Graduate School of
Library and Information Studies

Master of Library and Information Science

Program Presentation

Committee on Accreditation
American Library Association

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Queens College, City University of New York  
Graduate School of Library and Information Studies

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Queens College is accredited by the Middle States Commission on Higher Education.

The most recent reaccreditation, with commendation, was awarded in 2012.  

Queens College Graduate School of Library and Information Studies is seeking continuing accreditation for the Master of Library and Information Science degree program, under the 2008 Standards for Accreditation.
Brief History and Overview

The Graduate School of Library and Information Studies at Queens College, City University of New York, serves a diverse student body of students, employers and community members through its professional Master of Library Science degree program. The MLS prepares its graduates for employment in professional positions in libraries and other information environments and organizational centers. The GSLIS program is offered to students pursuing the general Master of Library Science degree and in two programs for Library Media Specialist students, one for certified and another for non-certified teachers. The GSLIS is located within the Division of Social Sciences at Queens College, and occupies a position as an academic department and stand alone graduate school within the organizational hierarchy of the College.

The GSLIS traces its origin to the opening of the Queens College Library Education Program in 1955. Conducted under the general direction of the College Library, in cooperation with the Education Department, that program offered a one-year curriculum for the preparation of school librarians. Graduates received an M.S. in Education, as well as a certificate in school librarianship. In 1964 a program in public librarianship was introduced, the Master of Library Science degree was authorized, and both the school and the public library programs were assigned to the new Department of Library Science, which had been organized as an independent academic department.

The department continued to expand, and by 1968 graduates were employed in a variety of information environments. The program also began to incorporate aspects of information science and media studies. The American Library Association first accredited the Queens College MLS program in 1970 and the program has of student been continuously accredited since that time. In 1976 a program leading to a Certificate of Post-Master’s Studies in Librarianship was introduced. Designed for graduate librarians, this program is registered by the New York State Department of Education.

The expanding professional interests and objectives of the department led in 1979 to a change of name and status, and the department became the Graduate School of Library and Information Studies (GSLIS).
As the profession continued to move into the electronic age, the School has steadily expanded its curricular offerings to reflect the changing academic, professional, and technological environments. In 2002 and 2003 respectively, two New York State Department of Education registered certificates were introduced - one in Children’s and Young Adult Services in the Public Library and another in Archives, Records Management and Preservation. In 2010 this latter certificate was renamed Archives and the Preservation of Cultural Materials.

Despite the economic downturn in recent years and declining enrollment in graduate programs of library and information science across the New York metropolitan region, the Queens College GSLIS is vibrant and strong. The School continues to serve the needs of its diverse constituencies through long range planning efforts and ongoing review and evaluation of its program of study. As the only publicly supported MLS program in the New York City region, the GSLIS plays a major role in furthering the LIS profession in New York City and beyond.

This Program Presentation is submitted on behalf of Queens College and the entire GSLIS faculty, with input from students and other constituent groups. We gratefully acknowledge the assistance from two external consultants, Daniel O’Connor and John Phillip Mulvaney.
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Chapter 1 – Standard I: Mission, Goals and Objectives

Introduction

The Queens College, Graduate School of Library and Information Studies (GSLIS) Master of Library Science (MLS) program has been continuously accredited by the American Library Association since 1970. However, in its January 2012 re-accreditation decision, the Committee on Accreditation voted to grant the GSLIS conditional accreditation status, citing lack of evidence of an “ongoing, broad based systematic planning process that ... would involve continuous review of mission, goals and objectives along with student learning outcomes.” Our 2014 Program Presentation (PP) documents the efforts of the GSLIS since that time to come into compliance with this requirement. We demonstrate, in Chapter 1 and throughout the PP, the development and implementation of a continuous, broad based planning process that ensures compliance across all six of the Standards.

The planning process discussed throughout this PP is systematic, ongoing and active, taking place on a regular basis through faculty committee assignments and through indirect and direct data collection activities. It is broad based in that it contains goals and objectives related to compliance with all six of the standards for accreditation. Finally, it revolves around regular input from all of our constituencies.

The faculty committee structure of the GSLIS consists of standing and ad hoc committees. Standing committees as of AY2013/14 are: Admissions, Academic Standing & Student Affairs; Assessment; Curriculum and Educational Technology (CET); Faculty Professional Development; Personnel and Budget; Publications; and Special Events. Appendix I.14 provides a description of the major responsibilities of faculty committees. Major stakeholders for the GSLIS include: faculty, staff, students, alumni, employers and community members. Appendix I.8 lists some of the institutions and organizations represented by our advisory boards and stakeholder groups.
Chapter 1 - Standard I: Mission, Goals and Objectives

Development of a Systematic Planning Process

The Introduction to the 2008 Standards for Accreditation states:

Systematic planning is an ongoing, active, broad-based approach to (a) continuous review and revision of a program’s vision, mission, goals, objectives, and learning outcomes; (b) assessment of attainment of goals, objectives, and learning outcomes; (c) realignment and redesign of core activities in response to the results of assessment; and (d) communication of planning policies, programs, and processes, assessment activities, and results of assessment to program constituents. Effective broad-based, systematic planning requires engagement of the program’s constituents and thorough and open documentation of those activities that constitute planning. Many programs achieve their planning processes through development of formal planning documents that incorporate explicit targets or deadlines for achievement of planning processes.

This PP builds upon our 2011 Program Presentation for which we received Conditional accreditation and upon our Plan for the 2014 Program Presentation submitted in October 2013. Our progress thus far has been informed and guided by the following activities since the decision letter of January 2012. In Spring 2012 we held two retreats, attended by constituents and guided by two different consultants: one focused on assessment and one on planning (See Appendix I.1A: Document of the 2012 March 30 Retreat and Appendix I.1B: Result of the second retreat in 2012 Spring: The SLOAR Report). During the AY2013-14, monthly faculty committee meetings were devoted to topics related to planning and assessment (See Appendix I.2). In Fall 2012, faculty participated in a retreat focused on planning and on the development of our Plan to Remove Conditional Accreditation (See Appendix I.3). In Winter 2013 another faculty retreat focused on assessment and our second Plan to Remove Conditional Accreditation (See Appendix I.4). A faculty workshop with Queens College administration focused on assessment (See Appendix I.5) was held in early fall 2013.

In fall 2013 GSLIS developed a web based assessment repository (http://programpresentation.qcgslis.info/assessment-repository/) to centralize data collection activities. Faculty began working closely with the City University of New York, Queens College Administration as well as the Division of Education (Appendix I.6) to develop additional planning and assessment resources. We have taken advantage of the assessment resources made available by the ALA Office of Accreditation and have reviewed the Program Presentations of institutions that have
recently received continuous accreditation by the ALA, looking for guidance on proper interpretation of Standard I.1.

The development of an effective planning framework has necessitated, as a first step, a review of Mission, Goals and Objectives. As shown in Appendix I.7, in early 2014 the GSLIS revised its Mission, Goals and Objectives to better align with those of our parent institution, Queens College (QC) after publication of the new QC Strategic Plan (See Appendix I.12). We now have clearly defined goals and objectives related to both our program of study (Program Goals), which are stated as student learning outcomes, and to the GSLIS qua institution, which supports these program goals (GSLIS Organizational Goals). These organizational goals and objectives are specifically related to the activities of faculty, administration, facilities and services to students, which combine to ensure the success of our program goals. Working together, GSLIS faculty have established measurable objectives for each of these goals along with direct and indirect assessment methods (See Appendix I.9). We have established a planning and assessment implementation schedule that gives routine stock-taking of our progress in meeting our goals (discussed below in this chapter). The result of this effort is a planning and assessment framework that can help to ensure compliance with not only Standard I.1 but with all six of the Standards for Accreditation.

**Our Parent Institution - Queens College**

Queens College of The City University of New York is located in one of the most ethnically diverse counties in the world (See Appendix I.10) and distinguishes itself by the ethnic, linguistic, and racial diversity of its students. Founded in 1937, the college is often referred to as the crown jewel of the City University of New York (CUNY) system. Queens College is dedicated to the idea that a first-rate education should be accessible to talented people of all backgrounds and financial means, including many first-generation college students. The college’s strong liberal arts curriculum—with over 100 undergraduate and graduate programs—assures students an education for a fulfilling life and career (See Appendix I.11). Queens College was recently ranked number one in New York and number two nationwide by the Washington Monthly in the category of “Best Bang for the Buck.” (See Appendix I.28). The college earned this distinction because of its “contribution to the public good” in the categories of social mobility (recruiting and graduating low-income students), research (producing cutting-edge research and PhDs), and service (encouraging students to give something back to their country). Queens College is listed in the 2015 Princeton Review guide America’s Best 379 Colleges (See Appendix
and the 2014 U.S. News & World Report Best Colleges named Queens one of the 10 best Public Regional Universities in the north (See Appendix I.30).

The mission of Queens College is to prepare students to become leading citizens of an increasingly global society by offering a rigorous education in the liberal arts and sciences under the guidance of a faculty dedicated to teaching and expanding the frontiers of knowledge. Queens College students represent a vibrant mix of cultures; they hail from 170 different countries and speak more than 90 native languages, providing an extraordinary educational environment. Queens College students graduate with the ability to think critically, address complex problems, explore various cultures, and use modern technologies and information resources (See Appendix I.12 for the QC 2013-2018 Strategic Plan).

The Graduate School of Library and Information Studies, the only publicly funded graduate school of library and information studies in New York City, fully adheres to the culture and mission of its parent institution. Our student body represents the same quality of ethnic, racial, linguistic and socioeconomic diversity as the larger institution. GSLIS faculty are world renowned, have diverse intellectual pursuits and represent the same range of cultural and racial heterogeneity as in the general student body.

The organizational structure of Queens College, illustrated in Appendix I.26), is such that the GSLIS is a department within the Division of Social Sciences as well as a stand alone graduate school. The chief executive officer of GSLIS holds a faculty position that is both department Chair and Director of the school. The Dean of Social Sciences oversees all of the departments within the division, including GSLIS. The administrative structure of the GSLIS within Queens College and CUNY is further discussed in Chapter V.
Standard I.1

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

The GSLIS Mission, Goals and Objectives (MGOs) have been under revision since 2010, initially in preparation for the 2011 PP, and subsequently for this PP. As reported in our Oct. 1, 2012 Plan for Removal of Conditional Accreditation (Appendix I.3), we invited members of our advisory boards to an all day workshop devoted to evaluation of our Vision, Mission, Goals and Objectives. The MGOs that arose out of that workshop and were reported in our earlier Plans for Removal were reviewed and revised by the GSLIS faculty in early 2014, with the publication of the 2013-2018 Queens College Strategic Plan. 2013-2018, (Appendix I.12). Since working on the development of this planning process we have come to better appreciate the importance of having measurable objectives for our goals; aligning our MGOs to those of Queens College; continually reviewing the relevance of program goals to our constituents; and establishing mechanisms for routine assessment of our achievement of Program and Organizational Goals and Objectives.

The MGOs presented here have been vetted by the faculty and presented to representatives of the student body. They were presented to the CUNY Council of Chief Librarians in March 2014, to students during the spring 2014 semester, to the Queens College Associate Provost, who has charge over the College’s assessment activities, our divisional Dean, and to the CUNY Dean of Libraries. The MGOs are posted on our website (http://www.qc.cuny.edu/Academics/Degrees/DSS/gslis/AboutUs/Mission/Pages/default.aspx), and were discussed with members of our advisory boards in April and May 2014.

Ongoing assessment of the achievement of our objectives and therefore the attainment of our goals is at the core of our planning process. For each of our goals we use multiple methods of measuring objectives, employing a variety of qualitative and quantitative approaches in order to obtain multiple sources of evidence.
For each of the objectives associated with each goal stated below, we describe Achievement Indicators, Responsible Unit, and sample Action Outcomes. This description is for purposes of illustrating the planning and assessment framework that we have established. Fuller descriptions of the implementation of this planning process and links to supporting evidence are given in subsequent chapters corresponding to each of the Standards for Accreditation.

Although the 2008 Standards for Accreditation focus most directly on Program Goals and Objectives, linked to student learning outcomes, in this Program Presentation we also delineate the Organizational Goals and Objectives that support the program of study. The distinction between Organizational and Program goals is also made to give us a planning and assessment framework that has enough depth to cover the requirements of all six Accreditation Standards, as well in response to Standard I.I’s focus on broad based planning for MOGs overall.

This PP follows the 2008, Standards for Accreditation, which states in its glossary of terminology that “program” refers to “program of Study” and program goals are those directly related to the program of study leading to the MLS degree and are measurable by student learning outcomes (http://www.ala.org/accreditedprograms/standards/glossary)

,However, in the 3rd Draft Revised Standards, released for comment on 8/1/14, there is a change in terminology wherein, “the term “program” refers to an organization of people and educational experiences that comprise the degree. “ If we were to follow this new terminology, the GSLIS Program and Organizational Goals and Objectives would be collapsed together as one set of Program Goals.

Figure I.1 (next page) gives an overview of the planning, assessment, evaluation and action processes for GSLIS MOGs. The remainder of this chapter is devoted to detailed explication of Figure I.I.
GSLIS Mission, Goals, and Objectives:

Program Goals and Objectives (SLOs)
Organizational Goals and Objectives

Ongoing assessment of the attainment of goals, objectives, and learning outcomes

<table>
<thead>
<tr>
<th>Group</th>
<th>Activities</th>
<th>Data Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSLIS Planning Committee</td>
<td>Meet 3x per semester to review planning documents</td>
<td>GSLIS Master Plan</td>
</tr>
<tr>
<td>Assessment and CET Committees</td>
<td>Coordinate data collection related to assessment of program goals and objectives</td>
<td>Syllabus Matrix Analyses; ePortfolios</td>
</tr>
<tr>
<td>Alumni and Employers</td>
<td>Ongoing engagement with GSLIS community</td>
<td>Online Surveys, Focus Groups; Advisory Board Meetings</td>
</tr>
<tr>
<td>Faculty</td>
<td>Communication with all stakeholder groups</td>
<td>All data collected by Assessment</td>
</tr>
<tr>
<td>Students</td>
<td>Feedback to faculty</td>
<td>Exit Interviews; Student Advisory Board</td>
</tr>
</tbody>
</table>

Communication to key constituents
- Semi-annual advisory board meetings
- Postings on GSLIS website
- Meetings with constituents

Realignment and redesign of core activities in response to the results of assessment
- At the end of each assessment cycle data moves from Assessment Coordinator to CET
- CET makes recommendations for changes to the faculty as a whole

Figure I.1 Planning, assessment, evaluation and action processes
Queens College Goals

In its 2013-2018 Strategic Plan (Appendix I.12), Queens College /CUNY listed the following institutional goals:

- QC Goal I: Weaving Transnational Connections
- QC Goal II: Launching Graduates into the Global Future
- QC Goal III: Nurturing Inquiry and Creativity
- QC Goal IV: Building a Campus Community
- QC Goal V: Enriching our Local Community

In harmony with the values of our parent institution, we list the following GSLIS Mission, Goals and Objectives.

GSLIS Mission Statement

The GSLIS serves the general public, students, employers, the university, and other stakeholders through its various programs in library and information studies.

We prepare and educate students to be creative, reflective and adaptable service-oriented professionals who will contribute to and improve the information-intensive environments of diverse communities while retaining the core values and ethics of librarianship.

(Publicly available at http://www.qc.cuny.edu/Academics/Degrees/DSS/gslis/AboutUs/Mission/Pages/default.aspx)

GSLIS Program Goals & Objectives

Since 2012 we have focused greatest attention on our program goals and objectives; that is, those directly related to assessment of student learning outcomes and compliance with ALA Accreditation Standard 2 using the ALA’s glossary of accreditation terminology where in program goals are those directly related to the program of study leading to the MLS degree and are measurable by student learning outcomes (SLOs) (http://www.ala.org/accreditedprograms/standards/glossary.) We expect that every student who graduates from the GSLIS will have achieved the
student learning outcomes listed below. Measurement of attainment of these Goals and Objectives is discussed in Chapter 2 of the PP.

**GSLIS Program Goals (Consonant with QC Goals II, III and IV)**

The GSLIS prepares graduates for employment and service in a diverse, global and rapidly changing information society now and in the future. Graduates of the GSLIS are able to demonstrate appropriate competencies and to articulate ethical values as defined by LIS professional organizations, and other stakeholder communities.

GSLIS maintains a rigorous yet flexible curriculum that reflects the changing needs of its constituency, through ongoing assessment and revision.

These goals and related objectives, listed below, are directly in harmony with the values of Queen College. Our graduates have a global understanding of the LIS profession; they appreciate the importance of research and creative expression; and they have a strong service orientation.

**Program Objectives Stated as Student Learning Outcomes**

Program and course requirements in the GSLIS are designed to ensure that graduates have met the following Student Learning Outcomes (SLOs). These SLOs (A-H) state that graduates of the GSLIS have the ability to:

A. Assist users in gaining access to information and knowledge, including its creation, acquisition, organization and management, storage and retrieval, by demonstrating that they can:

   a. Identify, acquire, create, organize, process, store and provide access to information in all its forms for libraries, cultural institutions and other information organizations in a global environment.

   b. Identify, retrieve, evaluate and use general and specialized resources to address current and future information needs and provide related services to diverse user communities.

B. Articulate the role and importance of ethics, values, and advocacy within the legal and historical frameworks underlying the practice of librarianship and the information professions
C. Apply the appropriate practices and policies of established Library and Information Science professional standards in various specializations

D. Find, analyze, assess, apply, and conduct research in Library and Information Science and other disciplines in response to gaps in knowledge and practice

E. Contribute to a diverse, global society—including the role of addressing the needs of underserved groups—through exemplary Library and Information Science practice and research

F. Identify, evaluate and implement current and emerging technologies and services to meet the evolving information needs of diverse user communities in an increasingly interconnected environment

G. Demonstrate understanding of the importance of continuing professional development in Library and Information Science; articulate and apply principles, theories and measures underlying the role of the library in supporting lifelong learning within the community

H. Explain and apply principles of effective management and leadership in the library and related information institutions

GSLIS Organizational Goals and Objectives

As previously mentioned, GSLIS has created goals and objectives pertaining to the organization itself. These organizational goals and objectives give us a framework for the assessment of processes and activities related to assessment of faculty, student services, facilities and administrative resources. In the following, for each of our Organizational Goals and associated Objectives, we indicate the Achievement Indicators, the Responsible Units, and the Action Outcomes to date.

Organizational Goal 1 (Consonant with QC Goal V)

QC Goal V is about “Enriching our Local Community”.

GSLIS strives to be one of the nation’s top urban graduate schools in LIS, offering quality, affordable education. The school achieves academic excellence through the integrated efforts of faculty, students and other stakeholders.

The school is guided in its activities by its Master Plan, and through its Mission, Goals and Objectives. It measures progress in its goals on an ongoing basis, according to policies and procedures set forth in the planning documents developed by the
school. Ongoing, broad based and systematic planning form the core activities through which the school achieves its goals. Results of planning and assessment are used to measure success.

Objectives:

1.1. GSLIS will update its Master Plan for 2014-2018

**Achievement indicator:** A draft of the Master Plan is completed by the end of fall 2014 semester.

**Responsible unit:** GSLIS Planning Committee (meets three times per semester)

**Action Outcomes:** Review of last Master Plan in spring 2014 (See Appendix I.13) to create baseline for review.

1.2. GSLIS evaluates its organizational structure including faculty committee responsibilities.

**Achievement indicator:** Standing faculty committees (See Appendix I.14) are aligned with GSLIS goals and ALA standards. Ad hoc committees are formed as necessary.

**Responsible unit:** GSLIS Planning Committee and full faculty.

**Action Outcomes:** Professional Development Committee created in fall 2013.

1.3. GSLIS continues to develop means of obtaining stakeholder input.

**Achievement indicator:** New methods of obtaining stakeholder feedback are instituted by summer 2014, including online surveys and other web based methods of interaction with stakeholders. Advisory board membership increases by summer 2014.

**Responsible unit:** Planning and Assessment Committees (each meet three or more times per semester)

**Action Outcomes:** Online alumni survey launched in April 2014 (See Appendix I.15 and Appendix I.20 for responses summary); new members of Advisory board include current students, recent alumni and practitioners.
Organizational Goal 2 (Consonant with QC Goals I and III)

*QC Goal I is about “Weaving Transnational Connections” and QC Goal III is about “Nurturing Inquiry and Creativity”*

Faculty contribute to the knowledge base of the field at local, national and global levels. GSLIS aims to increase the national and international visibility of its faculty and the school.

Faculty demonstrate excellence and innovation in teaching, scholarship and creative production.

GSLIS faculty represent diversity in demographic makeup and areas of specialization.

Objectives

2.1. GSLIS faculty maintain active programs of scholarly and creative production and seek appropriate institutional and external support.

2.2. Faculty, where appropriate, publish their research and present their scholarship/creative productions in venues with transnational reach.

2.3. Faculty are represented in professional organizations and committees both nationally and internationally.

**Achievement indicators:** Collectively and individually, faculty CVs assessed annually for indication of: sustained records of scholarly and professional productivity; presentations and publications of scholarship in national and transnational venues; and, professional memberships in organizations outside of the New York metropolitan area. Increase in faculty applications for external support to fund international activities.

**Responsible units:** Departmental Personnel and Budget Committee; Director.

**Action Outcomes:** Number of international presentations among faculty increased in AYs 2012/13 and 2013/14. Increase in Divisional support for international travel. Achievement target of sustained record of faculty scholarly productivity is not yet been uniformly met.
2.4. GSLIS achieves demographic diversity of its faculty, where appropriate, through faculty recruitment policies.

**Achievement indicators:** Recruitment plan for new faculty hires developed to reach diverse applicant pool; diverse pool of qualified applicants received in response to new faculty recruitment efforts.

**Responsible unit:** Faculty Search Committee in consultation with QC Office of Compliance and Diversity Protection.

**Action Outcomes:** Two new faculty hires in AY 2014/15 with geographical and country of origin diversity.

2.5. Faculty are routinely evaluated and advised in areas of scholarship, teaching and professional responsibilities. Adjunct teaching faculty are assessed every semester.

**Achievement indicators:** Completion of Professional Evaluation Interview every year for all full time faculty below rank of Full Professor; peer teaching evaluations conducted for all faculty members, including adjunct faculty, on annual basis; student course evaluations returned for every course each semester.

**Responsible unit:** Director; P&B Committee; full faculty, students.

**Action Outcomes:** Peer observations of classroom teaching have expanded to include Full Professors; greater completion rate of Professional Evaluation Interviews in AY 2013/14. All adjunct teaching faculty have been assessed every semester since AY 2011/2012. Student evaluations have not quite reached 100% per semester.

2.6. GSLIS faculty create teaching and research partnerships across departmental and divisional boundaries.

**Achievement indicators:** Evidence of cross-departmental collaboration.

**Responsible unit:** Full faculty
**Action Outcomes:** in AY2014/15, development of joint MLS/MA in History; participation in Divisional Data Science initiative; development of teaching internship with Baruch College/CUNY.

2.7. GSLIS has a forum for the dissemination of student and faculty creative accomplishments.

**Achievement indicators:** Increased use of social media and other means of communication to disseminate student/faculty accomplishments.

**Responsible unit:** Publications Committee; CET; Assessment Committee.


Assessment of Organizational Goal 2 is further discussed in Chapter 3, *Standard III*.

**Organizational Goal 3 (Consonant with QC Goal V)**

*QC Goal V is about “Enriching our Local Community”.*

GSLIS maintains supportive relationships with local populations including libraries and cultural heritage institutions in order to understand and respond to their diverse situations

GSLIS graduates serve the needs of employers in libraries and information environments within CUNY and across the New York metro area. They serve the lifelong educational needs of the people they employ.

**Objectives**

3.1. GSLIS faculty offer courses and workshops that target the continuing education needs of the diverse information professionals in Greater New York City.
3.2. GSLIS expands its educational outreach through online and hybrid course opportunities beginning in summer 2014. The School aims to offer its core course sequence totally online by fall 2015.

3.3. GSLIS maintains mutual understandings between constituencies and the School through regular and ongoing channels of communication.

**Achievement indicators:** Development of plans for providing continuing education, to serve stakeholder needs, and to expand the GSLIS; development of fully online courses and expansion of hybrid offerings; use of social media to create more varied channels of communication; establishment of more frequent interaction with constituents.

**Responsible unit:** CET; Assessment;

**Action Outcomes:** Our faculties have been conducting professional workshops for the METRO ([Metropolitan New York Library Council](http://metro.org/about), the largest reference and research resources library council in New York State*) for many years (See Appendix I.27 for an example of a workshop conducted by our faculty for the METRO.) Objective 3.1 is addressed by faculty participation in METRO workshops. Progress is being made on Objective 3.2 with the first online course being offered in summer 2014 (See Appendix I.16) and first steps have been taken to join the WISE consortium. Interactions with CUNY Council of Chief Librarians became regular in spring 2014 (See Appendix I.17). Full achievement of objective 3.3 is not met, as interactions with other constituents has not increased.

* In 1966, the New York State Legislature authorized the establishment of reference and research library resources councils (3Rs) in Education Law. Each reference and research library resources council is governed by a board of trustees and has a variety of advisory committees to help carry out its work. The State created 3Rs to expand the availability of the resources of academic, medical, law, business and special libraries to more New Yorkers and to enable libraries of all types to buy services and share resources cooperatively in order to strengthen programs and services. There are nine 3Rs in the state, the Metropolitan New York Library Council (METRO) is the largest, serving libraries in New York City and Westchester County, see [http://metro.org/about/](http://metro.org/about/)
Organizational Goal 4 (Consonant with QC Goals II and IV)

QC Goal II is about “Launching Graduates into the Global Future” and Goal IV is about “Building a Campus Community”

GSLIS has a diverse study body reflective of the communities it serves.

Student services ensure effective guidance and academic support. Students are able to construct individual programs of study within the guidelines of the curriculum.

Students have exposure to scholarship and creative activity within the LIS communities and opportunities to pursue their research and creative interests under faculty direction.

The school strives to cultivate a sense of community among its student body and to give voice to its multiple points of view. Students have representation and voice on faculty committees and serve as an important constituent body in GSLIS policy and planning processes.

Objectives

4.1. GSLIS has effective policies for diversity recruitment and support services for diverse student needs.

Achievement indicators: Recruitment activities in diverse student communities; identification of diverse special needs and implementation of appropriate services.

Responsible Unit: Admissions, Academic Standing and Student Affairs

Action Outcomes: Participation in The Knowledge Alliance recruitment initiative, held at Brooklyn Public Library in May 2014 (http://knowledgealliance.org/info). To date, no support services other than those provided by QC to students with identified special needs.

4.2. GSLIS provides guidance to students for academic planning.

Achievement indicators: Student program planning systematically carried out; course rotation schedule designed and implemented.
**Responsible unit:** CET

**Action Outcomes:** Program planning forms are now completed for all new students and revised each semester during advisement for registration. Two-year course rotation schedule developed (subject to course enrollments).

4.3. Students receive support for travel to professional meetings, to present research and creative production.

4.4. Support is given to student associations and their functions.

**Achievement indicators:** Policies established for funding student travel and association functions.

**Responsible unit:** Personnel & Budget; Special Events; Dean of Social Sciences

**Action Outcomes:** Funding for student travel and student functions now awarded on an ad hoc basis. Formal policy on funding has not been established.

4.5. Student representation on faculty committees and advisory boards is increased.

**Achievement indicator:** Where appropriate, student representation on all faculty committees except Personnel and Budget; student participation in development of new GSLIS Master Plan; establishment of a student advisory board.

**Responsible unit:** Full faculty in consultation with the GSLIS student association QCLISSA.

**Action Outcomes:** QCLISSA representatives attend full faculty meetings. Other achievement indicators for objective 4.5 not yet met.

Further discussion of Organizational Goal 4 appears in Chapter 4, *Standard IV.*
Organizational Goal 5

The GSLIS strives to ensure a sustainable institutional environment. The school is proactive in securing appropriate institutional and administrative resources to adequately support its needs.

The school regularly takes stock of its immediate and long range needs in the areas of personnel, physical infrastructure and technology, in order to better advocate for institutional resources.

Objectives

5.1. GSLIS has voice on college wide budgetary, political and administrative matters.

Achievement indicators: Members of the GSLIS faculty serve on appropriate campus committees.

Responsible unit: Full faculty

Action Outcomes: Faculty serve as members of QC Graduate Curriculum Committee; Executive Committee of the College Personnel and Budget Committee; and, as Chairperson of the Academic Senate.

5.2. GSLIS needs for facility upgrades, IT support and IT capability are assessed on an annual basis.

5.3. QC and CUNY administration understand and support the administrative, faculty, student and physical resource needs of the school and devote sufficient funds for its ongoing maintenance.

Achievement indicators: Annual inventory of faculty computer needs and evaluation of lab spaces; assignment of dedicated IT support personnel to the GSLIS; assessment and improvement of GSLIS student and office facilities; increased support for faculty travel and administrative services.

Responsible unit: Director and full faculty.
**Action Outcomes:** Faculty computer upgrades and teaching lab redesign in 2014; half-time IT manager dedicated to GSLIS as of spring 2014; physical space improvements to main office; travel support for international travel increased 2012-2014; increase in number of non-teaching adjunct personnel to assist with administrative functions.

# Standard I.2

In discussing how the GSLIS meets Standard I.2, we first outline which of our Program Goals and Objectives address each of the elements of the Standard (i.e. I.2.x), and then present how achievement of each of the Objectives is (or has been) assessed. We adopt this structure because of the substantial overlap of the GSLIS Program Goals and Objectives across the Standard I.2 elements.

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**Standard I.2**

*Program objectives are stated in terms of student learning outcomes to be achieved and reflect:*

**Standard I.2.1** the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management:

Standard I.2.1 is addressed by GSLIS SLOs Aa; C; D; H; Graduates will have the ability to

A. Assist users in gaining access to information and knowledge, including its creation, acquisition, organization and management, storage and retrieval, by demonstrating that they can:

a. Identify, acquire, create, organize, process, store and provide access to information in all its forms for libraries, cultural institutions and other information organizations in a global environment.
C. Apply the appropriate practices and policies of established Library and Information Science professional standards in various specializations

D. Contribute to a diverse, global society—including the role of addressing the needs of underserved groups—through exemplary Library and Information Science practice and research,

H. Explain and apply principles of effective management and leadership in the library and related information institutions.

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

Standard I.2.2 is addressed by *GSLIS SLOs B; C; H*

B. Articulate the role and importance of ethics, values, and advocacy within the legal and historical frameworks underlying the practice of librarianship and the information professions.

C. Apply the appropriate practices and policies of established Library and Information Science professional standards in various specializations

H. Explain and apply principles of effective management and leadership in the library and related information institutions.

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

Standard I.2.3 is addressed by *GSLIS SLO C*

C. Apply the appropriate practices and policies of established Library and Information Science
Standard I.2.4  ... the value of teaching and service to the advancement of the field

Standard I.2.4 is addressed by GSLIS SLOs B; E; G

A. Assist users in gaining access to information and knowledge, including its creation, acquisition, organization and management, storage and retrieval, by demonstrating that they can:

b. Identify, retrieve, evaluate and use general and specialized resources to address current and future information needs and provide related services to diverse user communities.

C. Apply the appropriate practices and policies of established Library and Information Science professional standards in various specializations

E. Contribute to a diverse, global society—including the role of addressing the needs of underserved groups—through exemplary Library and Information Science practice and research

Standard I.2.5  ... the importance of research to the advancement of the field’s knowledge base

Standard I.2.5 is addressed by GSLIS SLOs D; E

D. Find, analyze, assess, apply, and conduct research in Library and Information Science and other disciplines in response to gaps in knowledge and practice

E. Contribute to a diverse, global society—including the role of addressing the needs of underserved groups—through exemplary Library and Information Science practice and research
Standard I.2.6  ... the importance of contributions of library and information studies to other fields of knowledge

Standard I.2.6 is addressed by GSLIS SLOs C; D; E

C. Apply the appropriate practices and policies of established Library and Information Science professional standards in various specializations

D. Find, analyze, assess, apply, and conduct research in Library and Information Science and other disciplines in response to gaps in knowledge and practice

E. Contribute to a diverse, global society—including the role of addressing the needs of underserved groups—through exemplary Library and Information Science practice and research

Standard I.2.7  ... the importance of contributions of other fields of knowledge to library and information studies

Standard I.2.7 is addressed by GSLIS SLO D

D. Find, analyze, assess, apply, and conduct research in Library and Information Science and other disciplines in response to gaps in knowledge and practice

Standard I.2.8  ... the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups

Standard I.2.8 is addressed by GSLIS SLO E

E. Contribute to a diverse, global society—including the role of addressing the needs of underserved groups—through exemplary Library and Information Science practice and research
Standard I.2.9  ... the role of library and information services in a rapidly changing technological society

Standard I.2.9 is addressed by GSLIS SLO F

F. Identify, evaluate and implement current and emerging technologies and services to meet the evolving information needs of diverse user communities in an increasingly interconnected environment

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

Standard I.2.10 is addressed by GSLIS SLOs Ab; E; F; G

A. Assist users in gaining access to information and knowledge, including its creation, acquisition, organization and management, storage and retrieval, by demonstrating that they can:

b. Identify, retrieve, evaluate and use general and specialized resources to address current and future information needs and provide related services to diverse user communities.

E. Contribute to a diverse, global society—including the role of addressing the needs of underserved groups—through exemplary Library and Information Science practice and research

F. Identify, evaluate and implement current and emerging technologies and services to meet the evolving information needs of diverse user communities in an increasingly interconnected environment

G. Demonstrate understanding of the importance of continuing professional development in LIS; articulate and apply principles, theories and measures underlying the role of the library in supporting lifelong learning within the community

We see here that all of the elements of Standard I.2 are addressed by at least one of the GSLIS Student Learning Outcomes; however, they are not uniformly
covered by these SLOs. Four of the elements are covered by only one SLO (I.2.3, I.2.7-I.2.9); element I.2.5 is addressed by only two SLOs, while the rest are addressed by three or more of our student learning outcomes. A closer look at those elements which are addressed by only one SLO, using our syllabi matrix (Appendix I.22), reveals that SLOs C, D, E and F each are covered by assignments in at least two of the core courses, as well as a number of electives (discussed further in Chapter 2). We conclude that the GSLIS Program Objectives meet Standard I.2.

Assessment of Student Learning Outcomes A-H

Assessment of our SLOs takes place at multiple levels of analysis.

At the curricular level, we ask: How well do our existing courses address the SLOs, as a whole and in terms of individual SLOs; in other words, where is there overlap and where are there gaps?

At the individual level, we ask: to what extent do students achieve the SLOs, or how do we know that graduates of the GSLIS are demonstrating the abilities specified in the SLOs?

In combination, these data provide indicators of program strengths and weaknesses, and suggest needed improvements/actions to be taken in planning, process, implementation, curriculum, methods of assessment, professional development and required infrastructure/resources.

Achievement Indicators: All SLOs addressed in the four core courses (LBSCI 700, 701, 702, 703); All core courses address at least one SLO.

Responsible Unit: GSLIS Assessment and CET Committees.

Method(s) used: Collection and review of syllabi matrices for core courses (Appendix I.22)

Action outcomes: Consultation and recommendations for revisions in course syllabi and/or SLOs, as needed.
Course-based Embedded Assessment of Assignments/Exams

**Achievement indicator:** Demonstration of at least one artifact in ePortfolio that represents achievement of each SLO.

**Responsible Unit:** CET Committee; full faculty

**Method(s) used:** Select faculty members with expertise in areas covered by the SLOs will assess each student’s artifacts for achievement of the SLO.

**Assessment cycle:** Pilot test in spring/summer 2014 (Appendix I.23)

**Action outcomes:** Determination of feasibility of using this method for future assessment.

This method uses student performance data that students already deposit in their ePortfolios (Appendix I.24). It takes a second look at artifacts deposited in course matrices to determine the extent to which students have met specified student learning outcomes. The method will not be applied to every course offered each semester. Rather, it will be applied to specific sets of courses—e.g. core courses; selected technology courses; certificate required courses - (Appendix I.23).

Assessment of Program Goals Related to Online and Hybrid Learning

**Achievement Indicators:** Target achievement is the introduction of at least one online and/or hybrid course annually. Participation in the WISE Consortium. Student satisfaction with the availability of alternate course delivery options.

**Responsible unit:** Assessment; CET

**Action Outcomes:** Development of online version of LBSCI 729 Metadata for Digital Resources in Spring 2014; LBSCI 729 delivered in online mode in Summer and Fall 2014 (Appendix I.16). LBSCI 790.3 Knowledge Management offered in online mode fall 2014. Application to WISE completed in August 2014.


**Standard I.3**

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

In keeping with Standard I.3 we have developed measurable Program and Organizational Objectives to use as indicators of our success in achieving GSLIS Mission and Goals. (Appendix I.9)

In evaluating our success at attaining program goals we ask: “How do we know if our students are graduating with the abilities we express as student learning outcomes?”; and, “To what extent are our program goals, as measured by our student learning outcomes, relevant to our constituencies?” To address these questions we utilize multiple methods to directly and indirectly assess SLOs, including regular feedback from constituencies that comes to us through established channels of communication.

Through ongoing assessment of SLOs and regular feedback from constituencies we are able to identify areas of strength and weakness in our program; as well as weaknesses in our assessment methods themselves. Through continuous program assessment we have developed our understanding of how and when to use various assessment methods and we continue to test methods that could have greater validity and reliability.

For example, we now understand that course grades alone are not a useful indicator of achievement of our program goals and that core course evaluative exams are not reliable indicators of student performance (Appendix I.25). We have developed other indicators, described below and in Chapter 2, which document our planning, assessment and implementation processes; assessment strategies and methods; assessment analysis plans; and the implementation cycle that we are using to evaluate and enhance student learning.

The process of assessment and evaluation of Program goals is overseen by the GSLIS CET, in cooperation with the Planning and Assessment Committees and in consultation with the faculty as a whole.
We have found it useful to employ a time honored model for continuous program evaluation and improvement, the Deming cycle (Figure 1.2), in which the key elements are identified as:

**Plan:** This stage identifies the goals and objectives to be assessed; the faculty committees responsible for assessment, the appropriate assessment methods to be used and the sources from which data will be collected.

**Do:** This is the stage for collection of data to be used in assessment.

**Check:** This is the stage for evaluation of data to see how well goals and objectives are being met.

**Act:** In this stage recommendations for action, including follow up assessments, are made.

Following this model, program assessment in the GSLIS is handled in the following way. During the “Plan” stage, program goals and objectives are established. This has been discussed in the previous sections of this chapter. Having established goals and objectives, methods for assessment are decided upon and responsibilities for the collection of assessment data are determined. The GSLIS Curriculum and Educational Technology Committee (CET) and the Assessment Committee have major roles in the assessment of program goals with participation from full faculty, course coordinators and Certificate coordinators. Full faculty, the P&B committee and the Director have major roles in assessment of Organizational goals, as discussed above. Results of assessment are discussed with full faculty, the Dean, where appropriate, and relevant constituents in the determination of appropriate actions. As an iterative process, this cycle repeats again with new plans for assessment.

The two primary assessment tools that have been recently developed for direct assessment of GSLIS SLOs are the Syllabus Matrix Analyses, and ePortfolio analysis for end of program evaluation. Both of these are discussed in detail in Chapter 2, under Standard II.7. Indirect assessment of our SLOs is accomplished through student exit interviews (Appendix I.18), employer surveys (Appendix I.19), alumni surveys (Appendix I.15), student feedback and other methods, also described fully in Chapter 2, Standard II.7. In addition, we have consulted with colleagues in other QC departments within our division and we are developing other ways to assess student learning outcomes. We have been guided by the Queens College work on Middle States accreditation and the Middle States requirements for outcomes assessment (Appendix I.21).

Summary

Chapter 1 describes the ongoing development and implementation of a planning framework that is iterative, broad based and involves participation from all of the program’s constituents. This planning process supports continuous self-evaluation of progress towards attainment of our program goals and objectives. This self study has given us an opportunity to specify target goals and measurable objectives for the evaluation of faculty, facilities, administrative support and services to students in order to describe our compliance with ALA Standards in each of these areas as well.

The specification of goals and measurable objectives has revealed areas of strength as well as weakness. GSLIS faculty believe that our overall MGOs and the
assessment methods we have described above, are in compliance with ALA Standard I.1. We further believe that GSLIS Program Goals and Objectives, stated as student learning outcomes, are firmly compliant with ALA Standard I.2. At the same time, we see that not all of our Organizational Goals and Objectives are being met at this time. This is a topic we discuss in greater detail in Chapters 3-6. Finally, we realize that our methods for assessment of student learning outcomes are only partially complete at this time. The use of ePortfolio data to assess student achievement needs further pilot testing, as well as future thought about what point in a student’s program this type assessment might be most useful. These issues are discussed in much greater detail in Chapter 2.

Appendices


I.5.  2013 Winter. Faculty Workshop of Assessment with Queens College Administration. Retrieved from
I.6. Meetings with the Division of Education. Retrieved from


I.8. Institutions and organizations represented by our advisory boards and stakeholder groups. Retrieved from


http://www.queensbp.org/

I.11. About Queens College. Retrieved from
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I.13. GSLIS Old Master Plan. Retrieved from


Chapter 2 – Standard II: Curriculum

Introduction

The curriculum is the embodiment of GSLIS Program Goals and Objectives, presented in Chapter 1. Continuous revision of the Master of Library Science (MLS) curriculum, as part of a systematic planning process involving all of our program's constituents, ensures that we offer our graduates a program of study that provides the knowledge, skills and values necessary for professional careers and service in the 21st century. The Curriculum & Educational Technology Committee (CET) and the full faculty engage in continuous review of the curriculum to keep it consistent with the needs of our rapidly changing information profession. Furthermore, the curriculum is designed to be consistent with the GSLIS mission to “prepare and educate students to be creative, reflective and adaptable service-oriented professionals who will contribute to and improve the information-intensive environments of diverse communities while retaining the core values and ethics of librarianship.”

The MLS curriculum revolves around a core base built on five required courses in the following areas:

- Information Technology: *LBSCI 700* is the required introduction to information technology.
- Foundations of Librarianship, including its core principles, practices and ethical concerns: *LBSCI 701* is the required foundational core course.
- Information Sources, Access and Service: *LBSCI 702* is the required core course in general information sources and services.
- Information Organization: *LBSCI 703* provides a core base of instruction in technical services, cataloging and classification.
- Capstone Research Project: *LBSCI 709* is required of all students. In this end of program course students design and execute an original research project. The student’s capstone project must give evidence of ability to integrate
knowledge obtained from the individual courses constituting the MLS program. Satisfactory completion of a research project is mandated by the New York State Department of Education for receipt of the MLS degree.

The program of courses leading to the MLS degree consists of 36 credits completed with an overall GPA of at least B (3.0). The MLS degree is offered in three programs: Library Science General (602); Library Media Specialist (606); and Library Media Specialist for Certified Teachers (Library) (604). The majority of GSLIS students are enrolled in the Library Science General program, with roughly 10% of the student body enrolled in one of the Library Media Specialist programs. The core courses described above are required of all students. The GSLIS course catalogue may be found at the following location: http://www.qc.cuny.edu/Academics/Degrees/DSS/gslis/CurrentStudents/Pages/courses.aspx

Opportunities are provided for specialization beyond the five required courses, reflecting special areas of interest in library and information studies. The Library Media Specialist Programs, leading to New York State certification, satisfy the teacher education requirements in the area of Library Media Specialist of the New York State Education Department. For all other students in the M.L.S. program elective courses are available for professional interests including, but not limited to, types of libraries and information-related agencies, functions within them, and types of users and media.

Types of libraries and information agencies in the M.L.S. program include public, academic, research, and special libraries, as well as information-based agencies such as archives and media centers. Functions may include administration, reference/information services, as well as web-based and other technical services. The types of users may include children and young adults, and those in the corporate and not-for-profit environments.

The curriculum also provides opportunities for internship experiences and opportunities for independent study.

Within the MLS program, two certificates are offered: Children and Young Adult Services in the Public Library, and Archives and the Preservation of Cultural Materials (see Appendix II.19) Both of these are designed for multiple audiences, including paraprofessionals working in these areas, current MLS students who wish to make explicit their specialty, and working library/information service professionals who desire a further credential demarking their expertise. The course content of both of these certificates is described below in Standard II.3
Standard II.1

**Standard II. 1**

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

The goals and objectives for the curriculum flow from the overall GSLIS Mission, Goals and Objectives (MGOs), and those of its parent institution, Queens College (see Chapter 1 The mission of the GSLIS is to “prepare and educate students to be creative, reflective and adaptable service-oriented professionals who will contribute to and improve the information-intensive environments of diverse communities while retaining the core values and ethics of librarianship."

Standard II.1 has two parts: one concerned with planning of the curriculum with respect to goals and objectives;

> “The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process.”;

the other with the actual content of the curriculum:

> “Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.”

In this section, we first address the former half, and then the latter.

**GSLIS Systematic Curriculum Planning Process**

Program assessment and evaluation is the major charge of two standing faculty committees:

- Curriculum & Educational Technology Committee (CET), and
• Assessment Committee
both of which work closely with the full faculty and with regular input from our constituencies.

The mechanisms through which we solicit input from our constituents include ongoing web based alumni and employer surveys, stakeholder participation at semiannual faculty retreats, graduate exit surveys, internship supervisor evaluations, and student course evaluations. Student association representatives sit on the CET and have voice at faculty meetings, thereby providing the eyes and ears of the student body.

Core course coordinators have responsibility for keeping up with current pedagogical and technological developments in their area of specialization and bringing the latest developments to the attention of the CET Committee for review. In some cases this might involve a review of the syllabi from core courses at other LIS schools to see if we are consistent with current best practices.

Our use of constituent input in the process of evaluating program goals is nicely illustrated by Chow et al., 2011, in their “educational performance model” (see Figure II.1 on next page). The process of the educational performance model involves ongoing interaction between a program’s constituent groups, informed by professional and accreditation standards. We use this model, together with our overall Planning models (Chapter 1, Figures I.1 and I.2, and related discussion), to organize and carry out our Curriculum plans. Below, we offer details of some examples of Curriculum change and development that have been taken as a result of application of this general curriculum planning process.
Figure II.1. Model of Constituent Involvement in Curriculum Planning †

One example of curriculum change that has come about as a result of our Curriculum planning process is the revision, in late 2012, of LBSCI 700, Introduction to Information Technology. Earlier focus groups with employer representatives revealed concerns that our graduates have the requisite knowledge base in digital technologies. When asked to discuss “What skill sets would you like to see in new employees?” we heard desires for “Greater skills in digital technologies... and where they fit into the information landscape.” Furthermore, when asked “How can we better prepare our students to meet the needs of 21st century information professionals?” A typical response was “Update 21st c. curriculum; build the use of technology and digital resources into every class, so that they become facile and flexible in their integration of technology into the library learning environment.” (See Appendix II.20).

In addition, an online survey of current students in the Spring of 2011 revealed substantial concerns about the content and focus of LBSCI 700. A complicating factor was the split between those students who felt the course was not sufficiently challenging, and those who very much needed the exposure to basic skills. Students in general advocated more practical and hands-on labs and less emphasis on quizzes testing very specific knowledge. (See Appendix II.1 Summary Report 700LISSA Overview)

While the GSLIS has offered a sequence of advanced elective courses in digital technologies: for some time (LBSCI 720, 729, 746, 747, 748, 753), the faculty teaching these courses found that many students taking them were ill prepared for the advanced work. Consequently, the faculty had to choose between slowing down the advanced course content or trying to bring the slower students up to speed. The result was a drop in enrollment in the electives required by a sizable base of employer constituents. After careful review of this situation, first in regular session of the CET Committee and then by an ad hoc committee on core course review, LBSCI 700 was revised to require material that would better prepare students for advanced electives. This included teaching of Dreamweaver for web design, and use of MS Access for instruction in database construction. This was working reasonably well through 2012-2014. Recent personnel changes suggest the need to revisit 700 once again in the near future. The hiring of a new faculty member, in January 2015, specializing in Information Science offers the perfect opportunity to address this ongoing challenge.

Consistent with program goals and objectives as stated in Chapter 1, we are moving forward in online course development. The GSLIS has offered hybrid courses for over a decade, in response to student and faculty desires to maintain a “high touch-low tech” approach to education. However, both direct and indirect sources of data, from students and employers, tell us that at the present time online courses are desired and are necessary for the future growth of the GSLIS itself.

Exit interviews with graduating students, as well as feedback obtained from current students during advising periods tells us that for many potential students the physical travel to Queens is an impediment to enrollment. Current students, who travel from all of the boroughs in New York City and the far reaches of eastern Long Island, tell us that they want online courses. During our March meeting with CUNY Chief Librarians, we heard similar expressions from potential employers outside the borough of Queens. The GSLIS is listening to these voices. In summer 2014 we offered our first totally online course, LBSCI 729, Metadata Resources for Cataloguing and Classification, which will be offered again online in fall 2014, along with LBSCI 790, Knowledge Organization.
Our plan is to offer all four core courses in online mode by summer 2015. Offering the core sequence in online mode will help to alleviate the bottleneck that students experience when they can't schedule a seated core course in a timely manner. We have hired two new faculty members who start in fall 2014/spring 2015 and we are excited to see that both of our new hires have experience in online teaching and course development. Secondly, we have applied to join the Web-based Information Science Education (WISE) consortium http://www.wiseeducation.org/, which will give us greater reach for our students in online offerings.

We believe that the examples of general Curriculum planning offered above, and the models and processes that for systematic planning which have led to them, are strong evidence GSLIS clearly meets the relevant aspect of Standard II.1.

**GSLIS Program Goals**

Since 2012, a major focus of our attention has been on the establishment of measurable program objectives stated as student learning outcomes, in compliance with the second half of Standard II.1. The creation of measurable program objectives has gone hand in hand with the establishment of assessment methods that enable us to evaluate our success at achieving these goals. In Standard II.7 we elaborate on our progress in this regard. The program objectives and their assessment derive from the GSLIS Program Goals, which are:

- The GSLIS prepares graduates for employment and service in a diverse, global and rapidly changing information society now and the future. Graduates of the GSLIS are able to demonstrate appropriate competencies and to articulate ethical values as defined by LIS professional organizations, and other stakeholder communities.

- GSLIS maintains a rigorous yet flexible curriculum that reflects the changing needs of its constituency, through ongoing assessment and revision.

**GSLIS Program Objectives**

Program and course requirements in the GSLIS are designed to ensure that graduates have met the following Student Learning Outcomes (SLOs), which state that graduates will have the ability to:
A. Assist users in gaining access to information and knowledge, including its creation, acquisition, organization and management, storage and retrieval, by demonstrating that they can:

   a. Identify, acquire, create, organize, process, store and provide access to information in all its forms for libraries, cultural institutions and other information organizations in a global environment.

   b. Identify, retrieve, evaluate and use general and specialized resources to address current and future information needs and provide related services to diverse user communities.

B. Articulate the role and importance of ethics, values, and advocacy within the legal and historical frameworks underlying the practice of librarianship and the information professions.

C. Apply the appropriate practices and policies of established Library and Information Science professional standards in various specializations.

D. Find, analyze, assess, apply, and conduct research in Library and Information Science and other disciplines in response to gaps in knowledge and practice.

E. Contribute to a diverse, global society—including the role of addressing the needs of underserved groups—through exemplary Library and Information Science practice and research.

F. Identify, evaluate and implement current and emerging technologies and services to meet the evolving information needs of diverse user communities in an increasingly interconnected environment.

G. Demonstrate understanding of the importance of continuing professional development in LIS; articulate and apply principles, theories and measures underlying the role of the library in supporting lifelong learning within the community.

H. Explain and apply principles of effective management and leadership in the library and related information institutions.

The match between a course and the appropriate GSLIS Program Objective is done by linking assignments in each course with the Program Objectives. We accomplish this linking through our Syllabi Matrix (see Appendix II.2 and discussion of Standard II.7, below). Here, we describe how the Syllabi Matrix was used in Program planning, in particular.
Our original version of the Syllabi Matrix was developed in 2012, based upon the SLOs then current. In 2013 we revisited these SLOs through analysis of the Syllabi Matrices. This analysis of the Syllabi Matrices in conjunction with ALA Core Competencies and COA standards suggested the need to revise or delete two SLOs, to rephrase several in more directly measurable terms, and to add two SLOs in areas previously overlooked. The resulting SLOs are those indicated above. Table II.1 compares the 2012 SLOs with the current SLOs, which were revised in early 2014. The order of the 2014 SLOs G & H was reversed from their order in 2012 to better correspond to the order of the ALA Core Competencies, but they are listed in Table II.1 in the original 2012 order to clarify the changes made. Specifically, the 2012 SLO G was completely removed and replaced with the 2014 SLO H (ALA Core Competency 8). The 2012 SLO H was revised to ensure the inclusion of key elements from ALA Core Competency 7 (now 2014 SLO G). Each revised SLO is annotated in Table II.1 with its corresponding ALA Core Competencies.

<table>
<thead>
<tr>
<th>Student Learning Outcomes, adopted 2012 - Graduates will have the ability to:</th>
<th>Student Learning Outcomes, Revised and adopted January 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Facilitate access to information and knowledge, including its creation, acquisition, organization and management, storage and retrieval, evaluation, interpretation, dissemination, synthesis, preservation and use</td>
<td>A. Assist users in gaining access to information and knowledge, including its creation, acquisition, organization and management, storage and retrieval, by demonstrating that they can:</td>
</tr>
<tr>
<td></td>
<td>a) Identify, acquire, create, organize, process, store and provide access to information in all its forms for libraries, cultural institutions and other information organizations in a global environment (CC 3)</td>
</tr>
<tr>
<td></td>
<td>b) Identify, retrieve, evaluate and use general and specialized resources to address current and future information needs and provide related services to diverse user communities (CC 2, 5)</td>
</tr>
</tbody>
</table>
### Student Learning Outcomes, adopted 2012 - Graduates will have the ability to:

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>Demonstrate the importance of the philosophy, principles, values, and ethics of the library and information professions, including the value of teaching, research and service to the advancement of the field</td>
</tr>
<tr>
<td>C.</td>
<td>Apply the appropriate practices and policies of established Library and Information Science professional standards in various specializations</td>
</tr>
<tr>
<td>D.</td>
<td>Communicate the importance of research to the field’s knowledge base, as well as the importance of contributions of Library and Information Science (LIS) to other disciplines, and of other disciplines to LIS</td>
</tr>
<tr>
<td>E.</td>
<td>Contribute to a diverse, global society—including the role of addressing the needs of underserved groups—through exemplary Library and Information Science practice and research</td>
</tr>
<tr>
<td>F.</td>
<td>Nurture, promote, and teach the many literacies (print, computer, visual, information) needed for participating in a rapidly changing society</td>
</tr>
</tbody>
</table>

### Student Learning Outcomes, Revised and adopted January 2014

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>Articulate the role and importance of ethics, values, and advocacy within the legal and historical frameworks underlying the practice of librarianship and the information professions (CC 1)</td>
</tr>
<tr>
<td>C.</td>
<td>Apply the appropriate practices and policies of established Library and Information Science professional standards in various specializations (CC 1)</td>
</tr>
<tr>
<td>D.</td>
<td>Find, analyze, assess, apply, and conduct research in Library and Information Science and other disciplines in response to gaps in knowledge and practice (CC 6)</td>
</tr>
<tr>
<td>E.</td>
<td>Contribute to a diverse, global society—including the role of addressing the needs of underserved groups—through exemplary Library and Information Science practice and research (CC 1 &amp; 6)</td>
</tr>
<tr>
<td>F.</td>
<td>Identify, evaluate and implement current and emerging technologies and services to meet the evolving information needs of diverse user communities in an increasingly interconnected environment (CC 4)</td>
</tr>
</tbody>
</table>
### Student Learning Outcomes, adopted 2012 - Graduates will have the ability to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes, Revised and adopted January 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. Engage library and information services stakeholders in program development and innovation [Removed]</td>
</tr>
<tr>
<td>H. Explain and apply principles of effective management and leadership in the library and related information institutions (CC 8)</td>
</tr>
<tr>
<td>H. Articulate and promote the importance of lifelong learning and professional development in enabling growth, leadership, and innovation in the LIS field</td>
</tr>
<tr>
<td>G. Demonstrate understanding of the importance of continuing professional development in LIS; articulate and apply principles, theories and measures underlying the role of the library in supporting lifelong learning within the community (CC 7)</td>
</tr>
</tbody>
</table>

**Table II.1. Comparison of 2012 SLOs with 2014 SLOs, after Syllabi Matrix analysis.**

In Table II.2, we present the Syllabi Matrix for the Spring 2014 Semester, the first semester for which the current SLOs were used for this purpose. This matrix provides evidence that GSLIS Program Goals A-F and the accompanying courses insure compliance with the requirement of Standard II.1 that: “the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.” SLOs G and H, and associated courses, are discussed in the sections on Standards II.3.1, and II.3.7, below. A complete list of courses offered by GSLIS, and their catalog descriptions, is available at [http://www.qc.cuny.edu/Academics/Degrees/DSS/gslis/CurrentStudents/Pages/courses.aspx](http://www.qc.cuny.edu/Academics/Degrees/DSS/gslis/CurrentStudents/Pages/courses.aspx).

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
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<td></td>
<td></td>
</tr>
<tr>
<td>COURSE #</td>
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</tr>
</tbody>
</table>

**Covered in Number of Courses**

|   | 16 | 17 | 16 | 13 | 14 | 16 | 10 | 12 |

*Table II.2: 2014 SLO Matrix*
Standard II.2

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

The GSLIS curriculum covers the components of this standard across courses, starting with the foundational core (LBSCI 700, 701, 702, 703). Table II.3 presents the core courses and the components of the standard covered by each. This table shows that all the components are covered by the foundational core. Additional examples of where the curriculum meets Standard II.2 are shown in Appendix II.3, which presents the same data for all of the regularly offered courses in the GSLIS curriculum.

<table>
<thead>
<tr>
<th>GSLIS COURSES</th>
<th>Areas of the MLIS Curriculum Encompassing Sections of Standard II.2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Information &amp; knowledge creation</td>
</tr>
<tr>
<td>LBSCI 700. The Technology of Information.</td>
<td>X</td>
</tr>
<tr>
<td>LBSCI 701. Fundamentals of Library and Information Science.</td>
<td>X</td>
</tr>
</tbody>
</table>


### Standard II.2

#### Areas of the MLIS Curriculum Encompassing Sections of Standard II.2

<table>
<thead>
<tr>
<th>GSLIS COURSES</th>
<th>Information &amp; knowledge creation</th>
<th>Identification, selection, acquisition</th>
<th>Organization &amp; description</th>
<th>Storage &amp; retrieval, preservation</th>
<th>Analysis, interpretation, evaluation, synthesis</th>
<th>Communication and dissemination of information</th>
<th>Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>LBSCI 702. Information Sources and Service: General.</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>LBSCI 703. Introduction to Technical Services.</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*Table II.3 Components of Standard II.2 covered by GSLIS core courses*

### Standard II.3

**Standard II.3.1**  
[The curriculum] fosters development of library and information professionals who will assume an assertive role in providing services;

### Student Learning Outcomes that Address Standard II.3.1

Standard II.3.1 is addressed in at least four of the GSLIS Student Learning Outcomes. Graduates will have the ability to:

- Assist users in gaining access to information and knowledge, including its creation, acquisition, organization and management, storage and retrieval.
B. Articulate the role and importance of ethics, values, and advocacy within the legal and historical frameworks underlying the practice of librarianship and the information professions

E. Contribute to a diverse global society—including the role of addressing the needs of underserved groups—through exemplary Library and Information practice and research

H. Explain and apply principles of effective management and leadership in the library and related information institutions

In essence, Standard II.3.1 is a cornerstone of our program, involving not just a commitment to fostering the development of appropriate skills for the delivery of information services in the broadest sense, but also to promote and model the requisite advocacy and service orientations to prepare our graduates to provide a leadership role in the LIS professions.

Core and Required Courses that Address Standard II.3.1

In LBCIS 701: Fundamentals of LIS, students “identify and discuss the major issues affecting the profession of librarianship, including ethics, the role of professional organizations, access to information resources, and how various types of services provided by libraries respond to the needs of library users and potential users in a time of rapid change”. For example, students write an annotated bibliography and paper, and present to the class on a topic of their choosing. Among topics frequently selected are those relating to censorship; services to various categories of underserved users, such as new immigrants, the homeless, the disabled and the incarcerated; the challenges posed by the PATRIOT Act; the impact of technology on literacy; and the challenges of digital preservation, among others.

In LBSCI 702: Information Sources and Services: General, students “enable user access to resources” and “provide basic information access assistance” through various assignments and exercises. Their group instruction assignment involves preparing and delivering an oral lesson on a specific reference source, appropriate for a specified audience.

Finally, in the required course LBSCI 709: Research in Library and Information Studies, students conduct a supervised project that “will prepare students to critically evaluate relevant research in the field and to make professional contributions”. Through the development of data gathering, analysis and synthesis skills, as well practical demonstration projects for some, students are better prepared to argue
persuasively and provide support for the provision of services appropriate to a given situation. Examples of student work in 709 that show evidence of these abilities include investigation of the impact of information technology on access to information, policy issues surrounding intellectual property and intellectual freedom, prototypes of new information systems, and the evaluation of libraries and/or specific elements in libraries or information centers, with an eye to improving services (See http://709.qcgslis.net for exemplary capstone research projects).

Examples of Elective Courses that Address Standard II.3.1

All students are strongly encouraged to take an elective course in organization and management. Such courses as LBSCI 780: Organization and Management: Academic and Research Libraries, prepare students to “explore management options, practices and potential new roles in a future of fiscal, political and technological challenges and emerging innovative and alternative educational methods.” Similarly, in LBSCI 705: Organization and Management, students prepare and present a proposal outlining an innovation to be implemented in a library setting. This project requires students to consider institutional mission, staffing, budgeting, marketing, equipment and space requirements, and implementation strategies for addressing an unmet need.

LBSCI 778: Information Literacy Instruction for Adults provides “students with the basic knowledge and skills they need to design, implement, deliver and evaluate instructional programs in all types of library settings, with a focus on adult patrons”. In course activities, labs and presentations, students prepare and present a lesson plan and learning activities, critique various modes of information literacy instruction, and create an interactive training video, putting into practice relevant learning theories and applying the ACRL Information Literacy Competency Standards.

Other activities that Address Standard II.3.1

LBSCI 795: Internship is “a hands-on, supervised professional work experience in a library/information center setting selected to support the student’s area of focus”. Students in the LMS sequences and the certificate program in Archives and the Preservation of Cultural Materials are required to complete an internship. All students—especially those without extensive practical experience in an information setting—are encouraged to participate in the internship course, and a majority of our
students do so. Our interns are highly sought after, with the number of slots available for placement far exceeding the availability of potential interns in a given semester.

Among the criteria on which internship students are evaluated by their site supervisors are such measures as initiative, responsibility, integrity, work habits, adaptability, vitality, and ability to accept criticism and suggestions. For the 44 students enrolled in two sections of the internship course in Fall 2013, ratings for these personal attributes ranged from 1 (superior) to 3 (adequate), with a mean rating between 1.18 and 1.29, indicating demonstrated qualities far above average in all categories. No student was graded unsatisfactory in any area.

Standard II.3.2 [The curriculum] emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

GSLIS faculty regularly update existing courses by adding new readings and activities as appropriate. As one example, LBSCI 702 was extensively revised in Spring 2014 to incorporate an increased attention to database searching, with a new unit on Discovery services. In Fall 2014 there will be an added emphasis on licensing and pricing of resources, as well as an expanded focus on a two-part information literacy assignment, to precede an instruction assignment in the form of a sample mini-lecture. Further, in addition to the current edition of a traditional reference text (Bopp & Smith), required texts will include the 2014 edition of Badke, W. B. Research strategies: Finding your way through the information fog (5th ed.), and the addition of Bell, S.S. (2012). Librarian's Guide to Online Searching. (3rd ed.).

In general, new courses are introduced into the program as experimental courses, which are assigned a “790” designator following approval of the draft syllabus by the CET Committee and the Director/Chair. After being offered successfully at least three times, the course may be accepted for permanent addition to the curriculum, and assigned a permanent number. This requires approval from the departmental level up through a progressive sequence culminating at the level of the CUNY Board of Trustees. This is a time-consuming process that may take up to twelve months for completion, and not all experimental courses ultimately are added on a permanent basis. The process of initiating new courses is not limited to full-time faculty, and some of our more popular courses (e.g. Storytelling and Museum Collection Development) are proposed, developed and taught by adjunct faculty.
Entirely new, regularly taught courses, which have been adopted since Spring 2008 include the following:

- LBSCI 730 Archival Arrangement and Appraisal
- LBSCI 746 Design and Construction of Bibliographic Databases
- LBSCI 752 Digital Preservation
- LBSCI 755 Design and Production of Multimedia
- LBSCI 764 Instructional Technologies for K-12 Information Literacy
- LBSCI 768 Storytelling
- LBSCI 778 Information Literacy Instruction for Adults
- LBSCI 787 Competitive Intelligence

Several additional courses (see below) have recently been offered as LBSCI 790 Variable Topics classes. The latter two, especially, are expected to be approved shortly as permanent additions to the curriculum. It also should be noted that some variable topics courses are never intended to become permanent, but are introduced to meet a perceived need at a particular point in time.

- Art of the Children’s Book
- Museum Collection Development
- Web 2.0 Technologies and Content Management Systems

In addition, a number of courses have been substantively revised and renamed since 2008, as shown in Appendix II.A. For instance, in 2012, LBSCI 737 was expanded to include multimedia, gaming, mobile and social media apps, as well as a greater emphasis on collection development, as described below in the section on Certificate Evaluation. The same year, LBSCI 717 was expanded to include Digital Humanities as well as traditional Humanities resources and their uses. In Fall 2014, an additional Digital Humanities textbook will be required, and readings updated. The following new topics will be introduced: Humanities data analysis overview; Makerspaces for public libraries; Digital Humanities support in academic libraries; and, Using discovery services in the humanities, as well as a "hands on" assignment option for students who wish have an active encounter in Digital Humanities. Yet another example is the revision of LBSCI 734: Art Librarianship to include the present practices in art and visual resources librarianship/curatorship.

**Standard II.3.3**

[The curriculum] integrates the theory, application, and use of technology;
**Standard II.3.4**  [The curriculum] responds to the needs of a diverse society including the needs of underserved groups;

**Standard II.3.5**  [The curriculum] responds to the needs of a rapidly changing technological and global society;

**Student Learning Outcomes that Address Standards II.3.3 - II.3.5**

Standards II.3.3 and II.3.5 are addressed in SLO F, “identify, evaluate and implement current and emerging technologies and services to meet the evolving information needs of diverse user communities in an increasingly interconnected environment.”

Standards II.3.4 and II.3.5 are addressed in SLO E, “contribute to a diverse global society—including the role of addressing the needs of underserved groups—through exemplary Library and Information practice and research”.

Given the inter-relatedness of SLOs E and F with these three Standards, it seems best to discuss all three Standards together.

The influence of technology on and the applications of technology within the LIS field are found everywhere throughout the curriculum, starting with LBSCI 700, The Technology of Information, required of all students. Whether it is a discussion of electronic ordering of materials, licensing of online databases and the current state of eBook acquisition in the collection development class (LBSCI 711), issues of online privacy and consent in the capstone research class (LBSCI 709), to doing online video book trailers in the young adult services class (LBSCI 777), the curriculum embraces technology as an inherent part of the subject matter of all classes. Besides the ubiquitous use of Blackboard by faculty for all classes, the existence of several hybrid/blended learning (face-to-face and online) courses in the department, and the introduction of several fully online courses, discussions are underway to initiate GSLIS participation in the WISE consortium. Such participation will permit us to offer students a wider range of courses that may be of specialized interest only to selected students, at a time in their studies convenient to them. The importance of technology
in the curriculum is what led the department to rename the former Curriculum Committee as the Curriculum and Educational Technology Committee.

With the addition of two new faculty members in AY 2014/2015, we anticipate the introduction of new courses—and/or substantive revision of existing courses—to reflect the new faculties’ areas of expertise. These potentially include courses targeting gaming, mobile apps, emerging technologies and newer genres (e.g. graphic novels) of interest especially in youth services, and courses in Information Science, broadly defined. The latter may include but are not limited to data curation, metadata, information leadership, and IT project management.

As previously discussed in the introduction to this chapter, feedback from stakeholders—including students—was used to redirect the focus of LBSCI 700: Technology of Information, to include more advanced applications and a more practical emphasis. The availability of courses in the Design and Evaluation of Visual Information for the Web (LIBSCI 720), Metadata for Digital Resources (LBSCI 729), Digital Preservation (LBSCI 752), Digital Libraries (LBSCI 753), Digital Imaging LBSCI 757), Web Programming (LBSCI748), Human Computer Interaction (LBSCI 754), and Content Management Systems and Web 2.0 Technologies (LBSCI 790.3), among others, has already led to discussions of a new area of concentration within the curriculum on digital resources management.

In addition, LBSCI 753: Digital Libraries, was extensively revised in Fall 2013 and Spring 2014, to include relevant interdisciplinary elements—especially relating to the use of social media to increase user participation—since the course had last been taught in 2011. Student feedback was solicited in both semesters to identify those course components needing adjustment or a different emphasis, and course revisions are proceeding accordingly. LBSCI 729 was completely redesigned to be taught in online mode in Summer 2014. In line with our efforts to expand online and hybrid course offerings in response to student requests, similar efforts are ongoing to redesign sections of LBSCI 701, 703 and 702 to accommodate alternative forms of delivery.

The curriculum is assessed and revised regularly in response to new developments in information technologies. On the one hand, we strive to keep our curriculum up to date and relevant to employer stakeholders and we rely on feedback from these constituents. For example, we have been told that some of the areas we can improve on include “better experience with a wide variety of digital technologies.” At the same time we recognize that changes in the information environment bring with them important social, economic, ethical and legal issues that
must also be addressed in the curriculum. So, not only do we try to keep our students up to date with technology skills, but we also open their minds to the larger societal concerns that come with technology changes. Variable topics courses (those numbered LBSCI 790.x) offer a venue for the discussion of topics that have timely value but may not ultimately find a place in the permanent curriculum.

Given the demographics of the Queens Borough of New York City and the students of Queens College itself, one might say that the GSLIS already lives in the diverse society alluded to. In terms of curriculum specifically, all of the LMS and youth services courses include diversity and underserved groups as a matter of course. Sections of other courses such as Fundamentals of Library and Information Studies, LBSCI 701; Information Sources and Services, LBSCI 702; Collection Development, LBSCI 711; topics chosen in Research in Library and Information Studies, LBSCI 709; Digital Libraries, LBSCI 753; Human-Computer Interaction LBSCI 754; Management and Information Policy, LBSCI 705; all, of necessity, cover diversity issues, as discussed previously in the section on Standard II.3.1. Diversity is also the main topic of LBSCI 775, Librarianship in a Multicultural Society.

**Standard II.3.6**  
[The curriculum] provides direction for future development of the field;

**Student Learning Outcomes that Address Standard II.3.6**

Standard II.3.6 is addressed in at least four of the GSLIS Student Learning Outcomes. Graduates will have the ability to:

C. Apply the appropriate practices and policies of established Library and Information Science professional standards in various specializations.

D. Find, analyze, assess, apply, and conduct research in Library and Information Science and other disciplines in response to gaps in knowledge and practice.

E. Contribute to a diverse, global society—including the role of addressing the needs of underserved groups—through exemplary Library and Information Science practice and research.
F. Identify, evaluate and implement current and emerging technologies and services to meet the evolving information needs of diverse user communities in an increasingly interconnected environment.

The curriculum provides direction for future development in the field in several ways. In the formal curriculum, this involves discussion in individual courses, topics suggested to students for research projects and other problem-solving and planning assignments. New course proposals and redesign of existing courses in response to student and stakeholder feedback and ongoing curricular assessment may help to inform faculty and student faculty research projects and their awareness of gaps in research and practice. In the informal curriculum, a program of invited outside speakers to special events and Curriculum Space colloquia provide information on trends and issues. Fulltime faculty keep abreast of new developments through department funded conference attendance and other standard mechanisms of ongoing professional development, and bring this knowledge into the classroom, while adjunct faculty provide feedback from both their classroom and professional outside experience regularly. It is the job of the Course Coordinators to assess course content regularly for updates in content areas, including revisions in professional standards and course readings.

**Standard II.3.7** [The curriculum] promotes commitment to continuous professional growth.

**Student Learning Outcomes that Address Standard II.3.7**

Standard II.3.7 is addressed in SLO G, “demonstrate understanding of the importance of continuing professional development in Library and Information Science; articulate and apply principles, theories and measures underlying the role of the library in supporting lifelong learning within the community.”

**Core and Required Courses that Address Standard II.3.7**

As previously discussed in regard to Standard II.3.1, course activities and discussion in LBSCI 701, Fundamentals of Library and Information Science, emphasizes the imperative of staying abreast of innovations and emerging elements
of professional practice during a time of unprecedented and accelerating change. This applies both to information professionals themselves, and to the role of the library in supporting evolving community information needs. More specifically, in LBSCI 702, Information Sources & Services, students read about and discuss principles and measures in support of information instruction, and conduct an activity to reinforce this skill set.

Examples of Elective Courses that Address Standard II.3.7

A large subset of the curriculum is concerned with various aspects of student abilities to "...articulate and apply principles, theories and measures underlying the role of the library in supporting lifelong learning within the community." These include but are not limited to the following:

- LBSCI 739: Materials for Young Adults
- LBSCI 764: Instructional Technologies for K-12 Information Literacy
- LBSCI 765: Resources for the School Curriculum
- LBSCI 767: Reading Motivation Techniques for Children and Adolescents
- LBSCI 773: Public Library Services for Children
- LBSCI 775: Librarianship in a Multicultural Society: Materials and Services
- LBSCI 777: Planning and Delivering Young Adult Services in the Public Library
- LBSCI 778: Information Literacy Instruction for Adults

Collectively, these courses provide students with the opportunity to develop the knowledge and skills they need to develop, implement, and evaluate formal and informal programs and support mechanisms for a wide range of users in addressing their lifelong learning needs. A majority of the courses above target children and young adults in schools and public libraries, but there has been an expanding emphasis within the program to address the lifelong learning needs of adults and underserved populations. Specialized courses in art, law, and health sciences librarianship, and advanced reference courses in the humanities, social sciences, and science and technology also address the specialized information needs of these populations. And less obviously, courses such as LBSCI 756: Digital Libraries, and LBSCI 754: Human-Computer Interaction emphasize mechanisms and principles used in digital technologies to effectively design and evaluate systems and features that meet the information needs of a wide variety of people, including children, the elderly, people with disabilities and other special populations.
Students are encouraged in individual courses to engage with the subject matter beyond the classroom through presentations and attendance at national professional conferences such as ALA, NYLA and SAA, and also at local meetings such as METRO (Metropolitan New York Library Council †) and the Long Island Library Association. They are also encouraged to publish their work, and many have done so. Student chapters of ALA, SLA, and SAA are also active within GSLIS. At this time the GSLIS does not have a formal program of continuing education, or professional development. However, plans are underway to discuss the feasibility of postgraduate certificates in Digital Resource Management and other areas related to technical services.

† In 1966, the New York State Legislature authorized the establishment of reference and research library resources councils (3Rs) in Education Law. Each reference and research library resources council is governed by a board of trustees and has a variety of advisory committees to help carry out its work. The State created 3Rs to expand the availability of the resources of academic, medical, law, business and special libraries to more New Yorkers and to enable libraries of all types to buy services and share resources cooperatively in order to strengthen programs and services. There are nine 3Rs in the state, the Metropolitan New York Library Council (METRO) is the largest, serving libraries in New York City and Westchester County, see http://metro.org/about/
Standards II.4 and II.5

**Standard II.4**

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

**Standard II.5**

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

**Constructing a Program of Study**

GSLIS offers over 50 courses from which students can construct programs to suit individual needs and interests (See [appendix II.21](#) for the *GSLIS Bulletin*, which is available at site, and the courses page of the GSLIS web site: [http://www.qc.cuny.edu/Academics/Degrees/DSS/gsis/CurrentStudents/Pages/courses.aspx](http://www.qc.cuny.edu/Academics/Degrees/DSS/gsis/CurrentStudents/Pages/courses.aspx) for the course catalogue).

Students have a variety of areas in which they can focus their studies. Faculty advisors assist students in planning their course of study. Students are required to meet with advisors before registration until they have completed 18 credits, after which advisement is optional but recommended. A course rotation schedule is
available on the department website to assist in long term planning (see also Appendix II.4). In addition to classroom-based courses, students have multiple opportunities to engage in experiential opportunities for learning. Off-campus course offerings support student needs pertaining to geographic issues, as noted below. One of the issues noted recently is the number of unique courses offered every semester to meet student needs for certificate and graduation requirements and whether this number is sustainable, given available resources (Appendix II.5).

**Areas of Concentration within the Curriculum**

All specialized fields within the GSLIS, namely the Library Media Specialist certification program, and the two certificate programs: Archives and Preservation of Cultural Materials: and, Children’s and Young Adult Services in the Public Library, as well as the more loosely organized areas of concentration described below, are built on a core sequence of courses required of everyone in the entire program before students start to meet the required or suggested course requirements of any particular specialty. In addition, all students are required to take LBSCI 709: Research in Library and Information Studies, as a core exit requirement, within which they may complete a project based on their specialty through which they learn research methods.

In addition to the areas of specialization, each of which has a specific set of required courses in addition to the core courses for everyone, GSLIS also offers students the opportunity to concentrate on areas of interest within the wider curriculum without having to commit to the formal structure of a certificate. Below, we describe Areas of Concentration that are recommended to students at GSLIS which are in keeping with those articulated by the American Library Association. Courses applicable to each area are listed in Appendix II.12. This appendix indicates the required and suggested courses for each area of concentration and is used by students during advisement.

**Academic/Research Librarianship**

In preparation for a career in academic/research librarianship, students can choose from a series of subject specialized advanced reference courses as well as collection development, information literacy instruction, library services in a multicultural society and a series of advanced technical services courses, including the construction of bibliographic databases and introduction to metadata. In addition,
they may select various technology courses, such as web design and digital libraries. Other options include management of libraries, including academic, art, museum, business, health sciences and law libraries. Internships, of course, provide the opportunity to obtain practical experiences that bring reality to theoretical learning. The GSLIS is working with the QC History department to establish a joint MLS/MA program, with plans for a spring 2015 debut. The proposal for this joint degree program is in Appendix II.10

Digital Libraries/Digital Resources Management

Students in this area of concentration receive a grounding in theoretical and practical aspects of digital collection building and management, with an emphasis on evolving standards and best practices, lessons learned from existing digitization projects, and interdisciplinary readings in computer science, information science, library science and related areas. Suggested courses include Digital Libraries, Digital Preservation, Web Programming, Information Systems Analysis and Design, Construction of Bibliographic Databases, Human-Computer Interaction, Metadata for Digital Resources, and Managing New Technologies. Courses in this area of concentration reinforce theoretical concepts by providing students with hands-on experience digitizing and managing images and/or archival materials, assigning metadata, designing digital library prototypes, and other project work. Many if not most students further reinforce their theoretical and practical skills through internships at such institutions as the American Museum of Natural History, Brooklyn Museum, Center for Jewish History, New York Public Library, and numerous other sites.

Organization of Information

Increasingly, as the pace of technological change has accelerated and digital formats proliferated, and as information has become ever more broadly distributed outside the library, specialists in what is sometimes called technical services are experiencing a massive shift in their responsibilities and needed skill sets. These include an expanded set of competencies in such information technology areas as: experience with SQL, HTML/XHTML language (in source code form), XML, the structure and syntax of CSS, use of an HTML editor (e.g. Dreamweaver), and server-side scripting languages (e.g. PHP, JavaScript, ColdFusion, ASP). In addition to familiarity with MARC 21 and RDA, knowledge of metadata schemas also is becoming much more important. These skills are imparted through courses including Web Programming, Metadata for Digital Resources, and Advanced Technical Services.
Public Libraries

Public libraries are usually part of, or associated with local government, and supported in whole or in part by tax monies. They are the most diverse of all the types of libraries in terms of the age, educational, socioeconomic and ethnic ranges of the populations served, as well as in the widely varied activities carried out by the librarians who work in them. Given the wide range of roles, such as those specified by UNESCO and ALA’s Public Library Association within a complex, multi-layered mission, the GSLIS offers students seeking to become public librarians a wide variety of courses, including a certificate program in Children’s and Young Adult Services in the Public Library (See Appendix II.11), previously discussed in this chapter.

The IFLA/UNESCO Public Library Manifesto identifies 12 “key missions which relate to information, literacy, education and culture should be at the core of public library services”, all of which are addressed in the GSLIS curriculum. Courses leading to a specialization in Public Libraries also focus on what, in 2007, the Public Library Association of ALA suggested as 18 new service roles that focus on citizen outcomes.

The Curriculum offers the following courses for students interested in working in Public Libraries: Management of Public Libraries; LBSCI773; and Public Library Services for Children. Other relevant courses include LBSCI 776, Multicultural Librarianship; LBSCI 778, Information Literacy Instruction for Adults.; and LBSCI 768, Storytelling.

Records and Information Management (RIM)

Professionals who work in Records Management may work in a wide variety of organizations. Primary responsibilities involve collecting, managing and enabling access to records necessary for an enterprise or other types of organizations to conduct everyday operations and to continue to operate in the future.

Prior to 2010, the GSLIS offered a Certificate in Archives and Records Management. This was refocused and renamed to Certificate in Archives and the Preservation of Cultural Materials. LBSCI 736 is the GSLIS’ foundational course in Records Management and students who wish to concentrate in this area are encouraged to also take LBSCI 732, which serves as the introductory course in archives. Additional relevant courses in this concentration are LBSCI 753, Digital Libraries, LBSCI 790.3, Knowledge Management; and LBSCI 786, Business Information Sources. With the arrival of our new faculty member Shuheng Wu in
January 2015, we expect to offer a course in Data Curation, which will be very relevant to students in this concentration as well.

**Experiential Opportunities**

Experiential opportunities are offered to GSLIS students via several means, including required field work (in LMS courses), internship, independent study, and capstone research. A brief description of each follows.

**Field Work**

In keeping with the Library Media Specialist (LMS) Program requirements for all LMS students, 100 hours of field observation in functioning school libraries with children present are required. These are accomplished in blocks of 25 hours each in LBSCI 761 Organization and Management: School Library Media Centers; LBSCI 764 Instructional Technologies for K-12 Information Literacy; LBSCI 765 Resources for the School Curriculum; and LBSCI 767 Reading Motivation Techniques. Observational opportunities are overseen by Library Media Specialists holding NYS teacher certification in that area. Observations must also be done on three different levels (elementary, intermediate/middle/junior high school, and high school) and at four different venues (i.e. a different venue for each observation). Each observation experience focuses on material addressed in the course with which it is associated, thus linking theory with practice. Students are required to submit a final paper for each of these courses relating observations to specific course material as articulated in each assignment statement. Students taking any of these courses who are focusing on Children’s and Youth Services in the Public Library may perform the required course field observation in a public library Children’s or Youth Section (see Appendix II.7 Sample LBSCI 767 Student Field Assignment Paper).

**Internship**

The School provides its students hands-on professionally supervised experiences within the academic framework through LBSCI 795: Internship, a regularly scheduled (each semester), one-semester long, three-credit course. Those enrolled are either required to do so because they are pursuing certification in one or more specializations, or elect to take the class because they lack experience in library/ information studies as a whole or in one of its areas, such as academic librarianship. Regardless of the initial reason, everyone in this course spends 150
clock-hours on a site, approved by the GSLIS, under the direct supervision of a credentialed and experienced librarian, archivist, certified school media specialist or other information specialist. (The exception to this is LMS program 606, for students who are not yet certified teachers. These students need to intern for additional hours). All internship students attend four to six class sessions during the semester, augmented by online interaction.

Students pursuing certifications include those seeking New York State Department of Education credentials as Library Media Specialists. Their internship hours are evenly divided between elementary and secondary schools. LMS internships must be performed in functioning school libraries with children present, under the supervision of a NYS certified LMS who has held that certification for at least three years. Internship is in addition to fieldwork discussed above.

LBSCI 795: Internship is one of the five required courses of the Certificate in Archives and Preservation of Cultural Materials. While currently not required, it is anticipated that the Certificate in Children and Young Adult Services in the Public Library will also require LBSCI 795 once the assessment of that certificate program is completed, bringing its number of course requirements to five also. Those seeking Public Librarian certification from the State of New York Department of Education often enroll in the course as well, even though the State does not require it at this time.

To assure that students have obtained a sufficient theoretical and pedagogical background in their chosen area in preparation for their experiential learning, they must have completed at least 21 credits prior to registering for this experience; these 21 credits include courses specific to their specific program requirements. Those in the Archives Certificate program must also have taken six of their required 15 credits, as part of the 21 credits. This arrangement links theory and practice seamlessly.

Regardless of the type and place of the internship, course requirements are nearly identical for everyone in the class. These include an approved and signed Action Plan, i.e., contract, between the site, the student and the GSLIS; preparation of a contemporaneous journal that records ongoing student experiences; a final brief paper that reflects on these experiences; a brief in-class presentation; and online asynchronous discussions on selected readings and other common internship topics and issues that arise. The internship course was reviewed over the Spring and Summer of 2014, and a revised version, based on that review, is now being offered.

Various evaluation/assessment methods of the student’s overall performance are utilized to obtain as complete a picture as possible of the learning experience.
Each student is visited on-site once during the semester by an experienced adjunct faculty member, who serves as the official GSLIS Site Visit Manager. The Site Visit Manager observes the student in action and discusses activities and performance with both the supervisor and the intern.

Observing LMS students while they teach a lesson is a high priority and is part of the process. Likewise, students pursuing an Archives Certificate must demonstrate evidence that they have processed a collection on-site and contributed to creating a finding aid. Subsequently, the Site Visit Manager completes an evaluation form for each student and reports his or her findings to the Course Instructor.

Site Supervisors play a major role in the student’s experiential education. They teach by example, mentor, and formally evaluate their interns twice during their stay: at mid-term and end of the internship. Site Supervisor evaluations also provide important data in the GSLIS assessment its students and of the Internship course (See Appendix II.6 for Internship Site Supervisor evaluations.)

GSLIS internships have taken place at a number of very prestigious institutions, including the Metropolitan Museum of Art, the Jewish Theological Seminary, the Metropolitan Opera House, the New York Historical Society, various divisions of Columbia University and New York University, the Federal Reserve Bank and Sony Music. Examples of student work demonstrating the breadth of these experiences can be found in Appendix II.17.

LMS students have field experience in all the five boroughs of New York City as well as in its suburbs, including Long Island as far east as the Hamptons, Westchester County and as far north as Albany. The three large New York City public library systems, i.e., Brooklyn, New York and Queens Public Libraries, all host GSLIS interns, as do suburban public libraries of all sizes. Many area academic institutions, ranging from community colleges to four-year and research institutions, also provide outstanding experiential opportunities for our students. Often they seek out our students either because of previous good experience with them, or due to the excellent general reputation GSLIS has within the constituent community.

**Practicum**

Students in the Archives Certificate track have several opportunities to obtain practical experience as part of their program of study. Since 2008, select numbers of students in this Certificate track have been able to work on Independent Study projects in Queens College Rosenthal Library Special Collections Department. A
number of projects have resulted from this experience, including the Queens Memory Project (http://queensmemory.org/), which continues to be maintained at the Queens Public Libraries main branch. Other projects that have developed out of this student work in Rosenthal Special Collections include The Queens College Civil Rights Archives (http://archives.qc.cuny.edu/civilrights/), Queens College Institutional Archives (http://archives.qc.cuny.edu/queenscollege/) and Queens College Print History Collections (http://archives.qc.cuny.edu/books/).

In 2014, all students who pursue the Archives Certificate have both an Internship requirement and a practicum component in LBSCI 732. The departure of Dr. Alexander from the GSLIS full time faculty in August 2014 has necessitated a replacement advisor for those students who wish to have a practicum in Special Collections. The recent appointment of Dr. Robert Shaddy to the position of Head of Special Collections and Archives in Rosenthal Library ensures that GSLIS students continue to have this opportunity.

**Special and Embedded Librarianship**

Special librarians may find themselves working in a special library or information center or working in other venues that have special collections. Embedded librarians perform many of the same professional tasks as special librarians but are situated within a department or business unit and usually do not manage a collection.

Courses especially tailored to this specialization include: Organization and Management: Special Libraries and Information Centers (LBSCI 781); Health Sciences Librarianship (LBSCI 784); Business Information Services (LBSCI 786); Competitive Intelligence (LBSCI 787); and Law Librarianship (LBSCI 788). Government Information Sources (LBSCI 719) is another important course for this specialization.

**Independent Study**

Experiential opportunities are also available to all GSLIS students, if they wish, via the Independent Study course. This course allows students working independently with an instructor to design a course of study for the term. Students in the LBSCI 791 Independent Study may elect to construct a course of study in which experience in practice plays a major role. (See Appendix II.9, an example of independent study project, from proposal, initial contract, to product and evaluation.)
Students completing LBSCI 709 Research in Library and Information Studies may also incorporate field experience in this culminating project. This may be done in several ways, for example, by conducting Internal Review Board (IRB) approved research with human subjects in libraries or other settings.

**Standard II.6**

*Standard II.6*

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

All courses, regardless of where they are offered geographically, or of format (face-to-face; hybrid; or wholly online), are subject to review and oversight by the CET Committee and designated course coordinators. New courses must follow the department’s syllabus template and SLO Syllabi Matrix, and be proposed to, and approved by, the CET and full faculty before implementation at any location. All courses are evaluated by students and included in assessment and evaluation activities. Insofar as possible, no unique course is confined to a specific location.

**Standard II.7**

*Standard II.7*

The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students' achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

Program performance is measured in terms of program goals and objectives. As described in Chapter 1, we evaluate student learning outcomes at the curricular
level through our Syllabi Matrix analysis. Measuring student achievement at the individual level has been pilot tested in spring/summer 2014, using ePortfolios as an end of program assessment tool. Indirect indicators of student achievement come from the successes of our students after graduation and their accomplishments while they are in the program. In addition, we draw upon regularly collected data from exit interviews, alumni surveys, internship site supervisors and other constituents to evaluate and revise the curriculum.

**Use of the SLO Matrix Analysis for Curricular Level Assessment**

The Syllabi Matrix analysis is used by the CET Committee to ensure adequate coverage of all SLOs in the common core courses taken by all students. Where appropriate, these data assist us in reducing overlap between the core courses. Given the rapid pace of change in the field, and the need to cover a wide range of topics and competencies, achieving the right balance of coverage with the core courses is an ongoing challenge.

Current analysis of course Syllabi Matrices in the two certificate programs, in conjunction with relevant specialty statements of competencies (e.g. Society of American Archivists’ *Guidelines for a Graduate Program in Archival Studies*: [http://www2.archivists.org/gpas](http://www2.archivists.org/gpas); Association for Library Service to Children’s *Competencies for Librarians Serving Children in Public Libraries*: [http://www.ala.org/alsc/edcareeers/alsccorecomps](http://www.ala.org/alsc/edcareeers/alsccorecomps), and The Young Adult Library Services Association’s *Competencies for Librarians Serving Youth*: [http://www.ala.org/yalsa/guidelines/yacompetencies2010](http://www.ala.org/yalsa/guidelines/yacompetencies2010) ) will provide a valuable adjunct to other mechanisms for evaluation of the certificate programs, as discussed below.

Finally, part of our ongoing cycle of curricular review is the analysis of elective course Syllabi Matrices in various areas of concentration (e.g. Academic Librarianship, Digital Resources Management, etc.) in conjunction with relevant specialty standards, to identify gaps and suggest the potential for new or revised courses. Table II.4 provides an overview of our plan for Program Component Assessment for the next three years, indicating what aspects we will assess, methods of assessment, the entities responsible for assessment, and the nature of actions which may need to be taken.
<table>
<thead>
<tr>
<th>Programmatic Components (what we will assess)</th>
<th>Assessment Methods</th>
<th>Responsible Entity</th>
<th>Analysis, Reporting &amp; Actions Taken</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core course coverage of program goals and objectives</td>
<td>Syllabi matrix</td>
<td>CET Committee Assessment Committee</td>
<td>Matrix analysis to determine gaps in addressing SLOs, possible overlap</td>
<td>Year 1, Fall 2013-Spring 2014</td>
</tr>
<tr>
<td>Two Certificates</td>
<td>Syllabi Matrix, Compare with standard professional competencies, Alumni survey, Employer survey</td>
<td>CET Committee, Certificate Coordinators Assessment Committee</td>
<td>Recognize missing and outdated or omitted components in the certificate curricula and revise syllabi and coverage accordingly</td>
<td>Year 1-2, Spring 2014-Fall 2014-Spring 2015</td>
</tr>
<tr>
<td>Core course coverage of program goals + Capstone course 709</td>
<td>Syllabi Matrix, Analysis of assignment details &amp; sample student work</td>
<td>CET Committee, Core Course Coordinators, All Faculty</td>
<td>Identify SLOs that need additional emphasis; identify adjustments in coverage of core courses to reduce overlap; revise core course curricula</td>
<td>Year 2, Fall 2014-Spring 2015</td>
</tr>
</tbody>
</table>
Programmatic Components (what we will assess) | Assessment Methods | Responsible Entity | Analysis, Reporting & Actions Taken | Timeline
--- | --- | --- | --- | ---
Selected courses identified by the Curriculum committee | Classroom-based questionnaires, curriculum review. Alumni and instructor surveys | CET Committee Assessment Committee, All Faculty | Report on usefulness and effectiveness of the courses and make programmatic changes if necessary. | Year 3, Fall 2015-Spring 2016

Table II.4: Three Year Timeline for Assessing Programmatic Components

Use of Eportfolio as an End of Program Assessment Tool

As a way to assess individual level achievement, we are pilot testing, in spring and summer 2014, the use of ePortfolios as a repository for student artifacts that reflect achievement of each of the program SLOs. Students are instructed to deposit at least one example of their work for each of the SLOs. A faculty panel is designated to evaluate each of the artifacts corresponding to one or more of the SLOs in an area of their expertise. Each artifact is then assessed along a rating scale ranging from Does Not Meet Objective; Meets Objective; Surpasses Objective. To date 10 students have participated in this pilot study, with faculty evaluations underway. For the artifacts tested, we found that the percentage of agreement between faculty assessors was greater than 80% (See Appendix I.23).

The CET originally conceived of using ePortfolios to collect artifacts for assessment as strictly an end of program assessment tool. However, we realize that while assessment at the end of program is valuable for overall program evaluation, it does not provide the type of early warning for students that similar evaluation earlier in the program might offer. Therefore, we are now considering the use of this same method of assessing student artifacts associated with SLOs after student completion of the four core courses. This would give us useful data at two points in time.

In June 2014 the company providing an ePortfolio platform for all of Queens College except the Division of Education, Epsilen, announced bankruptcy and
discontinuation of service by end of summer 2014. In July 2014 GSLIS faculty met with the QC Center for Teaching and Learning to discuss alternative modes of delivery for ePortfolios. Possible replacements for Epsilen are Chalk & Wire, a fee based service currently being used by the Division of Education, and Google Docs, which is free. A decision about which platform to use for the GSLIS ePortfolios will involve the full faculty, in early fall 2014. Meanwhile, pilot testing of existing ePortfolio artifacts for assessment is ongoing.

Assessment Repository

Beginning in fall of 2012 the GSLIS began maintaining a searchable assessment repository (http://programpresentation.qcgslis.info/assessment-repository,) which houses data from all of our regular data collection activities, along with exemplary capstone research projects, all course syllabi with SLO matrices, and student/alumni achievements. Student achievements are regularly solicited through an interactive form on the Alumni page of the GSLIS website (http://alumni.qcgslis.info/recent-accomplishment/) and through referrals from faculty. During spring 2014 the Assessment Committee undertook an analysis of LBSCI 709 projects to determine how well these capstone projects covered GSLIS SLOs. In a random sample of 50 capstone projects, 100% of the SLOs were covered by the projects overall and each capstone project covered an average of 3.5 SLOs.

Alumni Survey Analysis

As part of our ongoing planning and assessment process, alumni participate in evaluating the effectiveness of the MLS program. Data from our most recent alumni survey is cited as evidence that GSLIS is achieving Program Goals and meeting Standard II.7. An online survey was distributed via the GSLIS listserv on April 9, 2014, with 119 responses received by April 14, 2014. Questions were designed to capture perceptions of strengths and weaknesses of the MLS. In some instances the questions paralleled those which emerged in our 2011 Alumni Advisory Board focus groups. This preliminary qualitative analysis addresses the following issues, but not necessarily in this order.

- Employment status
- Perceptions of most valued experiences at GSLIS (up to 3, with space for additional comments)
• Skills learned at QC GSLIS that help in one’s current position (up to 3, with space for additional comments)
• Greatest strength of the program (choice of 5, with space for additional comments)
• Suggestions for making the education at GSLIS more meaningful/valuable
• Additional comments and suggestions

These perceptions are addressed overall by two cohorts: those graduating between 2005 and 2009, and those graduating 2010 to 2014. There were too few responses to analyze by cohort for those graduating before 2004. Twice as many respondents (n=60) graduated since 2010, as in the period between 2005 and 2009. This likely reflects both the interest shown in the survey by more recent graduates, and especially, their greater likelihood to still subscribe to the GSLIS listserv.

As shown in Table II.5, while nearly 70% of all respondents report working full-time, and 77% work in LIS or a related field, those with more years of experience are generally more likely to be employed full-time and in an LIS field. This is likely the result of the continuing economic downturn, and the difficulties faced by new graduates in a challenging job market.

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<tbody>
<tr>
<td>Are you currently working?</td>
<td>Yes, full time</td>
<td>24</td>
<td>80.00%</td>
<td>35</td>
<td>58.33%</td>
</tr>
<tr>
<td></td>
<td>Yes, part time</td>
<td>3</td>
<td>10.00%</td>
<td>20</td>
<td>33.33%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>3</td>
<td>10.00%</td>
<td>5</td>
<td>8.33%</td>
</tr>
<tr>
<td>If you are currently working, is it in a field related to Archives and/or Library and Information Services,</td>
<td>Yes</td>
<td>26</td>
<td>89.66%</td>
<td>44</td>
<td>81.48%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>3</td>
<td>10.34%</td>
<td>10</td>
<td>18.52%</td>
</tr>
</tbody>
</table>
Table II.5 Alumni employment data by cohort

As indicated in the overall summary of survey responses (Appendix II.13), nearly 53% of respondents felt that more active career placement, a greater emphasis on technology (47%) and more hands-on experience (43%) would have enhanced their education. Comments related to these themes included the following:

- Awareness of County Civil Service requirements
- Mentoring with alumni
- Greater encouragement of networking, both within and outside the school
- A more practical, career-oriented emphasis in coursework; more fieldwork
- Greater collaboration with CUNY libraries
- More field trips to area libraries

The GSLIS has taken steps to address some of these concerns, as some comments reflect, e.g.: “I have seen much improvement since I graduated: use of ePortfolios, more career-workshops, course on information literacy teaching”. A further example was a Curriculum Space event in which speakers addressed the County Civil Service requirements for Nassau and Suffolk counties in Spring 2014. Below, we discuss the responses to several questions in the Alumni Survey.

Perceptions of most valued experiences at GSLIS (up to 3, with space for additional comments)

In general, respondents felt that exposure to all aspects of librarianship (66%) was the most valuable aspect of the program, followed by a broad overview of the current state of the field (48%), learning from practitioners (46%), and practical experience, in class and/or in the internship (42%). More recent graduates were more likely to value the broad overview of the field (57% vs. 43%), while those graduating in the earlier cohort felt that learning from practitioners was especially helpful. Specific comments related to the value of internship or practical experiences, guest speakers, technology classes, and the Archives Certificate.

Greatest strength of the program (choice of 5, with space for additional comments)
While 32% of respondents choosing from the pre-selected list identified faculty as the greatest strength of the program, other comments overwhelmingly stressed the low cost of the program as compared to other schools in the area, affordability, and value for the money. Twenty-two individuals offered specific comments, of these, 16 (73%) mentioned issues related to affordability and value. This is consistent with Queens College’s national rankings by the Washington Monthly as number one in New York and number two nationwide in the category “Best Bang for the Bucks”. U.S. News and World Report similarly named Queens College one of the 10 best Public Regional Universities in the northeast (http://www.qc.cuny.edu/about/Pages/default.aspx).

Other comments ranged from the local reputation of the program, to theoretical and practical knowledge. Several mentioned the emphasis on research, although others commented that an internship would be more valuable as a requirement, especially for those in public librarianship.

**Suggestions for making the education at GSLIS more meaningful/valuable and additional comments**

In addition to those comments already mentioned (especially as regards career placement, networking and mentoring), many of the suggestions offered by respondents emphasized the importance of technology. Many respondents felt that the program would benefit from more challenging coursework, especially in technology and in core classes, including a computer-literacy requirement for admission, and a greater emphasis on practical assignments. Other topics that were raised include the following:

- multi-semester planning, more detailed assistance in planning for specific areas of LIS
- more realistic assessments of the job market
- keeping the curriculum current in a rapidly changing environment, but retaining cataloging, at least as an elective.
- Post-graduate continuing education programs

Comments relating to 709 suggested making it a two semester sequence, and having separate sections for Archives and other students in view of differing research methods requirements. (See Appendix II.14: Alumni Profile and Perceptions By Cohort)

Clearly, the MLS program is serving our students quite well in many areas, but suggestions for improvement are pronounced. Action items for follow-up with the
full faculty include the establishment of better career placement services, and professional development workshops. Already the faculty has passed a motion requiring the distribution of fuller course descriptions for courses to be taught in the next semester, along with relevant course sequences for a specific area of interest, to assist students and faculty during the advisement period. These and related topics are priority agenda items for future faculty and CET meetings.

**Internship site supervisor data**

Another source of data that is collected every semester comes from the Internship Site Supervisor evaluations, consisting of a structured questionnaire that is completed at the end of the Internship experience; and midterm and a final open ended written evaluations. The structured questionnaire asks the supervisors to rate each intern on a 4-point scale, from Unsatisfactory to Superior, along 19 attributes (Appendix II.15.) These data are analyzed by the Assessment Committee at the end of each academic year. Over the past three years, the average scored on all of the attributes has been 4 or above. Every internship site is also visited each semester by our GSLIS Internship Supervisor, an adjunct professor, who observes and interviews the intern and the site supervisor. This person, who has served in this capacity for over ten years, writes a formal evaluation of each intern and conducts a de-briefing at the end of each semester with professors teaching the Internship course.

Over the past three years, more than 95% of site supervisors stated that they would take another GSLIS student intern, while 75% said they would hire our student if a position were available. Problems that have surfaced during this same time period include “unprofessional communication”, with the example given that students might say, “we worked together on something”, rather than “we collaborated on a task.” In this instance, the Internship professors took this feedback to the CET, and greater emphasis has been put on different modes of professional communication in LBSCI 701, Fundamentals of Library & Information Science, and in the Internship Orientation.

**Certificate Evaluations**

Two MLS certificate programs are currently available in the GSLIS: Children and Young Adult Services in the Public Library; and, Archives and the Preservation of Cultural Materials. First introduced in 2002 and 2003, respectively, these certificates
are approved by the New York State Department of Education and continue to attract students interested in these specializations.

As integral components of the curriculum, courses in the two certificates undergo the same regular scrutiny as do all other courses. Regular review of course syllabi reveals instances where revisions—whether minor or substantial—are required to ensure that the course sequences meet the needs of our students to enter the workforce fully prepared for entry-level positions in their areas of emphasis. One such example was the substantial revision of LBSCI 737: Literature for Children and Adolescents, a required course in the Youth Services sequence, in the 2011-2012 academic year. It became apparent that most of these certificate students were not being adequately prepared to handle collection development activities, an essential part of their prospective work responsibilities. Although there is a separate elective course in Collection Development (LBSCI 711), because of the structured nature of the certificate sequence, not all students are able to enroll in that course. Consequently, the course was renamed Literature and Materials for Children and Adolescents to reflect this renewed emphasis, in line with the ALA competency guidelines for Youth Services (http://www.ala.org/yalsa/guidelines/yacompetencies2010) and services to children (http://www.ala.org/alsc/edcareeers/alsccorecomps).

A similar approach was used in Spring 2014, when it became clear, through Syllabi Matrix analysis, that there was a lack of uniformity in the syllabi used for LBSCI 752: Digital Preservation. This required course is taught by two different adjunct faculty in different semesters. Upon discovering the discrepancies, the CET worked with the Archives Certificate Coordinator and the two faculty teaching the course, to ensure that the syllabi in each section would be consistent in terms of assignments, student learning objectives and emphasis going forward.

A more holistic review of both certificates is currently underway, with surveys being administered to graduates who have completed the respective programs. For example, all of the 243 students earning the Children and Youth Services in Public Libraries Certificate graduating between Summer 2005 through Fall 2013 were mailed a brief survey in April 2014. A follow-up request was sent via the GLISANN listserv, to which many of our alums continue to subscribe. [Current email addresses are not routinely available for our alumni, so both methods were employed to encourage a good response.] The survey instrument is available at http://alumni.qcogslis.info/youth-services-certificate-survey/. The survey was designed to ascertain the working environment of certificate holders, perceptions of its value in preparing for an entry-level youth services position, and suggestions for
change. To date, the response rate has been 35%, (n=86) and analysis is ongoing. Preliminary results indicate over half (60%) are working full time and 83% say that "the certificate adequately prepared them for entry level public library youth services position (Appendix II.18)

A comparable survey effort has been initiated for the Archives and the Preservation of Cultural Materials Certificate program. This Certificate program was substantially redesigned as a result of a 2008 IMLS Planning Grant, which, *inter alia*, supported consultation with archivists and educators. This activity resulted in a name change, from Archives, Records Management and Preservation, to Archives and the Preservation of Cultural Materials. (Appendix II.16). The goal of the Planning Grant was to better align the program with the rapidly evolving needs of this specialty area.

Since then, the Society of American Archivists (SAA) released revised and updated Guidelines for a Graduate Program in Archival Studies ([http://www2.archivists.org/gpas](http://www2.archivists.org/gpas) adopted in 2011). The GSLIS Curriculum Committee will study these guidelines and consider them in conjunction with the certificate survey results (and other relevant evidence) as part of its continuing commitment to maintaining currency in archival education.

**Library Media Specialist Certification Programs**

Students in the LMS programs for certified and non-certified teachers are required to adhere a tightly prescribed sequence of courses. In the LMS program for certified teachers, only one elective is allowed. The coordinator for these programs conducted a thorough review in 2007-2008 of the LMS courses in terms of course content and course objectives.

**Summary**

GSLIS is proud of its program of study. The MLS Curriculum is compliant with all of the elements of ALA *Standard II*. Through continuous interaction with our constituencies, program review and revision, the program offered to GSLIS students does an exceptional job of preparing them for professional positions in the ever-changing information environment that awaits them. However, our various assessment and constituency feedback mechanisms have identified places where
improvements both have been made, and can still be made. There is obviously a need for better specific career preparation for students to include more interaction with practitioners; more general and more realistic information about the job market, especially where library positions are covered by civil service; and better advisement regarding groups of courses that align with career goals. With three graduation dates a year, these activities will have to be repeated each semester. To support these efforts, a more predictable course rotation schedule will be put in place, starting in Fall 2014.

While the course coordinator system works well in theory, two faculty vacancies and promotions of other faculty have created a situation where coordinators sometimes no longer teach the course they are supposed to coordinate. Mandating that all fulltime faculty teach a core course annually could rectify the situation, and preparation for the entire faculty of a proposal to accomplish this has been made a priority for the Fall 2014 CET agenda.

Before any new certificate programs are considered, the effect of the already established ones on the current course rotation schedule has to be examined from the perspectives of how frequently required courses need to be offered, and what effect this scheduling has on the department’s ability to offer other courses promised in the QC Bulletin.

The LMS programs have not been subject to systematic course evaluation since 2008 Along with the Certificate programs, these programs need to be assessed regularly. This will be put on the CET agenda for AY2015-16.

Improving the department’s technology offerings will necessitate finding a way to bring all entering students to a baseline level of technological competence, as well as better communicating the sequence of existing courses so that important prerequisites are not ignored. Additional challenges facing ongoing development of the GSLIS curriculum include the ability to anticipate future enrollments in order to create a reliable course rotation schedule, and decisions about a replacement for Epsilen as an ePortfolio platforms.
Appendices


II.9. An example of independent study project, from proposal, initial contract, to product and evaluation. Retrieved


II.18. Summary of Survey Responses of the Certificate of Children and Young Adult Services in the Public Library. Retrieved from
II.19. GSLIS Certificate Programs. Retrieved from

II.20. Summary of Focus Group. Retrieved from

II.21. GSLIS Bulletin. Retrieved from
Chapter 3 - Standard III: Faculty

Introduction

The GSLIS Organizational Goals and Objectives discussed in Chapter 1 are related to the evaluation of faculty, facilities, administrative support and services to students. Achievement of these Organizational Goals & Objectives helps to ensure compliance with the related ALA Standards. Organizational Goals and Objectives related to Standard III are discussed in this chapter.

GSLIS Organizational Goal 2 (Related to ALA Standard III)

- Faculty contribute to the knowledge base of the field at local, national and global levels. GSLIS aims to increase the national and international visibility of its faculty and the school.
- Faculty demonstrate excellence and innovation in teaching, scholarship and creative production.
- GSLIS faculty represent diversity in demographic makeup and areas of specialization.

Objectives:

2.1. GSLIS faculty maintain active programs of scholarly and creative production and seek appropriate institutional and external support

2.2. Faculty, where appropriate, publish their research and present their scholarship/creative productions in venues with transnational reach.

2.3. Faculty are represented in professional organizations and committees both nationally and internationally.
2.4. GSLIS achieves demographic and scholarly diversity of its faculty, where appropriate, through faculty recruitment policies.

2.5. Faculty are routinely evaluated and advised in areas of scholarship, teaching and professional responsibilities. Adjunct teaching faculty are assessed every semester.

2.6. GSLIS faculty create teaching and research partnerships across departmental and divisional boundaries.

2.7. GSLIS has a forum for the dissemination of student and faculty creative accomplishments.

GSLIS is doing well in achieving these objectives and maintaining compliance with the elements of Standard III. As shown in this chapter, GSLIS faculty have high scholarly productivity, have regional, national and international visibility and demonstrate teaching excellence across a wide range of specializations. GSLIS has been effective in planning for future hiring needs and successful in securing and filling new faculty lines to begin in AY 2014/15.

Competing pressures from heavy teaching, research and service commitments remain an issue that GSLIS is addressing directly with Queens College Administration, with positive results in recent years. The unique structure of the GSLIS as department and standalone graduate school creates additional work responsibilities that heretofore have not been full recognized by the Administration. As a result of more focused communication between the and Director/Chair and the Dean and Provost about GSLIS’s unique needs, GSLIS faculty now receive additional compensation and course release for service work, most notably in areas of graduate admissions and vice chair responsibilities. Additional funding has been granted for administrative support, assessment research and IT support as well. This is further discussed below and in Chapter 5.
Standard III.1

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

Full-time Faculty

In Fall 2014, there will be ten full-time faculty in the Graduate School of Library & Information Studies (GSLIS) and by spring 2015 there will be eleven. All of the full-time faculty, with ranks from Assistant Professor to Full Professor, hold Ph.D. degrees (Table III.1 “Faculty By Rank and Highest Degree.”). Since the last Program Presentation, two new faculty lines at the rank of Assistant Professor have been granted to the School. GSLIS has hired one new faulty member, Lucia Cedeira Serantes, who will join the faculty as an Assistant Professor in the Fall 2014 semester. Our second new hire, Shuheng Wu, will join the faculty in January 2015, at the rank of Assistant Professor, contingent upon her completion of the Ph.D.

Faculty curricula vitae (Appendix III.1) demonstrate the variety of institutions where Ph.D. degrees have been earned, including two from countries other than the United States. Historically, a large percentage of our faculty earned their advanced degrees from schools in New York City and its environs. As a result of more widespread recruiting in recent years, as well as greater national and international visibility of GSLIS faculty, more recent applicants and subsequent hires have come from Ph.D. granting institutions outside the New York metropolitan area. Our two new hires have their Ph.D. degrees from the University of Western Ontario, and Florida State University.
<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Highest Degree</th>
<th>AY Hired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brody</td>
<td>Full</td>
<td>Ph.D. Rutgers</td>
<td>1996</td>
</tr>
<tr>
<td>Cedeira-Serantes</td>
<td>Assistant</td>
<td>Ph.D. UWO</td>
<td>2014</td>
</tr>
<tr>
<td>Chelton</td>
<td>Full</td>
<td>Ph.D. Rutgers</td>
<td>1998</td>
</tr>
<tr>
<td>Cool</td>
<td>Full</td>
<td>Ph.D. Rutgers</td>
<td>1997</td>
</tr>
<tr>
<td>Cooper</td>
<td>Associate</td>
<td>Ph.D. Rutgers</td>
<td>2007</td>
</tr>
<tr>
<td>Kibirige</td>
<td>Full</td>
<td>Ph.D. Pittsburgh</td>
<td>1985</td>
</tr>
<tr>
<td>Li</td>
<td>Associate</td>
<td>Ph.D. McGill</td>
<td>2006</td>
</tr>
<tr>
<td>Marcum</td>
<td>Full</td>
<td>Ph.D. UNC</td>
<td>2011</td>
</tr>
<tr>
<td>Ng</td>
<td>Full</td>
<td>Ph.D. Rutgers</td>
<td>1999</td>
</tr>
<tr>
<td>Perry</td>
<td>Associate</td>
<td>Ph.D. Rutgers</td>
<td>2001</td>
</tr>
<tr>
<td>Wu</td>
<td>Assistant, upon Ph.D.</td>
<td>ABD, Florida State U</td>
<td>Hired for Spring 2015</td>
</tr>
</tbody>
</table>

Table III.1: GSLIS Full time Faculty as of September 2014: Rank and Highest Degree

The City University of New York (CUNY) By-Laws, section 11.5 (Appendix III.2), state that a Ph.D., or the equivalent, is required for all ranks (Assistant to Full) unless otherwise specified in the document. Based upon these guidelines, the GSLIS faculty have met the basic appointment qualifications of the CUNY and Standard III.1. The teaching competencies/specialties listed in Tables III.2 and III.3 show that the “faculty evidence diversity of backgrounds ...... and specialized knowledge covering program content.” In combination with the contribution of our strong professional cadre of adjuncts, the faculty is capable of accomplishing the program objectives of the GSLIS.
<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Teaching Competencies/Specialties</th>
<th>Research Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brody</td>
<td>Full</td>
<td>Digital Humanities and Humanities Research, Business Research, Competitive Intelligence, Reference and Information Services</td>
<td>Business Information and Competitive Intelligence, Social Informatics, American Popular Culture, Geo-located Information</td>
</tr>
<tr>
<td>Cedeira-Serantes</td>
<td>Assistant</td>
<td>Young Adult Materials, Reference Services, Collection Development</td>
<td>Young Adult Readers, Comics and Graphic Novels, Youth Literacy</td>
</tr>
<tr>
<td>Chelton</td>
<td>Full</td>
<td>Young Adult Materials/Services, Readers Advisory Services for Adults, Reference &amp; Information Services, Research Methods</td>
<td>YA Services, YA Demographics, Reading, Readers Advisory Services, Information Seeking of Young Adults, Adoption Searchers, Intellectual Freedom, Discourse in LIS</td>
</tr>
<tr>
<td>Cooper, L.</td>
<td>Associate</td>
<td>School Library Media Centers, Children’s Information Behavior, Children's Book Art, Internship</td>
<td>Children’s Information Behavior, Visual Information, Visual Literacy, Cognitive Categories for Information</td>
</tr>
<tr>
<td>Name</td>
<td>Rank</td>
<td>Teaching Competencies/Specialties</td>
<td>Research Areas</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Li, P.</td>
<td>Associate</td>
<td>Reference and Information Services, Information Literacy and Instruction, Science and Technology Librarianship, Research Methods</td>
<td>Reference and Information Services, Information Literacy and Information Literacy Instruction, Users and Uses of Information Systems, Health Science Librarianship</td>
</tr>
<tr>
<td>Marcum</td>
<td>Full</td>
<td>Academic Libraries, Library Management</td>
<td>Library Sustainability, Strategic Planning and Leadership, Inquiry Learning</td>
</tr>
</tbody>
</table>
### Table III.2: Teaching Competencies/Specialties and Research Areas of Full-Time Faculty: Fall 2014

Adjunct faculty play an important role in complementing the competencies and specialties of current full time faculty. Table III.3 below lists the competencies and specialties of adjunct faculty who regularly teach in our program. Information about the current outside appointments of these adjunct faculty can be found in Appendix III.3.

<table>
<thead>
<tr>
<th>Name</th>
<th>Teaching Competencies/Specialties</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barnes</td>
<td>Records Management, Corporate Archives</td>
<td>MLS, CRM</td>
</tr>
<tr>
<td>Basileo</td>
<td>School Library Media</td>
<td>MLS, MS</td>
</tr>
<tr>
<td>Behar</td>
<td>Cataloging, Technical Services</td>
<td>MLS, Post - Master's Certificate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Teaching Competencies/Specialties</th>
<th>Research Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wu</td>
<td>TBD in January 2015</td>
<td>Knowledge Organization, Metadata Standards, Data Curation</td>
<td>Knowledge Organization, Metadata Schema, Scientific Data Practices</td>
</tr>
<tr>
<td>Name</td>
<td>Teaching Competencies/Specialties</td>
<td>Degree</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td>Bright</td>
<td>Library Management; School Library Media</td>
<td>MLS</td>
<td></td>
</tr>
<tr>
<td>Caniano</td>
<td>School Library Media</td>
<td>MLS</td>
<td></td>
</tr>
<tr>
<td>DeCandido</td>
<td>Archives, Digital Preservation</td>
<td>MLS</td>
<td></td>
</tr>
<tr>
<td>Friedman</td>
<td>Library Management</td>
<td>PhD, MLS</td>
<td></td>
</tr>
<tr>
<td>Gordh</td>
<td>Children’s Services; Storytelling</td>
<td>MFA</td>
<td></td>
</tr>
<tr>
<td>Grevin</td>
<td>Archives; Digital Preservation; Record Management</td>
<td>Licence e Lettres (France)</td>
<td></td>
</tr>
<tr>
<td>Husain</td>
<td>Information Technology</td>
<td>MLS, MS</td>
<td></td>
</tr>
<tr>
<td>Jackson</td>
<td>Public Libraries; Multicultural Librarianship</td>
<td>MLS</td>
<td></td>
</tr>
<tr>
<td>Lawton</td>
<td>Academic Libraries, Library Management</td>
<td>MLS, MA</td>
<td></td>
</tr>
<tr>
<td>Mellone</td>
<td>Reference, General and Social Science</td>
<td>MLS</td>
<td></td>
</tr>
<tr>
<td>Rosenblum</td>
<td>School Library Media</td>
<td>MLS</td>
<td></td>
</tr>
<tr>
<td>Stumm</td>
<td>Archives, Preservation, Museum Collection Development</td>
<td>MLS</td>
<td></td>
</tr>
<tr>
<td>Smith</td>
<td>Children and YA Materials; Services to Children</td>
<td>Ph.D. (Professor emeritus)</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Teaching Competencies/Specialties</td>
<td>Degree</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>Thayer</td>
<td>Archival Appraisal; Special Collections</td>
<td>MLS, PhD (ABD status)</td>
<td></td>
</tr>
<tr>
<td>Tice</td>
<td>YA Materials and Services</td>
<td>MLS</td>
<td></td>
</tr>
<tr>
<td>Yearwood</td>
<td>Academic Libraries, User Services</td>
<td>MLS, MS</td>
<td></td>
</tr>
</tbody>
</table>

Table III.3: Teaching Competencies/Specialties and Highest Degree: Part-Time Faculty

Please note that the table titled Faculty Research & Publications: Since Date of Hire, which appears in Section III.5 of this chapter, summarizes the tangible and recorded research achievements of the faculty. Details of this summary evidence of the “ability to conduct research in the field” may be found in the faculty curricula vitae (Appendix III.1).

Course Coverage

The GSLIS faculty is sufficient in number and diversity of specialties to accomplish the School’s goals and objectives. Tables III.2 and III.3 demonstrate that the full and adjunct faculty of the GSLIS are sufficient and capable of teaching the diversity of specialties needed to accomplish Program Goals. Adjunct faculty are most valuable in providing specialized knowledge and experience required in many of our elective courses. They contribute heavily to the success of the GSLIS’s two Certificate programs, as well as to the LMS programs for certified and non-certified teachers.

Full time GSLIS faculty regularly teach core courses (LBSCI 700; 701; 702; 703; 709) within the program. LBSCI 709, the capstone research project, is never taught by adjunct faculty. Table III.4, below, shows the total number of core courses, including LBSCI 709, taught each semester for AY 2011-2012 to AY 2013-2014, and the numbers and percentages taught by full-time and adjunct faculty, excluding summer session. Since the full-time faculty are on annual leave from the end of Spring
semester until the start of Fall semester, summer session teaching assignments are usually dominated by adjuncts. This table shows that GSLIS students are receiving core course instruction primarily from full time faculty. For two years LBSCI 703, Introduction to Technical Services, has been taught solely by an adjunct. However, in January 2015 newly hired Assistant Professor Wu will be an additional full time faculty member who will teach in this area.

<table>
<thead>
<tr>
<th>Year and Semester</th>
<th>Core and Required Courses</th>
<th>Faculty</th>
<th>Adjunct</th>
<th>Full Time Faculty</th>
<th>Adjunct Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011, Fall</td>
<td>18</td>
<td>10</td>
<td>8</td>
<td>55.56%</td>
<td>44.44%</td>
</tr>
<tr>
<td>2012, Spring</td>
<td>21</td>
<td>13</td>
<td>8</td>
<td>61.90%</td>
<td>38.10%</td>
</tr>
<tr>
<td>2012, Fall</td>
<td>14</td>
<td>7</td>
<td>7</td>
<td>50.00%</td>
<td>50.00%</td>
</tr>
<tr>
<td>2013, Spring</td>
<td>11</td>
<td>9</td>
<td>2</td>
<td>81.82%</td>
<td>18.18%</td>
</tr>
<tr>
<td>2013, Fall</td>
<td>11</td>
<td>7</td>
<td>4</td>
<td>63.64%</td>
<td>36.36%</td>
</tr>
<tr>
<td>2014, Spring</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>54.55%</td>
<td>45.45%</td>
</tr>
<tr>
<td>Total</td>
<td>86</td>
<td>52</td>
<td>34</td>
<td>60.47%</td>
<td>39.53%</td>
</tr>
</tbody>
</table>

*Table III.4 Core and Required Courses Taught by Fulltime and Adjunct Faculty*

The declining number of core courses offered since fall 2012 reflects the downturn in admissions and enrollment, a general trend across LIS school in New York City (see Table IV.1 in Chapter 4) In addition, GSLIS suffered a decline in enrollment immediately following news of its Conditional Accreditation status in January 2012, and news of possible withdrawal of its accreditation in May 2013.
Graduate Advisors

There are three Graduate Advisors at GSLIS: the Graduate Advisor for Admissions, the Graduate Advisor for Continuing Students, and the Graduate Advisor for LMS and Coordinator of the LMS Programs. Their specific duties may be found in the document Duties of the Graduate Advisors (Appendices III.29 and III.30). Their work includes, but is not limited to, counseling, guidance and assistance with transfer and admission, re-entry, acting as an ombudsman for students with academic difficulties, and reviewing graduation approval forms from the Registrar. To accomplish this, they maintain connections and interact with other entities within and outside of the college, most notably the office of Graduate Admissions and the Dean of Graduate Studies.

Faculty Workload

Full-time faculty at senior colleges in the City University of New York (CUNY) are contractually required to teach seven (7) courses per academic year. Faculty who are actively engaged in research or service are usually given one course release per Academic Year. This means that for most faculty, the effective teaching load is six (6) courses per year. In addition, Graduate Advisors are given one course release per semester. Thus, their course load is four (4) courses per year. Chairs receive two course releases per semester plus additional compensation in the summer.

Effective September 1, 2006, new tenure track faculty have been given and continue to receive eight ‘course releases’ -- release time equivalent to (8) courses which can be used during their first five years, with the agreement of the departmental Director/Chair and Dean (Appendix III.4 CUNY Contract). The tenure track timeline is seven years.

Annual leave for full-time faculty begins the day after graduation in the Spring and ends the day before classes begin in the Fall semester. Summer teaching is optional and those who teach during the Summer semester receive additional compensation.
Standard III.2

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

Faculty Recruitment and Appointment

The College Strategic Plan states that Queens College is committed to “Recruit, develop, and retain a faculty of international quality” (Appendix III.5; see also Appendix III.6). GSLIS demonstrates the high priority it attaches to teaching, research and service in both its appointments and promotions. A review of published advertisements for new faculty hires since our last Program Presentation shows a clear expectation of high credentials in all three of these areas. (Appendix III.7). CVs of new faculty hires show that these high expectations are being met. (Appendix III.8)

CUNY has a highly organized set of policies and procedures for faculty appointments. The Office of Compliance and Diversity Programs is quite active in “monitoring recruitment, hiring and employment” (Appendix III.9). Once permission to begin a faculty search has been granted by the Dean of the Social Sciences Division, and by the Provost and the Office of Compliance and Diversity Programs (OCDP), academic departments can begin to recruit. Before the OCDP approves each search, it reviews the search plan and meets with the search committee. In addition, the Office of the Provost has policies and procedures related to faculty appointments, which are publicly available (Appendix III.10).

CUNY faculty are represented by a bargaining unit called the Professional Staff Congress (PSC/CUNY). The current contract can be seen at Appendix III.4. Of particular note is Article 9, which details appointment and reappointment procedures. These details also appear in the CUNY Bylaws (Appendix III.11).

The GSLIS Personnel and Budget Committee (P&B), in common with all other P&B departments at CUNY, is responsible for development of position announcements. This committee consists of five members, four of whom are elected
by the department. The Director/Chair of the department is the Chair of the P&B. Prior to the approval of the Dean and Provost, the P&B develops the position announcement for recruitment and submits it to the faculty for its consideration (Further information is provided under “CUNY policy on P and B personnel procedures” in Appendix III.12).

GSLIS makes a strong effort to provide a supportive research and teaching environment for all faculty. Each new faculty member is assigned a mentor who is responsible for providing guidance in teaching, research and publication. The mentor also facilitates acculturation to the college and departmental environment. While the mentor is not responsible for progress towards tenure, s/he is usually the first one to identify problems and to attempt to assist in their remedies (See: Appendix III.13, Queens College New Faculty Mentors.). The regular cycle of teaching and scholarship assessment described at the beginning of this chapter and below, in Standard III.8, provides a regular schedule of feedback to faculty about their strengths and weaknesses. This guidance is intended to foster a climate of research and teaching excellence.

Support for Innovation in Teaching

In addition to the college information technology support staff (Office of Converging Technologies – OCT, Appendix III.14), the Center for Teaching & Learning (CTL, Appendix III.15) and the Educational Technology Unit (Ed Tech; Appendix III.16), support the faculty directly through workshops dedicated to various software packages and new technologies. CTL and Ed Tech play a key role in both pedagogical and technical support

The CTL has, as its mission, to “recognize, promote, and sustain the quality of teaching and learning at Queens College” (Appendix III.15). In this capacity, the CTL is a critical player in the various teaching/learning activities of the college. The GSLIS has recognized the importance of the CTL in support of the learning process. GSLIS faculty have become quite active in the work of CTL, with many of our full time and adjunct faculty actively participating in courses offered, especially in the area of online/hybrid teaching.

Support for Research

All new Queens College faculty hires receive 8 course releases to be used in their first five years, distributed as they wish. Travel support at QC is modest, with
funding for domestic travel limited to $850 and international $1,000 per year, although appeals to the divisional Dean for additional support can be made. In addition to this travel funding, additional funding for international travel has been made (2012) by the Dean’s office and GSLIS has made good use of these funds.

Grants to support research are provided by the PSC-CUNY, the QC collective bargaining unit. These competitive awards are available to all faculty, but are especially targeted to junior faculty. GSLIS faculty have received PSC-CUNY awards, including, most recently, Li, in 2013. The Dean’s office has also sponsored research grants; in 2012 three GSLIS faculty members, Cool, Ng and Li, received such funding. The QC Research Foundation is a valuable support service for announcements about grants, and assistance with applications.

Faculty Fellowship Leaves (Sabbatical)

Tenured faculty and Lecturers with a Certificate of Continuous Employment (CCE) can apply for a one or two semester sabbatical when they have completed six (6) years of service. An application has to be completed detailing the plans for the leave (Appendix III.17). Effective August 25, 2006, application may be made for: 1) a full-year at 80% of the bi-weekly salary rate, 2) a one-half year leave at 80% of the bi-weekly salary rate, or 3) (on a competitive basis) a one-half year leave at full pay (See Appendix III.17.) Over the period AY 2011 - AY 2014, four GSLIS faculty have been granted Faculty Fellowship Leaves at 80% pay.

Teaching Awards and Innovation

In the past several years, four members of the full-time GSLIS faculty (Chelton, Li, Ng, Perry), and one Adjunct faculty member (Lawton), have been recommended for teaching awards. These awards are campus-wide and highly competitive. Dr. Perry received the Queens College President’s Award for Excellence in Teaching by Full-time Faculty in 2005; she subsequently served on the President’s Award Committee for Teaching Excellence for Full-time faculty for three years, two as chair.

GSLIS faculty continue to develop innovative strategies for enhancing student learning, such as:
• Development and use of web-based instructional modules and documentation, and functionalities of Blackboard course management system, for online, hybrid and on campus instruction;

• Use of listservs and Web 2.0 to facilitate out of-class engagement and continuity of learning;

• Involvement of leading professionals as guest speakers; (Appendix III.18);

• Inclusion of field trips as part of course curriculum (See Appendix III.19 for an example. More examples can be found in the assessment repository: http://programpresentation.qcslis.info/assessment-repository/)

**Standard III.3**

*Standard III.3*

*The school has policies to recruit and retain faculty from multicultural, multiethnic, and multilingual backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.*

**Faculty Diversity**

Both the College Strategic Plan and the Office of Compliance and Diversity Programs (Affirmative Action) are committed to recruiting and retaining faculty from diverse backgrounds. GSLIS Organizational Goal 3, and the specific Objective: "GSLIS achieves demographic diversity of its faculty, where appropriate, through faculty recruitment policies" directly addresses this Standard, and is in strong compliance with the Queens College position.

In the Fall 2014 semester the GSLIS will have full-time faculty from the following race/ethnicities: one Black, non-Hispanic; two Asian/Pacific Islanders; one white Hispanic. Also worth noting is that, because, at one time, there were discriminatory practices directed towards Italians within CUNY, the University tracks Italian-American faculty as well. The GSLIS has one Italian-American faculty member. In January 2015 the GSLIS faculty will have three Asian/Pacific Islanders. The rest of the GSLIS faculty is self-identified as White/non-Hispanic.
Table III.5 lists policies relevant to this Standard. Policies and procedures are easily accessible on CUNY websites and are administered across the University. These policy documents demonstrate the breadth and depth of our commitment to a multicultural, multiethnic, and multilingual institution (See also Chapter 4 - Standard IV: Students, which relates to these topics).

<table>
<thead>
<tr>
<th>CUNY Affirmative Action</th>
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<table>
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<tr>
<th>CUNY Disability Accommodation Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/reasonable-accommodation.html">http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/reasonable-accommodation.html</a></td>
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<table>
<thead>
<tr>
<th>CUNY Policies and Procedures on Non-Discrimination and Sexual Harassment</th>
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</thead>
<tbody>
<tr>
<td><a href="http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/NonDiscriminationandSexualHarassment.pdf">http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/NonDiscriminationandSexualHarassment.pdf</a></td>
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<tr>
<th>CUNY Policy Time Off For Religious Observance</th>
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<tbody>
<tr>
<td><a href="http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/religious-observance.html">http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/religious-observance.html</a></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>CUNY Workforce Demographics by College, Ethnicity and Gender</th>
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</thead>
<tbody>
<tr>
<td><a href="http://www.cuny.edu/about/administration/offices/ohrm/WorkforceStatistics/Fall2013FINALCUNYWorkforceDemographicspagenumberedtestoflink03032014.pdf">http://www.cuny.edu/about/administration/offices/ohrm/WorkforceStatistics/Fall2013FINALCUNYWorkforceDemographicspagenumberedtestoflink03032014.pdf</a></td>
</tr>
</tbody>
</table>

*Table III.5: CUNY Policies and Procedures: Diversity Issues*

GSLIS is in compliance with all the legal and institutional policies regarding all aspects of its program, recruitment, hiring, and evaluation of its faculty, staff, student
assistants, and adjunct instructors. The University's official policy on Affirmative Action is found at the sites in Table III.5. Samples of recent job advertisements are found in Appendix III.7.

The Office for Compliance and Diversity Protection considers diversity to include more than demographic variables. Other factors such as Veterans status, intellectual identity and geographical residence are taken by OCDP to be important diversity variables, although at this time there are no formal policies or procedures related to them.

Standard III.4

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

Competencies in Teaching

Competencies in teaching can be demonstrated, and evaluated, in a variety of ways. From Table III.2, in which teaching and research areas are listed for each faculty member, it can be seen that all full-time faculty teach in areas of their research specializations, which supports both competence and currency. The GSLIS conducts peer evaluation of each faculty member’s teaching, on regular schedules for the different levels of appointment, with observation of all of the classes taught by each faculty member in a rotational schedule. The results of the observations are the topic of regularly scheduled meetings of each faculty member with the Director/Chair, with resulting proposals for any required action. These observations, and discussions, include comment on course content, course conduct, and use of technology.

Students also serve an important role in the assessment of faculty teaching, through their submission of course and course Instructor evaluations. At the end of every semester students are asked to complete an evaluation for each course taken, which takes into account 7 variables. Table III.6 presents the average evaluation of Full Time Instructors as a whole, across all sections of all courses, for the semesters
spring 2011-spring 2014. This table demonstrates that for all semesters covered GSLIS Full Time faculty receive student evaluations above the midpoint rating and in most semesters close to a very high rating of “4”.

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
<td>3.9</td>
<td>3.9</td>
<td>3.8</td>
<td>4.1</td>
<td>3.9</td>
<td>3.6</td>
<td>3.8</td>
</tr>
</tbody>
</table>

*Table III.6 Average student evaluation score of Full Time Faculty across all sections of all courses.* Rating scale: “Overall, how would you rate this Instructor, apart from the course? 1=low, 5=high.”

Student course evaluations also ask students to rate the Instructor on the following variables: clarity; interaction, feedback, assignments, availability, readings, difficulty of course; and, evaluation of the course apart from the instructor. *Appendix III.23* presents these detailed student course evaluations for the semesters covered in Table III.6, with GSLIS faculty member names removed.

**Participation in Scholarly and Professional Organizations**

GSLIS Faculty participate actively in a number of different scholarly and professional organizations, and are supported by GSLIS and QC funds, to a limited extent, to participate in these activities. Table III.7 lists the organizations in which GSLIS faculty are members; Table III.8 specifies participation types for each faculty member. Further details can be found in *Appendix III.1*, faculty curricula vitae.
## Memberships

- ALA Library Research Round Table (LRRT)
- American Association of School Librarians
- American Library Association (ALA)
- ARMA International (ARMA)
- Association for Library and Information Science Education (ALISE)
- Association for Information Science and Technology (ASIS&T)
- Association of College and Research Libraries (ACRL)
- Association for Library Service to Children
- Association of Specialized and Cooperative Library Agencies
- Association of Vision Science Librarians
- Canadian Association for Information Science (CAIS)
- EDUCAUSE
- Freedom to Read Foundation
- International Communication Association (ICA)
- Modern Language Association
- Modernist Studies Association
- National Council Teachers of English (NCTE)
- New York Library Association (NYLA)
- Popular Culture Association
- Public Libraries Association
- Rare Books and Manuscripts Society
- Reference and User Services Association
- Society of American Archivists
- Society for Eighteenth Century Studies
- Special Libraries Association
- Strategic and Competitive Intelligence Professionals (SCIP)
- Young Adult Library Services Association

*Table III.7: Current Memberships of GSLIS Faculty*
In addition to memberships in these diverse scholarly and professional organizations listed above, faculty play *active* roles in the following organizations:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Scholarly or Professional Affiliation</th>
<th>Role or Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brody</td>
<td>Strategic and Competitive Intelligence Professionals (SCIP)</td>
<td>Fellows Committee (1992-present)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fellow Selection Committee, 2014</td>
</tr>
<tr>
<td>Chelton</td>
<td>Reference and User Services Association</td>
<td>2012—2013 Member, Readers’ Advisory Research and Trends Committee, RUSA/CODES</td>
</tr>
<tr>
<td></td>
<td>Young Adult Library Services Association</td>
<td>2010—Member, YALSA Past Presidents’ Lecture Planning Committee</td>
</tr>
<tr>
<td>Cool</td>
<td>ASIS&amp;T</td>
<td>Conference program committee member; member of awards &amp; honors committee; Doctoral student mentor</td>
</tr>
<tr>
<td></td>
<td>Interactive Information Retrieval in Context (IIIX)</td>
<td>Program committee for biannual conference, 2012 and 2014</td>
</tr>
<tr>
<td>Cooper</td>
<td>New York City School Library System Council</td>
<td>Member</td>
</tr>
<tr>
<td>Li</td>
<td>ALA Library Research Round Table (LRRT)</td>
<td>Shera Awards Committee, 2010</td>
</tr>
<tr>
<td></td>
<td>Association for Information Science and Technology (ASIS&amp;T)</td>
<td>Annual Meeting Program Committee, 2013, 2014</td>
</tr>
<tr>
<td></td>
<td>Canadian Association for Information Science (CAIS)</td>
<td>Conference Program Committee, 2012, 2013</td>
</tr>
<tr>
<td>Perry</td>
<td>EDUCAUSE</td>
<td>Participating Representative</td>
</tr>
</tbody>
</table>

*Table III.8: Faculty Membership and Participation Activity*
Standard III.5

Standard III.5

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

Standard III.5 is directly relevant to GSLIS Organizational Goal 2, Objective 2.1, “GSLIS faculty maintain active programs of scholarly and creative production.”

Research and Scholarship of Full time Faculty

Full time faculty vitae show that, on the whole, each member has a record of accomplishment in research/appropriate scholarship. Table III.9 summarizes full time faculty productivity since date of hire and in the past seven years (since 2007, number in parenthesis in the table below.) Details of publications are found in Appendix III.1, Full time Faculty curricula vitae and Appendix III.3 Adjunct Faculty Curricula Vitae.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Hire</th>
<th>Books &amp; Other Monographs</th>
<th>Journal Articles</th>
<th>Chapters in Books &amp; Anthologies</th>
<th>Oral Papers &amp; Addresses</th>
<th>Reports &amp; Other Works</th>
<th>Grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brody</td>
<td>1996</td>
<td>1 (1)</td>
<td>26 (7)</td>
<td>9 (2)</td>
<td>74 (24)</td>
<td>3</td>
<td>0 (0)</td>
</tr>
<tr>
<td>Cederes-Serantes*</td>
<td>2014</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>13</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Chelton</td>
<td>1998</td>
<td>4 (0)</td>
<td>25 (3)</td>
<td>8 (4)</td>
<td>29 (3)</td>
<td>4 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>Cool</td>
<td>1997</td>
<td>3 (2)</td>
<td>16 (3)</td>
<td>18 (6)</td>
<td>31 (6)</td>
<td>3 (0)</td>
<td>2 (1)</td>
</tr>
<tr>
<td>Cooper</td>
<td>2007</td>
<td>0 (0)</td>
<td>3 (3)</td>
<td>1 (1)</td>
<td>5 (5)</td>
<td>1 (1)</td>
<td>2 (2)</td>
</tr>
</tbody>
</table>
Table III.9 Faculty Research & Publications: Since Date of Hire, and Since 2007 (number in parenthesis). *Dr. Serantes will join the faculty in Fall 2014, and Dr. Wu will join the faculty in Spring 2015.

Table III.9 demonstrates that GSLIS faculty publish and present the results of their scholarly activity in a variety of venues, reflective of the different streams of research and scholarly activity in the LIS discipline. Some faculty find it appropriate to publish in highly refereed conference proceedings rather than in the journal literature, while for others quite the opposite is the case. This table also indicates that overall, GSLIS faculty have records of scholarly accomplishment that are sustained over time; a necessity in a field such as LIS which has an ever changing knowledge base. For faculty in total, Standard III.5 is met. However, a close reading of the Standard states that “for each full time faculty member the qualifications include...” and here the GSLIS needs to address some gaps in the sustained record of scholarly productivity. The newly created Professional Development Committee is charged with assessing faculty needs in areas of scholarship and teaching and it is hoped that this committee will assist all faculty members to maintain active scholarship records.
Standard III.6

*Standard III.6*

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

**Variety of Scholarly Backgrounds**

Table III.1 shows the Ph.D. granting institutions for GSLIS full-time faculty. Although there is a preponderance of Rutgers graduates, the number of graduates from other universities, including two Canadian universities, has increased. From that table, it can be seen that our most recent appointments have been of faculty from universities other than Rutgers, and, in contrast to previous experience, from outside the New York metropolitan area. This is a result of deliberate planning to extend the variety of academic backgrounds of the faculty through our recruitment and hiring processes.

**Ability to Conduct Research and Specialized Knowledge**

Appendix III.1, full time faculty curricula vitae, shows that GSLIS full time faculty regularly contribute to the major research journals in LIS and related areas, as well as to the proceedings of the major conferences in the field. This record also demonstrates that the faculty maintain a "close and continuing liaison with the field", in particular through attendance and contribution to scholarly and professional conferences. It is also the case that the GSLIS faculty actively contribute to the profession, especially through workshops for practitioners and invited presentations at professional organizations.
Responding to GSLIS Organizational Goal 2, Objectives 2.2 and 2.3, GSLIS faculty are active in the international arena in a variety of ways. For instance, Cool has a visiting teaching appointment at the University of Zadar, in Croatia. Faculty have presented invited lectures at universities in China, Croatia, The Netherlands, and Scotland, and have presented papers at international conferences held in Australia, Canada, China, Croatia, England, Finland, Scotland, Spain, Switzerland and Wales, as well as in significant international conferences held in the USA, such as the annual meetings of International Communication Association and the Association for Information Science and Technology (ASIS&T), and the international symposium on Information Interaction in Context (IIiX). Ng and Cool have recently served as editors of the International Journal of Digital Library Systems, and members of the faculty have published in very high quality journals and other venues of international stature, including Archival Science, The Encyclopedia of Library and Information Sciences, Information Processing and Management, The International Journal of Applied Science and Technology, the Journal of Education for Library and Information Science, the Journal of the ASIS&T, Library Quarterly and School Libraries Worldwide. (Appendix III.1, Faculty curricula vitae)

On a regional level, faculty in the GSLIS, notably Ng and Perry, serve the needs of local constituents by regularly offering workshops sponsored by the Metropolitan New York Library Council (METRO), an organization that is devoted to resource sharing and delivery of career training services for information professionals in the New York City region §. GSLIS has had a presence at METRO for over 15 years, offering two and three day workshops on the following cutting edge technologies: Essential WordPress for Librarians, JQuery and Ajax for Librarians, XML for Librarians, JavaScript and DOM, and Digital Imaging (See Appendix III.21 for an example of a workshop offered by our faculty for METRO).

§ In 1966, the New York State Legislature authorized the establishment of reference and research library resources councils (3Rs) in Education Law. Each reference and research library resources council is governed by a board of trustees and has a variety of advisory committees to help carry out its work. The State created 3Rs to expand the availability of the resources of academic, medical, law, business and special libraries to more New Yorkers and to enable libraries of all types to buy services and share resources cooperatively in order to strengthen programs and services. There are nine 3Rs in the state, the Metropolitan New York Library Council (METRO) is the largest, serving libraries in New York City and Westchester County, see http://metro.org/about/
Skill in Academic Planning and Evaluation

All of the members of the GSLIS full-time faculty regularly participate in the Student Learning Outcome (SLO) Syllabi Matrix evaluation, described in Chapters 1 and 2. This activity, and its results in the regular updating and other revision of the courses in the Curriculum, demonstrate the faculty members’ skill in academic planning and evaluation.

Interaction within Queens College

Faculty collaborate with those in other disciplines within Queens College, CUNY. Within the Division of Social Sciences, the newly developed proposal for a joint MA in History/MLS degree is a strong example. Dr. Cooper regularly interacts with faculty in the Division of Education. In recent semesters GSLIS faculty have played a role in the development of the Data Science track within the Division of Social Sciences.

Our faculty are highly visible in College governance and on key committees in the College and in the University, serving on the Queens College Graduate Curriculum Committee, the College Personnel and Budget Committee, the Executive Committee of the College Personnel and Budget Committee, as Chair of the Academic Senate and as senators on the CUNY University Faculty Senate. One faculty member has been serving as Chair of the Queens College Policy Board on Administration. Dr. Cooper is a member of the Queens College Education Unit’s Professional Educational Council. In the past, Dr. Perry served as Acting Director of the Center for Teaching and Learning at QC.

Faculty Service

In addition to their service on various Queens College and CUNY committees, as described above, and in professional organizations as indicated in Table III.8, all GSLIS faculty serve on at least two standing committees of the School. The standing committees of the GSLIS are:

- Academic Standing
- Assessment
- Curriculum and Educational Technology
- Personnel & Budget
The GSLIS places a high degree of emphasis on service. With the exception of the Personnel and Budget Committee, to which the Department elects faculty for a three year term, committee appointments are made on an annual basis. Faculty acquire a considerable amount of information and experience during their participation in committees. This is particularly so with the CET Committee, which plays an essential role in the functioning of the Program. In addition to committee membership, most faculty members also coordinate core, LMS, and certificate courses to maintain the continuity and quality of instruction across multiple sections.

Standard III.7

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

Table III.2, in which teaching competencies and research interests are listed, and Tables III.7 and III.8, which list faculty professional and scholarly organization membership, give an overview of the relationship between teaching assignments and faculty members’ areas of competence and expertise. A more explicit source of evidence is in Appendix III.22, which specifies all of the courses taught by each faculty member since Spring semester 2011. Faculty specializations include coverage of all core/required courses along with advanced and specialized courses in digital technologies, digital humanities, web programming, database construction, management of academic libraries, human computer interaction, business information sources, competitive intelligence, geographic information systems, information systems analysis, knowledge management, readers advisory, youth literacy, graphic novels, archival appraisal, history of the book; children's book art;
children and young adult materials and services.

Highly qualified adjunct faculty offer specialization in areas outside the expertise of full time faculty and therefore contribute to overall teaching talent of the GSLIS. These areas of expertise covered by adjunct faculty include advanced reference services; digital preservation; records management; art librarianship and legal librarianship. (Appendix III.3 and Table III.3)

Standard III.8

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

Regular evaluation of faculty achievement across the areas of teaching, research and service involves many parties including the Personnel & Budget Committee; the Director/Chair; the Planning Committee; the Professional Development Committee; faculty mentors; students; and, to a lesser degree, the Dean of Social Sciences, the Provost and the President of Queens College.

Faculty evaluation and assessment activities take place in the following manner:

- Every Semester: Personnel & Budget Committee discusses matters related to individual faculty; pre-tenure cases are evaluated and discussed; tenure and promotion cases (when applicable) are processed; problems/issues are brought to the attention of the Committee.

- Every Semester: Classroom teaching evaluations and mentorship reports are delivered to the P&B Committee, Director/Chair, and faculty member observed. Adjunct and untenured faculty have classroom evaluations every semester; tenured faculty at rank of Associate Professor every year; Full Professors are evaluated at the discretion of the Director/Chair. All full time faculty participate in these peer observations, but only evaluate others at or
below their rank. The Director/Chair follows up with faculty members who are observed.

- Annually: Faculty productivity is assessed through the formal process of the Professional Evaluation Interview Schedule Form (Appendix III.26), which takes stock of professional accomplishments in teaching, scholarship and service; this is submitted to the Director/Chair, who writes up an annual evaluation which is reviewed with the faculty member, then sent to the Dean, who follows up with a letter to the faculty member, and submits upward to the Provost and President. Faculty mentors submit annual reports to P&B and Director/Chair on their mentees, which are incorporated into annual evaluations of pre-tenure faculty. Specifics of the annual reviews are detailed below.

As mentioned above in this chapter, students play an important role in the assessment of faculty. Every semester they are requested to submit course evaluations for each course they take (Appendix III.20. This form needs student ID to logon.) Indirect assessment of faculty comes from Exit Interviews with graduating students and our Alumni Surveys. The Assessment Coordinator has responsibility for collecting this data and passing it along to the CET and the P&B. In recent surveys of graduating students and alumni, faculty are perceived to be a real strength of the program. (Appendix III.24 and Appendix III.25, respectively).

**Faculty Review and Reappointment**

For pre-tenure faculty, the departmental P&B meets in the Fall semester to discuss reappointments for the next academic year. A written evaluation containing a recommendation to reappoint/not reappoint is prepared and sent to the Dean.

On an annual basis, usually towards end of the Spring semester, the Director/Chair writes an evaluation of all full-time faculty, except for tenured Full Professors. This process is initiated by a request from the Director/Chair to faculty members who are not Full Professors to complete a Professional Evaluation Interview Schedule (PEIS) (Appendix III.26). This is then submitted to the Director/Chair to inform the written evaluation. An analysis of progress towards tenure and/or promotion is made, along with guidance and future expectations. This analysis includes a discussion of teaching based on classroom observations and student evaluations. The annual evaluation is accomplished both in the written document, and in a conference of the Director/Chair with the faculty member. The
faculty member has the right to challenge any point that is in contention. A copy of this evaluation is sent to the Dean who submits an evaluation to the Office of the Provost. All materials go into the faculty member’s personnel file (Appendix III.27, available in office.)

All tenure track faculty must come up for tenure in the fall of their seventh year, unless application for early tenure is approved by the Departmental P&B. (See Appendix III.28 for Promotion Process Candidate’s Curriculum Vitae and Personal Statement. The tenure and promotion process is described in detail at http://www.qc.cuny.edu/about/administration/Provost/FacultyStaff/Pages/Full-time.aspx)

Briefly, the tenure process proceeds as follows.

1. One or more semesters before the tenure decision, the Director/Chair informs the tenure candidate that he/she will be considered in the Fall of the next academic year.

2. The candidate assembles his/her evidence files and related forms. This usually takes place during the Spring into the early Summer.

3. The Director/Chair compiles a list of potential six (6) to eight (8) outside evaluators in consultation with the candidate, and then contacts each reviewer to solicit comments about the candidate.

4. At the beginning of the Fall semester of the seventh year of service, the P&B examines the evidence provided by the candidate, and the external letters, and votes on the candidate's suitability for tenure. The vote is recorded and an evaluation memo is written by the P&B. The Director/Chair writes an additional evaluation.

5. The P&B report and decision, the evaluation by the Director/Chair, and all evidence and letters are submitted to the Social Sciences Division P&B, which consists of all of the Chairs of the Division, and is officially called the Divisional Advisory Committee. The Dean of Social Sciences convenes discussions on each candidate and the Committee votes for/against tenure. The Provost is informed of the results of each vote for informational purposes only.

6. The Social Science Division Chairs elect two members to serve on the Committee of Seven (two members each from the Social Sciences Division,
Arts and Humanities Division and the Mathematics and Sciences Division. The Education Division elects one member).

7. The Provost schedules a meeting of the Committee of Seven in which each candidate is evaluated. The Provost acts as Chair but does not engage in the discussion unless specific factual information is required. The results of the Committee of Seven deliberations are sent to the President.

8. The President schedules a vote on all of the candidates for a regular College P&B meeting, which consists of all of the Academic Chairs in the college. A vote is taken on all candidates in an executive session of the College P&B Chairs, recorded and presented to the President.

9. The President reviews the candidates and approves or denies tenure for each one. The President then sends the list of candidates, with his decision, to the Chancellor.

10. The Chancellor reviews the list and submits it to the Board of Trustees who “officially” grants tenure to the candidate. If tenure is not recommended, the candidate is informed by the Dean. Should the candidate wish to appeal this decision, a process is initiated by writing to the Dean. The process concludes with a decision from the President.

**Faculty Promotion from Assistant to Associate Professor**

At CUNY, the granting of tenure, and the related promotion to Associate Professor, are considered separately. Although the most usual case is that the two are accomplished in tandem, it is possible for a candidate to be granted tenure, but not promotion, and, in rare cases, usually before the seventh year of service, to be promoted without tenure. In general, the procedures outlined above regarding Tenure are similar for Promotion. The tenure documentation is returned to the Dean from the Office of the Provost after the College P&B votes. In those cases where an Assistant Professor has been denied promotion, the Departmental P&B reviews the case on an annual basis. At the Assistant level only the Departmental P&B can recommend promotion.
Summary

Evidence presented in this chapter demonstrates that the GSLIS meets ALA Standard III. GSLIS Organizational Goal 2 and its Objectives list specific achievement indicators that have proven useful in meeting all of the elements of Standard III.

As a group, faculty:

- Provide a wide variety and range of educational experiences to GSLIS students
- Maintain a comprehensive record of research and publications
- Have strong ties to the various professional communities that support library and information studies, both directly and indirectly
- Are up-to-date on the current digital/technological developments related to library and information studies
- Maintain an intellectual environment that meets the needs of both their courses and students
- Support the goals and objectives of the GSLIS through their in-class and out of class experiences
- Are viewed by students and alums alike as a definite strength of the GSLIS

However, overall faculty workload is high. With a high teaching load and high expectation of service commitment, faculty find that time for research and scholarly writing is limited. The Director/Chair is working with the College Administration to obtain additional course release time for extended service commitments and additional part time help for administrative functions and research assistance. An increase in communication between GSLIS Director/Chair and QC Administration has resulted in greater understanding of the unique needs of GSLIS as a department and a school; notably, in areas of support for additional personnel to participate in activities related to ongoing assessment activities (discussed further in Chapter 5).

On a further positive note, since our last Comprehensive Review QC Administration has been very supportive of faculty needs. This is most evident in the recent hiring of two new faculty members, in a tight budget climate at the College and CUNY overall. Furthermore, GSLIS faculty are being supported by secondment to GSLIS from the Queens College IT staff of a one-half time IT staff member, who has
been instrumental in supporting faculty computing and software needs for both
teaching and research, and for infrastructure upgrades in the GSLIS teaching labs
(discussed further in Chapter 6). Furthermore, this person manages the part time lab
assistants for GSLIS student labs and serves as an adjunct lecturer in the core course
LBSCI Introduction to Information Technology. He serves as GSLIS web master as
well. Clearly, a challenge for GSLIS faculty as we go forward is to establish an
understanding with Administration about the ongoing needs of GSLIS faculty in order
to be sustainable and to maintain the current level of support for faculty needs. This
is especially important as we confront faculty retirements in the upcoming years.

GSLIS has been successful in hiring one new faculty member (Cedeira
Serantes) who will help to ensure the continuation of our highly enrolled Certificate
in Children's and Young Adults Materials and Services in the Public Library after the
future retirement of Dr. Chelton. A pressing need for GSLIS is the hiring of a full time
faculty member to oversee the Certificate in Archives and Preservation of Cultural
Heritage Materials, after the departure of Dr. Alexander in August 2014. GSLIS is
currently working with the Queens College Administration, in consultation with the
Head of Special Collections in Rosenthal Library, to address this situation.

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Chapter 4 – Standard IV: Students

Introduction

As stated on the school’s website, “[t]he GSLIS serves the general public, students, employers, the university, and other stakeholders through its various programs in library and information studies.” (Appendix IV.1) This mission guides all of the school’s policies and activities related to the composition of, and relationships with its student body. The school’s mission with respect to its students is operationalized in its Organizational Goals and Objectives, as stated below.

GSLIS Organizational Goal 4 (Related to ALA Standard IV)

- GSLIS has a diverse study body reflective of the communities we serve.
- Student services ensure effective guidance and academic support. Students are able to construct individual programs of study within the guidelines of the curriculum.
- Students have exposure to scholarship and creative activity within the LIS communities and opportunities to pursue their research and creative interests under faculty direction.
- The school strives to cultivate a sense of community among its student body and to give voice to its multiple points of view.
- Students have representation and voice on faculty committees and serve as an important constituent body in GSIS policy and planning processes.

Objectives:

4.1. Develop effective policies for diversity recruitment.
4.2. Support services for diverse student needs.
4.3. Provide support for student travel to professional organizations.
4.4. GSLIS provides support to student associations and their functions.
4.5. Student representation on faculty committees and advisory boards.

This chapter discusses how the GSLIS is achieving these goals and objectives, demonstrating our compliance with ALA requirements for Standard IV.

**Standard IV.1**

**Standard IV.1**

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

**GSLIS Program Overview and Student Profile**

“The GSLIS prepares graduates for employment and service in a diverse, global and rapidly changing information society now and the future. Graduates of the GSLIS are able to demonstrate appropriate competencies and to articulate ethical values as defined by LIS professional organizations, and other stakeholder communities”. With this Program Goal, the GSLIS offers a 36 credit Master of Library Science (MLS) degree in which students may pursue certificates in Children and Young Adult Services in Public Libraries, and Archives and Preservation of Cultural Materials; and, in which certified and non-certified teachers may pursue New York State certification as Library School Media Specialists. The school also offers a 30 credit Certificate in Post-master's Studies in Librarianship (Appendix IV.2).

Appendix IV.17 presents ALISE trend data which illustrate total course enrollment for spring 2014, by individual courses and by program code. There were
a total of 482 course enrollments in GSLIS, with 86% of these course seats represented by students enrolled in the general MLS program (program code 602), which includes the certificate programs in Children & Young Adults, and Archives & Preservation; with just under 10% of course enrollments represented by one of the School Library Media Specialist certification programs for certified and non-certified teachers (programs codes 604 and 606). The remaining student course enrollments reflect registration in the post-master’s Certificate in Library Science and non-degree student enrollment (program code 950).

Data in Appendix IV.6 also show that total student enrollment in the GSLIS has been trending downward since 2010, a pattern reflected in all of the MLS programs in New York City. In 2013, overall, GSLIS had a head count of 326, with 80% (260) of these students attending part time. In spring 2014, GSLIS total head count was 300 with FTE of 192.

GSLIS is the only publicly supported institution in the greater NYC region that offers a program leading to a Master’s Degree in Library Science. Private schools in the geographic area that offer MLS programs are unaffordable for many of our students. The current economic downturn exacerbates the financial problem for many potential students. Thus, GSLIS enables many potential students in New York City, Nassau, Suffolk, and Westchester counties to pursue this career path when it otherwise would not be an option for them.

GSLIS is a commuter school and students are largely working adults, who attend our school on a part-time basis, with full time students making up 20% of the total student population in fall 2013.

Table IV.1 (next page) shows the rate at which GSLIS students progress through the program, using fall 2013 data as an example. This table shows that just over one-third (36.84%) of students graduated within two years, 84% within three years and over 95% of GSLIS students graduated within four years. Considering the largely part time makeup of the GSLIS student body, this graduation rate is satisfactory.
Chapter 4 - Standard IV: Students

| Number of students who graduated in 2013 Fall (i.e., 2014 Feb) : | 57 |
| Number of Active Students fall 2013: | 309 |
| Number of students who have been in the program for 2 years or less: | 264 |
| No. of students who have been in the program more than 2 years but less than 4 years: | 20 |
| Number of students who have been in the program for 4 or more years: | 25 |
| Number of students graduated: | 57 |
| Number of students graduated within 4 years: | 55 (96.49%) |
| Number of students graduated within 3 years: | 48 (84.21%) |
| Number of students graduated within 2 years: | 41 (71.93%) |

*Table IV.1 Student Progression and Graduation Data (2014 Fall)*

**Student Diversity**

Queens College is situated in Queens County, the geographic equivalent of the Borough of Queens, which is considered to be the most ethnically diverse county in the United States (perhaps the world) (Appendix IV.4). Queens College prides itself on its diversity (Appendix IV.5). While the GSLIS does not have a recruitment policy specifically geared toward recruiting and retaining diversity, the unique nature of the population in Queens County, the four other counties that comprise New York City and the counties that adjoin the City’s five counties (boroughs) is such that a diverse population is reached by regular recruitment methods. ALISE trend data (Appendix IV.7), show that GSLIS is ranked #4 in percentage of minority enrollment among total ALA accredited institutions in 2013. Removing the University of Puerto Rico, which has 100% minority enrollment, GSLIS (34.66%) is ranked 3rd. GSLIS commitment to diversity is longstanding. Table IV.1, based on the data of Appendix IV.7, compares the 5-year minority enrollment data of GSLIS to that of other Schools of Library and Information Science in the New York City metropolitan area.
Table IV.1. Comparison of GSLIS minority enrollment with other New York City area Schools of Library and Information Science: *There were reporting errors for 2010 and 2011; the correct data will be available at the time of the ERP site visit.

From the data in table VI.1, it is evident that GSLIS has been maintaining a high percentage of minority enrollment over the past 5 years as compared to other ALA-accredited schools in New York City. We therefore conclude that we are achieving Organizational Objective 4.1, and the related aspects of Standard IV.1

The GSLIS has offered a course in Multicultural Librarianship (LBSCI 775) for over 18 years. Additionally, we encourage and recognize student achievement in this area through one of the student awards given at Graduation (Appendix IV.8). Each year the Professor David Cohen Multicultural Award is given to the student who has produced significant work in this area of interest.
The student body is of diverse ages and backgrounds. It is not at all unusual for students to hold advanced degrees, including those in law and medicine. Students come from a variety of socio-economic backgrounds, as well. We celebrate our diversity. The diversity of the GSLIS student body is reflective of, and complements, the diversity of interests and directions that our department supports, and that the field of library and information science encompasses.

**Recruitment and Admission**

Admission requirements are clearly stated in the *Graduate Bulletin* (Appendix IV.15) and posted on the GSLIS website (Appendix IV.3). The application process is conducted online, through the Office of Graduate Admissions. The GSLIS Graduate Advisor for Admissions is the primary faculty representative in the admissions process. In addition to other admission requirements, a meeting with the Director/Chair of the GSLIS, the Graduate Advisor, or a member of the GSLIS’s Admissions Committee is required before a decision on admission is made. (Appendix IV.16, Queens College Admissions Handouts, available on site). GSLIS is one of only a few departments in the College that mandate an interview as part of the admissions process.

Formal recruitment efforts on behalf of all the graduate programs at Queens College are managed by the College’s Graduate Admissions Office (Appendix IV.13), which holds a Graduate Open House event each semester. However, the majority of inquiries are received directly by GSLIS through its website, and through phone calls and email messages directed to the Graduate Advisor for Admissions throughout the year. Recently, GSLIS took part in a Knowledge Alliance Essential Information event that took place at the Brooklyn Public Library on Saturday, May 31, 2014. The target audience for this event is undergraduate students from traditionally underrepresented groups who are considering careers in librarianship.

Word-of-mouth recommendation is the most common means by which GSLIS students are recruited. Student admissions essays confirm that GSLIS alumni and employers are our most effective recruiters.

Responses to our recent Alumni Survey (April 2014, n=119) emphasized the affordability of the GSLIS program as a strength of the school. In response to a query about “What is the greatest strength in the program?”, in the “other” category, 12.6% of respondents mentioned some variation of cost, affordability or value for the money. This was by far the most common “other” comment received. (In comparison,
among pre-selected choices, faculty (31.9%), curriculum (22.7%) and student diversity (13.5) were the highest ranked choices. (Appendix IV.14)

Learning Environment

An appropriate student-faculty ratio is an important component of a supportive learning environment. Table IV.2, "Total FTE Enrollment-FTE Faculty Ratio" shows the generally satisfactory total FTE enrollment-FTE faculty ratio at GSLIS over the past seven years. The data in Table IV.2 are derived from Appendix IV.17, the ALISE data of trends over time for GSLIS.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE / Full-Time Faculty Ratio</td>
<td>13</td>
<td>14</td>
<td>14</td>
<td>17</td>
<td>12</td>
<td>12</td>
<td>15</td>
</tr>
</tbody>
</table>

*Table IV.2 Total FTE Enrollment-Full-Time Faculty Ratio 2007-2013*

In addition to regular teaching sessions, GSLIS provides opportunities for special programs for students, which take place during “Curriculum Space” periods, designated hours held during each semester. Professors also invite guest speakers to give talks on special topics of interest. The benefits of these efforts are clearly shown by our alumni survey results. One of the questions in the alumni survey of April 2014 is “What are the things you most value from your experiences at the QC GSLIS?” The survey results analysis shows that the top three answers are “exposure to all aspects of librarianship”, broad overview of current state of the field”, and “learning from practitioners.” (Appendix IV.14)

Financial Aid and Scholarships

Financial Aid decisions are made on a college-wide level. Queens College participates in the Tuition Assistance Program (TAP), sponsored by New York State, and several Federal programs, including Federal Work-Study. For graduate students, the major type of financial aid is loans. Details may be found at the Financial Aid page on the Queens College website (Appendix IV.18). Graduate tuition for New York State residents is $385.00 per credit (effective Summer 2014) and $405.00 per credit (effective Fall 2014), with out-of-state residents paying $710.00 per credit (effective Summer 2014) and $745.00 per credit (effective Fall 2014) (Appendix IV.19).
Until Spring semester 2014, only the modest H.W. Wilson Scholarships have been made available to students by the GSLIS, administered through the Committee on Admissions, Academic Standing and Student Affairs. Recently, GSLIS received a significant new source of student funding — The Ellen Libretto and Adam Conrad Scholarship Fund. This new scholarship fund is in memory of Ellen V. LiBretto, a Queens College GSLIS alumnus who dedicated her professional career to improving literacy among young adults. This fund will initially support one full and three partial scholarship awards in fall 2014 to Queens College students who wish to pursue a career advancing YA literacy. The fund has just recently been renewed to support five additional scholarships in spring 2015.

A substantial number of students receive tuition reimbursement from their employers. The Queens Public Library, for example, supports several of their trainees in this manner, as do the Brooklyn Public Library and the New York Public Library. Some students employed in the private sector and school districts are the recipients of tuition reimbursements to some degree.

**Standard IV.2**

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

**Accessibility of Information**

Current, accurate and easily accessible information about the School and its programs is available in the *Graduate Bulletin 2013-2014* ([Appendix IV.15](#)) and on the Queens College/GSLIS website ([Appendix IV.23](#)). The *Bulletin* clearly states the GLIS mission and goals, as well as admission requirements. It also includes minimum requirements for remaining in the program and for graduation. Brief course
descriptions and a list of faculty are in the Bulletin as well. Requirements for our two certificate programs, Archives and the Preservation of Cultural Materials and Children and Young Adult Services in the Public Library, and for our Library Media Specialist Programs, are also listed in recently revised brochures, and posted on the GSLIS website (Appendix IV.23).

Detailed biographies of faculty can be found on the GSLIS website and among the items in the Orientation information packet distributed to all incoming students. Among the items in this packet is the GSLIS Student Handbook, also available on our website (Appendix IV.20) which repeats much of the broader information in the Bulletin and also includes more granular information about student life particular to GSLIS. Orientation is held twice a year; shortly before the beginning of each Fall and Spring semester.

Financial Aid decisions are made on a college-wide level. Details of available aid may be found on the Financial Aid Office website (Appendix IV.16).

Policies and procedures related to expectations for both students and faculty are found in the Graduate Bulletin (Appendix IV.15), Queens College Graduate Studies Handbook (Appendix IV.21), GSLIS Student Handbook (Appendix IV.20), and the Queens College Adjunct Handbook (Appendix IV.22). Additional information may be found on the GSLIS website as well (Appendix IV.23). Specific time-sensitive procedures are also posted on the student listserv, GLISANN (Appendix IV.24). This list posts a great deal of information of general interest relating to library and information studies. It also functions as the outreach to alumni who often stay on the list after their graduation.

The placement office at Queens College does not include assistance to graduate students in any of its programs. However, the QC Office of Career Development and Internships, while primarily geared to undergraduate students, offers numerous valuable resources on its website, including interview tips, a guide to writing resumes and cover letters, and other support materials (Appendix IV.25).

There are no formal placement policies for GSLIS students, however, faculty facilitate placement actively and informally. Nearly all are active in one or more library or related associations, whose membership meets locally. Faculty frequently attend activities with students, help them make appropriate connections, and encourage networking through participation in various professional venues. These include workshops and Special Interest Groups (SIGs) hosted by METRO (the Metropolitan New York Library Council: http://metro.org/), and LILRC, (the Long Island Library Resources Council: http://www.lilrc.org/). The New York
Metropolitan Area contains many libraries and information intensive workplaces that seek to hire students with a completed MLS. Further, in light of the challenging economic environment, numerous local organizations have held events and workshops designed to assist new job-seekers.

GSLIS maintains an active listserv, GSLISJOBS, which lists position announcements sent to the GSLIS and/or posted by faculty from their contacts (Appendix IV.24). Many alumni subscribe to this listserv as well, for assistance in identifying positions for which they might apply. In addition, once a year, we hold an event for students called Career Day which features recruiters and employers, including representatives from the major public library systems in the area.

**Standard IV.3**

*Standard IV.3*

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

**Admissions Standards**

The GSLIS admission standards are clearly indicated and widely available in the documents referred to above, in particular, at the section on Admission Policies and Procedures of the GSLIS description in the Queens College Graduate Bulletin (Appendix IV.15).
All students, whether matriculated or non-matriculated, must have earned a bachelor's degree. Students with an undergraduate GPA of 3.0 or greater are automatically considered for admission. Those with less than 3.0 may be required to take the GRE at the discretion of the Graduate Advisor for Admissions, unless they already have a post-graduate degree. Applicants whose first language is not English are required to attain a score of 100 or better on the TOEFL examination, to be considered for admission. Both the Graduate Advisor for Admissions and the Graduate Advisor for LMS make many routine admissions decisions for matriculated student applicants. They seek the advice of the full Committee on Academic Standards, Admissions and Student Affairs in other instances.

Students who fail to meet all the standards for admission may be given either conditional matriculated or non-matriculated status on the basis of policies and procedures for waiving the admission requirements, which may be found in the Queens College Graduate Bulletin (Appendix IV.15).

While the applicant’s undergraduate GPA and/or advanced degree are important, the personal statement and reference letters included with their application, and meeting with the Graduate Advisor for Admissions or the Graduate Advisor for LMS, constitute "a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by the program, a program’s goals and objectives, and the career objectives of the individual". All applicants admitted, whether matriculated, conditionally matriculated or non-matriculated, are judged at the time of admission to have the potential to be able to complete the Program.
Standard IV.4

**Standard IV.4**

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

**Student Program Planning and Advisement**

All begin the GSLIS program by taking the four core courses; however, long range program planning is discussed at the beginning of the program. Program planning forms are kept in students’ files and updated every semester.

There are three Graduate Advisors at GSLIS; the Graduate Advisor for Admissions, the Graduate Advisor for Continuing Students and the Graduate Advisor for LMS and Coordinator of the LMS Programs. Their specific duties are described in (Appendix IV.26, Appendix IV.27, and Appendix IV.28). Their work includes, but is not limited to: counseling, guidance and assistance with admission; transfer; and, certification for graduation and other graduation issues. To accomplish this, the Graduate Advisors maintain connections and interact with other entities within and outside of the college. For instance, the Graduate Advisor for LMS works closely with the Education Unit and the Queens College Office of Teacher Certification.

**Placement and Career Services**

There is no formal placement office at the College or the GSLIS. The College, however, does maintain an Office of Career Development that will keep on file a credentials file for students who request this service. Representatives from this office have conducted both resume writing and interview workshops for the GSLIS student association, QCLISSA. Further, as mentioned above, the GSLIS provides opportunities for special programs for students, which take place during “Curriculum Space” periods. Many of these programs are career oriented and provide informational
sharing opportunities for students as well as the opportunity to hear from speakers and practitioners from the field of library and information science.

**Assessment of Students’ Readiness for Professional Positions**

As part of the effort to assess the success of our students, practitioners are surveyed about their impressions of our graduates on a regular basis. This also gives us a rough measure of our effectiveness in preparing them for their careers. They are also asked to share what skill sets they would like to see in new employees and their suggestions on how GSLIS can better prepare its students to meet the needs of 21st century information professionals. Their responses help to better guide GSLIS students in getting ready for their future careers (Appendix IV.31). In March and May 2014 GSLIS met with the CUNY Council of Chief Librarians, an important employer community, to take stock of their assessment of our students. The greatest consensus among these chief librarians was that graduates need to come out of the GSLIS program with greater knowledge about using technology to teach; about digital technologies in general; and about how to work with vendors. Suggestions were made for GSLIS to offer professional development workshops in these areas. It was observed that internships offered by CUNY libraries were not frequently responded to by GSLIS students and, finally, suggestions were made for GSLIS to offer more courses in Manhattan and other locations outside of Queens, which is frequently perceived to be inconveniently located.)

In reply to students’ queries, GSLIS recently initiated an annual presentation on civil service procedures in Nassau and Suffolk Counties for students interested in working in those public library systems.
Standard IV.5

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

Student Participation in the GSLIS, QC and CUNY Communities

GSLIS maintains a supportive environment for the student body. Student representatives are invited to attend GSLIS faculty meetings and GSLIS Curriculum/Ed Tech Committee meetings to discuss problems that arise among the students. Students also participate in the governance of the college, serving on Queens College Academic Senate Committees (Appendix IV.29). One Post-Master’s Certificate student, Mark Alpert, who acted as the graduate student representative for Social Science, chaired one of its major standing committees, the Graduate Scholastic Standards Committee, from Fall 2009 to Fall 2011; another GSLIS student served on the Search and Review Committee for the Chief Librarian in 2011.

There are two student groups currently active at the GSLIS, the Library and Information Studies Student Association (LISSA) and the student chapter of the Society of American Archivists (SAA). Queens College provides funds for both of these student groups.

LISSA also functions as an American Library Association Student Chapter (Appendix IV.30) whose objective is to provide opportunities for professional development for current and future library and information science professionals. LISSA sponsors and arranges trips, guest speakers and other events, and represents the students to the faculty. The group is an active body, and the faculty advisor is the Director/Chair of the GSLIS. LISSA arranges the reception for our graduates after Spring Commencement exercises, and an annual trip to visit the Library of Congress. LISSA also maintains a Facebook group page.
Students are advised to take advantage of student memberships in the American Library Association, as well as professional organizations such as Association for Information Science & Technology, Special Library Association and Public Library Association. Our students are encouraged to join LACUNY (Library Association of CUNY) as well (www.lacuny.org). LACUNY is also increasing its outreach to our students and a representative from this organization appears at the orientations for new students. Information about LACUNY is posted on the GSLIS website. Support for student travel to professional organizations is available on an ad hoc basis and requests pass through the departmental P&B Committee.

**Standard IV.6**

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

**Student Achievement and Program Development**

GSLIS aims at systematic, multifaceted evaluation of students’ achievements. “We have been developing better ways to evaluate student achievement of student learning outcomes at the level of students” (See Standard 1.3 under GSLIS Program Goals and Objectives in Chapter 1). By evaluation we refer to both traditional assignment of grades and to ongoing comments from faculty in response to assignments, projects, class discussion and so on. These evaluation mechanisms can be understood as formative evaluation. Summative evaluation is also performed through various mechanisms, e.g. ePortfolios (See Chapter 2, Section on Standard II.7).

In keeping with CUNY and Queens College policy, letter grades are assigned as evaluation of student performance in courses at the GSLIS. Their numerical equivalents are found in the Graduate Bulletin (Appendix IV.15). Overall criteria for
grading and methods of evaluation are clearly stated in each course syllabus (Appendix IV.10)

Much of the qualitative evaluation of student achievement that prompts changes in the GSLIS programs arises in the context of curricular review. In the monthly meetings of the Curriculum Committee, courses and program components are reviewed on an ongoing basis. Changes and innovations are based upon informal faculty and student input, including indirect feedback during advisement. Analysis of the annual Graduate Exit Interviews, Alumni Survey results, and input from the GSLIS Alumni, Employer, and Community Advisory Board also provide systematic evidence regarding the degree to which the program’s policies and activities serve to support students’ success in meeting the School’s objectives (Appendix IV.12, Appendix IV.32 and Appendix IV.33). We are also considering asking graduating students to write a reflective essay on what they have learned and what they propose to be added to and improved of our programs.

Institutional course evaluations include questions about each course taught that semester, independent of the faculty who teach them, as well as responses relating to the specific course instructor (Appendix IV.11). These results provide useful comparative feedback across course sections and within the various strands of the program. Individual instructors are encouraged to read students’ comments in the course evaluations, based on which they are expected to consider improving their teaching of the courses. Appendix III.23 presents detailed course evaluations for all full time and adjunct faculty from 2010 forward.

As part of our ongoing assessment for the improvement of our program, we have been making efforts to elicit students’ comments and suggestions at the individual course level (in addition to the institution-wide course evaluations). An example of these efforts was the administration of a student-initiated online survey in Spring 2011 soliciting perceptions about LBSCI 700, Introduction to Technology (Appendix IV.9). Difficulties with this course relate to varying levels of students’ technology skills; some younger students are extremely tech-savvy, while other students are technophobes needing remedial help. Following the analysis of the survey results, a meeting of the Technology and Curriculum Committees was held to incorporate this essential student feedback to begin the process of redesigning this key core course.
Summary

The evidence provided in this chapter demonstrates that the GSLIS is meeting its Program and Organizational Goals and Objectives as they relate to the student body; its recruitment, composition, support and involvement. In meeting these Goals and Objectives, the evidence also demonstrates that the GSLIS successfully responds to, and meets, the various elements of ALA Standard IV.

GSLIS strives to be a student-centered institution. Students are our most important stakeholder group and the school attempts to incorporate student input, from both current and former students, into major decision making activities. As discussed in Chapter 3, student evaluation of courses and instructors is an important source of feedback in faculty evaluation. We have given examples throughout this Program Presentation of the ongoing collection and use of feedback from current students and alumni, especially through our web based surveys.

The part time makeup of our student body makes it difficult to engage students in faculty meetings, which mostly take place outside of class time periods. However, in 2014 we are encouraging virtual participation in our faculty committee meetings. Future plans for GSLIS include the formation of a student advisory board that will play an active role in assessment and formation of plans for future directions for the GSLIS.

As shown in Table IV.1 and Appendix IV.17, student enrollment in GSLIS programs has been in decline in the past few years. This is clearly due, at least in part, to general economic conditions, and is reflected in the enrollment data for other New York metropolitan area LIS programs. GSLIS is planning ways in which to address this drop, including such initiatives such as the joint MLS/MA in History degree program, participation in a Queens College-wide data science program, and collaboration with Baruch College of CUNY in some programs. However, this trend remains a significant problem, which will require further steps on the part of GSLIS.

Appendices


IV.3. Admissions (Policies, Procedure, Requirements, etc.) Retrieved from http://www.qc.cuny.edu/Academics/Degrees/DSS/glis/ProspectiveStudents/Pages/admissions.aspx


IV.16. Queens College Admissions Handouts (Available at site)

http://www.qc.cuny.edu/admissions/fa/Pages/default1.aspx

IV.19. Queens College Tuition Costs. Retrieved from
http://www.qc.cuny.edu/admissions/bursar/pages/qctuitioncosts.aspx

IV.20. GSLIS Student Handbook (Spring 2014). Retrieved from


IV.22. Queens College Adjunct Handbook. Retrieved from

IV.23. Queens College. Graduate School of Library and Information Studies. Retrieved from
http://www.qc.cuny.edu/Academics/Degrees/DSS/gslis/Pages/default.aspx

IV.24. GLISSAN and GSLISJOBS Listservs. Retrieved from
http://www.qc.cuny.edu/Academics/Degrees/DSS/gslis/CurrentStudents/Pages/glisann.aspx

http://www.qc.cuny.edu/studentlife/services/advising/career/Pages/default.aspx


IV.27. Overview of Graduate Advisor Positions. Retrieved from


Chapter 5 – Standard V: Administration and Financial Support

Introduction

As discussed in Chapter 1, GSLIS strives to maintain a sustainable institutional environment within which to achieve its program goals. In recent years the school has worked closely with Queens College Administration to ensure the resources necessary for the attainment of our Organizational Goals and Objectives related to Standard V.

GSLIS Organizational Goal 5

The GSLIS strives to ensure a sustainable institutional environment. The school is proactive in securing appropriate institutional and administrative resources to adequately support its needs.

The school regularly takes stock of its immediate and long range needs in the areas of personnel, physical infrastructure and technology, in order to better advocate for institutional resources.

Objectives

5.1. Members of the GSLIS faculty serve on appropriate campus committees to have a voice on budgetary, political and other matters.

5.2. GSLIS needs for facility upgrades, IT support and IT capability are assessed on an annual basis.
5.3. QC and CUNY administration understand and support the administrative, faculty, student and physical resource needs of the school and devote sufficient funds for its ongoing maintenance

Standard V.1

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

Queens College and GSLIS Governance Structure

The Graduate School of Library and Information Studies (GSLIS) is situated within a complex organizational structure. It is an academic department within the Division of Social Sciences at Queens College, which, in turn, is a college within the City University of New York (CUNY) (Appendix V.2). The GSLIS is also a stand-alone graduate school, and is the only academic unit within CUNY offering the M.L.S. degree.

As discussed in Chapter 3, in common with all academic departments within CUNY, the Director/Chair of GSLIS is a faculty elected position and not an administrative appointment. This administrative structure preserves faculty governance and ensures autonomy in all major areas of decision making, including “intellectual content of its program, the selection and promotion of faculty, and the selection of its students” as required in Standard V.1

The CUNY Administration is a highly centralized system. Under the terms of The CUNY COMPACT, a multi-year financing strategy adopted in 2006, responsibility for financing CUNY is shared “among the State/City, the University (through internal
efficiencies), philanthropic sources, and the students through enrollment growth and modest, predictable tuition increases” (Appendix V.1).

Queens College functions in an internal environment of shared governance. It is governed by the Bylaws of the City University (CUNY) Board of Trustees, (Appendix V.8) the Charter and Bylaws of the CUNY Academic Senate, procedural motions of the Queens College Personnel and Budget (P&B) Committee, and contractual agreements between CUNY and various bargaining units. Queens College has 49 academic departments and programs, which are organized into four divisions, each administered by a Dean. These divisions are: Arts and Humanities; Education; Mathematics and Natural Sciences; and Social Sciences. The GSLIS is one of nine academic departments encompassing eleven areas within the Division of Social Sciences. The Dean is the Director/Chair's immediate academic supervisor (see Standard V.3, below). In the Queens College hierarchy, all academic appointments and budgetary issues pass through the Divisional Dean's office for review before continuing on to the Provost and President.

The GSLIS is in a special position within the administrative structure of Queens College, as it is both a Department (with a Chair) and a School (with a Director). There are two other such units at Queens College, the Aaron Copeland School of Music, part of the Division of Arts & Humanities, and the School of Earth and Environmental Sciences, part of the Division of Math & Natural Sciences. To complicate things further, the GSLIS Masters Programs for Library and Media Specialists (LMS) are registered by the New York State Department of Education as teacher education programs. All teacher education programs at Queens College make up the Division of Education; thus, the GSLIS LMS programs are a part of that Division, as well as being programs within the GSLIS, and therefore the Division of Social Sciences. Appendix V.3 provides an organizational chart of the Divisions and Departments within Queens College, and gives an overview of its complex administrative structure.

The position of Acting Dean of Social Sciences is currently being filled by Dean Savage, Professor of Sociology, while a search for a permanent Dean is being conducted. Acting Provost Elizabeth Hendrey served as Dean of Social Sciences before being promoted and has been very supportive of the GSLIS in a number of ways, including infrastructure improvements, faculty and administrative hiring replacements, and support for faculty research. In January 2013, Queens College President James Muyskens resigned and this post has recently been filled by Felix Matos Rodriguez, former President of Hostos Community College/CUNY. (URL)
GSLIS Governance Bodies

Internally, the GSLIS is governed by its faculty, primarily through the actions of its committees. The GSLIS committees include standing committees on Personnel and Budget; Curriculum and Educational Technology (CET); Assessment; Planning; Admissions, Academic Standing and Student Affairs; Professional Development; and Special Events. Ad hoc committees are formed as needed. The charges of each of these committees are described in Appendix V.4.

Resources and Administrative Support

The GSLIS has received increased support from QC administration since our last Comprehensive Review, largely as a result of greater advocacy on the part of the faculty and the Director/Chair for recognition of the multiple responsibilities of the GSLIS, which make it a more complex organization than a simple academic department within a Division. Ongoing responsibilities for maintaining ALA accreditation have historically been under-recognized by QC administration, which may have been due to lack of communication between faculty, the Director/Chair, the Dean of Social Sciences and the Provost. Certainly, the GSLIS occupies a unique position with the Division of Social Sciences, in that it is a Graduate School and an academic department. Historically, the identity of GSLIS as academic department has precluded full recognition of its proper role and responsibilities as a professional school. Fortunately, we have made progress in remedying this situation, with recent changes made to the compensation of the Director/Chair; the creation of a Vice-chair position; and allocation for additional resources to support administrative services necessary to ensure that ongoing accreditation activities are met. A challenge for GSLIS is to convince higher administration that these additional resources are needed on an ongoing basis and not just during the accreditation year.
Standard V.2

Faculty play a major role in institutional governance within their individual departments, on the Queens College’s Academic Senate, on the College P&B Committee, and on various committees within the department (GSLIS), Queens College and CUNY. Our faculty are highly visible in College governance and on key committees in the College and in the University. One faculty member has taught in the History Department, as well.

Dr. Brody recently completed her fourth year as Chairholder of the Queens College Academic Senate, comprised of 40 faculty and 20 students. She has served on its Executive Board for a total of eight years and will be continuing on that Committee. Before that, she served as a Senator. She served on the Undergraduate General Education Steering Committee at the College for three years as well. On the City University level, she is in her twelfth year as a Senator on the University Faculty Senate, served for four years on CUNY’s Council of Faculty Governance Leaders, and is the UFS representative on the Committee on Academic Technology for the last six years.

Dr. Chelton has been serving as Chair of the Queens College Policy Board on Administration.

Dr. Cool began her first three year term as Director and Chair of the GSLIS in July 2013. She serves on the Queens College Personnel and Budget Committee, and the college’s Graduate Curriculum Committee. She has served as a Queens College Academic Senator and for five years served on the Queens College Institutional Review Board. At the CUNY level, she has served on the University Faculty Senate as a Senator.
Dr. Cooper is a member of the Queens College Division of Education’s Professional Educational Council. She was Faculty Team Leader & Convener of the GSLIS committee participating in the College’s Division of Education EdTPA Planning Grant during 2013.

Dr. Li serves on the Academic Senate’s Election Committee. She has served as a Senator on the QC Academic Senate.

Dr. Marcum has taught in the History Department at Queens College.

Dr. Ng served on the Academic Senate’s Nominating Committee for three years.

Dr. Perry serves on the Queens College Assessment Committee. In the past, she served as Acting Director of the Center for Teaching and Learning at Queens College.

As a department within the Division of Social Sciences, GSLIS has regular opportunities for interactions with members of other departments in the college. These interactions have been productive for the GSLIS, both enriching our intellectual horizons and enhancing opportunities for curriculum expansion. In 2013 GSLIS took part in the development of a Data Science concentration within the sociology department, which offers several tracks related to the emerging area of “Big data.” (Appendix V.5) In spring 2014, GSLIS joined with the History department to forge a joint degree comprising the Master of Library Science and the MA in History, aimed at preparing professionals for positions in academic librarianship and other positions where these two degrees have obvious synergy. The proposal for this joint degree has received approval at all necessary college levels and is moving forward for New York State endorsement (Appendix V.6.) Development of this joint degree has led to discussion of other relevant joint degree programs, possibly including partnerships with the MA programs offered at the CUNY Graduate Center.

GSLIS students have the opportunity to serve on college-wide policy making bodies. Former student Marc Alpert served on the Executive Committee of the Academic Senate in 2010. Students also have the opportunity to serve on departmental committees, as well, with the exception of the P&B Committee. The president of the GSLIS Student Association, or another representative, regularly participate in Faculty and CET Committee meetings, bringing valuable input from the student body to the attention of the full faculty. In January 2014, a full time Lecturer, Walter Valero, resigned from the GSLIS on sudden notice, due to personal emergency, leaving much uncertainty among the student body about the gap he would leave.
During this time, ongoing communication between students, the QCLISSA representatives, faculty and the Director, provided a means to instill calm and orderly planning. With the full support of the Dean and Provost during this period, GSLIS was able to secure replacement for both the teaching and administrative responsibilities for Professor Valero.

**Standard V.3**

**Standard V.3**

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

**Director/Chair**

It is policy at Queens College for all Chairs of academic departments to be elected by the vote of all instructional staff of the department holding faculty rank of Assistant Professor or above. The usual term of service is three years and there is no limit to the number of terms that a Chair may serve. In contrast to other Chairs of academic departments within the Division of Social Sciences, the GSLIS Executive Officer holds the additional position of Director of the School. There are three Schools within Queens College; the Aaron Copland School of Music (Appendix V.7A), the School of Earth and Environmental Sciences (Appendix 7B) and the Graduate School of Library and Information Studies. The Directors of all three schools hold faculty appointments rather than administrative appointments as Deans.(See Appendix V.7A and Appendix 7B).
Department Chairs and Director/Chairs have no separate contractual agreements with the Queens College Administration, and their salaries are therefore determined by the scale established under the collective bargaining agreement for faculty. This is in contrast to Deans, who have administrative appointment compensation under the Executive Compensation Plan, which has a salary structure that is not tied to the collective bargaining agreement. The benefit of having elected department Chairs is that it preserves faculty governance in decision making.

Department Chairs receive reduced teaching loads and additional compensation in the form of summer salary. The GSLIS Director/Chair receives the benefits common to all Chairs: two course reductions each semester and an approximately one-ninth salary supplement in summer. In 2014, negotiations with the Provost and Acting President resulted in additional compensation for the responsibilities of serving as Director as well as Chair. This resulted in an additional one-ninth salary supplement.

The CUNY Bylaws specify the following description of duties of the Chair:

The Chair provides overall guidance on policy matters and works in close consultation with the faculty on setting future directions for GSLIS. Specifically, the Chair has the following responsibilities, as determined by the CUNY Bylaws (Appendix V.8). The department chairperson* shall be the executive officer of his/her department and shall carry out the department’s policies, as well as those of the faculty and the board which are related to it. He/she shall:

a. Be responsible for departmental records.

b. Assign courses to and arrange programs of instructional staff members of the department.

c. Initiate policy and action concerning the recruitment of faculty and other departmental affairs subject to the powers delegated by these bylaws to the staff of the department in regard to educational policy, and to the appropriate departmental committees in the matter of promotions and appointments.

d. Represent the department before the faculty council or faculty senate, the faculty, and the board.

e. Preside at meetings of the department.
f. Be responsible for the work of the department’s committee on appointments or the department’s committee on personnel and budget which he/she chairs.

g. Prepare the tentative departmental budget, subject to the approval by the department’s committee on appointments or the department’s committee on personnel and budget.

h. Transmit the tentative departmental budget to the president with his/her own recommendations.

i. Arrange for careful observation and guidance of the department’s instructional staff members.

j. Make a full report to the president and to the college committee on faculty personnel and budget of the action taken by the department committee on personnel and budget or department committee on appointments when recommending an appointee for tenure on the following:

   a. Teaching qualifications and classroom work.
   b. Relationship of the appointee with his/her students and colleagues.
   c. Appointee’s professional and creative work.

k. Hold an annual evaluation conference with every member of the department after observation and prepare a memorandum thereof.

l. Generally supervise and administer the department

The CUNY Bylaws do not specify the responsibilities of Directors of Schools within the individual colleges. Within the GSLIS, the position of Director involves a great deal of attention to long range planning for the growth and maintenance of the school; outreach to constituencies; oversight of the numerous ongoing responsibilities for maintenance of ALA accreditation, including the preparation of regular statistical reports to the Association for Library and Information Science Education (ALISE) and special reports to ALA’s Office for Accreditation; and, regular participation in ALISE and ALA organizational functions.

In addition to the responsibilities enumerated above, the Director/Chair serves as chair of the departmental P&B Committee. The Director/Chair has traditionally chaired all faculty searches that the GSLIS conducts. The Director/Chair
is the GSLIS liaison to the Dean of Social Sciences, the Dean of Graduate Studies and Research, and Queens College administration. The Director/Chair also serves as a member of the Division of Social Sciences Caucus and the College P&B Committee, and on the Executive Committee of the Education Unit (Education Division). The Director/Chair also consults other constituencies, including students, alumni and employers, on matters that may affect them and the GSLIS.

In 2013, GSLIS added the position of Vice Chair. This is also a faculty position, currently held by Dr. Kwong-bor Ng. Duties of the Vice Chair are not formalized in CUNY Bylaws, as they are quite often specific to the administrative challenges of individual departments. Within the GSLIS, the duties of the Vice Chair include responsibility for course rotation scheduling, in consultation with the Chair, and preparation of the annual ALISE statistical report. The Vice Chair in the GSLIS receives one course reduction per semester.

**Standard V.4**

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

The GSLIS office is supported by two full-time Administrative Assistants and, when needed, the service of part time students (Appendix V.9). Student advising is currently handled by full time faculty appointed as Graduate Advisors, who are compensated by a one course per semester reduction in teaching. The three Graduate Advisor positions are: Graduate Advisor for Admissions; Graduate Advisor for Continuing Students; and, Advisor for LMS students. Detailed description of these roles is given in Chapter IV.
Student advisement, especially Graduate Admissions, has become an increasingly time consuming activity and GSLIS faculty have discussed the need to consider a re-structuring of the Graduate Advisor for Admissions responsibilities. One suggestion for re-structuring considers hiring a full or half time non-faculty employee to handle the responsibilities of Graduate Advisor for Admissions and for Continuing Students. Discussion with the Provost to determine the feasibility of such a hire has already begun, with follow up to take place in the next fiscal year.

Another important area of administrative restructuring is in the crucial area of assessment data collection. In the fall of 2013 GSLIS received approval to hire a non-teaching adjunct to work 20 hours per week with the Assessment Coordinator, in the establishment of our Assessment Repository, discussed in Chapter 1. During the time of reaccreditation, the justification for such administrative help was clear. GSLIS will seek ongoing support for this position.

Support for Information Technology Services

In recognition of the central role of information technology resources to the effective delivery of the MLS program, Queens College Administration has recently increased support for dedicated technical support personnel services to the GSLIS. Prior to 2014, the Division of Social Sciences employed one Technical Support Assistant, Mr. Aasim Husain, who has responsibility for maintaining the computer labs within the Division as a whole, recruiting, scheduling and supervising lab assistants providing media/computer services for all Division faculty needing these resources for classes and assisting faculty with their individual technological issues. He also works with the Dean to schedule replacement of faculty computers on a regular schedule, and obtains requested software and/or site licenses required by GSLIS classes. In spring 2014 the Provost agreed to allocate 50% of Mr. Husain’s time solely to support of GSLIS Information Technology needs, with the plan that he would, by the end of 2014, be totally dedicated to the services of the school.

Decision Making

Faculty meetings and most committee meetings are held every month, providing a forum for faculty and student attendees to discuss issues of importance. Representatives from the GSLIS student organization (LISSA) and our liaison from the
Rosenthal Library regularly attend meetings of the full faculty. Decisions requiring votes follow Roberts Rules of Order.

Semi-annual faculty retreats provide an opportunity to review and evaluate the year’s activities and accomplishments and plan for the future through extended dialog (Appendix V.15). These retreats generally focus on a broad theme. Since our last Comprehensive Review, GSLIS has focused very strongly on themes of Assessment and Planning. Upcoming retreat topics will address the GSLIS’ continued use of ePortfolios, given the sudden loss of the Epsilen platform, due to bankruptcy of the company (discussed in Chapter 2). At the upcoming retreat in fall 2014 faculty will evaluate the ePortfolio platform currently used in the Division of Education, Chalk & Wire, as well as other options.

**Standard V.5**

**Standard V.5**

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

**Institutional Financial Support**

The operating budget for Queens College is determined annually by CUNY, which relies upon funding from the State of New York. The precise formula by which the operating budgets of the CUNY Colleges are determined is not clear. However, it is clear that the colleges are not funded equally. Table V.1 illustrates the total operating budgets for all of the CUNY colleges, for FY2014 and FY2015. Queens College receives less funds than its sister institutions in Manhattan, creating the perception among some faculty and administrators at QC that there is a “outer borough step child status” attached to Queens College. Appendix V.16 provides CUNY memoranda attached to the release of the FY2015 budget figures.
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<th>FY2014 Base Budget</th>
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<td>$43,711</td>
<td>$129,356</td>
</tr>
<tr>
<td>Medgar Evers</td>
<td>$48,411</td>
<td>($1,287)</td>
<td>$47,124</td>
<td>$1,391</td>
<td>$24,645</td>
<td>$73,230</td>
</tr>
<tr>
<td>NYCCT</td>
<td>$75,197</td>
<td>$5,095</td>
<td>$80,292</td>
<td>$3,934</td>
<td>$45,642</td>
<td>$130,689</td>
</tr>
<tr>
<td>Queens</td>
<td>$120,464</td>
<td>($6,665)</td>
<td>$113,799</td>
<td>$6,675</td>
<td>$68,714</td>
<td>$189,365</td>
</tr>
<tr>
<td>Staten Island</td>
<td>$83,744</td>
<td>$3,114</td>
<td>$86,858</td>
<td>$3,991</td>
<td>$44,315</td>
<td>$135,442</td>
</tr>
<tr>
<td>York</td>
<td>$47,205</td>
<td>$2,164</td>
<td>$49,369</td>
<td>$2,098</td>
<td>$26,787</td>
<td>$78,324</td>
</tr>
<tr>
<td>Graduate Center</td>
<td>$97,633</td>
<td>$5,984</td>
<td>$103,617</td>
<td>$687</td>
<td>$56,326</td>
<td>$160,045</td>
</tr>
<tr>
<td>Law School</td>
<td>$15,975</td>
<td>$1,007</td>
<td>$16,982</td>
<td>$389</td>
<td>$6,675</td>
<td>$23,999</td>
</tr>
<tr>
<td>School of Journalism</td>
<td>$4,446</td>
<td>$664</td>
<td>$5,110</td>
<td>$168</td>
<td>$1,918</td>
<td>$7,152</td>
</tr>
<tr>
<td>SPS</td>
<td>$7,996</td>
<td>$2,387</td>
<td>$10,383</td>
<td>$457</td>
<td>$4,141</td>
<td>$14,984</td>
</tr>
<tr>
<td>Total</td>
<td>$1,170,062</td>
<td>$34,526</td>
<td>$1,204,588</td>
<td>$56,200</td>
<td>$660,382</td>
<td>$1,920,046</td>
</tr>
</tbody>
</table>

*Table V.1 Total Tax Levy Operating Budget ($ in 000s)*
As previously mentioned, GSLIS is an academic department within the Division of Social Sciences. In common with all academic departments, the GSLIS operating budget is divided into four areas: personnel services (PSR, i.e., full-time salaries); other-than-personnel services (OTPS, i.e, tax-levy funds for supplies, travel, etc.); adjunct instruction; and temp services (TS, i.e., part-time salaries other than for adjunct instructors). It is the practice at Queens College to provide additional adjunct funds, when required, for any course that is well enrolled or that in the opinion of the chair and dean should be offered to insure that students are well served.

Fiscal year 2013/14 budget allocations across these categories, for all departments within the Division of Social Sciences are found in Appendix V.10A. The projected budget for FY2015, Division of Social Sciences, can be found in Appendix V.10B.

In order to make meaningful comparisons of budget allocations across departments within the Division of Social Sciences, ratios are calculated to present department spending per FTE (all funds except PSR), and, separately, Adjunct spending and OTPS spending per FTE. Table V.2 below shows that GSLIS is funded on par with, and in some cases better than, other departments in the Division.

<table>
<thead>
<tr>
<th>Department (#FTEs)</th>
<th>Department spending/FTE</th>
<th>Adjunct Spending/FTE</th>
<th>OTPS Spending/Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (1824)</td>
<td>$195.62</td>
<td>$189.48</td>
<td>$89.13</td>
</tr>
<tr>
<td>Anthropology (834)</td>
<td>$238.82</td>
<td>$215.95</td>
<td>$554.44</td>
</tr>
<tr>
<td>Economics (1854)</td>
<td>$261.02</td>
<td>$225.61</td>
<td>$92.96</td>
</tr>
<tr>
<td><strong>GSLIS (292)</strong></td>
<td><strong>$502.95</strong></td>
<td><strong>$382.01</strong></td>
<td><strong>$239.82</strong></td>
</tr>
<tr>
<td>History (892)</td>
<td>$258.02</td>
<td>$250.60</td>
<td>$186.83</td>
</tr>
<tr>
<td>Philosophy (432)</td>
<td>$467.19</td>
<td>$428.06</td>
<td>$280.00</td>
</tr>
<tr>
<td>Political Science (790)</td>
<td>$257.20</td>
<td>$211.47</td>
<td>$302.80</td>
</tr>
<tr>
<td>Sociology (1428)</td>
<td>$646.07</td>
<td>$409.69</td>
<td>$1,284.65</td>
</tr>
<tr>
<td>Urban Studies (600)</td>
<td>$542.59</td>
<td>$495.57</td>
<td>$378.95</td>
</tr>
</tbody>
</table>

*Table V.2 FY2015 Budget ratios across Division of Social Sciences*
GSLIS is one of the largest graduate programs at the College, and is a unique program in the City University of New York. Graduate enrollment is a major thrust in the College’s new Strategic Plan. The College has therefore provided strong budgetary support in the form, for example, of new lines and of faculty release time for program planning and development. Through the Graduate Investment Initiative, the College has provided staff to maintain the department laboratories for extended hours, and this contribution was recently base-lined in the department budget. The facilities in the student computer laboratories are supported in part by the Technology Fee, so that computers are automatically replaced on roughly a 5-year cycle, and software licenses are also separately supported. The College is also in process of renovating several GSLIS spaces, as discussed in chapter 6 (Appendix VI.20). Throughout the College, funds in support of faculty travel are provided by a special PSC-CUNY union fund, with substantial augmentation from the Office of the Provost.

In sum, the GSLIS budget is highly stable, with guaranteed funding for salaries and a well-managed adjunct instructional budget that is supplemented when needed. The primary variability in all departmental budgets is the swing resulting from faculty hires and departures. The College has demonstrated a commitment to maintain staffing levels, and the GSLIS enjoys one of the highest ratios of full-time to part-time instruction at the College.

**Standard V.6**

*Standard V.6*

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

**Compensation**

Faculty and academic staff at the CUNY are represented by the Professional Staff Congress (PSC-CUNY). Our most recent union contract covers the years 2007-2010. Typically, negotiations on a new contract lag several years behind the current...
year, and back pay is then issued when a contract is agreed upon. In addition, The PSC-CUNY Welfare Fund provides a range of basic and optional benefits to full-time and adjunct employees, which include dental, drug, optical, disability, extended medical, death and hearing aid benefits (Appendix V.11). Benefits continue to be provided to retirees provided they have served at the college at least fifteen years. Further, retirees who remain in New York State are not required to pay state or city taxes, a substantial benefit. Additional funds may be provided for teaching and non-teaching activities during the Summer at the rate of pay for adjunct instructors. Faculty may choose to participate in a variety of pension plans, especially the Teachers Retirement System (TRS) or TIAA-CREF. Details on the contribution requirements and benefits are found at Appendix V.12.

Since the position of Director/Chair is a faculty, rather than administrative, position, compensation for the GSLIS chief executive office, is based on the faculty salary schedule listed in http://www.psc-cuny.org/our-contracts. All departmental chairs, including Directors of Schools, receive additional compensation in summer, equivalent to roughly one-ninth of annual salary. This summer compensation for chairs is paid by CUNY.

As noted in Table V.3, GSLIS average salaries are higher than CUNY overall. Given the fact that most of our tenured faculty have been employed at the college for ten years or more, these individuals are likely to be at the higher end of the CUNY salary ranges. Despite the high cost of living in the New York metropolitan area, we have been very successful in recent years in recruiting and retaining faculty, as noted in further detail in Chapter 3.

<table>
<thead>
<tr>
<th>Faculty Rank</th>
<th>CUNY Range (10/20/2009)*</th>
<th>CUNY Average*</th>
<th>GSLIS Range (2014)</th>
<th>GSLIS Average (2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$68,803-$116,364</td>
<td>$92,584</td>
<td>$88,418-$116,364</td>
<td>$101,660</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$55,602-$96,635</td>
<td>$76,119</td>
<td>$76,689-$96,635</td>
<td>$87,247</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$42,873-$81,645</td>
<td>$62,259</td>
<td>$71,073</td>
<td>$71,073</td>
</tr>
<tr>
<td>Lecturer</td>
<td>$41,435-$74,907</td>
<td>$58,171</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Table V.3 Faculty Salary Comparison. *http://www.psc-cuny.org/our-contracts, (these are the latest available figures).
Given the high cost of living in the New York City region, hiring new faculty at the junior ranks is challenging, across all departments. An advantage to QC in negotiating with potential new faculty hires is the automatic annual salary step increase, a generous benefits package and the willingness of CUNY to sponsor new faculty through the process of achieving U.S. citizenship. Most recently, GSLIS has been successful in hiring two well qualified new faculty members from outside of the NYC region (see Chapter 3) with generous start up packages and starting salaries near the top of the contract range for the Assistant Professor rank.

Support staff are Classified Civil Service employees, who must receive a passing score on an civil service exam, be placed on an eligibility list and be interviewed prior to being hired. The Classification and Compensation unit at CUNY “establishes and implements job design and compensation plans that support the university’s academic mission, are competitive, and are consistent with a policy of promoting inclusive Excellence at CUNY (Appendix V.13). The unit further maintains a Classification Plan as charted under CUNY’s Civil Service regulations and New York State Civil Service law.

Standard V.7

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.

Faculty Support

Funding of faculty travel is part of the PSC-CUNY contractual guidelines and monies are drawn from the Deans’ OTPS/TS allocations and other sources. Currently, according to the Division of Social Sciences practice, untenured faculty members in the division receive an annual $850 travel grant for attending a professional conference within the U.S. Tenured faculty are eligible to receive $750. For international travel, additional funds are available and are negotiated with the Dean on per case basis. GSLIS faculty have been successful in obtaining supplemental
funding for international travel, as noted in Chapter 3. Should there be funds left over towards the end of the academic year, second applications from those already funded can be entertained.

The PSC-CUNY contract provides support for research, professional development and leaves (Appendix V.14). Additionally the Research Enhancement Grant Program at Queens College awards funding to faculty members from all academic divisions (Appendix V.15). These awards range from $5,000 to $30,000. Detailed information regarding faculty research support, sabbatical leaves, and teaching release is covered in Chapter 3, Standard III.2

GSLIS does not have doctoral students to serve as graduate assistants to faculty. Requests for graduate assistants from the MLS student population may be granted through the use of non-teaching adjunct funds made available through the Dean’s office, with approval from the Provost. This is an area of funding that the GSLIS has not exploited in the past and which will be investigated further in the area of help with assessment data collection.

**Student Financial Aid**

Financial aid from Queens College is available to GSLIS students on the same basis as it is to students in comparable departments. The Office of Financial Aid Services handles all inquiries concerning financial aid (Appendix V.7). Financial aid available through this office includes grants, work study, and loans through Federal and New York State programs. Aid awards for all these programs are based on financial need as determined by standard calculations used for all students applying for the same programs (FAFSA forms). They are awarded to assist with educational expenses. In order to receive payment, students must meet additional eligibility requirements related to registration status (part-time or full-time), citizenship/immigration status and academic progress.

Students may also investigate local and national scholarships. GSLIS students have won scholarships from both the Nassau and Suffolk Library Associations as well as ALA Spectrum and Gates scholarships. Matriculated students are also eligible for the trainee programs maintained by the New York Public, Brooklyn Public, and Queens Borough Public Libraries. These programs offer a matriculated student a paraprofessional position, at least partial tuition reimbursement, experience, and the high probability of employment as a professional upon graduation. Scholarship opportunities for students is discussed in Chapter IV.
Standard V.8

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

The school’s planning and evaluation process, discussed in Chapter 1, addresses fiscal support from Queens College and CUNY. Restating these GSLIS Organizational Goals and Objectives relevant to Standard V:

Organizational Goal 5

The GSLIS strives to ensure a sustainable institutional environment. The school is proactive in securing appropriate institutional and administrative resources to adequately support its needs.

The school regularly takes stock of its immediate and long range needs in the areas of personnel, physical infrastructure and technology, in order to better advocate for institutional resources.

Objectives

5.1. Members of the GSLIS faculty serve on appropriate campus committees to have a voice on budgetary, political and other matters.

5.2. GSLIS needs for facility upgrades, IT support and IT capability are assessed on an annual basis.

5.3. QC and CUNY administration understand and support the administrative, faculty, student and physical resource needs of the school and devote sufficient funds for its ongoing maintenance.
GSLIS is meeting these objectives and all of the elements of Standard V. An area of uncertainty that will affect the outcome of future institutional support for the GSLIS is the interim and “Acting” status of many key figures in higher administration within the college. CUNY has a new Chancellor, James B. Milliken (http://www.cuny.edu/about/administration/chancellor/) and Queens College has a new President, Felix Matos Rodriguez, effective August 28, 2014. Acting Dean of Social Sciences Leonard Rodberg will be replaced by Acting Dean Savage at the end of August 2014, while a national search for a permanent dean resumes.

Summary

Evidence presented in Chapter 5 demonstrates that GSLIS is meeting elements of Standard V. However, there are challenges facing not only GSLIS but Queens College. CUNY receives its operating budget from New York State, and all of the CUNY colleges receive their annual budgets from CUNY. As shown in this chapter, Queens College is not funded at the same level as other senior colleges. This is a challenge for the new President to address. On a brighter note, the school’s annual budget is on par with other departments within the Division of Social Sciences.

Faculty salaries are determined by PSC-CUNY contract on a salary scale that contains annual step increases. The PSC-CUNY contract expired in 2010 and negotiations are ongoing. GSLIS is able to remain competitive in faculty hiring by offering starting salaries near the top of the salary scale. The compensation of the GSLIS Director/Chair is also tied to the salary scale of all faculty, with additional summer compensation. As discussed in this chapter and in chapter 3, the responsibilities of the Director/Chair extend well beyond the duties of departmental chairs and warrant additional compensation.

Queens College Administration has been supportive of GSLIS by funding new faculty lines, by funding new support services for faculty assessment research and by allocating new resources for IT support. Improvements to classroom and other facilities are discussed in Chapter 6.
Appendices


V.8. CUNY By Laws (CUNY. Board of Trustees Bylaws. Section 9.3 Duties of Department Chairperson. Retrieved from http://policy.cuny.edu/bylaws/article_ix/section_9.3./text/#Navigation_Location

See Description for CUNY Administrative Assistant, which can also be retrieved from http://www.cuny.edu/about/administration/offices/ohrm/hros/classification/ccsjobs/CUNY_Administrative_Assistant_04804.pdf


Chapter 6 - Standard VI: Physical Resources and Facilities

Introduction

The GSLIS Organizational Goal 5 and related Objectives 5.2 and 5.3, discussed in Chapter 1, are directly related to Standard VI, and are offered here as the basis for the evidence that the GSLIS meets Standard VI.

GSLIS Organizational Goal 5

The GSLIS strives to ensure a sustainable institutional environment. The school is proactive in securing appropriate institutional and administrative resources to adequately support its needs.

The school regularly takes stock of its immediate and long range needs in the areas of personnel, physical infrastructure and technology, in order to better advocate for institutional resources.

GSLIS Organizational Objectives 5

5.4. GSLIS has voice on college wide budgetary, political and administrative matters.
5.5. GSLIS needs for facility upgrades, IT support and IT capability are assessed on an annual basis.
5.6. QC and CUNY administration understand and support the administrative, faculty, student and physical resource needs of the school and devote sufficient funds for its ongoing maintenance.
As both described and supported through the following evidence, GSLIS meets this Organizational Goal and the relevant Objectives (5.2, 5.3) by providing the physical, library and technological resources students, staff and faculty require: on campus; remotely through facilities offered by the Queens College and the City University of New York; and, by taking advantage of the enormous variety of resources of New York City.

Standard VI.1

A program has access to physical resources and facilities that are sufficient to the accomplishments of its objectives.

Resources and Facilities to Support GSLIS Organizational Goals and Objectives

Details of the physical resources and facilities available to the GSLIS are discussed in response to Standard VI.2, below. Here, we briefly summarize the overall structure and conditions of GSLIS physical plant, pointing out that, at present, it is sufficient, if just barely, and describing plans for enhancement.

With its current size, faculty office space is sufficient, although somewhat awkward, with three faculty offices located outside of the main GSLIS office suite. At the present time, GSLIS faculty and students have access to adequate lab facilities within GSLIS and across campus for teaching and learning purposes. Within the GSLIS, recent improvements to student and teaching labs have been made, including smart boards, surround sound, and other recent enhancements discussed under Standard VI.2.

In the GSLIS 2011 Program Presentation, space needs of the GSLIS were highlighted as a central concern and this remains the case. Queens College administration is working with GSLIS to remedy this situation. As discussed under Standard VI.5, plans to relocate the GSLIS to the former site of the CUNY Law School, Queens Hall, were put on hold in 2013 due to renovations in Kiely Hall. The renovations in Kiely Hall will be completed by January 2015, and, at that time faculty
and QC administration will discuss the relocation of GSLIS to Queens Hall, or renovation of the current location of GSLIS in Rosenthal Library.

**Standard VI.2**

*Standard VI.2*

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

**Physical Space Occupied by GSLIS**

The GSLIS is located on the ground floor of the Benjamin Rosenthal Library building, providing easy access to the Library’s collections and facilities. The School’s central physical facilities include a suite of offices for faculty and staff, a dedicated GSLIS student lounge, two labs, and two classrooms. Three additional faculty offices are located in Rosenthal Library, near the GSLIS office suite. The office suite includes workspace for three administrative assistants (two full-time, one part-time work-study), eight faculty offices, a Director/Chair’s office, a small seminar/meeting room, a faculty/staff lounge, and faculty/staff restrooms. Faculty offices are equipped with wired Internet connections as well as wired printing connectivity. Faculty members share a printer located in the faculty/staff lounge. The Administrative Office includes common space with three workstations as well as spaces for required records and files for the department. Office administrators all have access to internet and printing capabilities. The student lounge is equipped with student mailboxes and kitchen facilities as well as study space that offers Internet access. The Director/Chair’s office is directly adjacent to the office suite and easily accessible to students. Student seating is available in various spaces. The area is large enough to accommodate student conferences. Problems include:

- Lack of windows in faculty offices
- Climate control, particularly during the summer
- The inconvenience of reaching those offices located in the Library
- Dehumidifiers in the narrow hallways.
The scattered configuration of offices has posed some inconvenience for students. Those meeting with faculty with offices in Rosenthal Library must leave the GSLIS second floor space and then enter the Library proper through the main third floor entrance before proceeding downstairs to the back of the second floor of Rosenthal. A significant space issue for GSLIS faculty concerns the lack of an adequate faculty meeting locations, resulting in faculty meetings being held in the GSLIS student lounge.

As noted above, GSLIS has two classrooms in our immediate space. One (Rosenthal 257) is equipped with a permanent technology console including a computer with an Internet connection as well as a full complement of audiovisual capabilities connected to fixed speakers and a ceiling mounted permanent projector. The second classroom (Rosenthal 258) relies on portable technology setups that similarly include a combination of computer and projector. Within Rosenthal Library, GSLIS has full access to a new smart classroom, the Tannenbaum room 300i, named after its donor.

GSLIS maintains two computer labs. One (Rosenthal 240) can be divided; it contains thirty-five dual boot iMac computers as well as access to two printers. A second lab (Rosenthal 256) includes thirteen dual boot iMac computers and an instructor station. Over summer 2014 this lab was completely overhauled with a new smart board console, front and rear 60" monitors, and surround sound speakers. Students also have access to additional computer labs located throughout the college campus.

The physical facilities of GSLIS are ADA compliant. See Appendix VI.1 for information regarding ADA compliance.

Additional Physical Space Available to GSLIS

In coordination with the College Librarian, GSLIS has arranged for the adaptation of existing archival space to serve as a combination Special Collections storage area and a learning lab. This lab space provides students with fellowships in the Department of Special Collections and Archives with established workspaces for the duration of their fellowships.

Rosenthal Library Special Collections recently added a new classroom on the 3rd floor of Rosenthal Library. This classroom — designed specifically for close study of Special Collections materials and practices — includes technology for the
examination of primary materials in a seminar environment, as well as space for small classes of Special Collections Fellows to engage in advanced archival practices.

Queens College makes carrels available to faculty members who require a quiet and secure area in order to work on advanced research. These spaces are available for one year, are free of charge, and turnover is based on an established waiting list. At present the GSLIS has use of two carrels. One is being used by Queens College Special Collections Fellows to work on archival materials; the other by a faculty member conducting individual research.

Off Campus Facilities

GSLIS offers three off campus locations where classes are regularly taught:

- The CUNY Joseph Murphy Institute located at 25 West 43rd Street in Manhattan
- The CUNY School of Law at Court Square, Long Island City, Queens
- SUNY Stony Brook in Suffolk County.

Classes taught by GSLIS full-time and adjunct faculty are regularly offered at the Murphy Center. The CUNY Law School is being used for the first time in fall 2014, with the offering of LBSCI 788, Law Librarianship. Core courses are offered at Stony Brook and are taught by faculty at that institution. Through a collaborative arrangement between GSLIS and Stony Brook, these core courses transfer credit to the GSLIS programs. (Discussed in Chapter 2)
Standard VI.3

Standard VI.3

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

Faculty Research Facilities

GSLIS faculty in general, do not engage in research that requires specialized facilities or dedicated lab spaces. Support services for faculty research, discussed in Chapter 3, include computers and software for data analysis, which is conducted within faculty offices, and the use of carrels in Rosenthal Library. In addition, all of the resources of the Queens College Libraries, and support from GSLIS and Social Science Divisional IT staff, and the staff and resources of the Office of Converging Technologies (OCT - the Queens College central IT support unit) are available to faculty to support their research.

Library Collections and Services

Rosenthal Library contains an extensive collection of both print and non-print material (Appendix VI.13). Over the last three years the Library has spent more than $25,000 each year for library and information science-related books, monographs and other materials (Appendix VI.20). The library holdings contain over 800,000 books, 92,000 unique journal titles, online access to 258 online databases, and online access to 230,000 e-books. The Library also includes a Media Center and a depository for U.S. government publications. A dedicated Art Library on the sixth floor contains over 70,000 books; 5,000 bound periodicals; and 110,000 slides, pictures, and exhibition catalogs and pamphlets. The Queens College Music Library, located on two floors of the Music Building, houses over 35,000 scores, 30,000 books and 20,000 sound recordings, making it the largest music collection in the CUNY system. The Library also offers Research Guides to support students and faculty. Of particular interest to GSLIS is the Library Science Research Guide (Appendix VI.14).
Rosenthal Library maintains an extensive collection of library materials and resources consistent with the requirements of a master's level LIS graduate program. This collection consists of print, periodical and electronic resources, and is continually updated. To assure a consistent and updated subject specific collection, Rosenthal Library conducts an annual self-study of its Library and Information Studies Collection using the Library and Book Trade Almanac's “Librarians' Bookshelf” as a benchmark against which to measure the breadth and depth of its holdings.

The GSLIS has at its disposal two special funds for acquisition of LIS materials. One is the Irwin Piskin Memorial Gift Fund for acquisition of Library and Information Science Materials; the other, the Dr. Louis Coburn Endowment for Library Science Books. Appendix VI.16 lists the 50 volumes that were acquired through the Piskin fund during the 2010-2014 academic years; Appendix VI.17 lists the 46 volumes acquired through the Coburn Endowment during the 2009-2014 academic years.

In total, Rosenthal Library provides valuable resources combined with an inviting atmosphere of study, both in its physical accommodations and technical resources. These include Twomey Lounge for laptop use, extensive computer and group facilities on the second floor of the Library, photocopy services, Art and Music Libraries, Juvenile Collection, art exhibits in the Art Library, and a Multimedia Commons, all in various locations. Additional services are available through the Library website such as Interlibrary Loan (ILL), laptops for loan, e-reserve, and CUNY Libraries Inter-Campus Services (CLICS).

Students taking core classes at the School of Professional Development at SUNY Stony Brook have access to the Stony Brook University Libraries, which own over 2.1 million items and provide access to over 60,000 electronic journals. An overview of the Stony Brook University Libraries can be found in Appendix VI.15.

**Online Library Materials and Services Available to GSLIS**

Queens College Libraries provide access to an extensive collection of online databases, which can be accessed both on and off campus (Appendix VI.2). These are valuable resources both for distance learning students and for students taking traditional face to face classes on campus but conducting research off campus. The Library also provides access to a large selection of electronic journals and other online resources, the CUNY+ online catalog, as well as various tutorials, research guides, and other services (Appendix VI.3). These materials and services are available to all students registered with the college. The library has a Systems Department
which maintains the computer servers on which these databases are operated. A summary of Queens College Libraries resources and services for distance learning and independent study is presented below.

- Off Campus access to 258 online databases
- Off Campus access to 230,000 ebooks
- Off Campus access to 146,000 journals of which 92,000 are unique titles
- Students may borrow IPads (3 day loan) and digital cameras (7 day loan) for home use
- Digitized class assigned materials are available in the Reserve Library
- Online submission of interlibrary loan requests for books, periodical articles, conference materials, etc. Whenever possible, digital versions of such materials are made available to students.

The CUNY Library Services, which provide university-wide online database access, as well as access to the online catalogs of all of the CUNY colleges, are a useful complement to the holdings and services of the Queens College Libraries. All students, staff and faculty at constituent colleges can access these resources through the CUNY Portal (see Appendix VI.4, and below). Distance education students registered in the system are also covered. Several library systems, including New York Public Library (NYPL), Queens Public Library, Brooklyn Public Library, Nassau Library System, and Suffolk Library System are remotely available with a local library card. All GSLIS students in the metropolitan area can obtain library cards for these systems, and thereby access their catalogs and online databases. Example library resources and services available to GSLIS students include:

- CUNY Libraries (Appendix VI.7)
- Catalog of the CUNY Libraries (Appendix VI.8)
- Brooklyn Public Library (Appendix VI.9)
- New York Public Library (Appendix VI.10)
- Queens Library: (Appendix VI.11)
Computer and Information Technology Resources

GSLIS Information Technology Resources

As noted in Section VI.2, GSLIS has two proprietary computer labs for the use of students in the GSLIS program. These labs have iMac desktop computers with Mac/Windows dual boot operating systems (OSs), so that both Apple Mac applications and Windows applications can be deployed, depending on which OS is selected. In support of the program's advanced technology course offerings all of these lab computers have been uniquely configured with specific application and productivity software that are essential to this facet of the curriculum. As a result of this set-up, technology training in the areas of digitization, digital archives, database design and creation, advanced web authoring and multimedia production is being effectively implemented and managed. The equipment in the two labs is as follows:

- Room 240 Lab – 35 iMac computers and a teacher's station
- Room 256 Lab – 13 iMac computers and a teacher's station

These computers are upgraded on a four or five-year cycle funded by the Student Technology Fee. Room 240 has an overhead projector and a retractable screen; Room 256 has a fully functional teacher station as described under Standard VI.2. The department also maintains carts for delivering additional computers to this room.

GSLIS labs have specialized software specific to courses taught in the program, including:

- The digitization course LBSCI 757 (Silverfast Scanner Software, Adobe Creative Suite, ContentDM digital collection software)
- Archives courses (Adobe Creative Suite Software, Archivist’s Toolkit)
- Information Literacy Instruction for Adults course LBSCI 779 (Adobe Captivate software)

In addition to the two labs, GSLIS Room 257 has a fully functional teacher station with DVD/VHS, an overhead projector and a retractable wall screen. Again, this teacher station technology is used for presentation software and/or audiovisual needs.
Please see Standard VI.4, below, for discussion of faculty and staff GSLIS information technology resources and support.

**Queens College Information Technology Resources**

The college network, often referred to as QC Network or QC Net, is a broadband network that connects all computers on the campus. It connects to Cuny.net and the CUNY portal (see below) via a one Gigabit Ethernet with a 100 Megabit backup. QC Net is both hard wired and wireless. The wireless component was installed in 2000 and allows faculty and students to access teaching and learning material on the network without going to the office or lab. The following description deals with the hard-wired portion of the network. The network is administered by the Office of Converging Technologies (OCT). This office manages the QC website which allows faculty and students to access online teaching and learning information resources while on campus. It also provides software in the computer teaching labs located throughout the campus as follows:

- I Building (four teaching labs)
- Kiely Hall (three teaching labs)
- Powdlemaker Hall (three teaching labs)
- The Science Building (four teaching labs)

The number of computers in these labs ranges from 26-40. These are shared labs used by all faculty and students on campus, and GSLIS classes are often assigned to these labs. All labs have individual computers for students and a teacher station. All these labs are equipped with Genesis, a classroom management program which allows the instructor to broadcast teaching material displayed on his/her computer to all students in the class. The instructor can also monitor student performance and send individualized information to a particular student's computer.

With regard to software, all these labs have Microsoft Windows Suite installed. OCT will install upon request specialized programs for which they have a site license, but which are not used regularly. For instance, if a GSLIS instructor teaching research methods wants SPSS to teach data analysis, it can be installed on request. Other programs are freeware downloadable from the Web. OCT can install freeware programs from the Web for classroom use, in both these, and the GSLIS labs. Among such programs is Seamonkey, the Composer feature of which is regularly used for
website construction in LBSCI 700. OCT has often installed such programs into the labs on request for use by GSLIS faculty teaching a particular course.

Other Queens College and CUNY technology resources available to GSLIS faculty, staff and students include:

- Services offered by the Office for Converging Technologies (Appendix III.14)
- Services offered by the Center for Teaching and Learning (Appendix III.15)
- CUNY WriteSite: (Appendix VI.6)

CUNY Information Technology Resources and Services

The CUNY Portal is the university-wide hub that controls access to vital educational software such as Blackboard (Appendix VI.5). The Portal is on Cuny.net, a regional proprietary computer network that connects all 25 colleges and schools of The City University of New York. Most of the faculty at GSLIS use Blackboard Educational Suite for its basic functions such as: distribution of syllabi, assignments, mass e-mail, posting PowerPoint lectures, readings, and grades. Discussion fora and blogs on Blackboard are used in some courses for encouraging student online participation. As noted above, the Portal also provides access to a wealth of online content, such as full text databases, that complement content accessible through the Queens College Library. Such content is vital in teaching information resources courses in humanities, social sciences, and science and technology.

The CUNY Academic Commons is a wiki/blog/social networking site which began in 2009. It is “designed to support faculty initiatives and build community through the use(s) of technology in teaching and learning” within the City University of New York system (Appendix VI.12). The site is open to all CUNY faculty and graduate students and enables the formation of both public and private groups and blogs. At this writing there were approximately 240 groups on the Commons, on topics ranging from Creative Commons & Copyright, the Digital Humanities Initiative, to the CUNY Games Network.
Standard VI.4

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

Technology Support

GSLIS Faculty computers are upgraded on a revolving five-year schedule, depending on the date of hire. Faculty members are given their choice of platform (Windows or Mac) as well as laptop or desktop. All faculty computers are loaded with the same version of MS Office as used in the GSLIS labs. Faculty may request specialized software as required by their teaching or research needs. There is one shared printer.

GSLIS Administrative Office staff computers are upgraded every five years. As appropriate, they also are upgraded with current versions of MS Office and other relevant software (including CUNY-specific applications). The Office staff share one local printer. In spring 2014 the GSLIS office received a new copier.

The GSLIS computer labs are updated as described under Standard VI.3. They are administered by a support staff which currently includes one member of the Division of Social Sciences IT support staff at 50% (to be increased to 100% in the near future), and three part-time staff. The part-time GSLIS IT staff are scheduled so that some staff are available at all times that the labs are open, in order to offer assistance to students and faculty. The GSLIS computer labs are open for use beginning at noon, and close after the last evening classes are over. The computer labs are ADA compliant.
Serving Students with Special Needs

The Office of Special Services (OSS) is Queens College’s central service for students with disabilities. Accommodations and supportive services are provided depending on the disability and the level of support each student needs. For example, if a student has dysgraphia or cannot write notes due to a learning or physical disability, the OSS will assign the student a note taker. If a student is visually or hearing impaired, the Center will provided a laptop with the software that supports the particular disability, such as enlarging text, voice control, and organizational planning such as inspiration. Information on accommodations and supportive services that the Office of Special Services provides for students with disabilities is available in Appendix VI.18. The OSS administers the Assistive Technology (AT) Lab, located in Kiely Hall. This facility is dedicated to ensuring accessibility to technology for students with special needs or disabilities. Its facilities are available during the following hours: Monday to Thursday from 8a.m. to 5 pm; Friday 8am to 4:00pm; Saturday, 9am to 2 pm. The Lab offers numerous technologies to assist students with disabilities, some of which are listed below:

- Braille Equipment for brailing books and texts and tests
- Zoom Text for enlarging the text
- Larger Computer Screens for visual impairment
- Laptop Lending Program
- Equipment Lending Program such as audio enhancers and head phones
- Kurzweil 3000 reading, writing and learning software for special education students with Learning Disabilities
- Jaws screen reader software
- Dragon speech recognition software

Additionally, some assistive technology equipment is available in Rosenthal Library for student use.
Standard VI.5

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

Planning and Evaluation of Physical Resources and Facilities

As discussed in Chapter I, Standard I.2, section on Organizational Goal and Objectives 5, the GSLIS planning process includes annual review of its physical resources and facilities. The Director/Chair, in collaboration with the IT manager and the faculty as a whole, conducts an annual inventory of faculty computer needs and an evaluation of lab spaces, and an assessment of GSLIS student and office facilities. The results of these reviews are used as the basis for planning and action, both within the GSLIS itself, and in collaboration with the Queens College administration. The Director/Chair is responsible for taking GSLIS concerns and plans to the Queens College administration. This process has resulted in 2014 in: faculty computer upgrades and teaching lab redesign in 2014; a half-time IT manager dedicated to GSLIS as of spring 2014; and, physical space improvements to the main office in summer 2014. Discussions are continuing with respect to expansion of the physical space available to GSLIS, either through moving to another building, or within and near its current location.

Students are also involved in evaluating and planning for our physical resources, primarily through the opportunity to comment on physical resources in their Exit Interviews and in Alumni Surveys. Examples of such comments include requests for enhanced computer teaching labs, and the need for more classes to be offered off campus. In response to these, computer lab facilities have been upgraded, the Law Librarianship course is now being offered at the CUNY Law School, which is
easily accessible from Manhattan, and course offerings have been increased at the Murphy Center in Manhattan.

As described in the Introduction to this chapter, at one time it was anticipated that the GSLIS would be relocated to the former CUNY Law School building, Queens Hall. Two years ago the faculty reviewed prospective floor plans for the department’s projected space in that facility, and developed a plan for utilizing the space that would meet the current and projected GSLIS needs. It was expected that this recommendation would address and rectify the physical resource challenges the department faces. These plans were disrupted by the renovation of Kiely Hall, which houses the Queens College central administration, who were moved to Queens Hall during that renovation. When renovation of Kiely Hall is complete, discussions about GSLIS physical plant will resume between the faculty, Director/Chair and Queens College administration. Although the plans for a GSLIS move to Queens Hall are already in place, an alternate solution, reconfiguration and expansion in and near its current location, is also possible. In the meantime GSLIS has improved the overall appearance and environment of its current venue. This includes painting offices and hallways, replacing furniture, and installing new flooring.

If the GSLIS remains in its current location, further attention to climate control issues will be needed, to remedy problems of excess humidity and moisture in faculty offices. In addition, the GSLIS faculty conference room is inadequate in size to hold the full faculty. The GSLIS student lounge and the faculty kitchen will need carpet and equipment replacement if the school remains in place. These renovations have already been brought to the attention of Administration and building plans for kitchen and office have been drawn up. (Appendices VI.19)

Summary

The evidence presented demonstrates that the physical resources and facilities available to the GSLIS meet the requirements of Standard VI, and that the GSLIS planning process insures that its Organizational Goal and Objectives with respect to physical facilities are fulfilled. Although there are certainly areas in which things could be improved, in particular with respect to the physical space occupied by the GSLIS, the current facilities (just) adequately support the Mission and Goals of the School. Plans for alleviating the space issue are well developed, and there is strong evidence of understanding of, and desire to address this problem on the part of the Queens College central administration. This evidence is intended to make clear that
the GSLIS continues to plan broadly and cooperatively with the college to address ongoing needs for improvement, as well as to successfully address the challenges of the changing information environment.

Appendices


VI.12. CUNY Academic Commons. Retrieved from http://commons.gc.cuny.edu/about/


Chapter 7 - Synthesis and Overview

The Queens College Graduate School of Library and Information Studies (GSLIS), the only publicly funded graduate program in library and information studies within the New York Metropolitan area, serves the needs of a diverse population of students, employers and community members. This Program Presentation (PP) has documented how the Mission, Goals and Objectives of the GSLIS are implemented in its policies and actions, and of those of its parent institution, Queens College of the City University of New York, and how these policies and actions in turn satisfy the ALA’s Standards for Accreditation of its Masters in Library and Information Science (MLS) program. This chapter presents a summary overview of the Program Presentation, with special emphasis on the nature of the School’s planning process, and its influence and effects on all of the School’s Goals and Objectives, and thereby compliance with all six of the COA standards.

Since 2012, in response to the decision of the COA to award only Conditional Accreditation to the MLS program of the GSLIS, due to lack of compliance to COA Standard I.1, the GSLIS has engaged in a concerted effort to formalize, enhance, and further develop its overall planning process. Chapter 1 of the PP describes the development and implementation of our overall planning framework, grounded in our revised Mission, Goals and (measurable) Objectives (MGOs). The GSLIS MGOs were developed by the full faculty, with input from core constituencies, and are firmly aligned to the new Queens College Strategic Plan and Goals. The planning framework specifies target achievement indicators, responsible units, and outcomes to date, with reference to all of the School’s Goals and Objectives. We refer to these Goals and Objectives throughout the PP and we present this planning framework as evidence of our compliance with Standard I.

The GSLIS Goals and related Objectives are of two kinds: Program Goals and Organizational Goals. The former refer to what the school wants to achieve with respect to the education of its students, and the Objectives are largely couched in terms of Student Learning Outcomes (SLOs) The latter refer to how the GSLIS, as an
institution, ensures that the Program Goals will be met, and the Objectives are couched in terms of policies and activities associated with faculty and student body composition, and administration, finance and physical resources of the GSLIS. Although each of the GSLIS Goals and Objectives is relevant to various of the COA Standards for Accreditation, the Program Goals and Objectives influence Standard 2, Curriculum, most directly, while the Organizational Goals and Objectives are most relevant to Standards 3-6, Faculty, Students, Administration and Finance, and Physical Resources. The PP is required to be organized according to discussion of each of the Standards; therefore, discussion of the application of the GSLIS Goals and Objectives is incorporated in the description of how the GSLIS meets each Standard.

The GSLIS planning framework for the Goals and Objectives related to its Curriculum has led to several new, perhaps novel processes for both curriculum development and evaluation. The regular, scheduled use of the Syllabi Matrices has led to: the modification of existing courses and development of new courses to enhance coverage of the SLOs identified through the Program Goals and Objectives; and, the identification of new SLOs that the curriculum should meet. The assessment of the extent to which the Program Objectives have been met has been enhanced well beyond the use of grades for this purpose, through the use of the Syllabi Matrices, ePortfolios, and regular evaluation by students, alumni and employers. Furthermore, the GSLIS is moving forward enhancing delivery of its Curriculum, in particular through online teaching, through in house online course development and through our participation in the WISE Consortium. The result of this overall planning process is a Curriculum which is strong, dynamic, and which fully supports GSLIS Program Goals and SLOs, and the elements of COA Standard 2.

Status, planning and outcome assessment of the GSLIS Goals and Objectives related to Faculty are described in Chapter 3 of the PP. There, it is demonstrated that the faculty of the GSLIS meets all of the elements of COA Standard 3, in that the nature, number and accomplishments of the faculty are sufficient to meet both Organizational and Program Goals and Objectives. Of particular note is the recent increase in educational background of the faculty. However, the planning and evaluation process has also identified aspects of this area that need to be addressed in the near future. These include impending faculty retirements and the need for new hires, for instance the need to hire a new faculty member to oversee the Archives Certificate area of study. In order to encourage greater research productivity and professional activity among tenured faculty, competing pressures from heavy teaching loads and service commitments must be addressed. GSLIS has made a good start in this direction, by securing course reductions and increased hiring of non-teaching adjuncts to provide support services to faculty, but this support must be
sustained. Travel support for faculty to participate in professional venues needs to be increased in order to give GSLIS faculty greater visibility.

Chapter 4 of the PP describes how the GSLIS Program and Organizational Goals and Objectives, and assessment of their accomplishment, lead to the GSLIS’s meeting the elements of COA Standard 4: Students. In particular, the admissions policies and procedures ensure a student body of high academic accomplishment; the nature of the population from which the GSLIS recruits its students ensures diversity among the student body on several dimensions; and the support services offered by the GSLIS ensure an effective and welcoming learning environment. The decline in student applications and enrollments in recent years is an area of some concern. The GSLIS, through its planning process, is making steps to address this issue in several ways. These include: increasing the number of courses offered at locations other than Queens College; adding online and hybrid course delivery options; and, expanding the nature of course offerings through such initiatives as the joint MLS/MA in History, and participation in the Queens College-wide data science program.

Chapters 5 and 6 of the PP deal with COA Standard 5: Administration and Finance; and COA Standard 6: Physical Resources. The elements of these Standards relate primarily to the GSLIS Organizational Goal 5 and its Objectives. These chapters demonstrate that the GSLIS, in meeting the relevant Objectives, thereby satisfies COA Standards 5 and 6. In particular, the development and implementation of the GSLIS planning process has had evident success with respect to improving communication with Queens College Administration about the unique needs of the GSLIS as both an academic department and a stand alone graduate school. Most notable, faculty have been able to advocate for increased financial support and institutional resources by having clearly identified target goals and objectives. Chapter 6 points out some pressing issues for the GSLIS related to the physical space it occupies. Space needs are a pressing problem for GSLIS. As discussed in Chapter 6, several options are on the table for GSLIS, including renovating its current location. These options have been under discussion with Administration for several years, and it is time to act.

In this summary overview we point to instances across all of the Standards for Accreditation where the GSLIS planning process has been instrumental in ensuring our compliance with elements of each Standard. We strongly believe that this is evidence of the success of our efforts in developing an effective broad based planning process.

In conclusion, we note several positive outcomes of conducting the self-study that led to the PP. First, the establishment of MGOs with measurable objectives,
responsible parties and appropriate assessment techniques has given us a clear path to our future. Over the course of this self-study faculty have taken a deeper look inward to understand weaknesses in GSLIS and claim ownership over areas of responsibility for making the School as good as it can be. More importantly, faculty have a better appreciation for the accreditation process as something that is ongoing and not a once every seven year report. This process has resulted in better communication between faculty and administration, especially higher administration. As a result of having clearly established goals and objectives, the GSIS is on stronger footing in advocating for support in achieving these ends, and for ensuring its success in the future.