the territory of the  
Seneca Nation, a member of the Haudenosaunee/Six Nations Confederacy.*

# Self-Study

## **University at Buffalo, The State University of New York**

Department of Information Science

## **Degree Program Being Presented for Accreditation by the COA**

Master of Science, Information and Library Science (MS in ILS), 36-credits

Master of Science, School Librarianship (MS in SL), 39 credits

Name of degrees as they appear on the diplomas: Master of Science, Information and Library Science, and Master of Science, School Librarianship

## **Name and Current Title of the Administrator of the School**

Dr. Dan Albertson, Professor and Department Chair

## **Principle Administrator, Graduate School of Education**

Dr. Suzanne Rosenblith, Professor and Dean

## **Chief Executive Officer, University at Buffalo**

Dr. Satish K. Tripathi, President

## **Chief Academic Officer, University at Buffalo**

Dr. A. Scott Weber, Provost and Executive Vice President for Academic Affairs

## **Regional University Accrediting Agency and Status**

Middle States Commission on Higher Education

Continuously accredited since 1921; Last reaffirmation, 2015

## **Title and Version of the Standards Addressed in the Program Presentation**

*Standards for Accreditation of Master's Programs in Library and Information Studies* (2015)

Submitted: October 28, 2022

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## **Glossary of Terminology and Abbreviations**

***Box***, UB Box, secure data storage software where appendices and other materials are available for perusal by the ERP

***EDJI***, Equity, Diversity, Justice, and Inclusion

***ERP***, External Review Panel

***GSE***, Graduate School of Education

***LIS***, Library and Information Science

***MS in ILS***, Master of Science in Information and Library Science

***MS in SL***, Master of Science in School Librarianship

***SUNY***, State University of New York

***UB***, University at Buffalo

***UBIT***, University at Buffalo Information Technology

***UB Learns***, University at Buffalo Blackboard Learning Management System

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## Introduction

The University of Buffalo was founded in 1846 as a private university. In 1962 it was acquired by and is a flagship institution in the State University of New York (SUNY) system and renamed State University of New York at Buffalo, commonly referred to as the University at Buffalo (UB). It is the largest and most comprehensive SUNY campus in that system. On January 5, 2022 UB was designated one of two SUNY flagships by Gov. Kathy Hochul, along with Stony Brook University. UB is categorized as an “R1: Doctoral University – Very high research activity” in the Carnegie Classification of Institutions of Higher Education and it is a member of the Association of American Universities. In fall 2021, UB enrolled 32,332 students, including 21,467 undergraduate and 10,865 graduate and professional students. Currently UB offers more than 140 undergraduate programs, 55 combined degree programs, 220 master's programs, and 95 doctoral programs.

The Graduate School of Education (GSE), in which the Department of Information Science (the “Department”) lies organizationally, was established in 1931. Currently the GSE is home to four departments, 72 faculty members, and over 90 programs, including 10 doctoral programs (three of which are online), 67 master’s programs, 11 advanced certificate programs, one administrative certificate program, and four undergraduate minor programs.

The faculty, staff, students, and alumni of the Department of Information Science are proud of our strong programs, excellent graduates, outstanding research contributions, robust connections to practice, and multiple international connections. Although we are relatively small, our profile and productivity are remarkable. We are tied at #23 in US News and World Report Rankings of library and information science (LIS) programs in the U.S. Notably, all the higher ranked programs have longstanding doctoral programs, a factor which plays heavily into this

reputational ranking. We offer two master's programs, the Master's in Information and Library Science (MS in ILS) and Master's in School Librarianship (MS in SL), an undergraduate minor in Information Studies, a PhD in Information Science, and an Advanced Certificate in Information and Library Science. All programs are offered asynchronously online only. The GSE no longer offers one-credit courses, so those are no longer part of our offerings.

Since we achieved full seven-year accreditation in 2015, we have steadily continued to improve our programs, profile, and engagement. For example, we have:

- Developed and implemented a strategic plan for the Department, to formally articulate our goals and provide evidence for our success (linked in UB Box folder);
- Revised the required core curriculum to three courses, including two new courses, and committed to regular curriculum renewal through special topics courses;
- Renamed our master's degrees to Master of Science in Information and Library Science and Master of Science in School Librarianship, in response to student feedback;
- Launched an undergraduate minor in Information Studies and a doctoral program in Information Science;
- Moved from hybrid to fully online course delivery, based on student feedback;
- Strengthened our research culture, which has led to the engagement of faculty in many international conferences, and to multiple external grants;
- Renamed the Department from Department of Library and Information Studies to Department of Information Science, to reflect current usage;
- Joined the iSchools to increase our network and visibility internationally;
- Established our newsletter, "The Informed", published annually to increase our profile and strengthen our alumni relationships;

- Hosted regular student and alumni receptions and gatherings in the Department and at professional conferences to encourage communication and build community;
- Hosted the annual Bobinski Lecture to provide our local and regional communities with outstanding opportunities to learn from high profile scholars and practitioners;
- Offered multiple Research Seminars annually, focusing on a range of topics in the field;
- Hosted regular meetings with adjunct faculty to provide support and develop community; and,
- Celebrated the Department's 50th birthday with a family picnic for students, faculty, and alumni.

This list represents only some of our accomplishments over the past seven years, a period in our history of which we are justifiably very proud.

During the years of the pandemic, the Department was fortunate to be in the enviable position of already delivering its programs online. Thus, no pedagogical transition was necessary for students or course instructors. However, students, staff, and faculty experienced the same significant personal, financial, and emotional stresses experienced by many others globally. Thus, accommodations were certainly required, to support students in crisis, to offer extensions to deadlines, and to act with particular sensitivity and generosity of spirit. In addition, given our expertise and experience with online delivery, our faculty were able to provide advice and best practices to assist other UB departments in the quick transition to online delivery during the pandemic. The Department met these challenges successfully, and while we continue to support one another as needed, we are proud of our responsiveness during this challenging period of the Department's history, and especially grateful for the leadership of Department Chair Dr. Dan Albertson for his example and guidance.

## **STANDARD I: SYSTEMATIC PLANNING**

### **I.1 Systematic Planning**

**I.1 The program’s mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve. Elements of systematic planning include:**

**I.1.1 Continuous review and revision of the program’s vision, mission, goals, objectives, and student learning outcomes;**

**I.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes;**

**I.1.3 Improvements to the program based on analysis of assessment data;**

**I.1.4 Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program’s goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education.**

The Department of Information Science takes a “continuous improvement” approach to all its activities, including its degree programs. More formally, we are guided by our mission and program goals (<http://ed.buffalo.edu/information/about/mission.html>). The Department Chair, faculty, and staff all routinely identify opportunities to increase the quality of our programs, using feedback from stakeholders and their own observations. Much of the evidence demonstrating that our planning process is ongoing, broad-based, systematic, and involves our

stakeholders, can be found on our website (<http://ed.buffalo.edu/information/about/reports.html>); some is also shared via our annual newsletter, “The Informed” (<http://ed.buffalo.edu/information/news-events/newsletter.html>). Systematic planning occurs at monthly faculty meetings. Additionally, strategic planning occurs twice per year at Departmental retreats (Appendix 1 – Retreat Agendas) and results in a Strategic Plan for the Department, which is then reviewed at faculty meetings and discussed in detail annually in future Departmental retreats. Our current Strategic Plan is operational until 2024 and is available for review in the UB Box folder. Note that the Strategic Plan linked from the Departmental website refers to the GSE Strategic Plan, rather than the Departmental Strategic Plan.

The Department’s mission and program goals are reviewed regularly by a wide group of constituents, including faculty, students, adjunct instructors, staff, and other community stakeholders. Such reviews occur at semi-annual Departmental retreats and during regular faculty meetings. A minimum of one Departmental retreat per year is devoted to reviewing the Departmental mission and program goals. The Departmental retreats (occurring semi-annually) are also used to develop new strategic priorities and objectives. Development of the most recent Strategic Plan was initiated at the spring 2019 Departmental retreat where a first draft was created. The Strategic Plan was revised at subsequent faculty meetings, with the final version officially approved and adopted by the faculty in November 2019. The current Strategic Plan (a “living document”, linked in Box) guides the Department from 2019 through 2024. At regular faculty meetings, time is often devoted to collective brainstorming and contributing evidence to the Strategic Plan to show continued progress towards the objectives. The Strategic Plan is made available to faculty in an online editable document, so that evidence for achievements can be contributed on an ongoing basis.

The master's program goals are reviewed annually and assessed through analysis of course assignments and a culminating Portfolio requirement for all students. The Department's mission statement and four fundamental MS program goals provide direction for future initiatives and planning and guide every course syllabus. All syllabi refer to the specific program goals addressed by that course. The program's mission is consistent with the values of the field of library and information science, SUNY (<https://www.suny.edu/about/mission/>), UB (<http://www.buffalo.edu/president/vision.html>), and the GSE (<http://ed.buffalo.edu/about/mission.html>). Across all these expressions of purpose are the common threads of commitment to excellence in teaching and research; commitment to equity, diversity, justice, and inclusion; and engagement locally and globally. The program goals establish the level and breadth of education as needed for continued accreditation.

Program evaluation is performed using individual course assessments (requested from all courses each semester), which use a standardized spreadsheet for data gathering and analysis (available in Box). Data gathered for each course include the level of achievement for the student learning outcomes, and instructors submit examples of student assignments (available in Box). Furthermore, all courses are required to have clearly defined student learning outcomes that can be achieved through individual course assignments, which map to the overarching program goals. Student learning outcomes of individual courses can be generalized according to their alignment with the program goals, such as acquiring information-based and professional skills and competencies, knowledge of the research process, ability for critical thinking and analysis, and knowledge of equity, diversity, and inclusiveness (EDI). Summative analysis of student learning outcomes is conducted annually, based on an academic year's courses. Reports from these analyses are created and made accessible on the Departmental website at:

<http://ed.buffalo.edu/information/about/reports.html>. Reports are reviewed by Departmental faculty to gauge our students' success in acquiring the knowledge, skills, and abilities as defined in the program goals. These discussions foster enhancements to individual courses, assignments, and the curriculum as a whole. All reports since last accreditation (2015) show a high level of student achievement, which is reflected in the student learning outcomes on assignments aligned with program goals.

Beyond individual course assessments, the MS in ILS and MS in SL degree programs are also evaluated annually through a survey of recent graduates (Exit Survey). Other broad-level evaluations of the program are conducted every three years by surveying alumni and likely (or recent) employers of graduates of the Department. These surveys were most recently collected in 2019 and are scheduled to be distributed in fall 2022. Reports from these surveys are also provided openly on the Department's website at:

<http://ed.buffalo.edu/information/about/reports.html>.

Data from all these outcomes assessments are reviewed by the Academic Programs and Curriculum Committee and the faculty as a whole at monthly faculty meetings. Where gaps between program goals and outcomes are identified, responsibility for ameliorating those gaps is assigned. The processes as detailed here contribute to and demonstrate the overall systematic planning of the Department and evaluation of degree programs. Evidence of systematic planning and shared decision-making is well-documented within the agendas for Departmental retreats (Appendix 1 – Retreat Agendas), minutes of regular faculty meetings (Appendix 2 – Faculty Meeting Minutes), annual reports from each Departmental committee (Appendix 3 – Committee Reports), the Department Chair's quarterly report to the Departmental Advisory Board (Appendix 4 – Advisory Board Agendas, Minutes, Reports from the Chair), the current Strategic

Plan (available for perusal on site), and reports from evaluation surveys and course assessments (<http://ed.buffalo.edu/information/about/reports.html>). Many Departmental decisions achieved through these systematic planning efforts are communicated in the annual Departmental newsletter, “The Informed” (<http://ed.buffalo.edu/information/news-events/newsletter.html>), as well as on the Departmental website (<http://ed.buffalo.edu/information/about/reports.html>). The quarterly reports from the Department Chair to the Advisory Board (Appendix 4 – Advisory Board Agendas, Minutes, Reports from the Chair), which is comprised of alumni, employer, and community members, both reflect decisions made, and provide opportunity for Advisory Board members to provide input into Departmental decision-making (<http://ed.buffalo.edu/information/about/advisory-board.html>).

Except for the three required core courses (LIS 507, 508 and 575) common to both master’s degrees, systematic curriculum review of the MS in School Librarianship program (MS in SL) is conducted by the MS in SL Program Coordinator, Ms. Mary Jo Sicurella, in consultation with regular and adjunct and faculty teaching in the area. The MS in SL program has additional, specialized requirements that must be met to ensure compliance with New York State Teacher Certification mandates, American Association of School Librarians (AASL) *21st Century Learning Standards*, and American Library Association *Standards for Initial Preparation of School Librarians*. In addition to the criteria used for the MS in SL program, data from the NYS Content Specialty test, student teaching evaluations, discussions with practitioners, and the New York State Education Department, along with trends in the field are used to review and revise the SL curriculum.

Assessments are made during field experience courses in the MS in SL program. In LIS 524 (School Media Center Field Experience), carefully designed clinically rich modules are



aligned to the new AASL *National School Library Standards for Learners, School Librarians, and School Libraries* released in 2018. During LIS 524 (School Media Center Field Experience), students complete 100 hours of field experience in school library media centers through the completion of learning modules designed to acquaint the students with the many professional roles and responsibilities of the school librarian. Students demonstrate critical thinking through personal reflection, provide documentation of module completion and work with practicing media specialists.

In LIS 525 E/S (School Media Center Elementary/Secondary Practicum Student Teaching), students complete two 20-day student teaching practicum experiences, one at the elementary level (P-6 grade) and one at the secondary level (7-12 grade), in two different school library media centers. During these practicum experiences, students self-assess and are observed and evaluated by their cooperating school library media specialist. Students maintain a log of daily activities that must reflect exposure to a variety of professional responsibilities. Students are assessed in their student teaching practicum, LIS 525 (School Media Center Elementary/Secondary Practicum Student Teaching), by cooperating school library media specialists using a comprehensive evaluation rubric. Students must also submit videos of instructional lessons taught during their student teaching experience. Students produce a professional digital portfolio comprised of artifacts from all MS in SL courses, field experiences, and practicums. This MS in SL Portfolio requires a one (1) credit-hour course (LIS 525P). Students select exemplars and write correlating reflective narratives to demonstrate achievement of Departmental goals and national school library media standards of the American Association of School Librarians. The portfolio requirements are similar to the MS in ILS Portfolio requirements but have a heavier focus on the instructional roles a librarian plays in the school

setting and include mandated items for New York State teacher certification. The portfolio for the MS in SL program is assessed on mastery of professional knowledge and skills.

For teacher certification as school librarians, students must also pass two exams: Educating All Students (EAS) and Content Specialty Test (CST) for library media specialists. Until recently, MS in SL students also had to write the Educative Teacher Performance Assessment (edTPA). With the removal of that exam, the MS in SL program will be required to develop or select a teacher performance assessment by September 1, 2023. These measurements and assessments are continuously evaluated, and the data used to revise SL courses and the program with the intent of improving student learning.

The Educating All Students (EAS) test was first implemented as a computer-based test in September 2013. As a certification exam, some students starting the MS in SL program have previously taken the test. Between 2015 and 2021, 101 students took the test, and the average pass rate was 96%. The Content Specialty Test (CST) exam consists of selected response questions that measure content and pedagogical knowledge, and a scenario-based constructed response assignment that requires the analysis of provided artifacts. Selected response questions cover the following competencies: The School Library Media Program; Roles and Responsibilities of the Library Media Specialist; Information, Technology and Literary Resources; Collection Development and Resource Management; Skills for Multiple Literacies; Individual and Collaborative Learning and Inquiry; Social Responsibility and Legal and Ethical Issues; and Administration of the School Library Media Program. A constructed response question measures the students' analysis, synthesis, and application of learned skills and theories. Between 2015 and 2022, 100% of students passed this exam, except for 2017/2018 when one student did not pass.

The Educative Teacher Performance Assessment (edTPA) is a national teacher performance assessment developed by the Stanford Center for Assessment, Learning & Equity and implemented by New York State in 2013. The edTPA required two 10-minute unedited video clips of instruction in the school library with three correlating tasks centered on planning, instruction, and assessment in a portfolio format. Students typically completed the edTPA during student teaching. Strict guidelines were implemented by the New York State Education Department detailing the assistance provided to the candidate in preparing the portfolio and use of submitted testing materials for training purposes. After the onset of the Covid 19 pandemic, the State had allowed students to take the ATS-W (Elementary or Secondary) as a safety-net exam in place of the edTPA. The New York state Board of Regents voted to discontinue the edTPA as an assessment tool. Currently the MS in SL program Coordinator, Ms. Mary Jo Sicurella, is part of a committee that includes program coordinators from the other New York State accredited School Librarianship programs to create a more authentic assessment of the school librarian's role. Between 2015 and 2021, 48 students took the edTPA test, with an average pass rate of 83%. This mean scaled score is higher than the state average. In 2020-21, 25 students took the ATS-W test, with a 100% pass rate.

The culminating Portfolio in the MS in ILS program serves as the most focused opportunity to measure overall achievement of the MS in ILS program goals. It is a non-credit capping exercise required of all MS in ILS students in their final semester of the program (<http://ed.buffalo.edu/current-students/is-students/portfolio.html>). Students can use their program Portfolio as a springboard for producing a professional portfolio, a tool that is common in the job application process, but it is not in itself a professional portfolio. The Portfolio is coordinated and assessed (pass/fail) by faculty member Dr. Brenda White, who receives a course release for

this work. Students in the MS in ILS cannot graduate without successfully completing the Portfolio, thus ensuring that all graduates have met the program goals. The Portfolio for MS in ILS students serves as a tool for planning their program of study and, upon completion of the program, demonstrates the meeting of program learning goals as well as students' educational and professional goals. The Portfolio is intended to focus on students' knowledge of the Library and Information Science (LIS) field and on professional competencies developed in both required core and elective courses. The Portfolio includes a table of contents, a resume, the original statement of the student's educational goals and objectives submitted in the application to the program, the initial and any later versions of the Plan of Study, an unofficial transcript, and the course work products (artifacts) that demonstrate the meeting of one or more program goals. Students must demonstrate that all four program goals have been met. A work product includes any assignment completed in the program, such as papers, practicum reports, websites, video presentations, etc. It is expected that most work products included in the Portfolio should be formally graded, although some may result from practicum or special project experiences. Each work product must include a required Work Product Statement form, on which the program goal and course objectives (provided by instructor) are identified. In addition, students write a brief statement (250 words maximum) on how each artifact serves as evidence of the student meeting the selected program goal. There must be at least one work product from a required core class addressing each of the four program goals and the Portfolio must include at least one work product from all three required core classes. Students write an impact essay (also called an impact statement) in which they discuss and illustrate with examples the key learning outcomes from their program of study courses, practical experiences, and research, and the difference the MS in ILS program has made in their ability to impact the information profession and its

stakeholders. Students are expected to weave statements associated with specific work products into their discussion or refer to them as evidence of their reported learning outcomes and actual or potential impacts. Students who have completed practical experiences or focused research may be able to report the actual impact that their work has had in specific environments.

Students are expected to approach this from several perspectives:

1. The impact of the MS in ILS program on their own educational goals and objectives.  
Were they able to meet their goals? Did their goals change?
2. The impact of the MS in ILS program on their development as an information professional.
3. The impact they see themselves as being able to have on the LIS professions. This may be in terms of research, professional contributions, their ability impact people's lives, etc.

Submitting the Portfolio is a three-stage process, including a notification of intent to submit the Portfolio, submission of a draft, and submission of a final version following feedback on the draft. The overarching criterion is the degree to which the Portfolio demonstrates the student's meeting of the program goals. Assessment focuses on the short reflective statements for each of the work products and the impact essay. If the grade is Unsatisfactory (Fail), the Department Chair appoints another assessor for a second review. If the second assessor assigns a grade of Satisfactory (Pass), the Chair will appoint an ad hoc committee to determine the final grade. If the Portfolio is ultimately deemed to be unsatisfactory, the student must resubmit the Portfolio before he or she can graduate; this may result in a delay in graduation and the need to extend conferral by a semester. Students must be enrolled in at least one credit while completing the Portfolio. ERP panelists have access to the UB Learns Portfolio course.

In addition to ensuring that all students demonstrate that they meet the program goals prior to graduating, the Portfolio assessment process reveals some interesting trends. For example, the required core course work products most consistently used to represent goal 1 are from LIS 507 (Information Life Cycle), although artifacts from that course are also increasingly being used to represent goal 3. The other two required core courses, LIS 508 (Information Users and Uses) and LIS 575 (Research Methods) have been most consistently used to represent goal 4. Students' use of the required core classes to represent goals 2 and 3 have varied, but the most noticeable trend has been the increased use of LIS 575 (Research Methods) work products to represent goal 2, which relates to required domain knowledge. Students may finally be recognizing that knowledge and skills in research methods are a requisite part of the domain knowledge they will need in practice, a point that faculty and advisors have been emphasizing.

The electives that have consistently had high representation in the Portfolio are LIS 587 (Collection Management), LIS 566 (Information Search), LIS 534 (Resources & Services for Children), and LIS 535 (Resources & Services for Young Adults), which represents a range of topic areas. Another elective, LIS 577 (Scholarly Communication), has been highly represented since its introduction as a special topics course in 2016-17, a trend which factored in the decision to add it to the regular curriculum. The positive impacts of revising and expanding elective offerings in archives and special collections are demonstrated in the increased use of work products from these courses in the Portfolios from 2018 to present. As with LIS 577 (Scholarly Communication), the increased use of work products from LIS 570 (Archival Arrangement & Description), which began as a special topics course in 2018-19, was noted when that course was added to the curriculum as a regular course. We observed in 2021-22 that work products from two social issues-related special topics courses, LIS 503 (Diversity and Inclusion in LIS), and

LIS 503 (History and Role of Libraries as Social Actors), started to be included by students in their Portfolios. The most recent Portfolio Report (<http://ed.buffalo.edu/information/about/reports.html>) also identified equity, diversity, justice, and inclusion goals as becoming prominent in recent years; it is now the fourth most-mentioned interest by students.

In addition to all of these planning and assessment activities, each program is required to submit Annual Academic Program Assessment Reporting On Continuous Improvement Efforts to the UB Office of Curriculum, Assessment, and Teaching Transformation (<https://www.buffalo.edu/catt/program/assessment/process.html>), which provides oversight of annual student learning assessment and reporting activities in compliance with the Middle States Commission on Higher Education. Data reported include mission, program goals, program learning outcomes, assessments of those outcomes using a provided rubric (Appendix 5 – UB Program Assessment Rubric), and improvements to the program resulting from those assessments. Because the MS in ILS and MS in SL programs are externally accredited, they are not subject to comprehensive reviews at the university level.

## **I.2 Systematic Planning**

### **I.2 Clearly defined student learning outcomes are a critical part of the program's goals.**

**These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:**

#### **I.2.1 The essential character of the field of library and information studies;**

**I.2.2 The philosophy, principles, and ethics of the field;**

**I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;**

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

**I.2.5 The symbiotic relationship of library and information studies with other fields;**

**I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;**

**I.2.7 The role of library and information services in a rapidly changing technological society;**

**I.2.8 the needs of the constituencies that a program seeks to serve.**

Student learning outcomes in the required core courses for students in the MS in ILS and MS in SL programs address all the above concepts. Table 1 provides examples of learning outcomes in the three courses, which address each of the listed learning outcomes above. Of course, these learning outcomes are also present in the elective courses in the MS in ILS and MS in SL programs.

**Table 1. Student Learning Outcomes**

<b>Learning Outcome</b>	<b>Course with representative SLO</b>
I.2.1 The essential character of the field of library and information studies;	LIS 507 (SLO #1: Demonstrate an understanding of the roles and relationships among acquisition, representation, retrieval, and preservation functions in information organization.) LIS 508 (SLO #1: Demonstrate an understanding of the information behavior of a diversity of user groups.) LIS 575 (SLO #2: Develop research questions about the theory and practice of library and information studies)
I.2.2 The philosophy, principles, and ethics of the field;	LIS 507 (SLO #4: Demonstrate an understanding of how information



	<p>representation and organization affects information search/retrieval.)</p> <p>LIS 508 (SLO #2: Apply understanding of information behavior to professional information work, including providing support, intermediation, instruction, and design of information services.)</p> <p>LIS 575 (SLO #4: Demonstrate an understanding of the research process by preparing a research proposal to study a user-centered problem in library and information studies)</p>
I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;	<p>LIS 507 (SLO #3: Demonstrate an understanding of the concepts, principles, and standards of information representation and organization.)</p> <p>LIS 508 (SLO #2: Apply understanding of information behavior to professional information work, including providing support, intermediation, instruction, and design of information services.)</p> <p>LIS 575 (SLO #1: Describe the purposes, concepts, and principles of research in library and information studies)</p>
I.2.4 the importance of research to the advancement of the field's knowledge base;	<p>LIS 508: (SLO #3: Demonstrate an understanding of the relationship between information behavior theory and professional information practice, and of the ways in which theory and research inform and influence that practice.)</p> <p>LIS 575 (SLO #1: Describe the purposes, concepts, and principles of research in library and information studies)</p>
I.2.5 The symbiotic relationship of library and information studies with other fields;	<p>LIS 507 (SLO #2: Explain the nature of information and the theoretical relationships among data, information, and knowledge.)</p> <p>LIS 508 (SLO #3: Demonstrate an understanding of the relationship between information behavior theory and professional information practice, and of the ways in which theory and research inform and influence that practice.)</p> <p>LIS 575 (SLO #6: Understand how research and assessment results can be applied to improve practice.)</p>

I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;	LIS 508 (SLO #1: Demonstrate an understanding of the information behavior of a diversity of user groups.)
I.2.7 The role of library and information services in a rapidly changing technological society;	LIS 507 (SLO #5: Analyze, evaluate, and apply theories and principles of information organization and information retrieval in practices.)
I.2.8 the needs of the constituencies that a program seeks to serve.	LIS 508 (SLO #1: Demonstrate an understanding of the information behavior of a diversity of user groups.) LIS 575 (SLO #6: Understand how research and assessment results can be applied to improve practice.)

Achievement of these learning outcomes is confirmed via assessment of learning outcomes following each course; these are regularly summarized (see Course Assessment Reports at <http://ed.buffalo.edu/information/about/reports.html>). In addition, achievement of program goals is assessed more globally via the Portfolio, required of all graduating students in the MS in ILS program (see Portfolio Assessments at the same link). All these reports demonstrate that students are achieving program- and course-level learning outcomes.

### **I.3 Systematic Planning**

#### **I.3 Program goals and objectives incorporate the value of teaching and service to the field.**

Our program goals, particularly #3 and #4, implicitly incorporate the value of teaching and service to the field as they address professional competences, values, attitudes, and behaviors (<http://ed.buffalo.edu/information/about/mission.html>). The value of teaching is highlighted particularly in LIS 523 (Information Literacy Instruction), an elective course within the MS in ILS program. In the MS in SL program, teaching is central to the entire degree. In addition, all required core and elective courses stress the value of service. All courses are focused on the development of knowledge, skills, and attitudes in the service of users; clients of information services are the focus. Students also take advantage of the elective Practicum course as an

opportunity for service learning (see link to Practicum form <http://ed.buffalo.edu/current-students/is-students/forms.html>). Information about Practicum available in the program Handbooks (<http://ed.buffalo.edu/current-students/is-students/handbooks.html>) and in the MS Program Pathway UB Learns courses, which act as an orientation to the programs and provides a very wide range of useful and detailed information on all aspects of the program (ERP members will be provided online access to these).

#### **I.4 Systematic Planning**

**I.4 Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.**

The program goals are available on our website (<http://ed.buffalo.edu/information/about/mission.html>) and are clearly defined and reviewed semi-annually at a Departmental retreat. These goals are tied to specific course objectives and course assignments reflected on all course syllabi (all course syllabi are in Box), and are the basis of program evaluation, for example, via the Portfolio.

**1.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.**

Review and revision of program goals are conducted at semi-annual Departmental retreats, which are attended by current students, alumni, employers, faculty, and staff. In addition, the Department of Information Science Advisory Board, whose constituents include the Department Chair, another faculty member, alumni, a student representative, and employers, meets quarterly to review a range of Departmental activities and accomplishments

(<http://ed.buffalo.edu/information/about/advisory-board.html>). This group provides informal feedback, and its representatives engage with review of program goals during Departmental retreats. Formal feedback is also provided via student Exit Surveys, Employer and Alumni Surveys, course assessments, and the Portfolio (<http://ed.buffalo.edu/information/about/reports.html>).

## **1.5 Systematic Planning**

**1.5 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program's success in achieving its mission, goals and objectives.**

The program employs a range of tools to evaluate success in achieving its program goals (<http://ed.buffalo.edu/information/about/reports.html>). Table 2 summarizes the sources of assessment data which are reviewed to inform decision-making.

**Table 2. Data Sources for Ongoing Assessment Activities, 2015-22**

<b>Data Source</b>	<b>Recipient of Assessment Data</b>	<b>Frequency</b>	<b>Participants</b>
Course-Level Learning Outcomes Assessment (quantitative)	Academic Programs and Curriculum Committee (APCC); Course Leads; Chair; Faculty	Every semester	Faculty report on student achievement of learning outcomes; summary reports reviewed by faculty
Culminating Portfolio Assessment (quantitative and qualitative)	APCC; Chair; Faculty	Annually or biannually	Student complete portfolios; summary reports of achievements of program goals reviewed by faculty
Graduating Student Exit Survey (quantitative and qualitative)	Faculty; Chair	Following every semester/changed to annual	Graduating students complete Exit

			Survey; summary report reviewed by faculty
Alumni Survey (quantitative and qualitative)	Faculty; Chair	Every three years	Survey completed by alumni; summary report reviewed by faculty
Employer Survey (quantitative and qualitative)	Faculty; Chair	Every three years	Survey completed by employers; summary report reviewed by faculty
Placement Survey (Library Journal) (quantitative)	Faculty; Chair	Annually	Data for UB reviewed by faculty [NB: low participation has led to abandonment of this survey]
Practicum Supervisor Evaluation (qualitative)	Faculty; Chair	Every semester	Practicum evaluations completed by practicum supervisors; reviewed by Chair
School Librarian Student Teaching Field Evaluation (quantitative and qualitative)	Faculty; Chair; MS in SL Program Coordinator	Every semester	Reviewed by MS in SL Program Coordinator

In addition, the minutes of faculty meetings (Appendix 2 – Faculty Meeting Minutes), meetings of the Advisory Board (Appendix 6 – Advisory Board Meeting Agendas), and Departmental retreat agendas (Appendix 1 – Retreat Agendas) demonstrate that these data sources are discussed and used to inform curriculum decisions.

The Department also solicits feedback on events such as new student orientation. Results of those surveys inform future iterations. For example, student feedback revealed some

redundancy in new student orientation presentations, so subsequent orientations were revised accordingly.

## **I.6 Systematic Planning**

### **1.6 The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.**

Results of evaluations are reviewed regularly, as noted Table 2 above. Specific examples of decisions made based on evaluation data and more informally collected feedback include:

- Based on COA advice in 2015 to revise the required core curriculum, the curriculum was revised based on a discussion at a Departmental retreat in spring 2016. That retreat included representation from all stakeholder groups, including the Advisory Board, alumni, employers, current students, faculty, and staff. The discussion was informed by data collected from a range of sources, including analysis of the curricula of other programs, and competency statements from relevant professional associations. The new program structure (reduction from five to three required core courses) was implemented in 2017.
- Where Exit Surveys provide negative feedback on specific course instructors or faculty advisors, the Department Chair speaks directly with those individuals to identify opportunities for improvement and for professional development as needed. The 2021-22 Exit Survey report, discussed at the October 2022 faculty meeting, revealed overall satisfaction but uneven feedback on faculty advising. In response, the Department Chair will identify development opportunities focused on improving student advising.
- A transition to paperless student files was based on feedback from students and faculty advisors who sought greater efficiency.

- The new student orientation event has been continually improved based on evaluation feedback from attending students. For example, PowerPoint slides are now provided ahead of time to students, and redundancy in information provided has been addressed.
- All decisions to make special topics courses permanent are based on student feedback (via course evaluations). Course evaluations are reviewed by the Academic Programs and Curriculum Committee as a central aspect of the decision to move proposals for course permanency to the faculty for approval at the Departmental and subsequent levels.
- Based on student feedback, and to provide more flexibility for students, we are now allowing students to petition to have an elective count for a category in which it is not listed on the Plan of Study (<http://ed.buffalo.edu/current-students/is-students/forms.html>).
- We decided in fall 2021 to discontinue an IT Competency testing requirement which had been instituted when a required core course on information technology was removed during a required core course revision. Informal student feedback made clear that this resource could not be maintained and updated sufficiently to meet student expectations. Thus, an updated list of IT skills expectations was created by the Academic Programs and Curriculum Committee (which includes a student member), approved by the faculty, and added to the GSE website in early 2022 (<http://ed.buffalo.edu/information/admission/computer-competencies.html>).

Another example evident in the January 2017 faculty meeting minutes shows that the 2016 Alumni Survey (<https://ed.buffalo.edu/information/about/reports.html>) was reviewed and the faculty concluded that the overall the program served respondents well. Again, concerns regarding specific courses or instructors were addressed by the Chair privately. The 2016 Employer Survey (<https://ed.buffalo.edu/information/about/reports.html>) results were

overwhelmingly positive. These data were also reviewed at the January 2017 faculty meeting, where the call by some respondents to make a practicum course required for all students was thoroughly discussed. Because this change would add a required core course and could be redundant for many students (i.e., most of our students are working full- or part-time in libraries and other information institutions), it was decided not to heed that feedback. However, students continue to be advised to take a practicum if they lack significant practical experience, and the Academic Planning and Curriculum Committee reviewed the practicum framework to ensure that it provides appropriate reflection opportunity for students. In addition, faculty advisors committed to working with students to help them articulate their practical experience and skills.

The 2016 Employer Survey (<https://ed.buffalo.edu/information/about/reports.html>) provided useful feedback about how we are preparing students for management and leadership roles, which were addressed in revisions to the management course. Subsequent course evaluations for LIS 581 (Management of Libraries) demonstrate general student satisfaction with the course. There was also helpful feedback about the need to develop “soft skills” among our graduates. In response, the Department Chair met with representatives from the University at Buffalo Career Services office to explore how to incorporate soft skill development among students within the curriculum, through course integration or referral to external resources. The UB Learns Program Pathway course was expanded to include a ‘professional leadership and involvement’ section, which emphasizes some of these skills.

The Exit Survey data from 2016 graduates (<https://ed.buffalo.edu/information/about/reports.html>) was similarly reviewed at the January 2017 faculty meeting; most graduates were very satisfied with their programs. Survey data on student advising was a bit uneven, and we agreed that we would continue to work on providing



consistently high-quality and responsive advice to students. In response, a subsequent Departmental retreat included a focused workshop on best practices in advising. In addition, the Academic Planning and Curriculum Committee investigated opportunities to make use of a virtual lab to make appropriate software available to students. That proved to be unworkable, however. It was decided that where possible and relevant, software will be made available to students, but that in general courses will require standard, easily accessible software only.

Another example of decision making based on feedback was when some students expressed a desire for more summer course offerings in the fall 2016 town hall meeting. That request was followed up with a student survey which confirmed that desire and identified specific courses of interest; thus, from summer 2017 to date, we have offered more summer courses. These courses receive high enrollment.

The Departmental Strategic Plan in place since fall 2013 was reviewed at the fall 2016 Departmental retreat meeting and new top-level goals were articulated to guide the next several years, to 2024 (available in Box). The revisions reflected significant achievement of two previous goals, including incorporating accreditation processes into the ongoing life of the Department, and ongoing curriculum revision.

In 2016, required MS in SL program course content was reviewed by adjunct professor Susan Allen, an expert in the field, to ensure real world success for our students. She made several curriculum recommendations which were incorporated into courses in the MS in SL program. For example, in response to the American Association of School Librarians and Every Student Succeeds Act (ESSA) mandates, in LIS 532 (Curriculum Role of the Media Specialist) information about ESSA was added, the accountability mandate was emphasized, and approaches to using evidence-based practice as a means of fulfilling this mandate were

incorporated. Consultation with practitioners in the field also took place. The Department Chair and the MS in SL program coordinator, Ms. Mary Jo Sicurella, met in December 2016 with Boards of Cooperative Educational Services Library System managers and the executive director of the Western New York Library Resources Council to work together to address concerns about district shortages of library media specialists and perceived candidate preparedness. These issues were particularly important with the passage of ESSA, in which the importance of a qualified library media specialist in every school library is noted. One outcome from that meeting was that regional leaders in the school library arena organized an employer panel, which was recorded and offered virtually to MS in SL students, to offer strategic advice to new graduates on topics such as interviewing.

At the April 25, 2017 faculty meeting, we reviewed the Course Assessment Report for the 2015 – 2016 academic year. The Report suggested that we may be able to change the Bloom's taxonomy level, where appropriate, to obtain more relevant data. We also determined that individual course student learning outcomes could be made clearer and more specific in syllabi. These actions were undertaken by individual instructors.

The faculty meeting minutes of November 27, 2018 reflect review of a Portfolio Assessment Report. The Report confirmed that what students believe they are learning corresponds to the program goals articulated by the faculty. A question about whether technology skills should be made a more explicit focus in program goals was raised and was discussed at the subsequent review of program goals (spring 2019), where it was decided that the program goals implicitly include technology skills. Furthermore, the wide range of technologically oriented electives offered meets students' expectations for developing the skills they seek to support their career goals (as evidenced by feedback on Exit Surveys). In addition, the Portfolio Report conclusions

suggested an opportunity to emphasize the importance of leadership development and professional involvement. The Admissions and Academic Standards Committee was asked to review the UB Learns Program Pathway course (which orients students to the program and its expectations) to identify opportunities to emphasize these issues. Thus, the Welcome from the Chair was updated to make this emphasis, and the new section on Professional Leadership and Involvement was enhanced.

The faculty meeting minutes of August 28, 2019 reflect that based on positive feedback about the master's program orientation and particularly the opportunity to network with faculty, the decision was made to ensure that this element of the orientation agenda has remained an aspect of all subsequent orientation programs.

The September 10, 2020 faculty meeting included review of the latest Employer Survey (2019), which was notably more positive than the previous Survey (<https://ed.buffalo.edu/information/about/reports.html>). The data indicated that our graduates are technologically prepared and have good professional preparation and practical experience. We did note a need to add a question regarding job promotion of our graduates, which will be included in the 2022 Employer Survey.

The February 25, 2022 faculty meeting included review of the latest Portfolio report, which concluded that “diversity, equity, and inclusion” is a topic mentioned in students’ impact essays and was not represented on the prior version of this report; however, it is now the fourth most mentioned topic of interest. In addition, the report concluded that only one-quarter of students mentioned service to the profession in the form of conference attendance, mention of a library association or leadership role. Program goal #3 relates directly to this finding, so the Academic Programs and Curriculum Committee brainstormed ways to increase student

engagement and leadership in professional associations. New initiatives would add to the revisions made to the MS Program Pathway course, which includes links to relevant professional associations matching specific career goals. These links are included in the section recommending model Plans of Study for various specializations.

These examples provide a sense of the care with which faculty attend to the results of various assessments and feedback from a range of stakeholders, taking results seriously and identifying opportunities for improvement.

**Appendices to Standard I**

Appendix 1. Retreat Agendas

Appendix 2. Faculty Meeting Minutes

Appendix 3. Committee Reports

Appendix 4. Advisory Board Agendas, Minutes, Reports from the Chair

Appendix 5. UB Program Assessment Rubric

## STANDARD II: CURRICULUM

### II.1 Curriculum

**II.1 The curriculum is based on goals and objectives and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.**

The MS in ILS and MS in SL programs structures are linked from our website (<http://ed.buffalo.edu/information/academics/masters.html>). The MS in ILS program requires three required core courses and nine electives, totaling 36 credits. The program was designed to be as flexible as possible, but to ensure that each student includes a breadth of topic areas in their program. Thus, students must satisfy coursework requirements in the following areas: information technology, information management, and professional skills, along with a second-level elective in the area of users and uses of information. Flexibility within the MS in ILS curriculum enables students to focus their electives in the area(s) that align with their professional and academic goals, which helps foster professional development and lifelong learning. The Plan of Study, which is completed with guidance from faculty advisors, assists students to select electives to meet their program goals, ensures that required core courses are included, and makes clear the range of electives available in each general topic area (<http://ed.buffalo.edu/current-students/is-students/forms.html>). Only one elective has a pre-requisite required core course; LIS 518 (Reference Services and Sources) requires that students have received credit for LIS 508 (Information Users & Uses). Students entering the MS in ILS

and MS in SL programs are expected to bring a foundational understanding of information technology and basic skill set to the program. These expectations were articulated by the Academic Programs and Curriculum Committee (which includes student representation) and approved by the faculty (<http://ed.buffalo.edu/information/admission/computer-competencies.html>). That link provides resources for students to develop this knowledge and skill set, if required.

The MS in SL program is registered by the New York State Education Department and requires 39 credits, including the same three required core courses required in the MS in ILS program; Thus, students in both master's programs register together in those three courses. All courses in the MS in ILS program are required to meet New York State requirements, so there are no electives in that program. The MS in SL program meets all New York State teaching certificate regulations (<http://www.nysed.gov/college-university-evaluation/general-and-program-specific-requirements-library-media-specialist>). MS in SL program students, 28% of our students in spring 2022, are both specialists with respect to the type of library and the user population (school libraries, children, and young adults) and generalists with respect to library functions. Since MS in SL students' programs are designed to meet requirements promulgated by the New York State Education Department for teacher certification recommendation, they are also subject to general rules for teacher certification, such as the requirement that all teachers undergo three workshops: Dignity for All Students Act (DASA), Child Abuse Reporting (CAW), and Schools Against Violence (SAVE). These elements are included in the MS in SL Plan of Study form. The program structures for both programs are clear from the Plans of Study used by students to select courses in an organized and coherent way (<http://ed.buffalo.edu/current-students/is-students/forms.html>).

The curricula for the master's degrees are reviewed in an ongoing way. For example, based on feedback from students who suggested that a Master of Science degree was helpful to secure non-traditional jobs, and discussions at a Departmental retreat with a range of stakeholders, the names of the master's degrees were updated to MS in Information and Library Science (MS in ILS) and MS in School Librarianship (MS in SL). Following feedback arising from our last comprehensive accreditation review, we reviewed the MS in ILS required core at the fall 2015 retreat. Those discussions were informed by existing literature and reports on revisions to the equivalent degree elsewhere in North America, analysis of existing data sources (Exit, Employer, Alumni, and Placement Survey data), professional standards and competencies documents, a literature review of curriculum change in the field, and a comparative analysis of our required core curriculum with peer and aspirational institutions. The faculty continued their discussions following the retreat, which resulted in a proposal for a reduced required core of three courses, and a restructuring of the electives, so that students are required to select electives from logical categories (<http://ed.buffalo.edu/current-students/is-students/forms.html>). These changes were approved by the UB Graduate School in fall 2016, and the new curriculum was implemented in spring 2017. Current students at that time had the option of selecting the old or the new curriculum to complete their programs. The new required core courses include LIS 507 (Information Life Cycle), LIS 508 (Information Users and Uses), and an existing course which became required core, LIS 575 (Introduction to Research Methods) (Appendix 6 – Core Course Syllabi). These changes to the required core necessitated changes to the MS in SL program, which incorporates the same three required core courses, along with the others required for that program. Students are helped to plan a coherent plan of study in both programs with Plans of Study (<http://ed.buffalo.edu/current-students/is-students/forms.html>) which include an updated



Course Rotation to aid students in their program planning. The Academic Planning and Curriculum Committee reviewed the new required core courses in 2017-18 and determined that they were meeting program goals.

In fall 2016, the Academic Programs and Curriculum Committee reviewed IT-related courses and made recommendations for change, including adding courses in Information Architecture, Computer Programming, and XML/Metadata, all of which were scheduled for 2017-18. In fall 2016 that Committee also reviewed all course titles, and recommended updates which were approved by faculty and implemented in December 2016. New course topics are introduced by offering LIS 503 (Special Topics) courses. Those topics are typically identified through student feedback and are taught by faculty with expertise in those areas, or adjunct faculty carefully selected for their knowledge and skill sets.

To compensate for the removal of LIS 506 (Introduction to Information Technology), the Department developed a four-module IT competency test, implemented in fall 2017. New students were required to successfully complete the four tests prior to registering for second semester courses. Keeping the modules updated proved to overwhelm existing resources and student feedback suggested this structure needed to be changed, so it was replaced in spring 2022 with a list of basic IT competencies expected of all incoming students (<http://ed.buffalo.edu/current-students/all-students/technology/prereq-skills.html>). That list was developed by the Academic Programs and Curriculum Committee, which includes student representation; it was then reviewed by students who confirmed its value and approved by the faculty.

The Department developed the Program Pathway course in UB Learns as a one-stop shop for program information and orientation for students (available for review by ERP). In fall 2018,

the GSE began offering a day-long on campus orientation for new GSE students. The morning component provides opportunity for cross-GSE networking, and in the afternoon students network with their program peers and Departmental faculty. That event was suspended during the pandemic but is expected to be reinstated. Students in our programs are invited to attend, and those unable to come to Buffalo can participate remotely.

Curriculum change is informed through multiple avenues. Several Departmental faculty are deeply engaged in professional associations such as the Association for Library and Information Science Education (ALISE) (Appendix 7 – Faculty Service). The learning and expertise developed through such engagements enables the Department to stay current with trends in the field. In addition, discussions at semi-annual retreats and with the Advisory Board include multiple stakeholders, including students, alumni, and employers. The course assessments, annual Exit Survey, Employer and Alumni Surveys conducted every three years, and Portfolio analyses also provide data to inform curriculum revision (<http://ed.buffalo.edu/information/about/reports.html>). All decisions for curricular change are first discussed by the Academic Programs and Curriculum Committee, then by the faculty. Faculty votes on changes are recorded in minutes of monthly faculty meetings (Appendix 2 – Faculty Meeting Minutes).

New elective courses are continuously added to the curriculum by offering LIS 503 Special Topics courses (Appendix 8 – Special Topics Courses). Table 3 shows new courses developed in faculty specialty areas from 2015-2022.

**Table 3. New Course Development in Faculty Specialty Areas, 2015-22**

<b>Faculty Member</b>	<b>Course</b>	<b>Semester First Offered</b>
Dr. Dan Albertson	Information Management Information Interaction STEM Learning & Rural Sch Libs	Fall 2016 Spring 2017 Fall 2018
Dr. Guillaume Boutard	Digital Curation	Spring 2016
Dr. Samuel Dodson	Information Visualization Information Retrieval	Fall 2021 Spring 2022
Marie Elia	Archives & Records: Practice/Principles	Fall 2020
Christopher Hollister	Scholarly Communication International Librarianship	Fall 2016 Summer 2019
Jessica Lacher-Feldman	Special Collections Theory & Practice	Summer 2021
Elliott McNally	Preserve in Archives & Special Collections	Spring 2021
Dr. Valerie Nessel	Design Thinking	Fall 2021
Emily Nimsakont	XML and Metadata	Spring 2019
Dr. Dagobert Soergel	Computer Programming in LIS Information Architecture Ontologies, Linked Data & Sem. Systems Admin in Networked Environ.	Fall 2018 Spring 2019 Spring 2022 Fall 2022
Dr. Ying Sun	Social Media in Info Professions Intro to Data Science for LIS	Spring 2016 Spring 2022
Dr. Amy VanScoy	Diverse Users Theories in Info Behavior Diversity Equity & Inclusion in LIS	Spring 2016 Spring 2020 Spring 2021
Dr. Jianqiang Wang	Web Development	Fall 2017
Dr. Brenda White	Info & Lib Professions History and Role of Libraries as Social Actors	Summer 2018 Fall 2021
Dr. Larry White	Organizational Storytelling	Fall 2015 Fall 2015

	Information in Decision Making	
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For example, a special topics course in International Librarianship, with an optional study abroad trip to Costa Rica, was very successfully taught in summer 2019 by adjunct Chris Hollister. After a special topics course is offered three times, it is considered for approval as a permanent elective course. The process for approving new courses is represented in Figure 1 below. At the first level (Academic Programs and Curriculum Committee), analysis of course proposals includes reviewing student feedback in course evaluations if the course was offered as a special topic course (LIS 503), review of the syllabus, and a review of possible redundancies with existing UB courses. At the level of the Academic Programs and Curriculum Committee, consensus is achieved before recommending the proposal at a faculty meeting, where a vote is taken before moving the proposal to the GSE Executive Committee. This was the same process followed to change the required core courses in 2016, as these changes were considered a minor program change according to the University at Buffalo Graduate School.

**Figure 1. New Course Approval Process**



Courses deleted since summer 2015 include two courses which were formerly required core courses: LIS 505 (Introduction to LIS) and LIS 506 (IT in LIS). Courses added to the required core courses include LIS 507 (Information Life Cycle) which combines aspects of LIS 506 and the former required course, LIS 571 (Information Organization – a different version of

this course is still offered as an elective) and LIS 508 (Information Users & Uses) which incorporates elements of LIS 505 and LIS 518 (the latter is required for MS SL students and is an elective for MS ILS students).

Since 2021, new course syllabi approved by the GSE are required to meet specific objectives related to equity, diversity, justice, and inclusion (EDJI) (Appendix 9 – GSE EDJI Course Requirements). Following a recommendation from the Academic Programs and Curriculum Committee, all instructors of courses in the Department were asked to implement a sub-set of these recommendations starting in spring 2022. The faculty will discuss expanding these efforts in fall 2022.

Other efforts to implement best practices include several initiatives. In fall 2016 each faculty member selected one of their courses to be “refreshed” by working with GSE Online (now defunct; support for online teaching is now provided by the UB Curriculum, Assessment and Teaching Transformation office: <https://www.buffalo.edu/catt.html>) to assess the course against the Open SUNY Course Quality Review rubric, with a focus on instructional design and accessibility. Through this process, seven courses were “refreshed.” To support student advising, the Academic Programs and Curriculum Committee also worked to identify sets of electives appropriate for particular specializations. These have been articulated as suggested Plans of Study to achieve specific career goals and are available in the UB Learns Program Pathway course. In addition, efforts are being made to offer interdisciplinary learning opportunities, building on the collaborative agreements which exist with the Department of Music and the School of Law (<http://ed.buffalo.edu/information/academics/collaborative.html>). A “3/2” program has also been approved to allow UB students to earn an undergraduate degree in English and an MS in ILS in five years, providing students an opportunity to earn both degrees

more efficiently than if done separately. A similar program was approved between the Department of English and the MS in SL program, and the first student enrolled in fall 2022. A combined program with the Department of History is in the approval process. Other future programs and cooperative agreements are in the preliminary stages of discussion, motivated by our expectation that new students will be drawn to our master's programs. Our master's students also can interact with our students in the PhD in Information Science program, including taking cross-listed courses available to both master's and doctoral students.

Master's students also learn through opportunities to publish articles arising from their coursework, either on their own or with encouragement from faculty. Some students publish in collaboration with faculty members, typically as a result of working on a research project as an assistant (Appendix 10 – Student Publications). Students also participate in the annual GSE Student Research Symposium, where they have the opportunity to share their own work, and to learn from other GSE students' research. The GSE also offers talks open to all students. A particularly intensive learning opportunity was provided in fall 2020, when the GSE responded to calls for racial equity by organizing a “Teach-In for Racial Equality” which was intended to be mandatory for all students, staff, and faculty. Recordings of the presentations from that event continue to be available (<https://ed.buffalo.edu/landing/teach-in.html>), and planning for a second similar event is underway. Student learning and socialization into the professions also occurs through the student groups (<http://ed.buffalo.edu/current-students/is-students/associations.html>). The annual Bobinski Lecture (Appendix 11 – Bobinski Lecture Posters) provides students with the opportunity to meet high profile speakers and to learn from their presentations, as well as from networking with the wide range of community members who attend these talks. Further enrichment of the curriculum is provided through the Research Seminar Series

(<http://ed.buffalo.edu/information/research/seminar-series.html>), which is regularly attended by students in real time. Students also view recordings of these talks, some of which are assigned viewing in the required core LIS 575 (Research Methods) course.

The MS in ILS and MS in SL programs comprehensively cover the theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries, information agencies, and in other contexts. This is evident from the program goals (<http://ed.buffalo.edu/information/about/mission.html>), the course descriptions (Appendix 12 – Course Descriptions), and course syllabi (available in Box). Course enrollments are summarized in Appendix 13 – Course Enrollments.

## II.2 Curriculum

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

The curriculum covers all these aspects via required core and elective courses (Table 4).

**Table 4. Required Core Courses Covering Standard II.2 Topic Areas**

Topic Area (Information and Knowledge...)	Required Core Courses Covering that Topic
Creation	507
Communication	507, 508, 575
Identification	507, 508, 575
Selection	507
Acquisition	507

Organization and Description	507
Storage and Retrieval	507
Preservation and Curation	507
Analysis	507, 508, 575
Interpretation	507, 508, 575
Evaluation	507, 508, 575
Synthesis	507, 508, 575
Dissemination	507, 575
Management of human and information resources	507, 508, 575

**II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;**

**II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;**

**II.2.3 Integrates technology and the theories that underpin its design, application, and use;**

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

**II.2.5 Provides direction for future development of a rapidly changing field;**

**II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.**

The totality of the curriculum meets all these goals. They are reflected in the overall program goals (<http://ed.buffalo.edu/information/about/mission.html>) and in the course-level objectives for required core courses and elective courses (see course syllabi available in Box). Achievement of the program goals is measured via the Portfolio which all MS ILS students complete in their final semester, and achievement of course objectives is measured via Course



Assessments based on Bloom's Taxonomy completed by each course instructor (<http://ed.buffalo.edu/information/about/reports.html>). These assessments demonstrate that the program goals are met and that the learning objectives for each course are met.

Leadership is encouraged through support for student engagement in associations, which is explicitly incorporated in the UB Learns Program Pathway course. Students also have leadership opportunities in the student chapters and organizations, and through service on Departmental and GSE Committees. Faculty model leadership in their participation in disciplinary associations, and these activities are reflected in the annual newsletter, "The Informed."

The curriculum reflects the evolving body of knowledge relevant to information science, and students are regularly reminded that their learning does not stop when the professional degree is earned. The MS in ILS and MS in SL curricula provide students with the domain knowledge and professional skill set to enable them to help shape the future of information science and future services.

Technology and the theories informing its use and design are emphasized in the required core LIS 507 (Information Life Cycle) course, and the information technology and information management elective courses required for each student in the MS in ILS program.

Issues related to equity, diversity, justice, and inclusion are central to our courses, and service to underserved groups is emphasized broadly. One elective, LIS 503 (Diversity and Inclusion), is devoted to these issues, but all courses are expected to incorporate approaches to learning that responds to these issues, as well as related subject content.

## II.3 Curriculum

**II.3 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 the attainment of student learning outcomes. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.**

Students create coherent programs of study through the advising process (<https://ed.buffalo.edu/current-students/is-students/advising.html>), a process which we take seriously. For example, as part of the October 2018 Departmental retreat, Dr. VanScoy and Dr. White led a workshop outlining best practices in student advising. Students have access to program information and details about possible specializations in the UB Learns Program Pathway course (available to ERP members). Faculty advisors work with students to create a Plan of Study (<http://ed.buffalo.edu/current-students/is-students/forms.html>), which supports students to meet their individual needs, goals, and aspirations. The range of electives offered allows students to meet their goals, and the Plan of Study structure helps students to meet the breadth requirements of the MS in ILS program. The Plan of Study for the MS in SL program ensures that students meet every New York State requirement for that highly structured program. As they consider elective options, students may consult course descriptions and refer to the typical course rotation, available on our website (<http://ed.buffalo.edu/information/academics/masters/library-science.html>) and embedded in the Plans of Study document. Completing the Plan of Study is a requirement in all students' first

semester of study; further course registration is blocked until the Plan of Study is signed by both the student and the faculty advisor and is on file in the Department. As it is completed in the first semester, as they progress through the program it is not uncommon for students to choose to revise their Plans of Study as their knowledge of the field increases and their original goals change. Revised Plans of Study are sent to advisors to review and approve and then placed in the student's file. Students with interests in music or law may take advantage of our collaborative agreements with those units (<http://ed.buffalo.edu/information/academics/collaborative.html>). Students may take graduate electives outside of the Department, within the GSE, in other UB units, or at other universities, with approval from their advisors, and within certain limits, outlined in the Student Handbook (<http://ed.buffalo.edu/current-students/is-students/handbooks.html>). Students are also able to design independent study or special project courses to pursue topics of interest that are not supported within the suite of offered electives (<http://ed.buffalo.edu/current-students/is-students/forms.html>). Table 5 shows the Independent Studies, Theses Supervised, and Examination Committees, 2015-2022.

**Table 5. Independent Studies, Theses Supervised, and Examination Committees, 2015-22**

<b>Faculty Member</b>	<b>Independent Studies Supervised</b>	<b>Master's Theses Supervised</b>	<b>Examination Committees</b>
Albertson	1		
Julien	5	1	1
Soergel	21		
Sun	1		
VanScoy	9	1	1
Wang	5		
White	14		

Students may also take a Practicum (LIS 526) or Special Project (LIS 527) course (<http://ed.buffalo.edu/current-students/is-students/forms.html>) to gain work experience under the

supervision of a professional in the field. While some Practicum opportunities are publicized through the student listserv, students are also able to create their own Practicum or Special Project experience at libraries or other information organizations. This provides great flexibility for students to gain practical experience in a skill set or context of particular interest. The Practicum or Special Project is supervised on-site by an individual with an MS in ILS or equivalent. A faculty member serves as an academic supervisor for both courses. Because our students come from areas outside the geographical range of many MS in ILS programs, many potential sites identified by students for practica are organizations that have never sponsored interns or practicum students. In such cases, faculty work with those institutions to clearly explain the requirements and expectations of the practicum and thus ensure that our students will receive valuable and meaningful experiences. Indirectly, this has had the effect of building new partners beyond Western New York and New York State for providing practicum and special project opportunities, especially those that can be completed remotely. Several elective courses also include fieldwork opportunities (Table 6), and student groups have engaged in projects benefiting the field. One example of this is the collection project undertaken by students for the Pride Center of Western New York (<http://www.pridecenterwny.org/>), highlighted in our fall 2015 newsletter (<https://ed.buffalo.edu/information/news-events/newsletter.html>).

**Table 6. Courses Including Fieldwork**

<b>LIS 503 STEM Learning in Rural School Libraries</b> – Students work within their own local contexts to develop a comprehensive plan for integrating STEM learning opportunities into school library (informal learning) spaces; here students collaborate with STEM area teachers, STEM learning experts, and local organizations.
<b>LIS 516 Information Sources and Services in the Social Sciences</b> - Students updated the Women's Resources page for ALA Committee on Status of Women in Librarianship (COSWL).
<b>LIS 524 School Media Center Field Experience</b> - Students engage in 100 hours of field experiences in school libraries through learning modules that address various duties and professional responsibilities of a library media specialist.

<b>LIS 525 School Librarianship Student Teaching Practicum</b> – Students complete 20 days of student teaching at the elementary level and 20 days of student teaching at the secondary level with certified school librarians.
<b>LIS 531 Marketing of Information Services</b> - Students produce a marketing plan for a specific local library or information agency/collection. For example, marketing plans have been created for Daemen College’s Learning Commons, the Buffalo and Erie County Historical Society Research Library, and the Chautauqua-Cattaraugus Library System, among others.
<b>LIS 532 Curriculum Role of the Media Specialist</b> - Students assume the role of a media specialist and collaborate with classroom teachers to create and implement lessons in library media centers.
<b>LIS 534 Resources and Services for Children</b> - Students design and deliver a themed program within a local elementary school or public library.
<b>LIS 542 Resources and Services for Adults</b> - In collaboration with ALA Committee on Status of Women in Librarianship (COSWL), students assist in developing a toolkit on care giving to adults.
<b>LIS 558 Social Media for LIS Professionals</b> – Individual students analysis and evaluate social media presence of selected information organizations.
<b>LIS 561 Information Systems Analysis and Design</b> - Individual students design an information system for an organization or specific client.
<b>LIS 563 Digital Libraries</b> - Teams of students work on designing and implementing digital collections in the framework of the New York State Documentary Heritage Program in collaboration with the Western New York Library Resources Council.
<b>LIS 564 Web Design and Development</b> – Students design, create, and publish a website for real-world users through a semester-long team project.
<b>LIS 566 Digital Information Retrieval</b> - Students conduct information retrieval for real-world clients (for example, researchers, companies, etc.).
<b>LIS 569 Database Systems</b> – Students design and implement database systems based on thorough analysis of information needs of real customers.

Occasionally a student will decide to do a thesis (<http://ed.buffalo.edu/current-students/is-students/forms.html>). In recent years, two students have selected that option.

#### **II.4 Curriculum II.4 Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.**

The revisions to the MS in ILS program, implemented in 2017, were informed by a wide range of data, including competency statements from several associations. However, since the program is a general one which does not purport to prepare students to meet competencies

articulated by specialty associations, the only set of competencies against which the curriculum is mapped is the 2009 ALA Competencies for Librarianship (this articulation will be updated when the new Competencies are formally approved). Each competency is met; most by multiple courses in the program (Appendix 14 – Map of Courses to ALA Core Competencies).

The MS in SL program was analyzed in 2021 to verify the curriculum's alignment with the American Association of School Librarians (AASL), American Library Association (ALA) and Council for the Accreditation of Educator Preparation (CAEP) school librarian preparation standards

([https://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/ALA\\_AASL\\_CAEP\\_School\\_Librarian\\_Preparation\\_Standards\\_2019\\_Final.pdf](https://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/ALA_AASL_CAEP_School_Librarian_Preparation_Standards_2019_Final.pdf)). The standards are a collaboration of the three organizations and no single organization's standard was used. These standards are intended to be considered and applied as whole, including standard statements, component statements, supporting explanations for each standard and component, rubrics for each component, and assessment evidence guidelines for the standards and components. This mapping exercise demonstrated that all these standards are supported by the assessments of student learning outcomes in the MS in SL curriculum and that every class in the program contributes to supporting these standards.

Analysis of these data revealed that all the standards are addressed in the curriculum, but one area for improvement is a stronger focus on Standard 2.3, Integrating Ethical Use of Information into Instructional Practice, as this is critical for students' ability to validate and synthesize information. The second area meriting additional emphasis is Standard 5.1, Professional Learning. School Librarians should be seen as leaders in the school community and understand the importance of meeting the diverse needs of that community. Ms. Mary Jo

Sicurella, coordinator of the MS in SL program, is reviewing the curriculum to identify possible modifications to address these issues.

## **II.5 Curriculum**

**II.5 Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.**

As articulated above, the curriculum is evaluated and revised through a wide range of means: input from the Advisory Board, which includes students, alumni, employer, and faculty members (<http://ed.buffalo.edu/information/about/advisory-board.html>); semi-annual retreat discussions, which include representatives from all of these stakeholder groups; student course evaluations; and, course assessments, Exit Surveys, Alumni Surveys, Employer Surveys, and Portfolio analyses (<http://ed.buffalo.edu/information/about/reports.html>). Improvements are typically incremental (the 2017 revisions to the required core courses are an exception).

## **II.6 Curriculum**

**II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.**

Curricular decision-making is well documented in annual reports of the Academic Planning and Curriculum Committee (Appendix 3 – Committee Reports), and in minutes of monthly faculty meetings (Appendix 2 – Faculty Meeting Minutes). Multiple examples are

described above. The assessment data that informs these decisions are documented on our website (<http://ed.buffalo.edu/information/about/reports.html>).

## **II.7 Curriculum**

**II.7 The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.**

Multiple examples showing how curriculum evaluation efforts are systematically used to improve the program and to plan for the future are evident in this report, in the Standard I - Systematic Planning and Standard II - Curriculum chapters, and in faculty meeting minutes (Appendix 2 – Faculty Meeting Minutes).



**Appendices to Standard II**

Appendix 6. Core Course Syllabi

Appendix 7. Faculty Service Table

Appendix 8. Special Topics Courses

Appendix 9. GSE EDJI Course Requirements

Appendix 10. Student Publications

Appendix 11. Bobinski Lecture Posters

Appendix 12. Course Descriptions

Appendix 13. Course Enrollments

Appendix 14. Map of Courses to ALA Core Competencies

## **STANDARD III: FACULTY**

### **III.1 Faculty**

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

Currently the Department includes 9.5 faculty members: Dr. Sam Abramovich (Associate Professor) (cross-appointed with the Department of Learning and Instruction), Dr. Dan Albertson (Professor and Department Chair), Dr. Sam Dodson (Assistant Professor), Dr. Africa Hands (Assistant Professor), Dr. Heidi Julien (Professor), Dr. Dagobert Soergel (Professor), Dr. Ying Sun (Associate Professor), Dr. Amy VanScoy (Associate Professor), Dr. Jianqiang Wang (Associate Professor), and Dr. Brenda White (Clinical Associate Professor). Since 2015, Dr. Guillaume Boutard was appointed as an Assistant Professor; he left in 2017. Dr. Anne Perrault (Assistant Professor), Dr. Larry White (Assistant Professor), and Dr. Valerie Nessel (Associate Professor) retired. The Department has recently hired a new tenure-track Assistant Professor, Saguna Shankar, who will start in August, 2023. We have also received permission to search for another new faculty colleague in 2022-23 (Appendix 15 – Position Description for New Faculty

Position). CVs for all faculty are available in a Box folder. The faculty complement from 2015 to 2022 is summarized in Table 7.

**Table 7. Full-time Faculty, 2015-22**

<b>Name</b>	<b>Rank</b>	<b>Appointment</b>	<b>Tenure (Expected)</b>	<b>Separation</b>
Sun	Associate	2006	2014	
Wang	Associate	2006	2012	
Nesset	Associate	2008	2014	2022
Perrault	Assistant	2009		2018
Soergel	Full	2009 w/tenure	N/A	
White, B.	Associate Clinical	2010	N/A	
White, L.	Assistant	2011		2019
VanScoy	Associate	2012	2018	
Abramovich	Associate	2013	2019	
Julien	Full	2013	2014	
Boutard	Assistant	2015		2017
Albertson	Full	2016 w/tenure	2019 Full	
Dodson	Assistant	2021	(2027)	
Hands	Assistant	2022	(2028)	

Several faculty members have enjoyed 6-month sabbatical leaves: Dr. Wang in fall 2015 and fall 2022, Dr. Nesset in spring 2016, Dr. Sun in fall 2016, Dr. VanScoy in spring 2018, and Dr. Julien in spring 2020.

All faculty are appointed to the graduate faculty at UB, and together are able to teach the bulk of the courses (Appendix 16 – Faculty Relevant Experience, Research Interests, and Course Repertoire). A strong group of adjunct faculty teach in specialty areas, providing students with outstanding learning experiences across a range of topics (Appendix 17 – Courses Taught by Adjuncts). Highly skilled adjunct faculty are drawn from around the country, a luxury afforded by the online teaching modality of the program. Adjunct faculty are mentored and supported by the regular faculty; indeed, a strong culture of mutual support and mutual respect is evident in

the Department. The balance of full-time and adjunct faculty is summarized in Table 8, which shows a significant increase in the proportion of courses taught by full-time faculty.

**Table 8. Full-time and Adjunct Faculty, 2015-22**

<b>Year</b>	<b>Total courses</b>	<b>Taught by Full-time Faculty</b>	<b>%</b>	<b>Taught by Adjunct Faculty</b>	<b>%</b>
2015-2016	103	51	49	52	50
2016-2017	73	46	63	27	37
2017-2018	76	53	70	23	30
2018-2019	78	51	65	27	35
2019-2020	70	45	64	25	36
2020-2021	87	61	70	26	30
2021-2022	67	40	60	27	40

The faculty also meet the service needs in the Department and GSE and contribute service at the UB and disciplinary levels as well (Appendix 7 – Faculty Service). The faculty are strong scholars, publishing and presenting their research to scholarly and practitioner audiences (Appendix 18 – Faculty Publications; Appendix 19 – Faculty Grants).

### **III.2 Faculty**

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

All appointments and promotions at the University at Buffalo are guided by expectations articulated in the Policies, Procedures, and Criteria for Faculty Personnel Actions (<https://www.buffalo.edu/provost/admin-units/faculty-affairs/presidents-review-board/procedures.html>), which ensure that excellence in all three areas of faculty responsibility is achieved for reappointment, tenure, and promotion. Excellence in teaching is supported through

the systematic assessment of teaching and learning outcomes (course evaluations, Exit Surveys, Portfolio, Alumni Surveys, and Employer Surveys, see <http://ed.buffalo.edu/information/about/reports.html>). Where feedback or assessment data indicate a need for teaching improvement, the Department Chair works with instructors to develop appropriate skills. New regular and adjunct faculty are provided with orientation materials to support their smooth integration into the Department and UB context, and the Department Chair routinely seeks feedback from them and answers questions as they arise. The Department enjoys a collaborative and mutually supportive culture that encourages informal mentoring and mutual help. Course syllabi are shared freely, pedagogical techniques are discussed, and particularly strong instructors generously serve as teaching mentors to new faculty, adjunct faculty, and even their more experienced colleagues. In addition, by UB policy, all assistant and associate professors have formal mentors.

Research excellence is simply expected at an R1 institution such as UB; research is a key element of faculty appointment, reappointment, tenure, and promotion decisions. Excellence is encouraged through generous financial support for faculty to attend conferences, particularly from the Department endowments, and from the GSE Dean's office, and small amounts of ad hoc grant funding are available from the Department and the GSE to support small research projects (e.g., to fund interview transcriptions). The GSE Associate Dean for Research hosts regular "lunch and learn" opportunities focusing on grant-writing, and a recent faculty retreat included a workshop with the Associate Dean for Research, who provided advice about potential sources of grant funding.

Service engagement is also strongly encouraged, and all faculty are expected to provide a range of service to the Department, GSE, UB, and the discipline (Appendix 7 – Faculty Service).

At the Department level, standing committees are reconstituted annually, typically with a senior faculty member Chairing. These roles rotate, and untenured faculty are protected from Chairing committees (Appendix 20 – Faculty Committee Assignments).

The learning and research environments are stimulated through speaker series organized by the GSE and by the Department Research Seminar Series (<http://ed.buffalo.edu/information/research/seminar-series.html>). Research posters which have been presented at conferences decorate the main hallway where faculty offices are located, and a bulletin board shares copies of recent faculty publications. In addition, the annual Departmental newsletter, “The Informed” (<http://ed.buffalo.edu/information/news-events/newsletter.html>), highlights our research culture, through sharing details of the Research Seminar Series, faculty grants and awards, and citations to faculty publications.

### **III.3 Faculty**

#### **III.3 The program has policies to recruit and retain faculty from diverse backgrounds.**

**Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.**

Search committees for new faculty are required to take concrete steps to advertise open positions in venues directed at minority candidates and they typically work proactively to identify diverse candidates. Personnel policies are clear and directive, published at the university level (<https://www.buffalo.edu/administrative-services/policy1/ub-policy-lib/recruitment.html>) and at the GSE level (Appendix 20 – GSE Search Guidelines). Implementation of all personnel policies and required procedures is carefully monitored by the University and by the GSE.

### III.4 Faculty

**III.4 The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active participation in relevant organizations.**

Faculty are well prepared to teach the courses they are assigned (Appendix 16 – Faculty Relevant Experience, Research Interests, and Course Repertoire). Course assignments are negotiated between faculty and the Department Chair to cover teaching needs, match faculty expertise with course topics, and to support faculty goals. All faculty, tenure-track, clinical, and adjunct, are effective teachers, as evidenced by the success of students in meeting course-level and program-level goals (<http://ed.buffalo.edu/information/about/reports.html>). In addition, Dr. Amy VanScoy and Dr. Brenda White have won awards for their superior teaching (see Table 9 below). Faculty maintain their teaching expertise through engagement in the Association for Library and Information Science Education (ALISE), the iSchools, the Association for Information Science and Technology (ASIS&T), and other disciplinary organizations (Appendix 7 – Faculty Service), as well as by environmental scanning, reading the literature in their areas of interest, and networking with colleagues teaching similar topics in other programs. Faculty are active participants in a range of relevant organizations (Appendix 7 – Faculty Service).

**Table 9. Awards for Research, Teaching and Service, 2015-22**

Faculty Member	Awards
Dodson, Samuel	Impact Recognition Award, Association for Computing Machinery Computer-Supported Cooperative Work, 2021
Julien, Heidi	<ul style="list-style-type: none"> <li>• Distinguished Member, Association for Information Science &amp; Technology (Inaugural Class), 2021-26</li> <li>• Association for Library and Information Science Education Service Award, 2021</li> <li>• Graduate School of Education STAR Award for Research, 2021</li> </ul>

	<ul style="list-style-type: none"> <li>• SIG-USE (Association for Information Science &amp; Technology) Outstanding Contributions to Information Behavior Research Award, 2020</li> <li>• Best Paper Award, Canadian Association for Information Science Conference, 2019</li> </ul>
Nesset, Valerie	Graduate School of Education STAR Award for Service, 2019
Soergel, Dagobert	Distinguished Member, Association for Information Science & Technology, 2022-27
VanScoy, Amy	<ul style="list-style-type: none"> <li>• Association for Information Science &amp; Technology Annual Meeting Best Short Paper Award (3rd place), 2022</li> <li>• Graduate School of Education Grant Fellows Program, 2020</li> <li>• SIG-USE (Association for Information Science &amp; Technology) Elfreda A. Chatman Research Award, 2019</li> <li>• University at Buffalo Teaching Innovation Award, 2018</li> <li>• Beta Phi Mu/Library Research Round Table Research Paper Award, 2017</li> <li>• Open SUNY Online Teaching Ambassador, 2017</li> <li>• Graduate School of Education STAR Award for Teaching, 2016</li> </ul>
White, Brenda	Graduate School of Education STAR Award for Teaching, 2017

### III.5 Faculty

**III.5 For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.**

Faculty are active scholars, as demonstrated by the list of their research outputs (Appendix 18 – Faculty Publications) and research grants (Appendix 19 – Faculty Grants). Table 9 above also shows that faculty receive awards for their research contributions. Faculty CVs are available in Box.



### III.6 Faculty

**III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives.**

Faculty have earned their PhDs at a diverse range of reputable universities (Table 10).

**Table 10. Faculty (2015-22) Doctoral Degrees**

<b>Faculty Member</b>	<b>Degree</b>	<b>Area of Degree</b>	<b>Institution</b>
Abramovich	PhD	Learning Sciences	University of Pittsburgh
Albertson	PhD	Information Science	Indiana University, Bloomington, Information Science
Boutard (no longer on faculty)	PhD	Information Studies	McGill University (Canada)
Dodson	PhD	Library, Archival and Information Studies	University of British Columbia (Canada)
Hands	PhD	Library and Information Systems	Queensland University of Technology
Julien	PhD	Library and Information Science	University of Western Ontario (Canada)
Nesset (no longer on faculty)	PhD	Information Studies	McGill University (Canada)
Perrault (no longer on faculty)	PhD	Teaching and Curriculum	University of Rochester
Soergel	PhD	Political Science	University of Freiburg (Germany)
Sun	PhD	Information Studies	Rutgers University
VanScoy	PhD	Information Science	University of North Carolina, Chapel-Hill

Wang	PhD	Library and Information Services	University of Maryland
White, Brenda	PhD	Communication	State Univ. of New York, Buffalo
White, Larry (no longer on faculty)	PhD	Library and Information Studies	Florida State University

The Departmental faculty are research-productive experts in their specialty areas. We are ranked 22 in citations to faculty publications and in the Department's h-index, a remarkable achievement for a small department balancing relatively high teaching loads and service responsibilities.<sup>1</sup> Based on rankings of journal prestige and normalized for number of faculty members in a school, the Department ranks third among LIS schools in the U.S. and Canada in terms of top faculty researchers. Dr. Julien is ranked third and Dr. Soergel is ranked eighth in the list of top faculty researchers in the field. By this prestige measure, the Department ranks second among schools overall, another extraordinary indicator of faculty research profile.<sup>2</sup>

The faculty's research productivity results in a range of products (Table 11).

**Table 11. Faculty Publications by Type, 2015-22 (or since start date)**

Faculty Member	Books	Chapters in Books	Journal Articles	Presentations	Research Reports
Abramovich			7	18	
Albertson	2	1	11	20	10
Dodson			1	1	
Julien	1	2	29	94	1
Nesset		1	4	11	
Soergel		1	12	37	1
Sun			5	5	1
VanScoy		2	21	52	
Wang			1	6	

<sup>1</sup> Lund, B. (2019). Examination of correlates of H-index as a measure of research productivity for library and information science faculty in the United States and Canada. *Scientometrics*, 120, 897–915. <https://doi.org/10.1007/s11192-019-03152-6>

<sup>2</sup> Lund, B. (2021). Evaluating the use of journal prestige as a metric for academic research faculty: A case of library and information science faculty in the United States and Canada. *Library Quarterly*, 91(3), 322–336.

The faculty are subject experts who also bring their non-academic work experiences to their teaching (Appendix 16 – Faculty Relevant Experience, Research Interests, and Course Repertoire). Several faculty members have been recognized for their teaching, research, and leadership achievements with awards at the GSE, national, and international levels (Table 9 – Awards for Research, Teaching and Service, 2015-22).

Recognizing that engagements with practice inform both teaching and impactful research, faculty members have a range of positive and productive relationships with practitioners. Dr. Sam Abramovich regularly collaborates on an IMLS grant with librarians at the Buffalo & Erie County Public Library and the Mansion Public Library. Dr. Dan Albertson supported Buffalo Erie County Public Library efforts for improving employment opportunities for new librarians entering the profession within the state. He collaborated with librarians at the University at Buffalo to propose undergraduate courses in areas of key literacies. He served on the Advisory Board for the Digital Scholarship Studio and Network to support their mission and efforts, and he collaborated with the Law Library at the University at Buffalo to further develop studies and educational opportunities for students interested in law librarianship. Dr. Albertson serves on the Western New York Library Resources Council (WNYLRC) to support their mission and efforts, and in his role as Department Chair, he works to identify and collaborate with adjunct faculty nation-wide to offer new educational opportunities for students. As part of a grant-funded project from IMLS, Dr. Albertson worked with rural school librarians from around the country to design professional development experiences and a three-credit hour graduate course for student participants in the program. Additionally, he has worked with faculty of the University at Buffalo Libraries to design student experiences for newly created units and services, and a Buffalo-based attorney to explore student opportunities in the area of intellectual freedom together with legal

issues facing libraries. Dr. Heidi Julien maintains ties with representatives from a range of practice contexts in her service on the Board of WNYLRC from 2013-19, and more recent service on the WNYLRC Strategic Planning Committee, and Mentoring/Internship Taskforce. She maintains regular contact with the Executive Director of the WNYLRC Board, Sheryl Knab, and with the recently retired Director of the Buffalo and Erie County Public Library. In addition, she liaises regularly with representatives of the University at Buffalo Libraries, including former library liaison and current Head of Scholarly Communication, Christopher Hollister, and current Vice Dean for Legal Information Services and Associate University Librarian for Law, Elizabeth Adelman.

Dr. Valerie Nessel was an invited speaker at the Indexing Society of Canada Virtual Conference, in June 2022. Dr. Dagobert Soergel served as consultant to the World Bank Information and Technology Solutions group and as consultant to the International Monetary Fund Knowledge Management Unit. Dr. Amy VanScoy collaborated with librarians on a presentation for the Association of College and Research Libraries about student privacy research. Her research team will be hosting workshops on college campuses to facilitate discussion among faculty, librarians, and instructional designers about student privacy. She also collaborated with several librarians on a presentation for the SUNY Librarians' Association Annual Conference about how theory can inform practice. Since she teaches many of the practice-focused courses in the MS in ILS program, in spring 2020 Dr. Brenda White began working with the Head of Technical Services and the Head of Collection Management Services at the Oklahoma City Metropolitan Library System to keep abreast of the movement to new cataloging standards as well as the increased use of analytics in collection management. She also maintains constructive relationships with the University at Buffalo Libraries and the Buffalo and

Erie County Public Library System to both help connect students to practicum opportunities and to keep abreast of expectations for people entering the information science, specifically in librarianship. While not a formal library organization, Dr. White also works with Buffalo's Native American Community Services to develop their online organization system for their library and indigenous language collection. Covid-19 pandemic disruptions have prevented the completion of this project to date, but it is hoped that the organization system will be completed within the 2022-2023 academic year. Dr. White expects that this project will lead to future involvement with both UB's Digital Humanities program and the University's Indigenous Studies program, which is currently under development.

Departmental faculty have also been encouraged to engage internationally, with the expectation that such engagement intellectually benefits their research and their teaching. The Department has a signed Memorandum of Understanding with the Department of Information Science at the University of Pretoria in South Africa. Scholars from that department (Dr. Ina Fourie and Dr. Archie Dick) have been hosted by our Department and three of our faculty members have visited the University of Pretoria (Drs. Amy VanScoy, Valerie Nessel, and Heidi Julien). There are also examples of many other international connections. For example, Dr. Sam Dodson is studying video-based teaching and learning with collaborators in computer science at the University of British Columbia (Canada) and Seoul National University of Science and Technology (South Korea) and associates in education at the Technion — Israel Institute of Technology. He is co-writing a book about “Searching as Learning” with collaborators in library and information science at the University of British Columbia and computer science at Delft University of Technology (The Netherlands). Dr. Heidi Julien has active research collaborations with scholars in Australia, Canada, Finland, Ghana, Ireland, Israel, the Netherlands, New

Zealand, South Africa, and the United Kingdom. She has been an invited scholar to the UK, Australia, New Zealand, Israel, South Africa, The People's Republic of China, Malaysia, and Thailand (the visit to Thailand was postponed due to the pandemic). She is a Research Associate at the University of Pretoria, South Africa, which is an honorary connection that involves a range of engagements with the Department of Information Science at that institution. When on sabbatical in 2016, Dr. Valerie Nessel was invited to present multiple talks at the University of Pretoria, South Africa. Dr. Dagobert Soergel frequently co-authors publications and presentations with international colleagues, including from Brazil, Germany, China, England, Sweden, Denmark, and Algeria. He has also offered courses in Brazil. Dr. Ying Sun presented an invited lecture at Nanjing Agricultural University in 2018. Dr. Amy VanScoy led a study of librarians' conceptualizations of reference and information service in Slovenia, South Africa, and the United States, in which she collaborated with faculty and librarians in Slovenia and South Africa. She also conducted a study of the experience of reference and information service for special librarians in Slovenia and the United States, collaborating with a Slovenian librarian. Her recent study of information behavior in reference and information services professional education was inclusive of programs in Canada. Another collaboration is with a Canadian scholar studied leisure programming in libraries. Working with two Canadian scholars, Dr. VanScoy also studied the nature of Canadian public libraries' relationships with their communities as evidenced by their messages on Twitter. She collaborated with a Norwegian scholar on a methodological paper, and she has proposed a Fulbright project to increase research capacity and publication output of Ghanaian librarians and to collaborate with Ghanaian librarians on her ongoing research. Like several other Departmental faculty, she has been invited to give keynotes and talks and has presented papers at many international conferences.

Faculty are also encouraged to conduct interdisciplinary research; these efforts have met with success and enrich both teaching and research. Dr. Sam Abramovich currently collaborates with a colleague in the Department of Education at the University of Wisconsin in Madison on a grant funded by the IMLS, as well as a colleague in the Department of Engineering Education at the University at Buffalo on a grant funded by the NSF. He recently completed a grant with the Educational Technology Department at the University of Montana Western, funded by the NSF. Dr. Dan Albertson participated in a grant-funded research project with Dr. Angela Barber of Communicative Disorders at the University of Alabama to investigate the use of digital media tools to support the identification of autism, particularly in rural areas. He also collaborated in a grant-funded project with Dr. Amanda Nickerson, Director of the Alberti Center for Bullying Abuse Prevention of the University at Buffalo, to implement and evaluate a web-based, accessible educational resource for public use. Dr. Albertson collaborated with the English Department at University at Buffalo to develop a 5-year dual degree programs that comprise a BA in English with either a MS in SL or MS in ILS; both programs have been formally approved. Dr. Sam Dodson is currently collaborating with faculty from other disciplines on three projects. First, he is studying video-based teaching and learning with collaborators in computer science (at the University of British Columbia, Canada and Seoul National University of Science and Technology, South Korea) and education (at the Technion — Israel Institute of Technology). Second, he is analyzing the use of gendered language on the Web with an associate from the Department of Learning and Instruction at the University at Buffalo. Third, he is co-writing a book on “Searching as Learning” with collaborators in library and information science at the University of British Columbia and computer science at Delft University of Technology (The Netherlands). Dr. Heidi Julien collaborates with colleagues from DeGroote School of Business at

McMaster University, from the McMaster University School of Social Work, and from the Faculty of Business and IT at Ontario Tech University. Jointly, this team has a research grant from the Social Sciences and Humanities Research Council of Canada. Another grant-funded project includes scholars in sociology. Dr. Dagobert Soergel participates with the Buffalo Ontology Group, served as a member of a search committee in the Department of Linguistics, collaborated on writing a successful proposal for a Clinical and Translational Science Award for UB (for which he served as Director of Evaluation), participates in the interdisciplinary Center for Community-Invested Research, Collaboration, & Learning group in GSE, and collaborated with faculty from computer science. Dr. Ying Sun collaborates with Diane Schwartz at the Department of Bioinformatics in data science education projects. She also collaborates with Dr. Xiufeng Liu in the Department of Learning and Instruction in automatic scoring in science education and civic science literacy measurement. Dr. Amy VanScoy is collaborating with a faculty member from GSE's Departments of Learning and Instruction and of School and Educational Psychology on an IMLS funded grant to study retention of BIPOC librarians. She also collaborated with a faculty member from GSE's Department of Learning and Instruction to submit a grant proposal to study how virtual reality is being used in school libraries. Dr. Jianqiang Wang submitted a UB IMPACT funding proposal titled "Flipping the Script: Transcribing and Transliterating South Asian Multilingual Vocabularies" with PI Dr. Walter Hakala, Associate Professor of UB Department of English, in 2016. He also submitted an IMLS LB21 grant proposal titled "Data Analytics for Librarians (DA4L)" with Co-PI Dr. Diane Schwartz, Research Associate Professor of UB Department of Biomedical Informatics (PI Dr. Ying Sun), in 2021. He is continuing collaborative research on data science education in LIS with Dr. Diane Schwartz and Dr. Ying Sun. Dr. Brenda White has been working with the



Director of Graduate Studies in the Department of Music and the Music Subject Specialist in the University Libraries to refine and improve the cooperation between Music and Information Science advisors to improve the experience for students in the Music Librarianship cooperative degree program (an MA in music history, musicology or composition and an MS in Information and Library science.) She is also discussing the potential development of a collaborative 5-year program for a BA in Music and an MS in ILS.

All faculty are skilled in academic planning and assessment, as all assessment instruments (with the exception of course evaluations, which are organized centrally at UB) have been designed, implemented, analyzed, reviewed, and acted upon by faculty. These issues are discussed by the Academic Programs and Curriculum Committee (Appendix 3 – Committee Reports) and by the faculty at regular monthly meetings (Appendix 2 – Faculty Meeting Minutes) and at semi-annual retreats (Appendix 1 – Retreat Agendas).

In addition, all faculty contribute to nurturing a rich intellectual environment to meet program goals. All faculty set high standards in their courses, engage regularly and deeply with students, engage in Departmental activities such as the Research Seminar Series and the annual Bobinski Lecture, and encourage students to engage in learning opportunities through attendance at special talks and events and participation in conferences.

### **III.7 Faculty**

**III.7 Faculty assignments relate to the needs of the program and to the competencies 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.**

When assigning courses to faculty, the Department Chair matches faculty expertise and competency closely to the requirements of the courses planned. Student feedback, both informal and formal (such as via course evaluations and Exit Surveys) is monitored by the Department Chair, and corrective action is taken as needed. The Department Chair is aware of the relative balance of teaching, research, advising, and service responsibilities each faculty member bears, which is considered when assigning teaching loads (Appendix 16 – Faculty Relevant Experience, Research Interests, and Course Repertoire).

### **III.8 Faculty**

**III.8 Procedures are established for systematic evaluation of all faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.**

Faculty are evaluated each semester through course evaluations and annually through an annual report form (Appendix 21 – Faculty Annual Report), and a meeting with the Department Chair. At that meeting, each faculty member's goals for teaching, research, and service for that year are reviewed, feedback is offered, and ideas for improvement are discussed. Faculty annual reports are reviewed by the Department Chair as well as by the GSE Associate Dean for Faculty Affairs. In addition to the obvious student role in completing an evaluation for each course taken, students are also involved in evaluation through the annual Exit Survey, which is an opportunity to provide feedback on interactions with faculty as teachers and as advisors (<http://ed.buffalo.edu/information/about/reports.html>).

Faculty are also evaluated through the reappointment, tenure, and promotions processes, which are governed by UB policy (<https://www.buffalo.edu/provost/admin-units/faculty->

[affairs/presidents-review-board/procedures.html](https://www.buffalo.edu/provost/admin-units/faculty-affairs/presidents-review-board/procedures.html)) and GSE policy (available only with a faculty login). Faculty undergo their first-year review following one year of service on faculty; that review requires faculty members to produce a dossier which includes a CV; statements of accomplishments and goals in teaching, research, and service; and teaching evaluations. That dossier is reviewed at the Departmental and GSE level (by the GSE Personnel Committee), and a decision to reappoint is made at the GSE level. The third-year review of faculty follows a similar process, although external reviews are also solicited and included in the dossier. Tenure review typically occurs following six years of service, and the same process is followed, except that the recommendation to offer tenure and promotion to Associate Professor moves from the Departmental level, to the GSE level, to the President's Review Board (UB), to the UB Provost and President, and the final decision is made by the SUNY Chancellor (<https://www.buffalo.edu/provost/admin-units/faculty-affairs/presidents-review-board/procedures.html>).

### **III.9 Faculty**

#### **III.9 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty.**

All faculty annual reports are maintained in a database. Review, tenure, and promotion dossiers are held by the Office of the Vice Provost for Faculty Affairs. Personnel documents and decision processes are confidential, although their outcomes are evident in appointments, the awarding of tenure, and in promotions. Since 2015, Drs. Abramovich, Albertson, and VanScoy have received tenure, and Drs. Abramovich and VanScoy have been promoted from Assistant to Associate Professor. Dr. Albertson was promoted to Full Professor, and Dr. Brenda White was promoted to Clinical Associate Professor.

### **III.10 Faculty**

**III.10 The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.**

The Department Chair reviews faculty annual reports and course evaluations and all faculty review Exit Surveys to identify gaps in the curriculum, as well as to identify any other areas for improvement. Periodically the faculty discuss potential curriculum areas not currently covered thoroughly within the suite of faculty expertise and articulates a list of areas of desirable expertise in future faculty hires.

**Appendices to Standard III**

Appendix 15. Position Description for New Faculty Position

Appendix 16. Faculty Relevant Experience, Research Interests, and Course Repertoire

Appendix 17. Courses Taught by Adjuncts

Appendix 18. Faculty Publications

Appendix 19. Faculty Grants

Appendix 20. GSE Search Guidelines

Appendix 21. Faculty Annual Report

## **STANDARD IV: STUDENTS**

### **IV.1 Students**

**IV.1 The program formulates recruitment, admission, retention, financial aid, career services, and other academic and administrative policies for students that are consistent with the program's mission and program goals and objectives. These policies include the needs and values of the constituencies served by the program. The program 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 program's mission and program goals and objectives.**

Policies relating to students are consistent with the mission and goals of the program; most are set by UB and/or the GSE. Admissions are managed by GSE Admissions (<http://ed.buffalo.edu/admission.html>). The Department sets admissions criteria and makes admissions decisions. Admissions criteria are discussed by the Admissions and Academic Standards Committee, which brings recommendations to the faculty for discussion and decision at monthly faculty meetings. The admission process involves a comprehensive review of student applications which include personal statements, references, and transcripts. Initial screening and auditing of the application is performed by GSE Admissions. Once an initial audit is complete, applications are sent to the Department where a decision can be made by the Program Director. Where needed, particularly in cases where the applicant's GPA falls below the 3.0 minimum, the Admissions and Academic Standards Committee performs a full review of an application to the MS in ILS program and makes a recommendation on admission to the Program Director. A final audit for degree conferral is conducted by Departmental staff at the conclusion of each semester.

GSE Admissions assists in recruiting students (Appendix 22 - Recruitment Activity, 2015-2022), and the Program Director for the MS in ILS, currently Dr. Jianqiang Wang (replaced by Dr. Dan Albertson in fall 2022 while Dr. Wang is on sabbatical), and the Coordinator of the MS in SL, Ms. Mary Jo Sicurella, also actively recruit students. They meet prospective students at online and in-person informational events, and field inquiries about the programs from prospective students more informally on an ongoing basis. Ms. Sicurella has also traveled to represent our programs at the National Conference of African American Librarians in 2017, and the Joint Council of Librarians of Color conference in 2018 and 2022. The former Program Director for the MS in ILS, Dr. Valerie Nessel, also recruited students at the Ontario Library Association conference in 2019 and 2020. GSE Admissions organizes open house events for newly admitted students, which are also attended by the MS in ILS Program Director, and the MS in SL Program Coordinator. Student enrollment has increased by over 50% since 2015 (Table 12). This increase in enrollment is partly due to the decision to move to entirely asynchronous online programs. Insufficient numbers of on-campus students were entering the program to fill on-campus courses, or to make hybrid courses a reasonable alternative. The asynchronous online MS in ILS and MS in SL programs attract many students who would not be able to pursue master's studies on campus. Thus, this delivery mode contributes to the equity goals espoused by the Department, GSE, and UB. To date, the department has not drawn significant enrollment from international students, largely because the programs are online and international students typically do not receive local support for online programs.

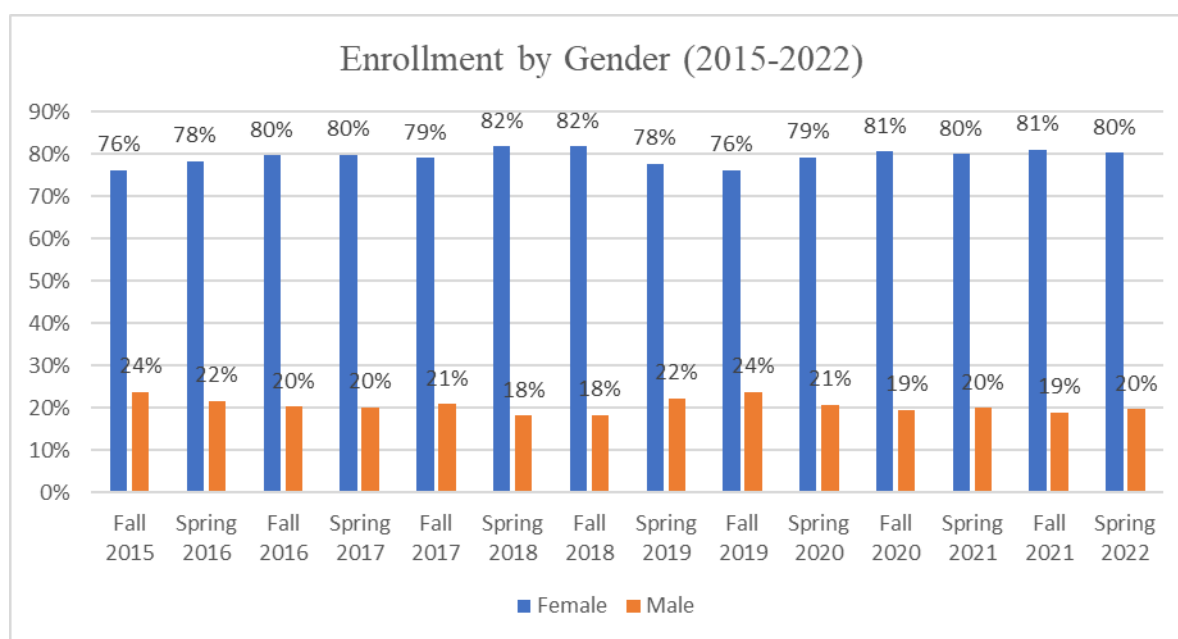
**Table 12. Enrollment in MS in ILS and MS in SL Programs, 2015-20**

<b>Year</b>	<b>F/T Master's Students</b>	<b>P/T Master's Students (Headcount)</b>	<b>Total Headcount</b>	<b>Minority Enrolment</b>
2020	45	273	318	16

2019	33	215	248	18
2018	33	174	207	15
2017	42	161	203	14
2016	30	142	172	14
2015	42	159	201	25

Trends in student gender (Figure 2 and Table 13), ethnicity (Figure 3 and Table 14), and age (Figure 4 and Table 15) in the master's programs are shown below.

**Figure 2. Student Ethnicity, Fall 2015 – Spring 2022**



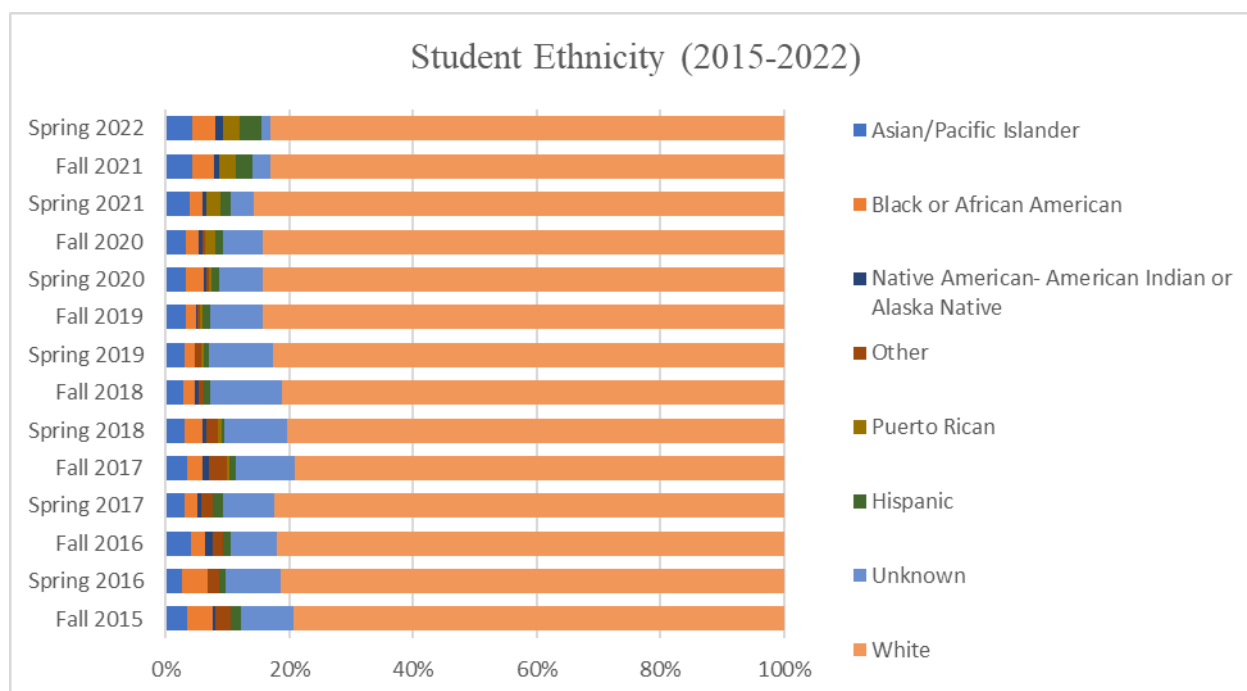
**Table 13. Student Gender**

Term	Female	Male
Fall 2015	76%	24%
Spring 2016	78%	22%
Fall 2016	80%	20%
Spring 2017	80%	20%
Fall 2017	79%	21%
Spring 2018	82%	18%
Fall 2018	82%	18%
Spring 2019	78%	22%
Fall 2019	76%	24%
Spring 2020	79%	21%
Fall 2020	81%	19%



Spring 2021	80%	20%
Fall 2021	81%	19%
Spring 2022	80%	20%

**Figure 3. Student Ethnicity, Fall 2015 – Spring 2022**

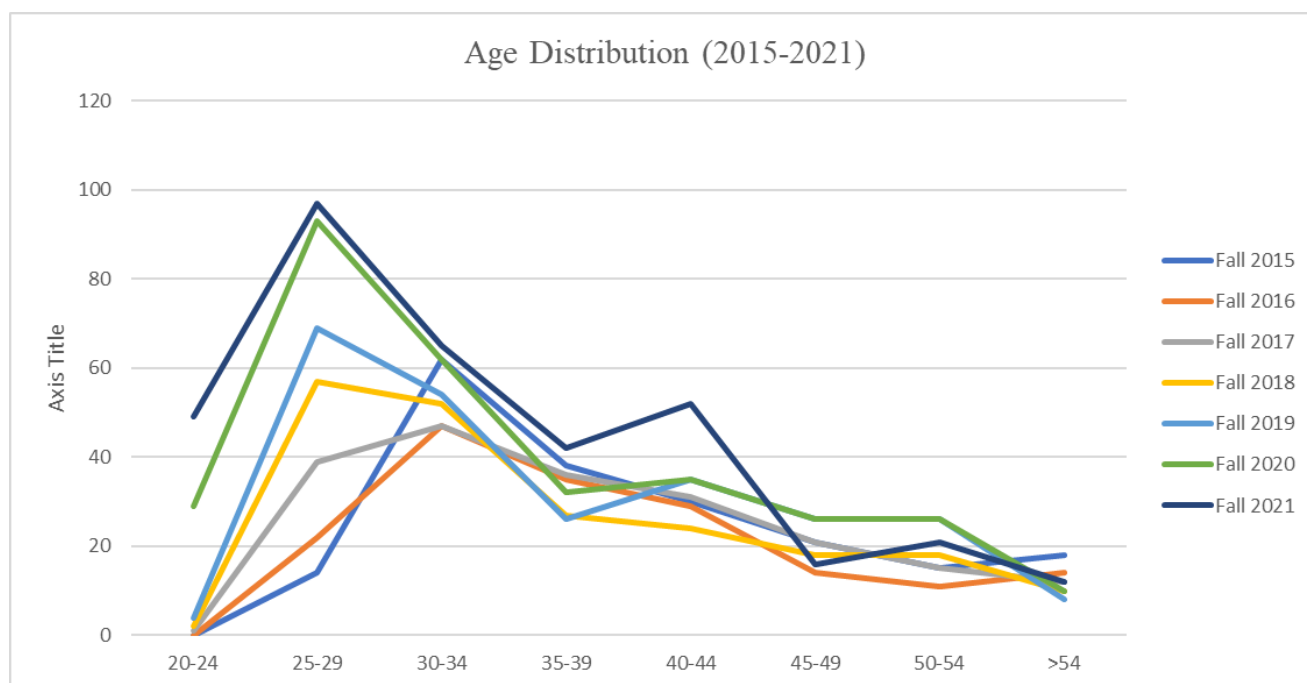


**Table 14. Student Ethnicity**

Term	Asian/Pacific Islander	Black or African American	Native American- American Indian or Alaska Native	Other	Puerto Rican	Hispanic	Unknown	White
Fall 2015	7	8	1	5		3	17	157
Spring 2016	5	8		4		2	17	158
Fall 2016	7	4	2	3		2	13	141
Spring 2017	6	4	1	4		3	16	160
Fall 2017	7	5	2	6	1	2	19	160
Spring 2018	6	6	1	4	1	1	20	160
Fall 2018	6	4	1	2		2	24	169
Spring 2019	7	4		2	1	2	24	189
Fall 2019	8	4	1	1	1	3	21	209
Spring 2020	8	7	1	1	1	3	17	203
Fall 2020	10	7	2	1	5	4	20	264
Spring 2021	12	7	2		7	5	12	269

Fall 2021	15	13	3		9	10	10	294
Spring 2022	16	14	5		10	13	6	312

**Figure 4. Age Distribution of Student Population, Fall 2015 – Fall 2021**



**Table 15. Student Age**

Term	20-24	25-29	30-34	35-39	40-44	45-49	50-54	>54
Fall 2015	0	14	62	38	30	21	15	18
Fall 2016	0	22	47	35	29	14	11	14
Fall 2017	1	39	47	36	31	21	15	12
Fall 2018	2	57	52	27	24	18	18	10
Fall 2019	4	69	54	26	35	26	26	8
Fall 2020	29	93	62	32	35	26	26	10
Fall 2021	49	97	65	42	52	16	21	12

Application numbers, selectivity in admissions, enrollment and yield are also tracked (Table 16 and Table 17). Because of the shortage of school librarians in New York State, the state allows for individual evaluations for certification. The MS in SL program coordinator, Ms.

Mary Jo Sicurella, will assist those students to be certified, even if they do not complete the MS in SL program.

**Table 16. MS in ILS Program Headcount, Selectivity, and Yield, Fall 2015 – Spring 2022**

<b>Term/Year</b>	<b>Applied</b>	<b>Accepted</b>	<b>Selectivity</b>	<b>Enrolled</b>	<b>Yield</b>
Fall 2015	65	52	80%	34	65%
Spring 2016	26	21	81%	11	52%
Fall 2016	62	53	85%	30	57%
Spring 2017	35	30	86%	22	73%
Fall 2017	80	71	89%	43	61%
Spring 2018	31	29	94%	18	62%
Fall 2018	73	64	88%	42	66%
Spring 2019	40	33	83%	24	73%
Fall 2019	74	66	89%	48	73%
Spring 2020	42	40	95%	21	53%
Fall 2020	137	132	96%	91	69%
Spring 2021	69	67	97%	46	69%
Fall 2021	135	120	89%	79	66%
Spring 2022	83	80	96%	58	73%

**Table 17. MS in SL Program Headcount, Selectivity, and Yield, Fall 2015 – Spring 2022**

<b>Term/Year</b>	<b>Applied</b>	<b>Accepted</b>	<b>Selectivity</b>	<b>Enrolled</b>	<b>Yield</b>
Fall 2015	9	9	100%	6	67%
Spring 2016	10	10	100%	8	80%
Fall 2016	30	28	93%	19	68%
Spring 2017	20	17	85%	12	71%
Fall 2017	39	35	90%	16	46%
Spring 2018	19	17	89%	14	82%
Fall 2018	38	36	95%	17	47%
Spring 2019	30	27	90%	21	78%
Fall 2019	40	38	95%	24	63%
Spring 2020	21	20	95%	12	60%
Fall 2020	48	46	96%	26	57%
Spring 2021	11	10	91%	7	70%
Fall 2021	38	33	87%	16	48%
Spring 2022	23	23	100%	13	57%

Recruitment to online programs has been significantly supported since our last accreditation by SUNY's substantial reduction in tuition for out-of-state students enrolled in fully online programs. In addition, recruitment has been aided by the updating of the Department name to "Department of Information Science" in 2019. That decision was informed by research about current naming practices across the discipline, discussed with our Advisory Board and at the Department retreat, attended by a range of stakeholders. We purposefully maintained the word "library" in the name of both master's degrees to highlight our continuing commitment to the traditional aspects of the discipline, and we received no negative feedback about the Department name change. Our marketing strategies emphasize the myriad employment opportunities in libraries and other, more non-traditional information environments made possible by the MS in ILS degree (<https://ed.buffalo.edu/information/about/alumni.html>).

With the benefits of online learning come some challenges as well. For example, due to the widespread geographic locations of the student body and the fact that most students work full-time and pursue their studies part-time, the participation in student groups has dropped, leaving the ALA student chapter and the student government (LIS Graduate Student Association) the only active groups. However, students continue to serve on Departmental (e.g., Academic Programs and Curriculum Committee) and GSE committees (e.g., Executive Committee), regularly attend our Research Seminar series either physically or online, and have the opportunity to view the Research Seminar recordings linked from our website (<http://ed.buffalo.edu/information/research/seminar-series.html>). Students also attend the annual Bobinski Lecture (Appendix 11 – Bobinski Lecture Posters) in person or online, attend new student orientation in person and online, and attend our annual graduation brunch in person.

Changes to admissions policies include a bar on admissions to the MS in SL program for applicants with a GPA below 3.0 (to meet State requirements), although such applicants may begin on a conditional basis in the MS in ILS program, and after 12 credits with a GPA of 3.0 or better, may switch to the MS in SL program. Starting in fall 2015, the Department implemented a new requirement for all applicants to submit GRE or GMAT test scores, because New York State began requiring test scores for all applicants to the MS in SL program, and there is some transfer of students between that program and the MS in ILS. However, we continued to evaluate applications holistically, and did not apply minimum test scores. The test requirement was removed for the MS in ILS in fall 2020, in response to increasing recognition that these tests act as barriers to marginalized populations. A New York State Department of Education rule kept the test requirement for MS in SL applicants in place until 2021, when that was removed. Currently, admission to the master's programs requires a bachelor's degree in any subject from an accredited postsecondary institution, transcripts from all post-secondary institutions previously attended, a statement of purpose, and recommendations from three references (preferably academic). Non-matriculated students who wish to explore the program or who are current professionals seeking continuing education opportunities may also seek admission to take desired courses.

Efforts to recruit and retain minoritized students include consideration of student demographics when internal scholarship decisions are made. In addition, invitations for Departmental visitors and speakers emphasize visitors representing minoritized groups and speaking about diversity-related topics; this is evident from our lineup of Bobinski Lecture speakers (Appendix 11 – Bobinski Lecture Posters), and our Research Seminar speakers (<https://ed.buffalo.edu/information/research/seminar-series.html>).

## IV.2 Students

**IV.2 Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward achievement of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The program demonstrates that it has procedures to support these policies.**

Program information is easily available on the GSE (<http://ed.buffalo.edu/>) and Departmental (<http://ed.buffalo.edu/information.html>) websites, including general program information, application and financial aid information (<http://ed.buffalo.edu/admission.html>), and details about the Department. Scholarship information specific to students in our Department is also provided (<http://ed.buffalo.edu/information/admission/scholarships.html>). The Department has also piloted a new “Scholarship Portal,” designed to make it easier for students to apply for UB, GSE, and Department scholarships. In addition, student handbooks provide information about a range of academic policies (<http://ed.buffalo.edu/current-students/is-students/handbooks.html>). The handbooks have replaced the previous Academic Regulations document; these are reviewed annually by the Admissions and Academic Standards Committee and updated to ensure consistency with University and GSE policies, and to assist students to understand relevant policies. Our website is reviewed and updated regularly to ensure that accurate, timely, and consistent information is available to students.

Two UB Learns (online course management system) courses are made available to all students (one for students enrolled in the MS in ILS program and one for students in the MS in SL program), which provide greetings from the Department Chair and access to recorded faculty

introductions, additional details about general expectations for students, resources for success, important information for students' first and last semesters of study, accessibility resources, professional leadership and involvement, information technology expectations and resources, how to use UB Learns, communication expectations, program information, Portfolio requirements, and information for Graduate Assistants. Access to these two online courses will be provided to the ERP. All these resources are reviewed regularly for updates, corrections, and opportunities to provide additional clarification, typically based on student feedback or observations from faculty or staff. Supplemental information and deadline reminders are posted to the student listserv.

Progress towards achievement of program goals is provided on the Departmental website (<http://ed.buffalo.edu/information/about/reports.html>).

### **IV.3 Students**

**IV.3 Standards for admission are applied consistently. Students admitted to the 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 the program, the program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.**

Applications are reviewed by the Program Director for the MS in ILS program and by the Coordinator of the MS in SL program. Stated criteria for admission

(<http://ed.buffalo.edu/information/academics/masters/library-science.html> and <http://ed.buffalo.edu/information/academics/masters/school-librarianship.html>) are applied consistently, and applications are evaluated holistically, taking all aspects of the application into consideration (GPA, statement of interest, reference letters). All applicants must hold an undergraduate degree from an accredited institution. Applications to the MS in ILS program from prospective students who do not meet the minimum undergraduate GPA (3.0) are referred to the Admissions and Academic Standards Committee for review and recommendation. Students with a GPA less than 3.0 may be admitted conditionally to the MS in ILS program and following successful completion of 12 credits may have the conditional status removed. The admissions process ensures strong potential for successful completion of the degree, and future professional contributions.

#### **IV.4 Students**

**IV.4 Students construct a coherent plan of study that allows individual needs, goals, and aspirations to be met within the context of requirements established by the program.**

**Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.**

All students are required to construct a Plan of Study (<http://ed.buffalo.edu/current-students/is-students/forms.html>) which helps them to plan a coherent program of coursework that meets degree requirements, as well as their own career goals. The Plan of Study form is constructed to provide students with all the required parameters for their planning, including the courses required, electives available, and Portfolio requirement in the final semester for MS in ILS students. MS in ILS students work closely with their faculty advisors to complete their initial Plan of Study in the first semester of their program; registration in their second semester is



blocked until their Plan of Study has been approved by their advisor, and a signed copy is submitted to Jennifer Marshall, the Department's Office Assistant. Students, in coordination with their faculty advisors, are expected to update their Plan of Study, as necessary, each semester. MS in SL students are advised by the Program Coordinator, Ms. Mary Jo Sicurella; their Plan of Study includes the full range of degree requirements to meet New York State standards. Advising of students is not limited to program planning; students frequently seek out and receive academic and career advice from their advisors, including resume review and references for job applications. Employment resources are provided on the Departmental website (<http://ed.buffalo.edu/information/about/employment.html>), and specific opportunities are posted regularly to the student listserv and the job listserv maintained by the Department.

Students' achievements are evaluated through their course assignments by course instructors. Those assignments vary by type and scope, as is evident in the course assessment forms completed by all course instructors each semester. These are summarized in the course assessments data (<https://ed.buffalo.edu/information/about/reports.html>).

Students may also take advantage of the formal mentoring program provided by the GSE that matches alumni with current students.

## **IV.5 Students**

**IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:**

**IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;**

Students participate in policy setting through their representation on Departmental and GSE Committees (e.g., the Departmental Academic Programs and Curriculum Committee and the GSE Executive Committee), through their representation on the Advisory Board (<http://ed.buffalo.edu/information/about/advisory-board.html>), through their participation in semi-annual Departmental retreats, and through participation in student governance (Graduate Student Association, at the university (UB GSA) and at the Departmental (LIS GSA) levels). In addition, the Department Chair meets regularly with LIS GSA representatives to review student activities, receive feedback, and answer questions. The Department Chair hosted townhall meetings with students every semester for several years, but waning interest by students resulted in the suspension of these meetings. Feedback from students suggested that comments and questions were easily handled in other ways, and no significant student concerns needed to be addressed.

#### **IV.5.2 Participate in research;**

Students have abundant opportunities to participate in research, and many take on those opportunities (Appendix 23 – Master’s Student Participation in Research). Some students co-author research outputs such as journal articles and conference presentations, either with faculty members, or independently (often as a result of coursework) (Appendix 10 – Student Publications). Students become involved in research projects in different ways, including roles as Graduate Assistants on active grants of the faculty. Independent and directed studies (LIS 598) supervised by faculty give students the opportunity to earn credit while engaged in research, and students have the opportunity to write a thesis (LIS 599), although few students do so (forms detailing requirements and procedures are available on our website: <https://ed.buffalo.edu/current-students/is-students/forms.html>). Students also engage in research

events such as the Research Seminar Series, held twice a semester

(<https://ed.buffalo.edu/information/research/seminar-series.html>) and the annual Bobinski Lecture (Appendix 11 – Bobinski Lecture Posters), which is the annual highlight of the Department, featuring a high profile speaker from industry or higher education.

#### **IV.5.3 Receive academic and career advisement and consultation;**

Students are required to receive academic advice through the program planning process which is guided by the Plan of Study (<https://ed.buffalo.edu/current-students/is-students/forms.html>). In addition, advisors regularly offer career advice and consultation. Possible career paths are highlighted through alumni profiles linked to the Departmental website (<http://ed.buffalo.edu/information/about/alumni.html>), through the program information also available on our website (<https://ed.buffalo.edu/information/academics/masters/library-science.html> and <https://ed.buffalo.edu/information/academics/masters/school-librarianship.html>), and in the career resources section of the Program Pathway UB Learns course. The student listserv publicizes professional education, webinar, practicum, and employment opportunities. These notices are often accompanied by personal encouragement and recommendations from faculty members. Events organized by students, such as the ALA Student Chapter's event to support students' job-hunting efforts, and that chapter's book club, are also publicized via the listserv.

#### **IV.5.4 Receive support services as needed;**

Students are directed to support services by their advisors. Information about the forms of service available through UB is available on the GSE website (<https://www.buffalo.edu/grad/succeed/current-students.html>) in the categories “safety and emergency,” “academic support,” “health and wellness,” and “personal support,” and on course

syllabi (available in Box). Where course instructors believe additional writing assistance would be useful, students are referred to the UB Center for Excellence in Writing (<https://www.buffalo.edu/writing.html>). UB also provides multiple services for students living with disabilities (<https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>), as well as services related to financial aid (<https://financialaid.buffalo.edu/>), information technology (<https://www.buffalo.edu/ubit/information-for-students.html>), and library resources (<https://library.buffalo.edu/>). A wide range of services provided by UB are linked from the UB website (<https://www.buffalo.edu/home/students.html>).

#### **IV.5.5 Form student organizations;**

Students are encouraged to become active participants in the university-level and Departmental-level student associations (UB GSA and LIS GSA, respectively). In addition, students in our programs are encouraged to participate in student chapters of national organizations (<http://ed.buffalo.edu/current-students/is-students/associations.html>). Students currently offer three social media platforms for engagement, including a LinkedIn group: <https://www.linkedin.com/groups/14105894/>, a Facebook group: <https://www.facebook.com/groups/3863920902469281>, and a Discord group: <https://discord.gg/btZhbyjysh>.

#### **IV.5.6 Participate in professional organizations.**

Students are encouraged to participate in professional organizations through student chapters and are also supported financially to attend professional conferences if they are on the conference program. Financial support for conference participation is also provided by the UB

Graduate Student Association (<https://ubwp.buffalo.edu/gsa/conference-funding/>). Students are also referred to professional organizations through the UB Learns Program Pathway courses.

#### **IV.6 Students**

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

Evaluation of student achievement is assessed through the course assessment reports submitted by course instructors for each course each semester, the results of which are reviewed by the faculty and are posted on the Departmental website (<http://ed.buffalo.edu/information/about/reports.html>). Academic and administrative policies are evaluated constantly as feedback from students or faculty identifies opportunities for change. Policies specific to specific Departmental Committees (Academic Programs and Curriculum Committee, Admission and Academic Standards Committee, and Scholarship Committee) are considered at the committee level first. Decisions about change are made in faculty meetings.

#### **IV.7 Students**

**IV.7 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student learning outcomes, using appropriate direct and indirect measures as well as individual student learning, using appropriate direct and indirect measures.**

Student learning outcomes are evaluated via the course assessments, annual Exit Surveys, Alumni and Employer Surveys, and Portfolios

(<http://ed.buffalo.edu/information/about/reports.html>). Examples of specific decisions and actions resulting from these assessments and surveys are provided in section 1.6 of this report.

#### **IV.8 Students**

**IV.8 The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future.**

Data from all the forms of assessment listed above (<http://ed.buffalo.edu/information/about/reports.html>) are discussed by faculty and used to improve the program and plan for the future. Specific examples are provided in section 1.6 of this report. Individual student learning outcomes are also assessed by every course instructor as they seek to improve their courses. Through all these methods, and the successful completion of the Portfolio requirement by all graduates, the faculty are confident that the program goals are met.

**Appendices to Standard IV**

Appendix 22. Recruitment Activity, 2015-2022

Appendix 23. Master's Student Participation in Research

## **STANDARD V: ADMINISTRATION, FINANCES, AND RESOURCES**

### **V.1 Administration**

**V.1 The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. 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 program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.**

The Department of Information Science is one of four departments within the GSE. Its administrative head is the Department Chair. Within the general guidelines of the GSE (<https://www.buffalo.edu/grad/succeed/current-students/policy-library.html>), including the GSE Bylaws (Appendix 24 – GSE Bylaws), and Graduate School Policies and Procedures (<https://www.buffalo.edu/grad/succeed/current-students/policy-library.html>), the Department has the autonomy to determine its admissions, budget expenditures within allocated or generated amounts, course scheduling and delivery mode, curriculum, planning and outcomes assessment, faculty and adjunct faculty hiring, Mission, Goals, Advisory Board, policies and procedures, academic regulations (within UB, Graduate School, and GSE policy), internal scholarship awards, and student affairs. The Department, via its Academic Programs and Curriculum Committee, has full autonomy over the intellectual content of the MS in ILS and MS and SL programs. Departmental procedures are grounded in the Department of Information Science Bylaws (Appendix 25 – Department of Information Science Bylaws).



Faculty appointments, tenure, and promotion are guided by the UB Policies, Procedures and Criteria for Faculty Personnel Actions (<https://www.buffalo.edu/provost/admin-units/faculty-affairs/presidents-review-board/procedures.html>), as well as by GSE policy, which is consistent with UB-level policy. New faculty members are selected through an ad hoc search committee (including faculty, a representative from another GSE department, and student representation) struck by the Department Chair. Faculty position descriptions are created by Departmental faculty within the guidelines of the UB's hiring policies and processes that emphasize equal opportunity and affirmative action. The Dean is advised by the search committee and the Department Chair; she recommends appointments to the Provost, who has final authority for approval.

Departmental faculty have an important role in discussing and voting on each reappointment, promotion, and tenure case. The Department Chair plays a pivotal role in managing the review process for faculty reappointment, promotion, and tenure, by summarizing and reporting the results of the faculty discussion and vote, in carefully selecting external reviewers, and in preparing a letter to the Dean outlining the case and making a recommendation. In the case of first and second reappointments for tenure-track faculty and reappointments of clinical faculty, the Dean makes the final decision. In cases of tenure and promotion to Associate or Full Professor, the Dean makes a recommendation to the President's Review Board (a University-wide committee that advises the Provost, who advises the President). The State University of New York (SUNY) Chancellor makes the final decision in these cases. In practice, recommendations made by the Dean are generally upheld.

Students are selected by the Department Chair, who is advised by the Admissions and Academic Standards Committee in cases where the applicant fails to meet minimum admission criteria (typically a GPA lower than 3.0 at the time of their application). For applicants the MS in School Librarianship program, admissions are made by the MS in SL Coordinator, Ms. Mary Jo Sicurella. Admissions criteria are established by the faculty, with the advice of the Admissions and Academic Standards Committee, within the general guidelines established by the Graduate School.

Each GSE department designs and implements programs of instruction, conducts research, and contributes service within its academic area. Curricula in information science programs are determined by the Departmental faculty, with advisement from the Academic Programs and Curriculum Committee, and feedback from students, adjunct faculty, employers, and alumni. That feedback is formal, in the form of survey data, and informal through ad hoc discussion in semi-annual Departmental retreats and meetings of the Advisory Committee. New or discontinued courses are approved first by Departmental faculty and then by the GSE Executive Committee.

The faculty enforce academic regulations concerning students' progression through the master's programs. Within UB policy, the faculty has autonomy in areas such as the following:

- Admission standards;
- Academic standards;
- Curriculum review; changes in course descriptions or titles; and,
- Awarding the MS degree.

Adjunct faculty appointments are made internally within the Department. Proposals for New Degree Programs originate at the Departmental level and proceed through the University's

administrative structure: the GSE, the Graduate School, the Provost, the President, SUNY Board of Trustees, and the New York State Education Department.

The GSE is one of 13 decanal units at the University at Buffalo (Appendix 26 – UB Organizational Chart), and has equitable resources allocated for its operations. The primary expectations for the GSE are to enroll students in its programs, to produce research and scholarship, and to contribute to institutional goals through the service of its faculty. The Department is an equal partner with the other three GSE departments in meeting these expectations. All GSE departments are equally autonomous with respect to internal operations, within applicable policy guidelines and resource limits. The Department of Information Science Chair, like the other GSE departmental Chairs, is given authority for spending operational monies, for evaluating staff and faculty, and for general leadership of the programs offered by the Department.

The Department is led by Chair and Professor Dan Albertson, who replaced Dr. Heidi Julien in that role in 2019 (both CVs are available in Box). The Department Chair reports to the Dean of the Graduate School of Education, Dr. Suzanne Rosenblith, appointed in 2017. The Department is supported by three staff members, including Ms. Jennifer Marshall, Ms. Aryanna Singleton, and Ms. Mary Jo Sicurella. Position descriptions for the Department staff are appended (Appendix 27 – Staff Position Descriptions). The Department is supported by direct allocation of funds from New York State through the GSE (Appendix 28 – Support for Department of IS in GSE Context, 2015-22), as well as through Departmental endowments, which generate income annually (Appendix 29 – IS Endowment Fund Expenditures, 2015-22). Some endowment income is earmarked for scholarships; other income is used to support Departmental activities, including receptions and events, the annual Bobinski Lecture, the

Research Seminar series, faculty conference travel, and a small amount of research support for faculty (upon request). Resources provided by the GSE and UB, particularly administrative and service resources, are sufficient to enable the Department to meet its objectives.

## **V.2 Administration**

**V.2 The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. 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. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.**

All opportunities for faculty, staff, and students are the same as for those in departments across campus, including representation on advisory or policy-making bodies. The Department faculty have representation on the following GSE committees: Executive Committee; Equity, Diversity, Justice, and Inclusion Committee; and Personnel Committee. In addition, faculty serve on ad hoc committees of the GSE, such as task forces and search committees in other GSE departments (Appendix 7 – Faculty Service). For example, Dr. Sam Abramovich has served on the GSE Executive Committee, and has Chaired multiple search committees in the Department of Learning and Instruction. Dr. Dan Albertson served on the GSE Executive Committee, Scholarship Committee, STAR Awards Committee, Search Committee for Associate Dean of Research, GSE Mission and Vision Committee, and the GSE committee that awards internal grants. Dr. Heidi Julien has served on the GSE Personnel Committee (and currently Chairs that

committee), and on a search committee for a GSE grants manager. She has also Chaired and co-Chaired two GSE search committees. Dr. Valerie Nasset served on a GSE Ad Hoc Promotion & Tenure Committee, the Scholarship Committee, the Social Media Committee, and a search committee for the Chair of the Department of Learning and Instruction. She co-Chaired and Chaired the GSE Executive Committee, served as a faculty advisor for the GSE Student Research Symposium, and served on the New Literacies Group. She also served as a GSE commencement Marshal and/or Reader each year from 2009-2022. Dr. Dagobert Soergel has chaired the GSE Personnel Committee. Dr. Ying Sun has served on the GSE Dean's Scholarship Committee, the Personnel Committee, the Strategic Planning Committee, and the Executive Committee. Dr. Amy VanScoy has served on the Equity, Diversity, Justice, and Inclusion Committee; the Executive Committee; the Planning Committee for the GSE Teach-in for Racial Equity; the Online Learning Ad Hoc Committee; and the International Education Strategic Planning Committee. She is also serving as the GSE Sexual Harassment Information Advisor. Dr. Jianqiang Wang has served on the Equity, Diversity, Justice, and Inclusion Committee; the Scholarships & Awards Committee; the Personnel Committee; the Graduate Degrees Committee; and the Ad Hoc Committee on Research Methods. Dr. Brenda White has served on the Clinical Faculty Guidelines Review Committee, and as faculty advisor for Graduate Student Research Symposium.

Faculty, students, and staff have the same opportunities within the GSE and UB as their peers in other units. Faculty are actively engaged in the GSE; they attend GSE workshops and seminars designed to support their career development. Similarly, faculty members of other GSE departments attend our Research Seminar Series

(<https://ed.buffalo.edu/information/research/seminar-series.html>). These meetings, and other

formal and informal interactions between Department faculty and those from other GSE departments, enhance our mutual development and support interactions between the disciplines represented in the GSE. In addition, several of our faculty members enjoy research relationships with other UB departments, through joint research projects and through participation on thesis committees.

Departmental faculty are also actively contributing to policy and decision-making at the University level (Appendix 7 – Faculty Service). For instance, Dr. Sam Abramovich has served on the Faculty Senate and its Executive Committee, the Community Health Equity Research Institute Steering Committee, and the Micro-Credential Review Committee (which he co-Chaired). Dr. Dan Albertson serves on the Advisory Board for the Digital Scholarship Studio and Network, served on a search committee for UB Libraries, and as a Faculty Senator. Dr. Heidi Julien served on the Chairs' Advisory Committee to the Vice Provost for Faculty Affairs and Vice Provost for Equity and Inclusion. Dr. Valerie Nessel served as the inaugural Information Technology Faculty Fellow, Chaired the Faculty Senate IT Committee, Chaired the Faculty Senate Academic Freedom and Responsibility Committee, co-Chaired the Learning Management System Review Committee, and co-Chaired the Pedagogy and Design Committee. She also served on the Task Force on Safeguarding University and Faculty Assets and Interests, the Digital Accessibility Advisory Committee, the Faculty Senate, the Search Committee for Vice Provost (University Libraries), the Information Security and Privacy Advisory Committee, and the Graduate School of Education Dean Search Committee. Dr. Amy VanScoy served on the Selection Committee for the Excellence in Graduate Mentoring Award, and the Operating Committee for the UB Libraries Master Plan.

The Department Chair regularly participates in monthly GSE leadership meetings of the Dean, the Associate Deans, professional decanal staff, and GSE department chairs. The agendas of these meetings cover general direction and initiatives of the GSE and provide opportunity for the GSE leadership to discuss issues of concern. Additionally, there is a separate monthly meeting of the Department Chairs and the Dean. The Department Chair enjoys positive working relationships with the other GSE departmental Chairs, which facilitate discussion of mutual interest. These interactions are supplemented by meetings of all GSE faculty twice each fall and spring, where GSE-wide issues are discussed, and decisions are made.

The Department has a relationship with the Department of Music and the School of Law in its collaborative agreements (<https://ed.buffalo.edu/information/academics/collaborative.html>), which allow students to take two degrees simultaneously, with some efficiencies in credit requirements. The same relationship exists with the Department of English in the 3/2 programs approved. There are also multiple opportunities for students, staff, and faculty to interact across the GSE, which includes a focus on teacher education, counseling and educational psychology, and educational leadership and policy. Relations with the other GSE departments are productive, and multiple cross-department activities welcome participants from across the GSE. One example of this is the annual GSE Student Research Symposium, which is organized each year by students from one of the four GSE departments in rotation.

All funding and resource allocation decisions within the GSE are made uniformly for each department.

### **V.3 Administration**

**V.3 The administrative head of the program has authority to ensure that students are supported in their academic program of study. In addition to academic qualifications**

**comparable to those required of the faculty, the administrative head 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.**

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

The Department Chair enjoys a title, salary, status, and authority commensurate with other University department chairs, and within disciplinary norms. The Department Chair, currently Dr. Dan Albertson, has authority to ensure that students are supported. He has a PhD, as is required of all tenure-track faculty (CV available in Box). In the three years he has served in this role, he has demonstrated that he has the 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. His success in the Chair's role from 2019-22 has resulted in his reappointment to the role for a second term, 2022-25. His CV demonstrates leadership experience across the discipline, particularly in the Association for Library and Information Science Education (ALISE). Prior to Dr. Albertson's appointment in 2019, the Department Chair was Dr. Heidi Julien, who was equally qualified and experienced (CV available in Box).



## **V.4 Administration**

**V.4 The program's administrative head nurtures an environment that enhances the pursuit of the 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. Albertson nurtures the environment of the Department to enhance the pursuit of the mission and program goals and accomplishment of those goals by ensuring that the Department's programs are run efficiently and effectively, and the Department's extra-curricular activities are successful. Dr. Albertson strongly encourages faculty and student interaction with other academic units. For instance, he worked to establish the 3/2 program with the Department of English, and regularly encourages students to engage in GSE-wide opportunities. He promotes the socialization of students into the field through the organization and oversight of Department events such as new student orientation, the graduation brunch, the Research Seminar Series, support for student groups and organization chapters, visiting scholars to the Department, and the annual Bobinski Lecture (Appendix 11 – Bobinski Lecture Posters).

The Chair carries out responsibilities for the MS in ILS and MS in SL programs through numerous activities, including the following:

- Mentoring faculty toward tenure and promotion; setting annual meetings with faculty to review accomplishments and progress and to set goals; compiling tenure and promotion dossiers; orienting new faculty and staff;
- Representing the Department and its MS degree programs within GSE, UB, and with local regional, national, and international associations and agencies;

- Communicating with prospective and current students; resolving student problems; interacting with student associations; and admitting students to our programs;
- Overseeing reports to and communication with the Association for Library and Information Science Education, the Committee on Accreditation, and the profession, and providing information requested by the GSE Dean and Associate Deans;
- Overseeing outreach to internal and external stakeholders, including UB Student and Alumni Affairs staff to compile alumni newsletters, organize the fall scholarship banquet, present placement workshops (such as Hire Ed), plan commencement, and produce GSE promotional materials;
- Overseeing production of the Department's annual newsletter, "The Informed" (<https://ed.buffalo.edu/information/news-events/newsletter.html>), which is our primary vehicle for sharing good news and profiling Departmental activities and accomplishments;
- Hosting receptions at conferences of the New York Library Association, Association for Information Science and Technology, and the American Library Association;
- Participating in the Association for Library and Information Science Education Cooperative Reunion;
- Publicizing Departmental news via the GSE website, the student and alumni listservs, and the Department's Facebook (<https://www.facebook.com/ubinfosciofficial/>) and [University at Buffalo Information Science Network | Groups | LinkedIn](#) pages;
- Overseeing the organization and publicity for the Research Seminar series, wherein scholars from all over the world give talks and spend time in the Department to talk to

faculty and students (<https://ed.buffalo.edu/information/research/seminar-series.htm>); and,

- Overseeing the organization and publicity for the annual Bobinski Lecture (Appendix 11 – Bobinski Lecture Posters), using funds endowed by a former Dean of the (then) School, Dr. George Bobinski. A reception following the lecture is typically co-sponsored by the UB Libraries, Buffalo and Erie County Public Library, and Western New York Library Resources Council.

## **V.5 Administration**

**V.5 The program’s administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program’s mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.**

The Department support staff include three administrative staff members (Appendix 27 – Staff Position Descriptions). Ms. Arryonna Singleton serves as the Assistant to the Chair. She replaced Mr. Ben Poremski, who had served in that role from 2015 through 2020. Ms. Jennifer Marshall serves as Departmental office receptionist and administrative assistant, and Ms. Mary Jo Sicurella serves as Coordinator of the MS in SL program. The Department submits applications for part-time work-study students and has been successful in obtaining these student workers, who provide additional administrative support to the Department. The staff work effectively and efficiently to contribute to the fulfillment of the program mission and goals. Decision-making internal to the Department is conducted collegially, through discussion among the faculty, including the Department Chair. Faculty meetings are the primary decision-making

body; the Departmental committees (Academic Programs and Curriculum Committee, Scholarship Committee, and Admissions and Academic Standards Committee) provide advice to the faculty for decisions in monthly faculty meetings. Departmental committee membership from 2015-22 is available in Appendix 30 – Departmental Committee Assignments. Decisions by the faculty are typically made by consensus, although formal votes are taken where appropriate (e.g., curriculum changes).

## **V.6 Financial Support**

**V.6 The parent institution provides continuing financial support for development, maintenance, and enhancement of 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 program's teaching, research, and service.**

Continuing financial support is provided by state funding from UB that flows through the GSE Dean's office, where it is allocated (Appendix 31 – Department of IS Budget). Financial support from the Dean's office does not include personnel salaries or benefits, or endowment income. Investment by the GSE in the Department is dependent on an annual planning exercise each fall which includes discussion among Departmental faculty, an environmental scan, and goal setting, which result in an investment request. That request is discussed between the Department Chair and the GSE Dean. The level of support received, in addition to the support provided by the Department's endowments, provide financial viability and is related to the number of faculty, staff, instructional resources and facilities required to fulfill the Department's teaching, research, and service goals. The Department receives donations from alumni, current

and former faculty members, and other friends of the Department. The Department's fundraising efforts are supported by a GSE Associate Director for Advancement.

## **V.7 Financial Support**

**V.7 Compensation for the program's 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.**

Faculty and staff compensation is determined contractually through the unions operating at UB (10 negotiating units), within narrow parameters for individual negotiation. Compensation is based on education, experience, responsibilities, and accomplishments. Compensation, including salary and benefits, is sufficient to attract, support and retain personnel needed to achieve program goals. Table 18 shows faculty salaries in the GSE context, and Table 19 shows the most current ALISE salary data for library and information science programs in the U.S. Northeast.

**Table 18. Faculty Salaries in the GSE Context**

<b>GSE Mean Salaries by Rank (FT, Tenure-Track) within Department, 2021-22 (\$)</b>			
	<b>Professor</b>	<b>Associate</b>	<b>Assistant</b>
Counselling, School, and Educational Psychology (11)	\$147,240	\$96,608	\$79,281
Educational Leadership and Policy (10)	\$198,970	\$100,426	\$75,989
Learning and Instruction (23)	\$122,492	\$95,391	\$76,507
Library and Information Studies (8)	\$140,378	\$88,907	\$74,000
<b>GSE Mean</b>	<b>\$152,270</b>	<b>\$95,333</b>	<b>\$76,444</b>

**Table 19. Faculty Salaries in U.S. Northeast**

Professors	\$ 146,062
Associate Professors	\$ 106,853
Assistant Professors	\$ 96,177

Initial faculty salaries are negotiated with the Department Chair, working within ranges set by the Dean, which are within contracted ranges. Salary increases occur via individual discretionary increases recommended to the Dean by the Department Chair and through union negotiated across-the-board raises. A very small percentage of the total salary pool is available for discretionary increases in each year. Information on UUP benefits and the current faculty agreement can be found at <http://www.uupinfo.org>. Salary is augmented by benefits such as pensions; medical and dental insurance, vision care; low cost parking; access to the University data processing network; tuition-free courses on space-available basis; and Individual Development Awards (<https://uupinfo.org/opps/development.php>). In addition, GSE provides a modest stipend for faculty members who serve in Program Director roles.

## **V.8 Financial Support**

**V.8 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.**

Institutional funds for research, professional development, travel, and leaves are available to Departmental faculty and staff on the same basis as every other unit at UB. All GSE faculty have access to professional funds (\$1500 annually for tenure-track Assistant Professors, \$500

annually for tenured Associate Professors, and \$300 for Full Professors and Clinical Faculty), which faculty often use for expenses such as conference travel and professional memberships. The GSE also provides some small awards and funds (<https://ed.buffalo.edu/faculty-staff/awards-funding.html>). The Department receives a range of support through the GSE, including administrative support (<https://ed.buffalo.edu/faculty-staff/admin-support.html>), communications and marketing support (<https://ed.buffalo.edu/faculty-staff/communications.html>), online course development support (<https://ed.buffalo.edu/faculty-staff/online-support/course-development.html>), and information technology (IT) support (<https://ed.buffalo.edu/faculty-staff/it-support.html>). The GSE funds faculty computers in a five-year cycle. The GSE provides other supports which benefit the Department, its faculty, and students. For example, the Dean's Lecture Series enhances the intellectual climate of the GSE (<https://ed.buffalo.edu/news-events/deans-lecture.html>).

Student financial aid from UB and other sources is available on the same basis as for all students at UB (<https://financialaid.buffalo.edu/>). Students in the Department of Information Science are also eligible for scholarship assistance from the GSE and from the Department. GSE has supported our students with tens of thousands of dollars in tuition support in recent years. (Table 20).

**Table 20. Information Science Master's Student Support –Fellowships, Scholarships & Assistantships, 2015-22**

Type of Support	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Fellowships & Scholarships	\$23,000 (UBF Scholarships)*	\$19,500 (UBF Scholarships)	\$23,315 (UBF Scholarships)	\$13,000 (UBF Scholarships) \$5545 (Deans Scholarships)* *\$36,706 (RF Tuition Scholarships)* **	\$15,500 (UBF Scholarships) \$3,326 (Deans Scholarships) \$33,491 (RF Tuition Scholarships)	\$13,500 (UBF Scholarships) \$14,130 (Dean's Scholarships)	\$20,500 (UBF Scholarships) \$5,700 (Dean's Scholarships) \$59,418 (RF Tuition Scholarships)

Assistantships				\$74,816 (3.5 State-funded GAs)	\$57,113 (1 State GA and 1 Schomburg, 2 hourly Research Aides)****	\$79,556 (1 State GA, 1 Schomburg, and 3 Research Aides)	\$18,478 (1 Research Aide)
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\*UBF is the University at Buffalo Foundation (departmental endowments from donations)

\*\*Dean's Scholarships are funded by the GSE Dean's office

\*\*\*RF is the Research Foundation, which manages research grant monies

\*\*\*\*Research Aides are students hired with faculty members' research grants. Schomburg Fellowships are funded centrally through UB.

The Department's allocation of Graduate Assistants from the GSE has been reduced from three annually to zero, as a new GSE policy explicitly limits these appointments to full time doctoral students, which coincides with the University-wide PhD Student Excellence Initiative.

## V.9 Resources

**V.9 The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service. The program provides support services for teaching and learning regardless of instructional delivery modality.**

The master's programs have access to physical and technological resources that support the achievement of their goals in teaching, research, and service. These resources are articulated throughout responses to Standard V, and are provided by the Department, the GSE, and UB. Support services for teaching and learning are provided equally to all Departmental course instructors and students, all of whom are learning online.

## V.10 Resources

**V.10 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the program.**



The Departmental physical facilities provide a functional learning and working environment for students and faculty, and they facilitate research, teaching, service, consultation, and communication by providing privacy and co-location for collaboration and communication. Efficient and effective administration of the master's programs is facilitated by the comfortable office space and furnishings enjoyed by administrative staff and the Department Chair.

All four GSE departments, including the Department of Information Science, are located in Baldy Hall (building 7 on map in Appendix 32 – Map of North Campus), which is centrally located among the contiguous buildings on the North Campus Academic Spine and adjacent to both the Law and Lockwood Libraries. Also housed in Baldy Hall are the Department of Communication, the Department of Linguistics, and the School of Social Work. The Department of Information Science is in dedicated contiguous space on the fifth floor of Baldy Hall. Faculty and staff have individual offices with ergonomically designed furniture to support computing and student consultation. Each office has an Ethernet connection integrated in a “Voice over IP” telephone, and campus Wi-Fi access. Each faculty member has a desktop and/or a laptop computer, replaced every five years. Adjunct faculty who wish to be assigned office space have shared offices on the fifth floor of Baldy Hall. There is also office space for visiting scholars. Shared office space is available for students or research assistants who may require that; however, as all our programs are delivered only online, this is rarely needed. A spacious office dedicated to the Department Chair provides space for small meetings, in addition to working space for the Department Chair. The Departmental administrative office includes space and computing equipment for the administrative assistant and occasional student-work assistants, as well as a mailroom with a printer and paper shredder. The Assistant to the Chair has a separate office next to the Department Chair's office.

The Departmental conference room, 553 Baldy Hall, seats 25. It is equipped with a quality conference telephone, computer, projector, projection screen, and large chalkboard. This room is used for meetings of faculty and can be used by student groups, as well as for lectures and presentations. Departmental faculty, staff, and students can also use other GSE conference rooms and classrooms scheduled by the Dean's office.

There is a student lounge available on the fifth floor of Baldy Hall, which has been redecorated and comfortably furnished. It is now rarely used, as all our students are online. Thus, meetings with and between students typically occur via Zoom or Skype.

The GSE, including all four departments, is expecting to move into newly renovated space in Abbott Hall on UB South Campus in 2024 (Building 3 on map in Appendix 33 – Map of South Campus), likely in 2025. That space will provide equally appropriate physical resources for the successful delivery of Departmental programs and will support all Department activities.

## **V.11 Resources**

**V.11 Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.**

Students and faculty use the learning management software UB Learns Blackboard for all coursework. Collaboration outside of UB Learns occurs via a range of software, including Zoom, Skype, Slack, Google Meet, Teams, etc. Students are expected to use their own computers for their coursework and have access to free software through UBIT (<https://www.buffalo.edu/ubit/service-guides/software.html>). Information technology resources available to students and faculty are described in detail in section V. 12 below. Independent

study accommodations are facilitated online. Media production facilities are not required by the program.

## **V.12 Resources**

**V.12 The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.**

The students, faculty, and staff are appropriately and expertly supported by services provided at the GSE and UB levels, including UB Libraries (<https://library.buffalo.edu/>), IT support (<https://www.buffalo.edu/ubit.html> and <https://ed.buffalo.edu/faculty-staff/it-support.html>), and support for people living with disabilities (<https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>). Other UB-level supports specifically for faculty include the Research Foundation (<https://www.buffalo.edu/administrative-services/managing-money/rf-funds.html>), Office of Research Advancement (<https://www.buffalo.edu/research/about-us/units/ora.html>), Sponsored Projects Services (<https://www.buffalo.edu/research/about-us/units/sps.html>), UB Office of Curriculum, Assessment, and Teaching Transformation (<https://www.buffalo.edu/catt.html>), the Graduate School (<https://www.buffalo.edu/grad.html>), and others. Students-specific services at the UB level include Financial Aid (<https://financialaid.buffalo.edu/>), Office of the Registrar (<https://registrar.buffalo.edu/>), and the Center for Excellence in Writing (<https://www.buffalo.edu/writing.html>).

The GSE provides accounting oversight, advancement support, grant post-award support, scholarship distribution, marketing, recruitment, admissions, and data analytics and reporting. A GSE finance officer and business liaison assist with processing and disbursing expenditures, determining the appropriate course of action for resource allocation, and navigating UB and SUNY policies. A GSE business liaison assists with booking faculty and guest travel and paying for various other needs of the Department and faculty (e.g., memberships, accreditation dues, etc.). The GSE also has its own IT support team which assists the Department with hardware and software needs and troubleshooting (<https://ed.buffalo.edu/faculty-staff/it-support.html>). UB Libraries designates a liaison to the Department who assists with specialized information needs and services. The level of support and service the Department receives is effective and reliable.

Financially, compensation and other support for faculty and staff are comparable to other schools and academic units within the GSE and wider profession (see Table 18 and Table 19 above). The Department has generous endowed funds, which are administratively supported by University at Buffalo Foundation and GSE. The endowed funds are used to support a range of activities, most notably professional development of faculty (e.g., travel to support research dissemination, see Appendix 34 – Faculty Travel Policy), guests to the Department, and other ad hoc needs of the Department. Several state accounts belong to the Department which are mostly used to purchase office supplies, hire services to maintain the physical facilities and office equipment, and pay institutional dues and memberships. The GSE purchases work-related technology for faculty and staff, including computers, monitors, and other accessories.

The UB Libraries includes nine separate units: Lockwood, Silverman, Architecture and Planning, Health Sciences, Law, Music, Special Collections, University Archives, and the Libraries Annex. All but the Architecture and Planning, Health Sciences Libraries and Annex are

physically located along the academic spine of the North Campus. Lockwood Library, the largest library in the SUNY system, is the University's research center for the social sciences and the humanities; it houses the print-based collections most frequently used by Departmental students and faculty. Electronic sources and services are available in the computer labs in the Silverman, and Health Sciences libraries; they are also accessible by personal devices through the University's campus-wide wireless network, or they can be accessed from off-campus with secure user authentication.

The UB Libraries have four million print volumes, six million microforms, and numerous world-renowned special collections. The Libraries also have broad and rapidly expanding digital collections in support of online students; these include over 700,000 electronic books, 22,000 full-text electronic journals, and 250 subscription databases, including HathiTrust. The Libraries hold 11,000 multi-media materials and has subscriptions to streaming media databases that provide access to over 70,000 films, documentaries, performances, and feature films. The overall Information Science collection includes 47,000+ monographs, 15,000+ ebooks, and access to over 500 Information Science titles online. These materials are purchased and paid for through a managed fund that is allocated specifically for the discipline.

One of the Libraries' most popular and successful endeavors is *Delivery+*, the free delivery service the UB Libraries use to provide library materials for active faculty, staff, and students to support their teaching, learning and research needs, regardless of their in-person or online status. This program can be used to request books from anywhere in the world. Articles requested by users are delivered within 24 hours and may come from any SUNY library, outside the state or via our membership in RAPIDILL, a powerful digital article and chapter lending platform. The UB Libraries are a member of the Association of Research Libraries and

participates in negotiated consortial agreements with SUNY Libraries (SUNY Libraries Consortium or SLC at large) as well as NERL (NorthEast Research Libraries), - WALDO (Westchester Academic Library Directors Association), Lyrasis, and other pre-eminent research consortia. Having access to all these resources electronically is an essential service to an online program. Most of the material purchased now in support of the Department is in electronic format. Physical books requested from the UB Libraries can also be mailed to students and the return postage is covered by UB Libraries.

The UB Libraries have 25 subject librarians, including one who serves as liaison to the Department of Information Science, Ms. Molly Poremski. Ms. Poremski is a graduate of the UB MLS program, is an adjunct faculty member for the Department, and currently serves on the Departmental Advisory Board. Subject librarians provide research, reference, and instructional services in-person, by telephone, through e-mail, and via Zoom. UB subject librarians are tenured or tenure-track faculty; they have research, scholarship, and teaching responsibilities, as do non-librarian faculty. UB librarians also participate actively in service to the community and to the profession on local, regional, national, and international levels.

UB Libraries also supports our students by hiring them during their studies; from 2015 to 2022, 20 students have benefited from these opportunities (Table 21).

**Table 21. Students Hired by UB Libraries, 2015-22**

<b>Library Division</b>	<b>MS Students Employed (2015-2022)</b>
Archives	1
Delivery Services	13
Distinctive Collections: Poetry/Rare Books	1
Law Library	1
Libraries Centrally Managed	0

Research, Collections & Outreach	4
Technology	0
<i>UB Libraries Total</i>	<i>20</i>

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

GSE IT maintains one Technology Lab for use by all GSE departments, a 25-seat macOS lab. This lab also has a SmartPodium/projector combination. Departmental faculty, staff, and students have access to UB and GSE resources and facilities including the GSE computer lab, GSE classrooms, GSE Quantitative and Qualitative Data Analysis Lab, and GSE conference rooms. Table 22 summarizes the main facilities and resources that are available to and/or specifically equipped for the Department.

**Table 22. Facilities Available to or Equipped for Department of Information Science**

Facility Types	Available to or Equipped for the Department
Classrooms	190 UB technology classrooms <a href="http://www.buffalo.edu/ubit/service-guides/teaching-technology/classrooms-and-learning-spaces.html">http://www.buffalo.edu/ubit/service-guides/teaching-technology/classrooms-and-learning-spaces.html</a>
	143 of the 190 technology classrooms are equipped for web conferencing
	15 GSE technology-equipped classrooms or conference rooms
	1 off-campus technology-equipped classroom (Rochester Extension) – no longer used
Computer Labs	7 UB computer labs with 250+ computers (North Campus) ( <a href="http://www.buffalo.edu/ubit/service-guides/computing-sites/north-campus.html">http://www.buffalo.edu/ubit/service-guides/computing-sites/north-campus.html</a> )
	UBIT “My Virtual Computing Lab” <a href="http://www.buffalo.edu/ubit/service-guides/software/my-virtual-computing-lab.html">http://www.buffalo.edu/ubit/service-guides/software/my-virtual-computing-lab.html</a>
	1 GSE computer lab
Other Labs	1 GSE Data Analysis Lab
Offices	18 offices (one office per faculty/staff, two offices shared by adjunct faculty, one main Department office) and a file room
Lounges	1 lounge shared by faculty, staff, and GAs
	1 student lounge
Computers	22 computers (one per faculty/staff, two for work-study students, two for adjuncts, three for visiting faculty, and one laptop available for additional use by faculty and GAs)
Printers	18 laser printers (one per office and one printer/scanner/fax in the main DLIS office shared by faculty, staff, and GAs)
VoIP Phones	A minimum of one per DLIS office

GSE collectively manages 15 rooms in Baldy Hall that can be used as classrooms (limited to GSE courses). Each room contains an Apple iMac or Dell Windows 10 desktop computer (with Internet access) and a projector or flat screen. Classrooms also have access to the UB wireless network. The use of these classrooms is scheduled through the Dean’s Office or individual department offices through UB’s online room scheduling system. The GSE Instructional and Information Technology (GSE IT) office provides technical support and services for these classrooms.



GSE maintains one computer lab used for classes and as an open student lab when there are no classes in session with one computer per student/seat: 14 Baldy Mac Lab (25 seats). The lab includes an instructor workstation with a computer and projection system along with a Smart Board Podium. The lab can be used by GSE faculty to hold semester-long courses or ad hoc classes. Faculty may reserve the computer lab through their department scheduling staff using UB's online room scheduling system.

UB has a robust campus network infrastructure (<http://www.buffalo.edu/ubit/about/strategic-initiatives/master-plan/advanced-networking.html>) and has access to high-capacity fiber optic networks connecting the three campuses. UB has constructed and owns an extensive regional fiber infrastructure that provides robust inter-campus connectivity and has ample capacity for growth. The available capacity on this strategic asset can be easily leveraged to support special purpose dedicated circuits for high-bandwidth connections. UB maintains redundant connectivity to the Commodity Internet via dual redundant 20Gbps links to separate providers. This connectivity is distributed to the campus via a highly redundant 100Gbps backbone network with dual building aggregation links, 10Gbps connectivity for servers, and 1Gbps connections to the desktop as a standard. Wi-Fi connectivity is provided throughout the campus and supports eduroam federated access for visiting researchers.

UBIT maintains all servers and systems for UB business and other administrative applications. These servers support student account management for course registration, billing, official transcripts, course management, media streaming, file backup, Web hosting, and other functions. Starting March 2011, UB switched to HUB, a highly integrated information management system powered by Oracle's PeopleSoft. The HUB system is now a one-stop shop for course registration, financial aid, degree audits, class and exam scheduling, and other

functions. UB uses the open-source Shibboleth system for single logon access to a variety of resources and IT tools, including UBmail, UB Learns (course management system), *MyUB* (faculty, staff, and student portal), UBLib, the HUB Center and any of the computers in labs managed by UB, schools/colleges, or departments. Users can log on to campus systems remotely through a VPN connection. For course management, UB uses the Blackboard Learn platform UB Learns, which supports numerous functions including content development, organization and sharing, user/group management, access/use monitoring and reporting, and course package import and export. All Department of Information Science courses are delivered using UB Learns. Many courses also use a range of other technologies to encourage student interaction (e.g., Zoom, Google, Meet, and Slack).

UBIT provides email accounts for every student, faculty, and staff member at UB using the Microsoft Exchange Online service. The mailbox storage limit is 100GB. UB students, faculty and staff have access to 250MB of securely managed UB File System (UBFS) space for hosting websites and saving files. They also have access to 128GB of storage using the Microsoft OneDrive service. Group UBFS (University at Buffalo File System) space can be assigned to support projects or assignments requiring student collaboration. UBIT provides streaming server space and services for hosting multimedia documents in a variety of formats using the Panopto service. The service is used by Departmental instructors to host lecture recordings and by students for assignments. These services have proven critical in maintaining the Department's high-quality course delivery.

UBIT makes numerous software tools available to the UB community either free or at reduced cost. A list of specific software can be found at <http://www.buffalo.edu/ubit/service-guides/software.html>. Computers in open computer labs (described below) are configured with a

standard suite of general software and selected discipline-specific software. Hardware can be purchased at greatly discounted prices negotiated with Dell and Apple. In addition, UBIT maintains seven computer labs on the North Campus (<http://www.buffalo.edu/ubit/service-guides/computing-sites/north-campus.html>). Computers in these labs are available to all UB students. The My Virtual Computing Lab (<http://www.buffalo.edu/ubit/service-guides/software/my-virtual-computing-lab.html>) provides unlimited remote access to powerful computer servers and a variety of UB-licensed software.

Complementing the computing resources managed by UBIT, GSE IT provides technical support and services for research, teaching, and learning. Located in 519 Baldy Hall, the Quantitative and Qualitative Data Analysis Lab (QQDAL) offers free assistance with issues related to quantitative and qualitative research design, data analysis and measurement/classification. The following software packages are housed in the lab: Atlas.ti, HLM, HyperResearch, LISREL, MPlus, nVivo, R, SAS, SPSS, Stata and Winsteps. Graduate assistants are available for consultation on the use of these packages (<http://ed.buffalo.edu/dal>).

The Department is also supported by the GSE's Communications and Marketing team (<https://ed.buffalo.edu/faculty-staff/communications.html>), which coordinates efforts in these areas across the GSE, including the GSE website (of which the Department website is a part), social media channels, an annual newsletter, and news items. The GSE also provides a Grants Manager who assists all faculty to manage their grant funds, and a Director for Assessment and Data Analytics, who assists in obtaining relevant data collected at the GSE and UB levels for reporting purposes.

Students have access to UB's Accessibility Resources (<https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>), which

coordinates services and accommodations to ensure the accessibility and usability of all UB programs, services, and activities by people with disabilities, based on UB's Reasonable Accommodation Policy (<https://www.buffalo.edu/administrative-services/policy1/ub-policy-lib/reasonable-accommodation.html>). Specifically, these services include providing lecture notes for students with writing impairments, sign interpreters, assistive listening devices, and loaner equipment and training on accessible features of computing and information services. Students are made aware of the accessibility services through in each course syllabus.

### **V.13 Resources**

**V.13 The program's systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.**

Planning for and evaluation of physical and technological infrastructure happens at the UB and GSE levels with input from departments. Department of Information Science faculty and students communicate their anticipated needs to the Department Chair, who communicates them to the Dean and IT Director. Faculty also have the opportunity to participate in regular feedback opportunities offered by UBIT, such as focus groups and surveys. Faculty member Dr. Valerie Nessel served as the inaugural UBIT Faculty Fellow, a role which provided her with additional input into campus IT decision-making, and which gave Departmental faculty a particular opportunity to provide feedback in IT matters. Physical facilities are also discussed in faculty meetings when appropriate. For instance, our decision to focus on developing our research

culture led to the placement of faculty research posters in the hallway and posting our published papers on a bulletin board. In addition, staff provide regular feedback about physical facilities to the Department Chair, students provide evaluative comments about resources in their course evaluations and Exit Survey (<https://ed.buffalo.edu/information/about/reports.html>), and adjunct faculty have provided feedback about the course management software.

#### **V.14 Resources**

**V.14 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources.**

The primary evidence for decision-making related to evaluating administration, finances, and resources is available in assessment reports (<https://ed.buffalo.edu/information/about/reports.html>), and faculty meeting minutes (available in Box). In addition, the data collected, priorities identified, and investment requests to the GSE Dean during the annual Department goal-setting exercise, are available in spreadsheets (available in Box).

#### **V.15 Resources**

**V.15 The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the program and to plan for the future.**

Program improvement and future planning as related to resources are most systematically represented in the annual goal-setting exercise which results in investment requests to the GSE Dean (available in Box). For example, a request to hire a new faculty colleague in 2020 resulted in the hiring of Assistant Professor Dr. Sam Dodson, who joined the Department in 2021.

**Appendices to Standard V**

Appendix 24. GSE Bylaws

Appendix 25. Department of Information Science Bylaws

Appendix 26. UB Organizational Chart

Appendix 27. Staff Position Descriptions (requested from Phyllis)

Appendix 28. Support for Department of IS in GSE Context, 2015-22

Appendix 29. IS Endowment Fund Expenditures, 2015-22

Appendix 30. Departmental Committee Assignments

Appendix 31. Department of IS Budget

Appendix 32. Map of North Campus

Appendix 34. Map of South Campus

Appendix 34. Faculty Travel Policy

## Synthesis and Overview

The Department of Information Science uses its resources efficiently to meet its goals, including its program goals. We prepare our graduates to a high standard so that they may achieve career success and we support our faculty to engage deeply and broadly in professional and scholarly networks. The Department's strengths lie in its context at UB, a well-resourced and internationally recognized research-focused institution, and its outstanding faculty and staff. It is limited only by the practical limitations of a small department. Our challenges moving into the future are not unlike those facing all programs in the discipline: continuous monitoring of the external environment and trends to ensure that the curriculum is current and carefully crafted to meet the wide range of graduates' career goals; doing so with our current faculty complement and resources is always a delicate and strategic task, which relies upon the significant good will, strong work ethic, and deep dedication of all Departmental faculty and staff. We are grateful to have the support and services provided by UB and the GSE to assist in these efforts.

This Self-Study report provides evidence for compliance with all the Standards, including systematic planning and data-informed decision-making, a broad curriculum which gives students the opportunity to develop understanding and skill sets in many areas of potential interest, programs taught by expert and engaged faculty, students selected for their potential for success and well-supported to fulfill that potential, and a range internal and external resources to enable us to meet our goals. We clearly are meeting our Departmental and program goals and fully expect to continue this positive trajectory into the future.