

Long Island University
The Palmer School of Library and Information Science
Master of Science in Library and Information Science
Self - Study

Submitted by:

Dr. Bea Baaden, Director of the Palmer School

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Required Information:

Unit Name: Long Island University, Palmer School of Library and Information Science, Master of Science in Library and Information Science

Brief Description of the Palmer School: The Palmer School of Library and Information Science was established in 1959 on the Post Campus of LIU. The Master of Science in Library and Information Science was first accredited by the American Library Association in 1971. The Palmer School offers programs at the LIU Post campus in Brookville, Long Island, New York. It is part of the College of Education, Information and Technology. The Palmer School also has a partnership program with New York University, the Dual Degree program through which students receive both a master's degree from NYU and the MSLIS through the Palmer School. The Palmer School offers a Master of Science in Library and Information Science (MSLIS); a Master of Science in Library and Information Science, School Library certification program (MSLIS, School Library); a Certificate of Advanced Study in Archives and Records Management (CARM); a Certificate of Advanced Study in Public Library Administration; and a Doctor of Philosophy (PhD) in Information Studies.

Brief Description of the Master of Science in Library and Information Science degree (MSLIS): The Palmer School, through the MSLIS degree, has various areas of study. These include: Public Libraries, Youth Services, School Library Media, Archives and Records Management, Rare Books and Special Collections, General Studies, and Information Systems and Technology.

The MSLIS in School Library Media is approved and registered with the New York State Education Department for Library Media Specialist teacher certification.

The Palmer School is a member of the iSchool Consortium and holds partnerships with the Institute of Certified Records Managers (ICRM), the New York City Board of Education and various suburban School Library Systems.

Dean: Dr. Laura Seinfeld, Dean of the College of Education, Information and Technology

Director of the Palmer School: Dr. Bea Baaden

Institution: Long Island University

President: Dr. Kimberly Cline

Chief Academic Officer: Dr. Kimberly Cline

LIU's Leadership Team: <https://www.liu.edu/Office-of-the-President/Leadership-Team>

Accrediting Agency: Middle States Commission on Higher Education. Long Island University is fully accredited; last review: March 2023 (<https://www.liu.edu/About/Accreditation>). Reaccredited through 2031.

Standards Addressed: Standards for Accreditation of Master's Programs in Library and Information Science, 2015

**Long Island University
Palmer School of Library and Information Science**

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Overview and Introduction

Long Island University's (LIU) Palmer School's Master of Science in Library and Information Science (MSLIS) is a 36-graduate-credit-hour program designed to meet the challenges of a constantly evolving profession. Based at the LIU Post campus in Brookville, Long Island, New York, the Palmer School offers programs and courses in various areas of concentration including: general library and information science; certification in school library media librarianship; a certificate in Archives and Records Management; certificate in Public Library Administration; and dual degree programs in collaboration with NYU's Graduate School of Arts and Science and NYU's Steinhardt School of Culture, Education and Human Development in Food Studies and Costume Studies. The Palmer School's MSLIS also offers a concentration in Rare Books and Special Collections. The Palmer School proudly offers a Doctor of Philosophy in Information Studies, as well as a Master of Philosophy degree for students who have completed 39 credits of doctoral work and who have passed the comprehensive examination, which marks the completions of all requirements for the PhD except for the dissertation. The stand-alone Archives and Records Management certificate can be taken either as a post-Master's program or concurrently as part of the MSLIS program. The School Library program is approved and registered with the New York State Education Department (NYSED). The MSLIS and associated degrees are online programs and registered with NYSED as approved Distance Learning programs.

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

Brief historical background of LIU:

LIU has two primary campuses – one located in Brooklyn, New York and the other in Brookville, New York (Nassau County, Long Island), as well as satellite campuses in Brentwood, Long Island, Mid-Hudson, and Riverhead, Long Island. Recently, all campuses have

united as a “One LIU” designation; it is governed by a single, unified administrative structure with a Board of Trustees and President, who oversee and manage LIU’s operations and administration. LIU had its beginning in Brooklyn in 1926. Admission to the university was and is based primarily on merit and promise which allow many to complete a university degree. LIU has experienced a period of transformation under the leadership of its President, Dr. Kimberly Cline.

Palmer School of Library and Information Science:

The Palmer School was established in 1959 at the Post campus of LIU, following a request by a group of Long Island school superintendents to develop a program of academic study that would serve the needs of future librarians. The Graduate School of Library Science was fully accredited by the NYSED in 1960. In 1969, the Palmer School moved into the B. Davis Schwartz Memorial Library on the Post campus, where the school resides today. Under the leadership of Dr. E. Hugh Behymer, the Palmer School’s Master of Science in Library and Information Science was accredited by the American Library Association in 1971. The Palmer School was founded on the principle that professionally prepared librarians needed a balance of both theory and practical application, a goal that the Palmer School has continually fostered. In 1992, the Master of Science in Library Science was merged with the broader field of Information Science and subsequently the program offered a Master of Science in Library and Information Science.

As part of a restructuring effort, the Palmer School became part of the College of Information and Computer Science (CICS) in 2001, merging the Palmer School of Library and Information Science with the Department of Computer Science and Management Engineering. The CICS merger with the School of Education took place in 2009 to form the College of Education and Information Science (CEIS). In 2011, the faculty voted to re-name the college as the College of Education, Information, and Technology (CEIT); the Palmer School is one of the major academic units within CEIT.

Since the last accreditation visit in 2015, the Palmer School had a series of administrative changes. Dr. Thomas Walker was appointed as Associate Dean of CEIT and Director of the Palmer School in Fall 2016; in 2017 he was additionally appointed as Interim Dean of the LIU University Libraries. Dr. Walker left LIU in 2019. At that time, Dr. David Jank, Palmer School full time faculty member, was appointed Acting Director of the Palmer School. Dr. Beatrice Baaden, full time faculty member and Director of the School Library Program was appointed as Director of the Palmer School.

Despite the many administrative mergers, the mission, values, and goals of the Palmer School have remained consistent.- to empower information professionals through education, research and achievement and to prepare the best qualified library and information service professionals to meet the demands of an evolving profession, as can be seen through the narrative of this Self-Study.

Chapter 1: Systematic Planning (Standard 1)

Introduction

Long Island University's Master of Science in Library and Information Science within the Palmer School has proudly offered a versatile degree for those interested in working in the library and information science professions. During the pandemic and since, the Palmer School has risen to the occasion of maintaining its quality programs and daily operations and graduating information professionals who provide effective and efficient information services. Changes have occurred in a number of different areas, all of which are discussed within the appropriate Chapters of this Self-Study. To the extent that Palmer's changing environment has impacted the School's planning and development, the following list provides a look at key factors that are mentioned within Chapter 1. Our ongoing planning efforts have necessarily addressed a new reality at the Palmer School, one that necessarily involves:

- Palmer's realignment of its programs to comply with ALA's new program and learning objectives
- A realignment of Palmer's operating mission to embrace the features of the revised mission and vision statements of both the University and the College
- The Palmer School's acceptance as a sustaining member in the prestigious iSchools Consortium
- The launch of a prestigious grant award – our ongoing "Digitizing Local History Sources" program featuring significant stipends in student fellowship awards for MSLIS students, funded by the Robert David Lion Gardiner Foundation
- An increase in both online education opportunities and educational programs for MSLIS students in certificate programs
- Maintaining all Palmer services and curricular offerings amidst the challenges imposed by both the pandemic and our ongoing 90% student retention rate

At present, the University is operating under the "One LIU" branding. While operating administratively at both its Post and Brooklyn campuses, LIU is consolidating a number of its programming and personnel development to underscore its "Vision 2030" long range plan of operating as a single academic entity. In the years since the last ALA visit, the Palmer School stopped offering its MSLIS degree at the Purchase (Westchester County) and Brentwood (Suffolk County) LIU campuses. While the Palmer program remains based at the LIU Post campus, we still maintain the "Dual Degree" program with New York University (NYU) at the Bobst Library in Manhattan, and we have expanded our cohort offerings in the School Library Media Specialist program in a number of counties in southern New York State. These changes, as well as several others, are explained in the Chapter 2: Curriculum.

The Palmer School has enjoyed continuous support from the University administration in its approach to delivering its program to LIU graduate students regardless of geographic location, and the School continues to succeed in embracing its mission. Further, Palmer expanded its New

York State Education Department (NYSED) distance learning registrations, which are now approved for all Palmer programs. The Palmer School embraces and adheres to the evolving standards of the American Library Association (ALA), the Middle States Commission on Higher Education (MSCHE), and the New York State Education Department (NYSED). Palmer strives for excellence at the program level and relevance at the curriculum level. The discussion in this Chapter is meant to illustrate how the Palmer School has achieved the articulated mission, goals, and objectives of Standard 1.

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

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

Although Palmer is a Unit within the College of Education, Information and Technology (CEIT), it maintains an operational independence with respect to internal planning and operations and maintains autonomy over its curriculum development. This has provided the School with the opportunity to enhance both its ability to expedite programmatic enhancements, and work directly with external LIU departments. Hence, Palmer is now directly aligning its strategic planning activities with the University. After LIU adopted the LIU 2030 Strategic Plan, the University distributed the following LIU 2030 Mission and Vision Statements for the “One LIU” community:

LIU MISSION

Long Island University’s mission is to provide excellence and access in private higher education to those who seek to expand their knowledge and prepare themselves for meaningful, educated lives and for service to their communities and the world. (<https://liu.edu/strategic-plan>)

LIU VISION

To become a nationally recognized, globally engaged, teaching and research university.

Both of these statements will guide the University in the coming years and serve to enrich the programmatic and learning experiences of all stakeholders in all environments where the University operates. At a more immediate level, the Palmer School is a unit within the College of Education, Information, and Technology at the LIU Post Campus. The Palmer School has based its mission and vision on the values of both LIU’s and CEIT’s mission and vision. The current vision and mission statements for CEIT are presented below.

CEIT MISSION

LIU’s College of Education, Information, and Technology (CEIT) mission is to educate and

equip graduates who are competent, reflective, collaborative and ethical professionals with a focus on supporting diversity and inclusivity in educational and other settings. CEIT is committed to cultivating a student-centered learning community where students acquire knowledge, skills, and dispositions to succeed in the workforce, and by extension, the larger society.

CEIT VISION

To be the premier school of education in our region, preparing visionary educators who drive innovation, promote equity and diversity, and transform learning communities through excellence in teaching, research, and service.

PALMER SCHOOL MISSION

The mission of the Palmer School is to empower information professionals through education, research and achievement. The mission of the School is reflective of the mission of LIU, "...to provide excellence and access in private higher education to those who seek to expand their knowledge and prepare themselves for meaningful, educated lives and for services to their communities." (<https://liu.edu/strategic-plan>)

As a result of more universal approaches to strategic planning being launched throughout the University, Palmer has redeveloped its Strategic Plan (a copy of which is provided in Appendix 1.1: Palmer School Strategic Goals 2022-2023). Its *Executive Summary* states:

"The Report of the Palmer School Strategic Planning Process is offered as an integral step in our ongoing efforts to respond to the challenges faced by our School and our profession in a manner that renews and reinvigorates the Palmer School's focus on educational excellence in the Information Science field. Though this document reflects the goals of the Palmer School, it closely follows the four University-wide goals identified in LIU 2030, which were adopted by the University in 2020 at the close of LIU's "Vision 2020" planning period. It also aligns with the CEIT's most recently established goals.

Table 1 below presents the Palmer School's adopted Program Goals and their alignment with LIU 2030.

Table 1

Alignment of Palmer Strategic Planning Goals With ALA Standards and LIU 2030

Palmer School's Newly Adopted Program Goals	LIU Institutional Goal (Vision 2030)	ALA Standards (2015)	Palmer School Alignment Initiatives

<p>Advance academic excellence through innovative programs and classes that incorporate experiential learning with a solid conceptual framework to meet the needs of the 21st century information professional. <i>(Aligned with LIU Goal I; CEIT draft goal #1)</i></p>	<p>I. Advance academic excellence through innovation</p>	<p>I. 1-6 II. 1-7 IV. 1-5</p>	<ul style="list-style-type: none"> • Enhanced Certificate program offerings • Regularly reviewed and updated course curriculum offerings • Expanded educational partnerships with external stakeholders • Continued development of regularly scheduled “feedback loop” efforts among all Palmer stakeholder groups • Continued development of student internship and fellowship opportunities
<p>Expand the Palmer School reach beyond our current borders through collaboration and partnerships with local, national, and global entities (libraries and information centers) to foster faculty and student diversity, to grow enrollment and to aspire to developing globally focused graduates <i>(Aligned with LIU Goals II and III)</i></p>	<p>II. Advance solutions for a sustainable global future</p>	<p>I. 3-4; 6 IV. 1-8 V. 1-15</p>	<ul style="list-style-type: none"> • Expansions in distance student enrollment • Enhancements to Palmer curriculum developments to reflect global concerns and trends • Introduction of sustainability awareness and DEI components in ongoing course curriculum review
<p>Advance student engagement with</p>		<p>I. 1-2 II. 1-7</p>	<p>Palmer School Initiatives</p>

the library and information center community through distinctive educational and service experiences (Aligned with LIU Goal #3 and #4]	III. Advance exceptional fiscal health and agility	III. 1-10 V. 1-15	<ul style="list-style-type: none"> • Expansion of Gardiner Foundation grant funding (curricular aspects below) • Support for Robert Moses Foundation grant
Maintain and further develop a culture of excellence within the Palmer School via teaching, research and service for the profession. (Aligned with LIU Goal I and IV)	IV. Advance student engagement through extraordinary and distinctive experiences	I. 3-4; 6 III. 1-10 V. 1-15	Palmer School Initiatives <ul style="list-style-type: none"> • Palmer School Student Research Labs • Increasing usage of Palmer School HCI Usability Lab • Launching of the “DLHS Gardiner Fellowship Program” (funded by the Gardiner Foundation), providing both tuition scholarship awards and MSLIS internship credits

Planning Process Examples:

Following the developments described in Section 1.1, the Palmer School instituted a number of changes to its overall systematic planning process, specifically in the areas of administration, curriculum development, and methods for soliciting and addressing stakeholder feedback. Examples of these changes at work are discussed within both Chapter 1 and Chapter 2. The changes are an evolution of those proposed during the last accreditation visit and are meant to foster increased input from stakeholder groups. Specifically, this cyclical dynamic includes input from faculty, staff, students, alumni, and employers, and provides an enhanced method for program development. The process allows for the realization of the school’s goals by engaging those constituent groups invested in its development and growth.

The process features four distinct phases operating within the framework: planning, implementation, assessment, and improvement. The four goals itemized in the Palmer School Strategic Plan provide the foundation for this process, as mapped to the relevant ALA standard and LIU 2030 above.

Program Goals consistent with LIU Values:

The Palmer School goals are at the center of Palmer’s planning process. Components that inform the goals are the ALA standards, LIU 2030 and the Palmer School’s internal Strategic Plan. The Planning Cycle is characterized by planning, implementation, assessment, and improvement. The mechanisms used in the planning cycle are the Curriculum, Outcomes Assessment, and Strategic Planning Committees. These committees function as Palmer faculty “committees of the whole.” The final step in the process constitutes those stakeholder groups accounted for in the feedback loop process.

Constituents the Program Serves:

Systematic planning process feedback from the stakeholder groups aid in the decision-making processes at both the administrative and curricular levels. This process includes Advisory Councils with specific groups (external professionals, current students, and alumni). Meetings with these groups have helped anchor Palmer’s planning activities and strengthened its commitment to the population it serves. As a result, several initiatives are underway based on feedback from the School’s stakeholders.

The following listing provides examples of action items the Palmer School has initiated based upon our work with these groups. Where appropriate, the following action items are discussed in more detail in both Chapter 1 and Chapter 2.

- Two types of annual attitudinal assessments and satisfaction surveys for current students were conducted mid-way through the student’s coursework and at the conclusion of the MSLIS program. The Student Satisfaction Survey was sent to all Palmer students in May 2023 via email and through the listserv, Kiosk.
- Program assessment measures are conducted at the close of each student’s Palmer experience through an electronic portfolio.
- The outcomes assessment process for the Palmer School is conducted in conjunction with the Office of Assessment. These assessments are conducted by individual faculty members with respect to their specific courses, and by faculty committees where appropriate. Further, action decisions are made by the Palmer School formally following various recommendations.
- Student Advisory Council meetings are conducted with leaders of Palmer’s ALA Student Chapter, as well as scheduled “student town meetings.”
- Meetings are conducted with an external Advisory Council, comprised of employers, industry professionals, and alumni.
- Representatives from stakeholder groups served on the Curriculum and Strategic Planning committees.
- An assigned professional librarian from the B. Davis Schwartz Library serves on both the Curriculum Committee and faculty body.

A key feature of the systematic planning process is the enhanced role of various constituencies (external professionals, students, and alumni). These roles are evident in the Palmer School’s collaborative framework for planning activities. Figure 1.2 is a schematic representation of the ongoing relationships between the Palmer School and these groups.

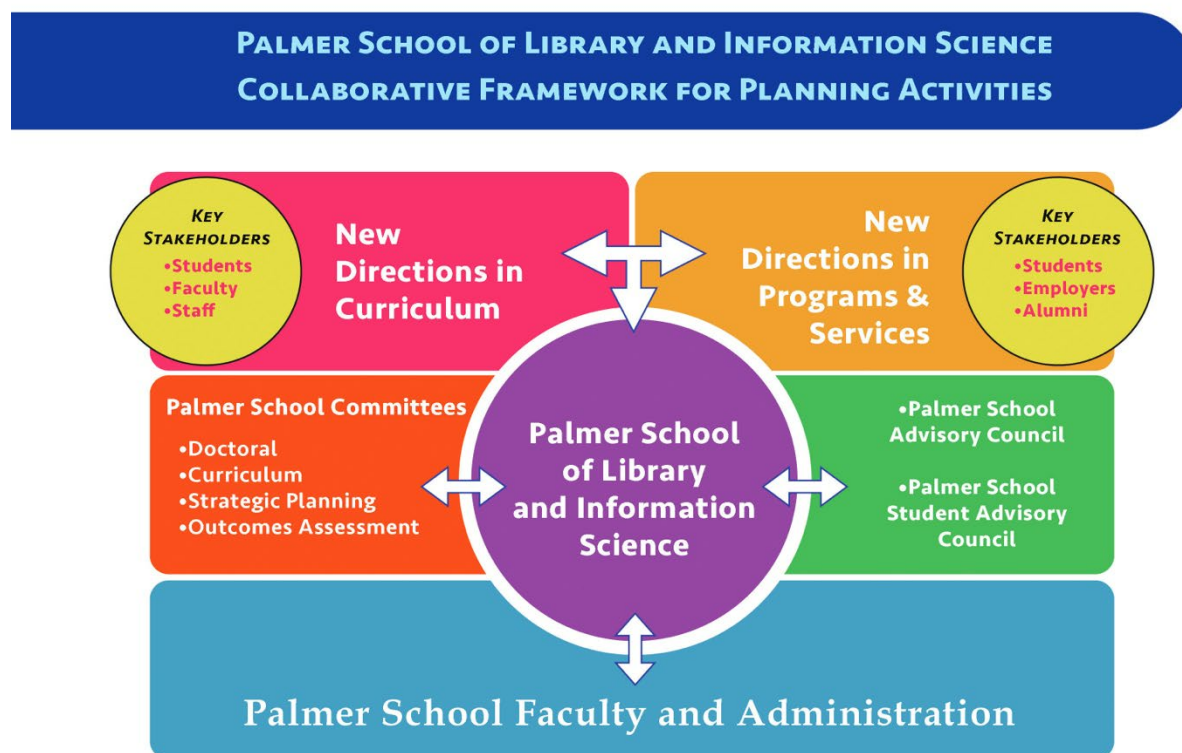


Figure I.2 – The Palmer School and its Constituents

The Palmer School continually takes stock of its systematic planning process within the context of the wider University communities and their respective planning processes. To that extent, members of the Palmer School have a presence at operating levels informing the planning process. Examples of this activity are provided below.

- Dr. Bea Baaden, Director of the Palmer School, serves on the Dean’s leadership team of CEIT
- Dr. David Jank served as the CEIT representative to the LIU Vision 2030 working group
- Dr. Greg Hunter served as a Palmer representative to LIU’s Middle States Accreditation task force

As the need arises, members of the Palmer community have regular representation and attendance at numerous other institutional events. These have included, but are not limited to, LIU Open Houses, Awards Receptions, Convocations, and planning and assessment sessions.

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

In accordance with assessment initiatives by both LIU and ALA, Palmer is made adjustments that bring its own assessment activity more in line with the express goals of LIU and ALA. Specifically, its priorities include:

- Alignment with the University’s LIU 2030 initiatives;
- Alignment with the University’s Middle States (MSCHE) program assessment practices; and,
- Alignment of its curriculum development with the 2015 ALA Standards for Accreditation reflecting ALA’s 2019 revisions

Specifically, Palmer’s own assessment activity involves measurements for: Institutional Effectiveness (ILOs) that support LIU 2030; Program Learning Objectives (PLOs) that support the enhanced requirements of Middle States reporting; and Student Learning Outcomes (SLOs). LIU 2030’s implementation strategy provides specific guidelines for all departments’ alignment strategies with the University’s Institutional Learning Objectives (ILOs) and newly developed Graduate ILOs. The university has also established more streamlined approaches to its overall assessment processes with LIU 2030, notably in its “Systematic Assessment of Institutional Effectiveness.”

The following Table presents specific examples of how the Palmer School’s strategic initiatives align with the University’s strategic goals.

Table 1.2 –Palmer School’s alignment of program developments with LIU 2030 Strategic Goals

Component Focal Points	Palmer School Alignment
Advance Academic Excellence Through Innovation	<p>Innovative Enhancements to MSLIS Program Components</p> <ul style="list-style-type: none"> • Expanded <i>Archives and Records Management</i> certification agreement with the ICRM • School Library Media Specialist cohort expansion for the New York City Public School System • Rare Books program partnership with the University of Virginia (UVA) Rare Books School • Expanded Dual Degree Master’s program with New York University (NYU) • Increase in number of cohort groups for our Public Library Administrator certificate program

	<ul style="list-style-type: none"> • Continued development of specialized MSLIS “curriculum tracks” such as Digital Librarianship, proposed Advanced Certificate in Computer Science and Digital Fluency Education, and Children’s & YA services • Scheduled meetings with Palmer Advisory Councils for: Existing Palmer students; Palmer School Alumni; and External stakeholders (regional employers and internship supervisors) • Updated End-of-Program assessment measures of student achievement
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Advance Solutions for a Sustainable Global Future	<p>Palmer School Initiatives</p> <ul style="list-style-type: none"> • Increases in distance student enrollment • Enhancements to Palmer curriculum development to reflect global concerns and trends • Introduction of sustainability awareness and DEI components in ongoing course development and approvals
Advance Exceptional Fiscal Health and Agility	<p>Palmer School Initiatives</p> <ul style="list-style-type: none"> • Increased Gardiner funding to expand upon Palmer student financial aid • Receipt of Robert Moses Foundation grant funding to expand upon Palmer’s presence in NYS-level archival development
Advance Student Engagement Through Extraordinary and Distinctive Experiences	<p>Palmer School Initiatives</p> <ul style="list-style-type: none"> • Palmer School Student Research Labs • Usage of Palmer School HCI Usability Lab • Launching of the “DLHS Gardiner Fellowship Program” (<i>funded by the Gardiner Foundation</i>), providing both tuition scholarship awards and MSLIS internship credits • Initiation of Palmer ALA Student Chapter • Member of the iSchool Consortium

The Palmer School's updated Program Goals and Student Learning Outcomes may be found in the Palmer School Program Guide (Appendix 1.4), along with the recently revised MSLIS Program Goals and Student Learning Outcomes (Appendix: 1.2B: Program Goals and Student Learning Outcomes – January 2023). These align more closely with ALA's recently adopted Competencies and will be fully implemented in the Fall 2023 semester.

While evidence documenting this activity can be found in more detail in both Chapter 2 and the Appendices, program-level highlights include:

- Enhanced end-of-program assessment and student e-portfolio requirements
- Prioritization of academic advisement and student recruitment activities
- Continued development of Palmer curricula for each program based on Outcomes Assessment measures
- Continued course offering partnerships with the University of Virginia's (UVA) Rare Books School program
- Enhancement of Palmer's membership in the iSchools Conference
- Continued review of the Palmer course activities and units of study in the Core Courses: LIS 510 (Introduction to Information Science and Technology), LIS 511 (Information Sources and Services), and LIS 512 (Introduction to Knowledge Organization) to reflect feedback concerns provided by local employers, recent alumni, and current students and state and professional agencies

Additionally, Palmer's expanded systematic planning process has provided a framework for the following initiatives:

- Recruitment of a new Student Enrollment professional devoted to the Palmer School with appropriate advisement experience
- Development of new student internship opportunities in the Gardiner Foundation's *Digitizing Local History Sources* fellowship program
- Expansion of MSLIS student scholarship availability
- Approval from the New York State Education Department (NYSED) for offering all MSLIS and Ph.D. programs online
- Expanded approval from the Institute of Records Managers (ICRM) for RM certification as a component part of the MSLIS degree and CARM certification

1.1.3. Improvements to the program based on analysis of assessment data

Since the Palmer School's last accreditation visit, the changes we have faced have led us to a number of streamlining efforts that maximize efficiency in the current period of pandemic recovery. During this period, the level of staffing within the school has indicated that the quantity and composition of Palmer's standing committees (as required in its bylaws) leads to a redundancy of both time and effort in conducting the School's business. Adjustments were made that facilitated both decision-making at the level of committee recommendations, and final approval provided at the general faculty meetings.

With adjustments to standing committee membership guidelines, the Palmer School is now able to more comprehensively integrate feedback from the faculty as a whole. Recommendations from the Palmer Committees to the Palmer faculty are now made more quickly, and consideration of these recommendations occurs in a timelier fashion. Further, suggestions made by stakeholders, as well as feedback from assessment data, and approved by the faculty appear in Palmer policies much more quickly.

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

Palmer's newly-adopted Mission and Vision statements are provided above, as well as information regarding communication with stakeholders. The following data offer an executive-level summary of some of these changes as an illustration of these enhancements:

- Curricular changes to more accurately reflect developments in the profession and students' own career goals
- Course content updates to ensure Palmer is well-aligned with ALA's evolving core competencies and learning objectives
- An increase in course flexibility via both Special Topic and External electives on a rotating basis (Examples of this include: *Diversity, Equity, and Inclusion*; *Gender Identification*; *Sustainability*; *Management course requirements for all MSLIS programs*; *New external partnerships for CARM students*; *Increased availability of for-credit digitization internships for Palmer's Gardiner fellows*; *Increase in dual-degree offerings with NYU*; and *an Increase in the number of Rare Book offerings from UVA*).
- Course offering rotations to provide students more flexibility, and predictability, for individualized scheduling
- Expanded opportunities for direct stakeholder feedback in curricular and program development via advisory councils and student advisory programs

I.2 Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:

Key to the Palmer School's operation is an appreciation for the various categories of goals that inform its own development of Palmer School MSLIS Program Goals and Student

Learning Outcomes. These include learning (SLOs), program (PLOs), and institutional (ILOs) goals and objectives, all of which Palmer tries to account for at the curricular and operational levels. Palmer works to align its curriculum to reflect goals at the LIU and CEIT levels, as well as adhering to the goals of professional organizations and the New York State Education Department (NYSED). With respect to evolving learning standards and NYSED regulations, Palmer has adjusted core requirements to its Master's level MSLIS and Certificate programs.

1.2.1. The essential character of the field of library and information science.

This, and subsequent subsections will focus on specific Master of Science in Library and Information Science goals and standards.

Goal 1: Apply the principles, practices, ethics, and philosophy of the profession (ALA I)

In support of this standard, Palmer has examined both core and elective degree requirements of all programs that address the fundamental knowledge of the LIS profession. Our progress is best viewed in terms of both Palmer core and elective course offerings.

The Palmer School Core Curriculum

- Adjusted core competencies that reflect essential requirements of both the general MSLIS and certificate programs
- Adjusted management competencies requirements that differentiate the needs of each Master's level program

Palmer School elective course offerings

- Audited all core course learning requirements to address ALA-level instructional requirements in the areas of ethics, global awareness, DEI, and sustainability
- Enhanced elective offerings that provide certification qualifications of those master's programs relating to them

1.2.2. The philosophy, principles, and ethics of the field

SLO 1A: Demonstrate understanding of the foundations, ethics and values of the library and information science professions (ALA 1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1K)

In support of this standard, a similar approach has been taken, again with respect to core and elective program offerings.

The Palmer School Core Curriculum

- Adjusted curriculum requirements for all core courses, introducing specific course modules addressing professional ethics
- Reviews of all currently offered sections include updating individual course syllabi, where appropriate

Palmer School elective course offerings

- Adjusted curricula for all electives to introduce topics where philosophy and ethics are introduced
- Reviews of all currently offered sections include updating individual course syllabi, where appropriate

1.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations

The Palmer School is fortunate to enjoy a number of specialized credentialed degrees and certifications that offer a variety of career options to our students. These exist at both at the state and local levels. In addition to the following specializations, all graduates of the Palmer School's MSLIS program have the opportunity to apply for certification as a New York State Public Librarian.

Palmer's ***School Library Media Specialist (SLMS)*** program provides coursework leading to School Library Media Specialist certification with institutional recommendation to the New York State Education Department. Adherence to the accreditation requirements of this state level agency are overseen by the Palmer School director of that program, Dr. Bea Baaden. Particularly successful are the school library cohort programs with the New York City Department of Education School Library System and various BOCES School Library Systems, which is offered to current K-12 educators seeking to become library media specialists. Further, and currently in the approval review stage, is Palmer's proposed Advanced Certificate of Computer Science and Digital Fluency Education program.

Palmer's ***Certificate in Archives and Records Management (CARM)*** program is overseen by the program director, Dr. Greg Hunter. The CARM certification is available to librarians seeking certifications from the Society of American Archivists and the Institute of Certified Records Managers (ICRM). These certificate programs are available to both professional librarians seeking Advanced Certificate of Archives and Records Management (CARM) certification as a post-graduate program, and MSLIS students seeking to achieve that certification in conjunction with the Master's degree.

The purpose of the partnership between Long Island University and the Institute of Certified Records Managers (ICRM) is to build a bridge between Records and Information Management (RIM) education provided by the LIU Certificate of Advanced Study in Archives and Records Management (CARM) by fast tracking graduates to ICRM certification. The strategic goal of both parties is to enhance the overall RIM profession by supplying educated and credentialed professionals to fill demand for jobs and to advance related careers. The partnership provides three pathways for graduates toward ICRM certification upon satisfactory completion (3.0 minimum on 4.0 grading scale) of required courses and electives. Graduates must also meet ICRM requirements for one year of professional experience upon application for credit.

Finally, in conjunction with New York University (NYU), the Palmer School offers a specialized ***Dual-Degree Master's program*** for those seeking to receive two master's degrees: the general MSLIS degree, and a subject-specialist MA or MS degree from NYU's Graduate School of Arts and Sciences in various fields and the Steinhardt School's Food Studies and Costume Studies programs. This program is particularly designed to offer advanced-level specialization for students seeking careers in the academic and special libraries field.

1.2.4. The importance of research to the advancement of the field's knowledge base

Goal 5: Prepare to contribute to the profession through research and service

SLO 5A: Demonstrate understanding of how to effectively participate in and contribute to the profession:

The development of professional research skills is central to the Palmer School's core curriculum and specialist certifications. Given the number of specializations offered them, Palmer students will have slightly varied areas of expertise in research methods, depending on the professional needs of the market segments in which they will work. Common to all of these specialties is training in the scientific method of research; the unique research requirements necessary in each subject specialization; and the development of a specific research project within the core. The end of program assessment process for all Palmer students includes a proficiency statement in research skills and their contribution within the LIS field, in the graduation e-portfolio goal essays. LIS 514 is the core course required by Palmer School students, except for School Library students who engage in field – based action research projects.

Given the number of program specializations within the Palmer program, revised course schedules occur based on course frequency (i.e., core courses offered every semester, specialization electives offered annually, and program electives offered on a rotating basis). Hence, syllabus and curriculum updates are performed in conjunction with semester scheduling. As faculty update individual course contents, revisions are noted in the appropriate Palmer committees and faculty meetings.

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

Central to MSLIS education at the Palmer School is an appreciation for those fields of academic study that both contribute to and are central to the LIS profession, such as the fields of education and business management. In recent years, the Palmer School has adjusted its core curriculum requirements to allow for more flexibility in developing career-oriented specialization options to its graduate students. The most prominent of these subject specializations are evident in the Palmer certificate and certification programs. Additionally, students who are not oriented toward these career trajectories have a number of options.

The **Dual Degree Master's program with NYU** provides MSLIS students with unprecedented access to academic library services education aligned with unique fields of work. These adjunctive areas of study include Costume Studies; Food Sciences; Museum Studies/Curation; and a number of specializations in the fields included in the NYU Graduate School of Arts and Sciences, such as Irish Studies, Experimental Humanities and Social Engagement, as well as the more traditional courses of study in English Literature and History.

Palmer's relationship with **UVA's Rare Books School**, a unique partnership, offers students with career interests in Rare Books and Manuscripts an opportunity to grow in this field. Students enroll in both the Rare Book School and Palmer class LIS 710, which is moderated by a Palmer School professor. Classes are taught by a UVA professor, but, for students to receive a grade for the work they do at the Rare Books School for LIS 710, student activities are facilitated by a Palmer School professor; students' final papers/ projects are then graded by the Palmer School professor, which results in a grade for LIS 710. Because students are paying tuition at both institutions, LIU charges students for 2 credits, rather than 3 credits tuition. This demonstrates LIU support of the Palmer School mission.

Palmer's **Capstone Internship** (LIS 690 and LIS 691) offers MSLIS students, under the guidance of their academic advisor, the opportunity to select workplace experiences in line with an array of related work opportunities in the student's desired career path.

With respect to elective course direction, the opportunities for **Independent Study (LIS 699)** and **Master's Project (LIS 695)** pursuits allow MSLIS students the opportunity for study in subject areas not typically associated with the LIS field. In addition, within the world of unique LIS specialization, students always have the opportunity to select elective courses that, while not necessarily focusing on adjunctive fields, provide unique educational study not traditionally pursued. These areas of study run a gamut of options and are distinguished with a **LIS 901 Special Studies** designation. After two or more successful classes, the Director petitions the Registrar, with approval of the Dean and Academic Vice President of Academic Affairs, to give the course a specific catalog number. Three LIS 901s are in the process of being reviewed at this time to result in a LIS 700 level course number; they include:

- Big Data for Information Professionals
- Graphic Novels

- Library Literacies for K – 12 ENL Learners

Other LIS 901 classes that have been offered are: Genealogy Studies; Government Information Privacy; Sustainability; Gender Studies; and Diversity.

The LIS 901 options offer a valuable supplement to MSLIS electives that focus on more traditional areas of library work, such as Young Adult, Technical, Public, and Reference services. Throughout Palmer's curriculum review and development process, efforts are always made to capitalize on familiarity with the resources of the Greater New York City area. These efforts are mentioned positively in students' end-of-program assessments.

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

Goal 3: deliver user-centered services and programs reflecting cultural and inclusive priorities and ethical considerations (ALA 3C, 9B, 8D, 8E)

SLO 3A: Utilize information sources and services to meet the needs of diverse populations (ALA 2C)

SLO 3B: Design and deliver information programs based on inclusive pedagogy to meet the needs of specific users (ALA 3D)

After a review of the Palmer School MSLIS Program Goals and Student Learning Outcomes in the 2022 – 2023 Academic Year, the 2018 Goal 3 (Students will prepare to deliver user-centered services and cost-effective programs) was revised to address this standard and updated missions/visions in a more tangible and transparent way; the **2023 Program Goal 3** now states: Graduates will be prepared to **deliver user-centered services and programs reflecting cultural and inclusive priorities and ethical considerations**. The 2023 MSLIS Program Goals and Student Learning Outcomes will be instituted in the Fall 2023 academic year. One of the Palmer School Student Learning Outcomes focuses specifically on “utilizing information sources and services to meet the needs of diverse populations” (SLO 3A); this has remained the same in both versions. Concepts for Goal 3 are introduced in LIS 511 and developed throughout electives, including LIS 737 (Serving Diverse Populations). LIS 901: Gender Identity in LIS was added as a special topics class. Changes in the 2023 MSLIS Program Goals and Student Learning Outcomes were a direct outcome of the Palmer School Planning Process. All constituents reviewed and contributed to the final document (see Appendix 1.2A and 1.2B: Palmer School MSLIS Program Goals and Student Learning Outcomes)

1.2.7. The role of library and information services in a rapidly changing technological society

Goal 2: Utilize a broad range of culturally sensitive approaches, systems, and technologies to manage and deliver information (ALA 5, 6F)

SLO 2A: Apply methods reflecting cultural awareness to organize information and knowledge (ALA 5A, 5B, 5C, 5D)

SLO 2B: Retrieve, evaluate, and synthesize information from a variety of systems and sources (ALA 6A, 6B, 6C, 6D, 6E)

A valuable assessment of Palmer School offerings was our mid- and end-of-program assessment, in which all students were asked to participate. Palmer's mid-program assessment process involved surveying students midway through their time in the program. This assessment tool was reviewed at the end of each academic year by Palmer faculty. The mid-program assessment has not been used in the prior two academic years; this has changed into a Student Satisfaction Survey that was sent to all Palmer students in January 2023 (see Appendix 1.3: Palmer School Student Satisfaction Survey).

In addition to career development considerations, the desire for increased development of technology proficiency is regularly expressed by students participating in these surveys. As a result of this specific feedback, MSLIS students now operate a peer mentoring program which specifically focuses on the core technological competencies that are necessary for course work and for entry into the various library and information science professions. This is discussed in the Self Study Chapter 4: Students.

To this end, Palmer has included technology innovation as a topic for curriculum enhancement in all courses where possible. Palmer's documented "recommended technology proficiencies" checklist (in the Palmer School Program Guide: Appendix 1.4) is revisited regularly, and distributed to students. This is a self-assessment for students of entry level technology skills. The next review will take place at the Palmer School's faculty meeting in August, 2023. Further, students are encouraged to reference their growth of technology skills and technology achievement in their e-Portfolio goal essays that are required for graduation. Through student reflections in the goal essays, course evaluations, internship site supervisor evaluations, and faculty discussions, technologies necessary for specific classes are noted in course syllabi.

Enhancements in systems availability at Palmer's Student Research and Usability Labs in the Palmer Office Suite on the LIU Post campus provide students with the opportunity to mix technology product expertise with a classroom experience in LIS 707: User Experience. The use of online subscription-based software tools offers mechanisms to assist in the completion of specific course requirements. Among the offerings in these labs, which students can utilize are:

- Office software suites
- Statistical software packages
- Digitization equipment
- Human-Computer Interaction equipment
- Access to University-wide networked products and services

Note: Palmer Research Labs are being re-configured, as part of a facilities update; this will be Part 2 of a 2-part initiative, which was recently discussed with the Dean and facilities at LIU.

Since Palmer's last accreditation visit, the School has been a proud recipient of financial awards from the Robert David Lion Gardiner and Robert Moses Foundations. These generous awards (in the aggregate, more than \$2.0 million) continue to provide students with a number of important benefits, including hands-on experience with digital scanning equipment, interaction with local

Long Island Historical Society archival centers, opportunities to learn state-of-the-art image processing and metadata standards, core internship requirement credits, and tuition assistance.

Finally, an important development has been the launch of the Palmer Student Technology Mentorship Program. A direct result of student and alumni stakeholder feedback, the mentoring group was the brainchild of Palmer's ALA Student Advisory Chapter and includes members of the student body who offer their expertise with systems and software in a consulting capacity to students enrolled in Palmer programs.

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

Goal 3: Deliver user-centered services programs reflecting cultural and inclusive priorities and ethical considerations (ALA 3C, 9B, 8D, 8E)

- ***SLO 3A: Utilize information sources and services to meet the needs of diverse populations (ALA 2C)***
- ***SLO 3B: Design and deliver information programs based on inclusive pedagogy to meet the needs of specific users (ALA 3D)***

Based on ALA's updating of learning standards and Palmer student feedback on career and program interests, there have been a number of enhancements within the program's core and elective classes, thus ensuring that the needs of constituencies in the Palmer School community are served. The School offers degree and certification specializations that include:

- The General Studies MSLIS (*where students construct a program based on their own career interests*)
- The School Library Media Specialist certificate program (*which follows New York State Education Department requirements*)
- The Certificate in Archives and Records Management program (*which follows the requirements of the Society of American Archivists and Institute of Records Management professional standards*)
- And a number of sub-specialty programs, with advisement from Palmer faculty, in areas such as:
 - *Rare Books*
 - *Information Systems*
 - *Digital Librarianship*
 - *Children's and Youth Services*
 - *Adult Services*
 - *Public Librarianship*
 - *Academic and Special Librarianship*

All students are required to consult with their academic advisor(s) prior to formulating any of their selections. The Palmer School has updated its MSLIS Program Goals and Student Learning Outcomes to be implemented in Fall 2023 (see Appendix 1.2); this is a direct outcome of the Palmer School Planning Process.

LIU supports Palmer School students, most notably via the Gardiner digitization fellowship program and the Elizabeth K. Reilley scholarship awards. The Elizabeth K. Reilley scholarship awards include MSLIS students, in addition to those students in the Ph.D. program. Similarly, those students who enroll in the NYU-based Dual-Degree program receive credit requirement reductions which can significantly lower their degree costs and there is a shared scholarship offered by both LIU and NYU, showing LIU's institutional support of the program. Further, Palmer has always made a practice of informing students of industry-based financial assistance offerings whenever they are available, including those from ALA, H.W. Wilson, and the New York Library Association. Palmer staff is always willing to assist students in locating additional resources.

While stakeholder feedback has always been valuable to Palmer, it has become an operational necessity since the pandemic. Communication channels with students in all programs have benefitted to a degree by increased use of online meeting resources. The School tries to be sensitive to student preference for face-to-face experiences with Palmer faculty, LIU staff, and the student body itself, whenever possible. Palmer utilizes online environments for its twice-yearly Open Houses and Orientation Sessions, typically near the beginning of the Fall and Spring Semesters. As needed, Palmer planning processes may include online meeting forums regarding changes in program offerings or requirements, departmental happenings, and the ALA Student Chapter.

As the Palmer body continues to grow, the School notes new or expanding areas where attention needs to be directed. The geographical location of Palmer students – both regionally and globally – has provided planning and development opportunities for the School. The expansiveness of LIU's 2030 Strategic Plan affords Palmer further opportunities to anchor its program offerings with respect to DEI, sustainability, and global awareness concerns within the curriculum. The alignment of the University's ILOs with Palmer's already established SLOs and PLOs enables the program to facilitate student development as members of the LIU community as well as of the LIS profession as a whole.

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

Palmer School Program Goal 5 requires that students “Prepare to contribute to the profession through research and service”; Student Learning Outcomes require that students “demonstrate understanding of how to effectively contribute to the progression.” This is assessed through e-portfolio essays for Goal 5. In addition, LIS 690 (Internship) and LIS 691 (Student Teaching Internship) assess the value of teaching and service to the field through Site Supervisor comments and Student Evaluation of the Internship comments.

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

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

In its attempts to ensure that the Palmer School's program goals are centered on both professional and institutional learning objectives, a multi-tiered approach is taken. These processes include annual reviews of: course curriculum content; assessment of student achievement on learning outcomes; course evaluation through University of Washington's IA System; and regular reviews of stakeholder feedback, especially Site Supervisor Evaluations and the Student Evaluation of Internship. A brief description of evaluation processes follows:

- ***Course Curriculum and Syllabus Reviews***

Course syllabi are collected by the Director of the Palmer School and reviewed, at the instructor level, prior to every semester. Specific items reviewed include appropriate Goals and Student Learning Outcomes, LIU syllabus statements, and course activities.

- ***Outcomes Assessment of Student Learning***

At the close of each academic year, faculty completes a review of student performance, vis a vis course-level learning objectives through review of e-portfolio essays from students, for designated Palmer Program Learning Goals. Summaries are provided to the appropriate Palmer Committees and faculty as a part of their own discussions of program level performance.

As with curriculum content, assessment of student achievement of learning outcomes is first conducted at the instructor level, where individual faculty provide reports summarizing students' academic performance for each learning objective covered in each class. (See sample LIU OA reports in the Palmer School office).

- ***Institutional Program Review***

In the LIU 2030 plan, innovative teaching and enhanced classroom instructional methods are central to the institution's performance and learning goals. To this end, Palmer's review of curriculum and learning objectives includes alignment of course learning objectives to institutional objectives, through the LIU Outcomes Assessment process.

- ***Reviews of Stakeholder Feedback***

The Palmer School produces both practitioners and scholars working in the LIS field. Feedback from the School's professional Advisory Councils on instructional methods related to the value of teaching and learning to the profession is critical. Such feedback can be received from internship work supervisors; mentors in the dual degree mentorship program; industry professionals whose roles are varied throughout the LIS workforce; and both Palmer students and alumni who have learned here. All of these feedback loops provide Palmer with input that externally complements its internal program review and development efforts.

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

Palmer School Committees are the “first front” of processing direct input from stakeholders. Feedback on Curriculum, Program Offerings, and Student Resources are processed via appropriate committee channels, i.e., Curriculum, Outcomes Assessment, Strategic Planning, and Scholarship committees. In addition to the “administrative channels” method of communication, Palmer has benefitted from informal sessions for the entire Palmer student body on an informal basis. These include student town meetings and open house forums.

Feedback from these less-structured get-togethers has indicated that there appears to be a sense of delay in Palmer’s process of implementing operational changes and program requirements. One outcome was scheduling the requisite number of meetings for multiple committees, to which most of the remaining faculty and staff members already belonged. The result is that individual committee work is being conducted in conjunction with the full faculty body, as a “committee of the whole.” While this streamlined approach has been received positively by the faculty and members of the Advisory Council, it has resulted in a much timelier turnaround with respect to departmental planning. This includes faculty approval of new course electives, and refashioning of existing courses, which become part of the curriculum development cycle, and are conducted in a timelier manner. In some instances, this has enhanced the pace of LIU Academic Catalog updating.

I.6 The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

The Palmer School works regularly with the LIU Director of Assessment in conducting its review of Palmer Program Goals and Student Learning Outcomes. This process includes reviews of Palmer programs and courses in the MSLIS degree. For the MSLIS, this process consists of aligning program goals and outcomes with: (a.) ALA’s own goals and objectives; (b.) the Palmer School’s program goals and learning objectives; and (c.) LIU’s Institutional Learning Objectives. Figure 1.2: The Palmer School and its Constituents is illustrative of the process of planning and review.

Internally, the Palmer faculty are the initial drivers of the evaluation and improvement process. Once per year, and in consultation with the LIU Assessment Director, Palmer selects the learning objective(s) to be assessed for each semester. This process is cyclical, and SLOs are examined in varying order based on the assessment needs at that time. The faculty identify which courses will be utilized in conducting each assessment. At the close of each semester, individual instructors conduct a course-level outcomes assessment for those courses selected, and, when necessary, related courses as well. The results of this assessment are presented to the Palmer Outcomes Assessment Committee, which then provides a summary of these findings to the Curriculum Committee.

Palmer maintains a Curriculum Map consisting of all LIS courses offered to students in the MSLIS program, including courses that are both regularly and occasionally offered. These maps are updated every three years. Sample copies of these documents are provided in the Palmer Office.

Standard II: Curriculum

Introduction

The Palmer School continues to be grounded in its mission to “empower information professionals through education, research and achievement.” This mission is the basis of the Palmer School Program Goals and Student Learning Outcomes (recently updated to reflect changes in LIU emphasis on diversity, equity, and inclusion, as well as ALA’s change in Standards). See Appendix 1.2 Palmer School MLIS Program Goals and Student Learning Outcomes. The Program Goals are student learning goals and the associated student learning outcomes (SLOs) are the foundation and structure of the Palmer School curriculum. These Program Goals and SLOs have been carefully constructed, reviewed, edited, and endorsed by important Palmer community groups: the Palmer School Advisory Council, the Palmer School ALA Student Chapter, and faculty (see Appendix 1.2A for the Palmer School Program Goals and Student Learning Outcomes 2018 – 2022 and appendix 1.2B for the revision: January 2023).

Prior to the 2020-2021 Academic Year, Curriculum Committee meetings took place frequently as separate meetings. The Chair of the Committee would report its work back to the faculty for discussion. After 2020, the Curriculum Committee operated as a “committee of the whole;” Curriculum Committee matters are discussed by the full faculty, rather than in discrete curriculum committee meetings. Any matters of approval were noted in Faculty Meeting Minutes (see Faculty Meeting Minutes folder in the Palmer School office).

In the 2022-23 Academic Year, LIU announced that the University would be transitioning to the Brightspace Learning Management System beginning in Fall 2023. The e-portfolio that was supported by Blackboard (as well as the Palmer School Community Page for student use) would no longer be able to be used. In addition, a new process for the e-portfolio was transitioned in Fall 2020. A change of philosophy also dictated how e-portfolio artifacts were viewed (see Appendix 2.1: E-Portfolio Essay Directions); rather than specifying artifacts to be submitted from specific classes, after Fall 2020, students were given “choice” as to which artifacts to use to demonstrate their achievement of the Palmer School Learning Goals and Student Learning Outcomes.

Since the last ALA review, the Palmer School has transitioned from a mostly face-to-face academic program to a fully online program, registered as a Distance Education offering with the New York State Department of Education (NYSED).

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

1a: The Palmer School curriculum is based on goals and objectives: The Outcomes Assessment committee in 2017 reformatted the Palmer School Learning Goals and Student Learning Outcomes (SLOs) to reflect a better alignment with the ALA Competencies of that

time. These were finalized and implemented in January 2018 (Appendix A.2A). These are the basis of the curriculum of the Palmer School; faculty are requested to put the corresponding Program Goals and SLOs on their syllabus. This makes it clear to students what specific Goals and SLOs are being addressed in that class (see sample syllabi in the Palmer Office); these are also used as a guide for students for the graduation e-portfolio essays. In the academic year 2022 – 2023, the Palmer Goals and SLOs were updated again based on important priorities from LIU and ALA to diversity, equity, inclusion; these will be implemented in the 2023 – 24 academic year:

Chart: January 2023 Revised Palmer School Learning Goals and Student Learning Outcomes (highlighted changes are in *italics*)

MSLIS PROGRAM GOALS AND STUDENT LEARNING OUTCOMES (Jan. 2023) – aligned to the ALA Core Competencies (2021-22)

Graduates of the Master of Science in Library and Information Science program will be prepared to:

Goal 1: Apply the principles, practices, ethics, and philosophy of the profession (*ALA I*)

SLO 1A: Demonstrate the understanding of the foundations, ethics and values of the library and information science professions (*ALA 1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1K*)

SLO 1B: Demonstrate *skills* of the *complex problem-solving and communication* processes and technologies *that support access to and delivery of services* of the library and information science professions (*ALA 1I, 1J, 4D, 4G, 9A*)

Students will achieve this through demonstrating these skills:

- Analyze policies and trends affecting libraries and information organizations
- Compare and contrast different types of collections and information organizations
- If appropriate, explain and meet certification and/or licensure requirements for specialized areas of the profession

Concepts for Goal 1 are introduced in LIS 510

Goal 2: Utilize a broad range of *culturally sensitive* approaches, systems, and technologies to manage and deliver information (*ALA 5, 6F*)

SLO 2A: Apply methods *reflecting cultural awareness* to organize information and knowledge (*ALA 5A, 5B, 5C, 5D*)

SLO 2B: Retrieve, *evaluate*, and synthesize information from a variety of systems and sources (*ALA 6A, 6B, 6C, 6D, 6E*)

Students will achieve this through demonstrating these skills:

- Use professional standards to manage and deliver information resources
- Evaluate information systems and technologies
- Evaluate and retrieve information from different kinds of information systems

Concepts for Goal 2 are introduced in LIS 512 and LIS 511

Goal 3: Deliver user-centered services programs *reflecting cultural and inclusive priorities and ethical considerations* (ALA 3C, 9B, 8D, 8E)

SLO 3A: Utilizes information sources and services to meet the needs of diverse populations (ALA 2C)

SLO 3B: Design and deliver information programs *based on inclusive pedagogy* to meet the needs of specific users (ALA 3D)

Students will achieve this through demonstrating these skills:

- Integrate technology into programs and services
- Design and provide the services that assist users in accessing information in a designated environment

Concepts for Goal 3 are introduced in LIS 511

Goal 4: *Effectively plan, manage, and advocate for libraries and information organizations*

SLO 4A: Explain principles and practices of management, *including collection, human resources, fiscal, and change management and utilize methods for evaluation of library/information center services* (ALA 2B, 3C, 4A, 4B, 4E, 4F, 4C, 9C)

SLO 4B: Apply fundamental principles of advocacy for an information organization

Students will achieve this through demonstrating these skills:

- Demonstrate the ability to plan and/or carry out long-term information projects and/or activities
- Demonstrate the ability to market information activities to specific users or patrons
- Show understanding of how an information professional can be an advocate for a specific information organization

Concepts for Goal 4 are introduced in LIS 513, LIS 622, or *another designated Management Suite elective*

Goal 5: Prepare to contribute to the profession through research and service

SLO 5A: Demonstrate understanding of how to effectively *participate in and contribute* to the profession

- *Through service* (ALA 3A, 3B)
- *Through research and scholarly communication* (ALA 7A, 7B, 7C, 7D)

Students will achieve this through demonstrating these skills:

- Explain the importance of service to the profession and continuing professional development as a means to contribute to the profession
- Articulate an understanding of the fundamentals of research *principles and techniques*

Concept for Goal 5 are introduces in LIS 510 and LIS 514

5 Goals and 9 SLOs. Each goal has a designated core course associated with introducing the goal. Students will show achievement of the GOALS and SLOs through the Graduate Goal Essays.

1b:... evolves in response to an ongoing systematic planning process from all constituencies:

Each monthly faculty meeting includes reports from the Curriculum Committee and Outcomes Assessment chairs. Changes to the curriculum are discussed with faculty after yearly LIU Outcomes Assessment reports are filed and after the yearly review of the LIS 690 and LIS 691 Site Supervisor Evaluations by the Director (see Faculty Meeting Minutes in the Palmer Office) and End of Program Survey assessments (see samples in the Palmer Office). The results are addressed with faculty in their monthly meetings, especially regarding how well students are prepared for their internships or student teaching activities. The Director of the Palmer School, with faculty input and approval, either begins the process to implement any change or determine if further discussion is needed. The stimulus for curriculum changes includes Site Supervisor evaluations; student comments either to a faculty member or as a comment on the Student Satisfaction Survey; responsiveness to changes in NYSED requirements, ALA and LIU priorities. Examples include:

1. Development and implementation of LIS 901: Library Literacies for K – 12 English Language Leaders (NYSED added a 3-credit requirement to Literacy requirements for Library Media Specialists specifically in work with English Language Learners/English as a New Language: Summer 2020)
2. Faculty report of a student comment re: “inclusion” to faculty at the 1/22/2020 faculty meeting, which resulted in a faculty review of how inclusion is implemented in courses; result was an LIS 901 class: Gender Equity in Library and Information Sciences offered in Spring 2021
3. LIU Outcomes Assessment added a key piece to its annual reporting regarding Diversity, Equity, Inclusion in the 2021-22 Academic Year. This resulted in a further review of Palmer School curriculum to determine where these topics occur (see Appendix 2.2: DEI Integration: Spring 2022). and implementation in LIS 510 and LIS 511 documents)
4. Evaluation of Palmer School Curriculum and Program is done by recent graduating students through the End of Program Exit Surveys and current students (2018-2023): Mid-Semester Surveys (Mid-Semester Surveys were not distributed since 2021) and Student Satisfaction Surveys (see Appendix 2.3: Results of the Student Satisfaction Survey May 2023)

In addition, curriculum is addressed with the Palmer School Advisory Council when major changes are considered. An example can be seen in the following:

5. Process of development of the Fall 2023 Palmer School Program Goals and Student Learning Outcomes:
 - review of the 2021 ALA Competencies with faculty (Faculty Meeting Minutes 1/20/2022)
 - faculty approved revised Program Goals and Student Learning Outcomes (1/26/2023 faculty meeting minutes). Draft document sent to the Palmer Advisory Council
 - review with the Palmer Advisory Council (consultation via email 2/6/2023); revised wording based on feedback (email: 2/10/2023)

- final faculty approval (2/23/23 Faculty Meeting minutes)
- review with the ALA Student Chapter (conducted via email: 2/26/23)
- review with the general student population during Spring 23 orientation (February 13, 2023: Agenda).
- updated goals are reflected in the Palmer School Program Guide 2023 – 2024 (see Appendix 1.4: Palmer School Program Guide)

1c: the curriculum provides, through a variety of education experiences, for the student of theory, principles, practice, and the legal and ethical issues and values necessary for the provision of service in libraries: The Palmer School's Program Goals and SLOs incorporate each of these concepts/topics, which are introduced to students in the Core Classes of LIS 510: Introduction to Library and Information Technology and LIS 511: Information Sources and Services (see syllabi of LIS 510 and LIS 511 in the Palmer School office). They are reinforced in the following classes related to management of libraries and information centers (LIS 622 and LIS 513), as well as in two collection development classes (LIS 632 and LIS 628) (see sample syllabi in the Palmer School office).

1d: The curriculum is revised regularly: Curriculum offerings are reviewed yearly by the Director of the Palmer School (2021-2023), and necessary changes are made to the Academic Catalog. The Palmer School Curriculum Committee oversees the curriculum review and developmental processes (Appendix 2. 5: Palmer School Faculty By-Laws). Since the last site visit, the curriculum was carefully reviewed for the following reasons:

- Application to and approval from NYSED for distance learning registration for the Master of Science in Library and Information Science degree
- Course title changes and Palmer School Program Guide course descriptions revised in 2020, including the changed status of courses not regularly offered from regular LIS designations to LIS 901 Special Studies classes (offered on occasion) (see recent Palmer School Program Guide and Curriculum Committee minutes 12/4/2019; 1/22/2020; 11/17/2020 (see Curriculum Committee folder in Palmer office); see also Curriculum Committee number – title designations/name changes (file in folder in the Palmer School office).
- School Library curriculum was regularly revised because of NYSED Library Media Specialist certification changes: after edTPA was instituted by NYSED for all teaching specialties, including Library Media Specialist certification, concepts directly related to preparation for this assessment were added to the school library curriculum (see Syllabi folder in the Palmer School offices). In 2022, NYSED eliminated edTPA as a certification requirement. School library programs statewide are developed their own teacher performance assessments. Palmer took a lead role in this development (see Appendix 2.6: Agendas for SLTPA (School Library Teacher Performance Assessment) meetings: 3/8, 3/27, 4/18 and 6/6/2023). Palmer's School Library Teacher Performance Assessment was accepted by NYSED on July 5, 2023, to be implemented during the 2023- 2024 academic year.

Sources of Evidence

- Curriculum Committee minutes (SharePoint portal and folder of Minutes in the Palmer School Office)

- Faculty meeting minutes (SharePoint portal and folder in Minutes in the Palmer School Office)
- Palmer School Goals and Student Learning Objectives (incorporated into the Palmer School Program Guide): Appendix 1.4
- Advisory Council minutes (SharePoint portal and in the Palmer Office)
- Goals and SLOs on faculty syllabi (on site)
- Site Supervisor Evaluations forms (on site)
- Syllabi from LIS 510, 511, 622, 513, 628, 632 (on site)
- Palmer School Program Guides (SharePoint portal and on site); Appendix 1.4: Palmer School Program Guide 2023- 2024
- SLTPA Agendas (Appendix 2.6)
- Teacher Performance Assessment (TPA) for the School Library Program, Palmer School (Appendix 2.6)
- Sample Mid-Semester and Exits surveys (SharePoint portal and on site)
- Faculty By-Laws (SharePoint portal; Appendix 2.5)

II.2: The curriculum is concerned with information resources and the services and technologies to facilitate their management and use... the curriculum encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis.

The Palmer School curriculum is structure around five Program Goals:

- Instilling professional principles and ethics
- Organizing, managing, and delivering information
- Delivering information-related services
- Managing, leading, and advocating for information centers
- Contributing to the profession through research and service

Our curriculum encompasses the life cycle of information as described in this standard. The Table below maps the Palmer School's courses and a selection of its electives with constructs outlined in Standard II.2 (See Palmer School Program Guide for detailed course descriptions and sample schedules in the Palmer School office).

TABLE 2.1: Palmer School Courses Mapped to Subject Area Priorities: *designates a Core Course for Palmer Students regardless of concentration or major career focus

Information and Knowledge Creation:

*LIS 514: Introduction to Research in Library and Information Science

LIS 606: Information Literacy and Library Instruction

LIS 620: Instructional Leadership and Design

LIS 626: Teaching Methodologies for K – 16 Librarians

LIS 633: Emerging Web Technologies

LIS 654: Building Digital Libraries

LIS 707: User Experience

LIS 724: Introduction to Online Teaching

LIS 725: Instructional Technologies, Applications, and Media Literacy

LIS 726: Content Management Systems

LIS 732: History of the Book

LIS 740: Copyright Law and Information Policy

Communication:

*LIS 510: Introduction to Information Science and Technology

LIS 627: Special Needs Students in K 12 Libraries

LIS 634: Great Collections of New York City

LIS 652: Exhibitions and Catalogs: Library Meets Museum

LIS 710: Rare Book School

LIS 712: Literacy for the K 12 Environment

LIS 737: Serving Diverse Populations

LIS 755: Information Technologies and Society

LIS 770: Information Representation and Retrieval

LIS 744: Information Seeking Behavior

Identification, Selection, and Acquisition:

*LIS 511: Information Sources and Services

LIS 610: Reader's Advisory

LIS 618: Online Information Retrieval Techniques

LIS 628: Collection Development for K 12

LIS 702: Children's Literature and Emotional Intelligence

LIS 717: Reference and Instruction in Special Collections

LIS 728: K 12 Literature

LIS 729: Young Adult Sources and Services

LIS 732: Collection Development

LIS 733: Early Childhood and Children's Sources and Services

LIS 734: Government Information Services

LIS 901 (Special Topics): Graphic Novels

Organization and Description; Storage and Retrieval:

*LIS 512: Introduction to Knowledge Organization

LIS 529: Map Collections

LIS 763: Metadata for Digital Repositories

LIS 705: Principles and Practices in Archival Description: DACS/EAD

LIS 709: Principles and Practices of Rare Book Cataloging and Descriptive Bibliography

LIS 732: Records Management and Information Governance

LIS 775: Technical Services Operations and Systems

LIS 901 (Special Topics): Big Data

Preservation and Curation:

LIS 657: Introduction to Preservation

LIS 706: Digital Preservation

LIS 714: Archives and Manuscripts

LIS 716: Audio Preservation

LIS 721: Appraisal of Archives and Manuscripts

Analysis (and Management):

*LIS 513: Management of Libraries and Information Centers

*LIS 622: Management of the School Media Center (for School Library Media Specialists)

LIS 713: Rare Books and Special Collections Librarianship

LIS 741: Public Libraries

LIS 744: Academic and Special Libraries

*LIS 690: Internship

*LIS 691: Internship (Student Teaching for School Library Media Specialists)

LIS 693: Gardiner Foundation Internship

Table 2.2: Curriculum Focus with Related Program Learning Outcome and Sampling of MSLIS Courses:

The curriculum:

Curriculum Focus	Related Program Learning Outcome (PLO)	Related Sampling MSLIS Courses
II.2.1: Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served	PLO 1; PLO 4	LIS 510, 511, 513, 620, 622
II.2.2: Emphasizes an evolving body of knowledge that reflects the finding of basic and applied research from relevant fields	PLO 5	LIS 514, 740, 744, 741
II. 2.3: Integrates technology and theories that underpin its design, application, and use	PLO 2	LIS 512, 725, 654, 707, 618, 763, 775
II.2.4: Responds to the needs of a diverse and global society, including the needs of underserved populations	PLO 3	LIS 627, 712, 610, 737
II. 2. 5: provides direction for future development of a rapidly changing field	PLO 1 and PLO 4	LIS 628, 732, 734
II. 2.6: Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future	PLO 5	LIS 690, 691, 693

II.2.1: Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for communities that are served: The Palmer School supports and reiterates the mission of LIU in its curriculum: “to provide excellence and access in private education to those who seek to expand their knowledge and **prepare themselves for meaningful, educated lives and for services to their communities and the world.**” (LIU’s mission is stated at the beginning of the Palmer School Program Guide: Appendix 1.4). Embedded through the Palmer School curriculum is the concept of service to the community. This begins first through the core courses: LIS 510: Introduction to Information Science and Technology and LIS 511: Information Sources and Services (see syllabi in the Palmer School office). The idea of service to a community is followed through in the two

Management classes that are required by Palmer School students: LIS 513: Management of Library and Information Centers and LIS 622: School Library Media Center Management. (Dual Degree students are exempt from the management class requirement, since their management requirement is included in the Mentorship class: LIS 785; all Dual Degree students, however, take LIS 510 and LIS 511).

Students demonstrate their understanding of providing services and collections to the community through the accomplishment of Palmer Program Goal 3: Deliver user-centered services and cost-effective programs and Goal 5: Prepare to contribute to the profession through research and service.

These outcomes are regularly assessed through the following assignments (see syllabi for reference):

LIS 510: Issue Paper (Course Objective for SLO 5A: Be familiar with the challenges and issues that information professionals face)

LIS 511: this entire course focuses on Goal 3, SLOs 3A and 3B: Search Assignment (Course Objective SLO 3A: demonstrate competency in selecting, evaluating, and utilizing various reference resources and tools to provide reference services; SLO 3B: Pathfinder Project: be able to design and offer references to meet the needs of diverse populations using proper reference resources and tools

LIS 513: Reaction Piece #3: Management and People: Human Resources; Diversity (Course Objective: SLO 3A); Ethnographic Reflection (Course Objective: SLO 5A)

LIS 622: Roles and Responsibilities of the School K – 12 Librarian: Social Responsibility (Legal and Ethical Issues); Collection Development Experience (SLO 5A: demonstrate how to effectively contribute to the profession)

Graduating students also reflect on these outcomes through the e-portfolio Goal Essays (see samples in the Palmer School office).

Goal 3 and SLOs 3A and 3B have been assessed twice for the LIU Outcomes Assessment requirement.

II2.2: Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields:

Palmer School students in most of the concentrations are required to take LIS 514: Introduction to Research in Library and Information Science. This class presents an overview of quantitative and qualitative research. Students evaluate and use research literature. Students have the opportunity to learn and practice developing a research proposal (see sample proposals in the Palmer School office).

Students in the School Library Program accomplish this objective through the use of an action research project, as well as through developing an original interdisciplinary project in the form of a Webquest or a 5Es project (see sample projects from LIS 620: Instructional Leadership and Design in the Palmer School office).

This objective is also assessed through the Palmer School Goal 5, SLO 5A: prepare to contribute to the profession through research and service (see e-portfolio graduation essays with student reflections in the Palmer School office).

The following are a sampling of LIS 514 research proposals:

- Law Library in the Era of Artificial Intelligence (Spring 2023)
- The Role of Rural Libraries in Digital Literacy Education (Spring 2023)
- Come As You Are: Developing Inclusive Practices in Library and Information Science (Fall 2022)
- Libraries as Sustainability Agents: Purpose and Practices for Promoting Sustainability in Library Communities (Fall 2022)
- The Impact of Prison Library on Prisoner's Life (Spring 2022)
- Moving Past Psychedelic to Therapeutic: Can Boomers and Science Change LIS's Image? (Spring 2022)
- Survey Study on LGBTQ Archives (Fall 2021)
- Public Libraries as a Potential Site of Library Anxiety Research (Fall 2021)

For a complete listing of LIS 514 Research Proposals, see Appendix 2.7: LIS 514 Proposals.

The field of Library and Information Science is very diverse in terms of its influences on content and method. The following are examples of how research from other fields has impacted some Palmer School courses:

LIS 512: Introduction to Knowledge Organization (a core requirement for all MSLIS students): quote from Dr. David Jank: "Although KO is substantively "Cataloging and Classification in the traditional library sense, it is really also technical in its origin. Thus, I always include the relevant portions of **Computer** and **Information Science**. Specifically, database design concepts as they apply to OPAC functions, indexing activities, and Integrated Library systems management. Also, we bring taxonomy and ontology quite a bit. We also now include units focusing on **DEI** as pertain to indexing terminology and **equity of access, digital divide, and representation/inclusion** with respect to information access and retrieval." (Appendix 2.8: email Dr. Jank; Syllabus: LIS 512 in Syllabi folder in the Palmer Office)

LIS 513: Management of Libraries and Information Centers or **LIS 622: School Library Media Center Management** are required (except for Dual Degree students who receive management principles in LIS 785, Dual Degree Mentorship). Principles of management theory, human resources management, finance and budgeting from the field of business are included in these classes. (Syllabi: LIS 513 and LIS 622 in Syllabi folder in the Palmer School office)

Principles from the field of Education inform the School Library classes, as most of the classes are necessary for New York State teacher certification as a Library Media Specialist. Examples include:

LIS 626: Teaching Methodologies for K 16 Librarians: the Madeline Hunter method of direct instruction is used for students to learn to create a skills-based lesson plan (Syllabus: LIS 626 in the Syllabi folder in the Palmer School office)

LIS 620: Instructional Leadership and Design: Transformational leadership key practices (from both the business and education fields) are used as an introduction to the nature of the

instructional leadership that school librarians must provide to advocate for their libraries; theoretical foundations from the field of education (teaching and learning), such as constructivism, critical thinking, problem solving strategies, as well as instructional methodologies from education that are most appropriate for school libraries: cooperative learning, differentiated instruction, and multiple intelligences are also important constructs for this class (Syllabus: LIS 620 in the Syllabi folder in the Palmer School office)

II.2.3: Integrates technology and theories that underpin its design, application, and use:

In the 2017 academic year, the title, course description, and units in LIS 510 were changed to reflect the importance of technology to the field of library and information science (see syllabus for LIS 510: Information Science and Technology); students are introduced to a “description of major information technologies applied in libraries and information centers” (see course description on the syllabus; Faculty Meeting Minutes 10/13/2017).

Students in the School Library concentration engaged in a required technology requirement, which is also an elective for the K-12 Youth Services concentration: LIS 725 (former LIS 629): Instructional Technologies, Applications and Media Literacy (see sample assignments in syllabi in the Palmer School Office).

Students in the Archives concentration can engage in a hands-on, digitization experience through LIS 693 in which they use digital technologies to digitize historical materials.

Students prepare to work with information technology in the required course: LIS 512: Introduction to Knowledge Organization, which emphasizes cataloging, databases and the organizational structure that underlie them (see Palmer School Program Guide course description and syllabus in the Palmer School office).

Electives with a focus on the integration of technology include:

- LIS 755: Information Technologies and Society, focuses on the historical development of technology, various perspectives and the effects of information technology (syllabus in the Palmer School office). Another summer elective that provides students with the opportunity to explore designing and evaluating interactive systems from a user-centered perspective is LIS 707: User Experience (see course description in the Palmer School Program Guide)
- LIS 618: Online Informational Retrieval Techniques; LIS 654: Building Digital Libraries; and LIS 763: Metadata for Digital Repositories are offered frequently (see sample syllabi, assignments; and course schedules in the Palmer School office)
- LIS 775: Technical Services Operations and Systems with a focus on acquisition systems, bibliographic control, and serials management is offered on a rotating basis (see sample syllabus in the Palmer School office)

Palmer School Program Goal 2: utilize a broad range of approaches. Systems, and technologies to manage and deliver information is assessed through the LIU Outcomes Assessment process, as well as through student understanding of the goal through the e-portfolio goal essays. Students prepare to work with information technology in required course: LIS 512 (sample LIU OA report for Goal 3 and sample e-portfolio essays – and rubric in the Palmer School office)

II.2.4: Responds to the needs of a diverse and global society, including the needs of underserved populations:

This objective is also assessed through the Palmer School Goal 3, SLO 3A: Utilize Information sources and services to meet the needs of diverse populations and 3B: design and deliver information programs to meet the needs of specific users. This is assessed through the LIU Outcomes Assessment process (see sample LIU OA reports in the Palmer School office), assignments in LIS 511 (see sample assignment: Information Program Plan), as well as through elective classes, such as:

- LIS 627: Special Needs Students in K – 12 Libraries (see syllabus and sample assignments)
- LIS 737: Serving Diverse Populations (see syllabus and sample assignments)

II. 2. 5: provides direction for future development of a rapidly changing field:

The Palmer School provides direction for our students in the rapidly changing field of library and information science through (a) specific courses; (b) the ability to modify units and discussions within courses based on technological development or changing educational priorities; (c) the oversight of the Palmer School Curriculum Committee; (d) the internship requirement; (e) LIS 901 Special Topics classes.

- a) The following courses in the Palmer curriculum provide for student's ability to work within a rapidly changing field:
 - LIS 733: Emerging Web Technologies
 - LIS 654: Building Digital Libraries
 - LIS 707: User Experience (with the ability to use the Usability Lab to test new and emerging applications)
 - LIS 725: Instructional Technologies, Applications, and Media Literacy
 - LIS 724: Introduction to Online Teaching
 - LIS 755: Information Technologies and Society
- b) With changes in New York State educational requirements, the School Library classes changed emphases within its classes to prepare students for the edTPA as well as to reflect changes in technology:
 - LIS 629: Integrating Technology Into the Curriculum was updated to become LIS 725: Instructional Technologies, Applications and Media Literacy (see syllabi)
 - Core course, LIS 510, required of all Palmer School students, added units on recent information technologies and the course title was changed to reflect this: from Introduction to Library and Information Science to Introduction to Information Science and Technology
 - In LIS 620: Instructional Leadership and Design, students design an online learning unit for K-12 students
- c) The Curriculum Committee completed a 2-year review of the Palmer School Curriculum in 2020 which resulted in a refreshing of course descriptions, number changes, elimination or retitling courses (Faculty Meeting Minutes 10-23-2020). Course titles,

bulletin descriptions, and course number changes were implemented in the 2021 - 2022 LIU Academic Catalog and 2021 – 2022 Palmer School Program Guide

- d) Master's level students are required to engage in an internship (LIS 690), where they work under the supervision of a professional in a chosen LIS field. Students augment what they have learned in formal courses by putting theory into practice, further their career objectives, enhance their skills, competencies and abilities, and prepare themselves for future jobs upon graduation. All students, except for those in the School Library Media Specialist concentration, spend 120 hours “working” in a library or information center of their choice; internship sites have included the following:

Chart 2.3: Recent LIS 690 Internship Sites:

Summer 2023

Riverhead Free Library
Brightwaters Public Library

Spring 2023

NYU-TV
NYU Special Collection
NYPL Battery Park City Library
NYU Division of Library: Teaching Learning & Engagement
Long Beach Public Library
Hillside Public Library
NYU Bobst Library: Open Access
West Babylon Public Library

Fall 2022

Oceanside Library
Delaware Public Archives
Hampton Library
NYU Glucksman Ireland House / NYU Bobst Digital Studio
New York Genealogical & Biographical Society
Half Hollow Hills Community Library
Library of the Chathams
Library of The Jewish Theological Seminary

Summer 2022

The State Historical Society of Missouri
NYU Business & Brause Real Estate Library
Northport Historical Society
Stevens Memorial Library

Spring 2023

Site
Gladys Marcus Library, Goodman Resource Center, Fashion Institute of Technology - SUNY

NYU Avery Library
World Monuments Fund
NYU Division of Libraries
Lindenhurst Memorial Library

Students in the School Library concentration engage in a student teaching experience (LIS 691) for 240 hours or 40 days in K 12 schools and have left projects with the school that demonstrate their ability to engage students and school staff in future-oriented activities.

The Palmer School offers Special Topics classes (LIS 901) that allow the faculty to present emerging topics into its curriculum on a “trial” basis. Those Special Topics that are successfully taught for 3 or more semesters are then formally integrated into the Palmer School course catalog, upon request of the LIU Registrar. Recent examples include:

- LIS 901: Big Data
- LIS 901: Graphic Novels
- LIS 901: Library Literacies for K 12 ENL/ELL Learners
- LIS 901: Gender Identity in Information Science
- LIS 901: Sustainability Issues
- LIS 901: Managing Ephemeria
- LIS 901: Rare Books, Prints and Book Illustrations

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

Palmer School Goal 5: Prepare to contribute to the profession through research and service; SLO 5A: demonstrate understanding of how to effectively contribute to the profession is assessed through the e-portfolio Goal Essays (see sample Goal Essays in the Palmer School office), as well as a primary concern in the Palmer School Capstone internship (LIS 690: Internship and LIS: 691: Student Teaching Internship). Learning modules in both capstone experiences include information and techniques in job preparation (Copies of online learning modules located in the Palmer School office). As well, joining and being active in professional organizations is emphasized through LIS 510: Introduction to Information Science and Technology, through a unit on professional organizations; LIS 622: School Library Media Center Management, through an assignment to join an organization. (see sample syllabi); as well as most of the other courses in the Palmer School curriculum.

In addition, Site Supervisors in their evaluation of students completing the general and school library internships are asked to provide a judgement as to whether the Palmer School curriculum has met the needs of the profession (see sample Site Supervisor Evaluations; Appendix 2.9: Site Supervisor comments)

The Palmer School Student Satisfaction Survey given to graduating students acts as an exit interview; students are asked to ascertain whether the curriculum of the Palmer School has satisfied their needs through the following questions:

- The Palmer School curriculum is providing the proper mix of theory and practice during the courses to prepare me for professional work
- I expect that the Internship (LIS 690: General Internship; LIS 691: Student Teaching Internship; or LIS 693: Gardiner Fellowship Archives Internship) is or will be a valuable experience in terms of preparing me for professional work

See Appendix 2.3: Student Satisfaction survey results May 2023.

Evidence for objectives II.2.1 – II.2.6:

- Representative syllabi and specific assignments from LIS 510, LIS 511, LIS 512, LIS 513, LIS 514 (Palmer School office)
- Elective syllabi and assignments to demonstrate concepts noted above (syllabi for active courses) (on site)
- Student E-portfolio reflections on curriculum experiences; results from AY 2021-2022 and 2022-2023 (on site)
- Table of course numbers and descriptions, aligned to COA subject priorities (table above)
- Samples of student work (papers, projects, etc.) (on site)
- Curriculum Committee minutes (on site folder)
- Student Satisfaction Survey results (Appendix 2.3)

II. 3: The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met and that will foster the attainment of student learning outcomes (3a). The curriculum includes as appropriate cooperative degree programs (3b), interdisciplinary coursework and research (3c), experiential opportunities and similar activities (3d). Course content and sequence relationships within the curriculum are evident:

3.a. 1. Robust Advisement:

The Palmer School students are able to construct coherent programs of study (concentrations) to meet their needs, goals and aspiration through a robust advisement system. The Director of the Palmer School and the Coordinator for Enrollment Services for the Palmer School are available via email and phone for any questions, concerns, direction, etc. Faculty regularly discuss courses with their students in online discussions (see recent Faculty Meeting minutes). In addition, the Coordinator for Enrollment Services for the Palmer School maintains program plans for each student in a file for reference (Appendix 2.10: Sample Program Plans)

3. a. 2: Concentrations:

Each of the Palmer School concentrations has a faculty member who provides students with specific information about that career pathway (faculty names are noted at the beginning of the discussion of the concentration). The Palmer School has the following concentrations (Programs of Study) that enable each student to determine which career path they would like to pursue to meet their goals and aspirations

- *School Library Media Specialist Program*
Dr. Bea Baaden, Director of the School Library Program

This program is described in the Palmer School Program Guide and on the website. A School Library Handbook details the program, its courses, and how to obtain NYSED teacher certification as a Library Media Specialist (see Appendix: School Library Handbook). This program has a specific Director to guide the students. The School Library Handbook is updated frequently as certification and professional priorities change. There is also a separate student plan of study for this program (see sample program of study). Upon request and after a phone or email student advisement session with the Director of the School Library Program, students are also emailed an initial program plan with the recommendation that they contact the Director at registration time for any updates or directions or changes (see sample emails). The MSLIS, School Library Media Specialist Program is registered separately with NYSED, as it is a prescribed program with only one elective (in children's, Young Adult, or K-12 literature). In addition, this program has an option as a cohort program at a 50% tuition discount from LIU graduation tuition. Cohorts are generally started every Fall semester; they are based on partnership agreements with various school library systems throughout New York State. School library classes are offered once a year, so advisement at the onset of the program is important. The cohort school library program has no electives; students follow a cohort model. (Copies of Special Contract Pricing Forms can be found in the Palmer School Office)

- *Certificate of Advanced Study in Archives and Records Management (CARM)*
Dr. Gregory Hunter, Director of the Archives and Records Management

This program is described in the Palmer School Program Guide, on the website; students have a program plan to guide their choice of courses. This program also has a specific Director to guide students in certificate requirements. This is an 18-credit program that can be taken either during a student's MSLIS coursework or as a post-graduate program. There are 9 required credits (3 classes) and an additional 9 credits (3 classes) of specific Archives electives. Required classes are offered once a year; elective classes are offered on a rotating basis. Coursework in this concentration can also lead to certification as a Certified Records Manager (see Appendix 1.4: Palmer School Program Guide).

- *Dual Degree Program with New York University*
Mr. Peter Culliney, Part-Time Coordinator

This dual-degree program is described in the Palmer School Program Guide and on the websites of both the Palmer School and the two schools at NYU who are part of the program—the Graduate School of Arts and Sciences (GSAS) and the Steinhardt School (Costume Studies and

Food Studies programs). There is a part-time program coordinator for this program, Mr. Peter Culliney, who works with our NYU partners and helps students navigate the admissions process of the Dual Degree. He also directs students through the program's intricacies and processes, such as the admissions requirements, the Consortium Agreement, the shared scholarship with LIU/Palmer School and NYU, as well as general issues of navigating two master's degree programs at the same time (Appendix 2.11: Guide to the Dual Degree). Students earn two Master's degrees in which they take classes concurrently at both LIU and NYU. Acceptance into this program results in nine fewer credits taken at each school for the two degrees. Palmer School class requirements are the four core courses; an internship; LIS 785: Mentoring Experience (see Appendix: Syllabi:LIS 785 or website: <https://wp.nyu.edu/librarydualdegree/>), which is an LIS class, but taught by academic librarians at the NYU Bobst Library. NYU majors for the last two years include the following: Food Studies, Costume Studies, Archives and Public History; Irish and Irish American Studies; Experimental Humanities, Museum Studies, among others (email: Peter Culliney, 8/8/2023).

- *Rare Books and Special Collections Concentration*
Dr. David Jank, Coordinator, Rare Books School

This concentration is described in the recent Palmer School Program Guide and the Palmer website. Dr. Baaden, as Director of the Palmer School, guides students interested in this concentration. This is the only program in the Palmer School that offers face to face (or blended classes) on site at the NYU Bobst Library. Rare Books Concentration classes were traditionally held face to face in the Bobst Library when the Palmer School had a face-to-face program there because of the wealth of resources at Bobst and in the NYC area. Dual Degree students, who are Manhattan based because of their master's programs at NYU, and other Manhattan-based students specifically requested that the Palmer School reinstate face to face classes at Bobst (which was closed during the pandemic; at that time, Rare Books classes were held online). Our Dual Degree partners have also requested that we expand the number of face-to-face programs on the Bobst campus, which we intend to do, as of Fall 2024.

The Rare Books concentration is 12 credits, with 2 highly recommended classes: LIS 732: History of the Book and LIS 713: Rare Book and Special Collections Librarianship and several electives. Rare Books classes are offered on a rotating basis:

LIS 732: History of the Book: Fall of year 1
 LIS 713: Rare Books and Special Collections Librarianship: Spring of year 1
 LIS 709: Rare Book Cataloguing and Descriptive Bibliography: Fall of year 2
 Rare Books elective: Spring of year 2
 LIS 710: Rare Books School (may be used as an elective)

Summer classes include LIS 901 Special Topics classes, as well as LIS 752: Exhibitions and Catalogs: Library Meets Museum.

In addition, students have the option of attending the University of Virginia's Rare Book School (LIS 710). Students pay for 2 LIU credits for LIS 710 since they are also paying Rare Book School tuition. Final papers/projects are graded by the Palmer coordinator to result in a grade for

LIS 710. The partnership with the Rare Books School is informal. Students contact the UVA/RBS office, pick a course to be approved by either the Director of the Palmer School or the Coordinator of the RBS program; they write a mini-abstract of what project or research they intend to do as part of the course they choose to be approved. When the RBS course is finished, they submit a copy of their final project or paper for evaluation to the Palmer School Coordinator. Students also need to prove that they have passed the UVA course for them to receive an LIU grade and 3 credits.

Courses in the Palmer School Rare Books and Special Collections Program are taught by adjunct professors who are rare book specialists:

William Owens, MSLIS and MA: Head Cataloger/Metadata Librarian: New York Institute Law School Library

Bob Kosovsky, PhD: Librarian, Rare Books and Manuscripts, New York Public Library for the Performing Arts

Karen Bowen, PhD: Department of Rare Books and Special Collections, University of Antwerp (2020)

- *Children's and Youth Services Librarianship and General Librarianship Concentration*
Dr. Bea Baaden, Advisor

After students take required core classes, if they are interested in public library service as a children's or young adult librarian or as a reference librarian, they may take electives that lead to a Public Library certification from the New York State Library and qualify for the civil service exam as a Librarian Trainee or Librarian I. There are no specific requirements, although there is a list of elective courses that are acceptable for Children's and Youth Services civil service on Long Island that can be used as a guide for choosing classes (Appendix 2.12: Acceptable Courses for Children's and Youth Services Civil Service)

Students have the opportunity to take various pathways towards a library and information science career. Dr. Baaden and Ms. Webster, the concentration program guides, and the Palmer School Program Guide, are available to guide students in career and course choices.

3b) Cooperative programs and partnerships:

- In partnership with the NYC DOE School Library System, the BOCES School Library Systems of Putnam Northern Westchester, and BOCES School Library System of Southern Westchester, the Library Media Specialist Program has an option as a cohort program at a 50% tuition discount of LIU graduation tuition; cohorts are generally started every Fall; they are based on partnership agreements with various school library systems throughout NYS. School library classes are offered once a year, so advisement at the onset of the program is important. The cohort school library program has no electives; students follow a cohort model

- In partnership with the Robert David Lion Foundation, “Digitizing Local History” grants, students in any concentration may become part of the Gardiner Fellowship and learn how to digitize historical documents. This opportunity is made possible through grants that have funded scholarships of up to six credits a semester for students accepted into the fellowship program. The Archives program has just received a \$1 million endowment from the Gardiner Foundation, which will continue to support these fellowships.
- LIU Post (the Palmer School) and the Institute of Certified Records Managers (ICRM) have formed a partnership to build a bridge between Records and Information Management (RIM) education provided by the Palmer/LIU Post Certificate of Advanced Study in Archives and Records Management (CARM) to fast-track graduates to ICRM certification. Coursework requirements include: LIS 714: Archives and Manuscripts; LIS 723: Records Management and Information Governance; and at least one of the following electives: LIS 657: Introduction to Preservation; LIS 706: Digital Preservation or LIS 763: Metadata for Digital Libraries. Information and a checklist of requirements for the ICRM certification are available on the Palmer School website; specific information is also included in the Palmer School Program Guide, and there is a program plan to guide students for this opportunity. As of April 2023, there are 3 Partnership Pathways toward ICRM certification upon satisfactory completion of required courses and electives (see Appendix 2.13: Partnership with the Institute of Certified Records Managers, Information for Students, April 2023). As of July 2023, 21 Palmer students achieved this opportunity
- The Palmer School has a dual degree partnership with the NYU Graduate School of Arts and Sciences and the Food Studies master’s degree and Costume Studies master’s degree at the Steinhardt School, NYU. The purpose of the dual degree is to educate subject specialists and scholar-librarians for academic librarianship and research in institutions and the information industry. Students receive two master’s degrees at approximately 9 fewer credits than if they took each master’s degree separately. An important part of this program is a specially designed mentorship (LIS 785) with NYU Bobst Library’s subject specialists, a component that distinguishes this dual degree program from other programs of its type. The 4-credit mentorship is a year-long course that is part of the LIS curriculum and is taught by NYU Bobst library specialists. Each student is also assigned a mentor from the ranks of the NYU librarians or archivists or from other cultural institutions or information field who work individually with each student. Information about this special program is found on the NYU and Palmer School websites, in the Palmer School Program Guide, and from Mr. Peter Culliney, the Palmer School Coordinator of this program
- Although not a part of this current review, the Palmer School also maintains partnerships with public library systems in New York State for the post-graduate Certificate of Advanced Studies in Public Library Administration, recognized by NYSED and coordinated with the Suffolk Cooperative Public Library System (for Long Island and Western New York) and the Westchester - Mid-Hudson Cooperative Library System (for suburban NYC areas). Coordinators of this program are Library System Directors who work collaboratively with the Director of the Palmer School. The program consists of five classes, one per semester for two and a half years; it is a cohort model with special pricing approved by LIU. The purpose of the coursework is to provide solid management education for public library administrators and to integrate these concepts and illustrate their practical application within the public library setting

- The director of the School Library Media Specialist program worked in collaboration with the Artificial Intelligence Department of the College of Science to develop the proposal for the Advanced Certificate in Computer Science/Digital Fluency. The proposal has been approved by Academic Affairs as of this writing and has been approved by the Board of Trustees in late Spring 2023. The proposal will be forwarded to NYSED for implementation in Fall 2024.

3.c. Interdisciplinary components:

School Library Program: The Palmer School Library Program prepares candidates for teacher certification as a School Librarian/ School Library Media Specialist. Therefore, it is necessary to include education requirements to prepare candidates for the NYSTCE (New York State Teacher Certification Examinations). Library Media Specialist candidates must take and pass 2 NYSTCE examinations: the Content Specialty Test in Library Media and the Educating All Students Test. Palmer School students have had a 100% passing rate on this exam for the past 3 years. Rather than sending our students to schools of education to take these requirements, the School Library Program has developed classes where the content requirements are studied within the framework of the school library context, distinguishing how general educational concepts are used in the school library from how they are used in a subject area classroom. For example:

- in LIS 901 (Library Literacies for the K – 12 ENL Learner), students used culturally responsive teaching strategies to develop a Book Box or Reader Support Kit with comprehension questions for a grade level of their choice
- in LIS 626 (Teaching Methodologies for K 12 Students), students use the standard Madeline Hunter Lesson Plan format for direct instruction to construct and perform an information literacy/inquiry lesson
- because in New York State, school librarians are primarily teachers, in LIS 620 (Instructional Leadership and Design), students learn about and use the same New York State Next Generation Learning Standards to construct units of study for the library
- two classes in the School Library Program are required of the non-teacher candidates in order to give them the pedagogical core necessary for teacher certification and in order to learn the content needed to pass the Educating All Students Test: LIS 627 (Special Needs Students in K 12 Libraries) and LIS 712 (Literacy for the K 12 Environment)
- most of the school library classes are noted as K 12 classes as they are also appropriate for those students who desire to pursue the youth librarianship concentration

Management: all students in the Palmer School are required to take a management class

- in LIS 513 (Management of Libraries and Information Centers), important business managerial and administrative concepts and theories are used so that students can become effective leaders and managers within their library or information center setting. Through e-portfolio graduation essays, it was noticed students had a misperception about what management and leadership means in a library or information organization; after the class, some students recognized that every librarian is a “manager” (see Appendix: Goal 4 e-portfolio essays)

Core Classes:

- in LIS 511 (Reference Sources and Services), students use principles from the field of communication as they learn how to conduct a reference interview
- in LIS 514 (Introduction to Research in Library and Information Science), students use research from various fields in order to develop interdisciplinary research proposals. Some examples are: business, education, science, psychology (see section II.2.2 and appendix: LIS 514 Research Proposals); in addition, students use statistical software to compute descriptive statistics with real data before interpreting their meaning (from the field of mathematical statistics)

Archives and Records Management program:

- in LIS 714 (Archives and Manuscripts), students submit a scholarly article that meets the submission requirements of the journal, *American Archivist*, using publishing standards developed by an editor

3. d. Experiential opportunities for hands-on work in various library and information science institutions are incorporated throughout the program. The Palmer School has made a commitment to increasing hands-on “experiential” activities in each of its classes, based on comments from student surveys, throughout the past few years.

In the 2023 Student Satisfaction Survey (see Appendix 2.3), the survey items ask:

- Overall, I am pleased with the curriculum of the Palmer School (question 8)
- The Palmer School curriculum is providing the proper mix of theory and practice during courses to prepare me for professional work (question 9)
- The Palmer School course offerings are adequate in variety and content to meet my professional goals (question 13)

The following are examples of experiential activities within coursework; also see Appendix 2.14: Experiential Assignments in MSLIS Courses:

- LIS 510 (Introduction to Information Science and Technology): Library Visit Report; Technology Applications presentation
- LIS 511 (Information Sources and Services): Mock Reference Interview; Searching Databases assignment; Pathfinders Project
- LIS 512 (Introduction to Knowledge Organization): cataloging and classification systems exercises
- LIS 514 (Introduction to Research in Library and Information Science): evaluation of research publications; development of a research proposal
- LIS 622 (School Library Media Center Management): 25 hours of fieldwork is required to observe and practice in 2 school libraries of the student’s choice; Budget exercise (students are given \$10,000 to prepare a budget for a library in an economically disadvantaged area); Collection Development Experience (students deselect materials and do acquisition tasks for a school or K 12 library of their choice)
- LIS 620 (Instructional Leadership and Design): 25 hours of fieldwork to observe 2 school library lessons and analyze them according to educational principles)

- LIS 725 (Instructional Technologies, Applications and Media Literacy): 25 hours of field work to observe use of instructional technology in any K – 12 setting; this course uses standards of the NYSED Computer Science Digital Fluency Education Framework as the basis of course requirements and activities
- LIS 770 (Information Representation and Retrieval): Abstracting and Indexing assignment; User Reference Interview
- LIS 723 (Records Management and Information Governance): hands-on use of Virgo software (Access Corporation) to develop records retention schedules for a non-profit organization
- LIS 706 (Digital Preservation): use of Preservica software to assess the capabilities of a digital preservation system

The following are examples of experiential activities in internship classes; all students are required to take one of the following internships, unless they can show evidence of extensive prior experience; in that case, a student may opt to take LIS 695 (Master's Project):

- LIS 690 (Internship): students work 120 hours during a semester at an approved site in either a library or an archive, under the supervision of a professional (the site supervisor) in the field, at a variety of either self-selected activities or selected with collaboration of the site supervisor; it is strongly suggested that students leave a "service project" with the site. Both LIS 690 and LIS 691 are governed by the development of a Learning Contract
- LIS 691 (Student Teaching Internship): students work according to NYSED's requirement of hours in a school library; this is changing during the 2023-2024 academic year. Up to now students are required to work in two school library settings: one secondary and one elementary for 240 hours or 40 days (approximately 120 hours or 20 days in each setting). This has changed and NYSED now distinguishes between its candidates who already are certified teachers (50 hours of student teaching activities in a school library) and those who need Initial certification and do not have prior teaching certification (70 days); this may now be in one school library setting
- LIS 693 (Gardiner Foundation Internship): Master's Fellows digitize historical materials, edit the images, and create metadata for them, using digitization equipment in the on-campus digitization laboratory; students use the DT Atom Digitization System and various Epson scanners for at least 120 hours assisting in grant activities

Evidence for objective II.3

- Program planning sheets; sample student plans of study (Appendix 2.10)
- Coordinator for Enrollment Services job description (LIU jobs portal: <https://jobs.liu.edu/#/job-details/3857>)
- Palmer School Program Guide (Appendix 1.4)
- Palmer School website (liu.edu/palmer)
- Recent course schedules (sampling) (on site)
- Descriptions of experiential opportunities in LIS 690, 691 and 693 (Internships) – students' comments in goal essays (on site)

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

The Palmer School has used ALA's Core Competences of Librarianship as the basis of its MSLIS Program Goals and Student Learning Outcomes, January 2023 version. Each goal and SLO has a reference to the specific ALACC that guides its intent. (See Section 1.2.1 for specific alignments). Syllabi in the Palmer School are required to note the specific program goal and outcome for that class.

The RUSA (Reference and User Services) Professional Competencies for Reference and User Services Librarians form the basis of the core course, LIS 511 (Information Sources and Services). Activities and learning within this class are informed by the competencies. In addition, the RUSA Competencies inform the Public Library concentration classes: LIS 641 (Public Libraries); LIS 606 (Information Literacy and Library Instruction); LIS 610 (Reader's Advisory), as examples.

The School Library Program curriculum is informed by the Professional Standards for Educational Leaders (PSELs), the American Association of School Librarians, and the NYSED Framework for the Content Specialty Test for Library Media Specialists, as well as other important curriculum initiatives by NYSED, such as the Culturally Responsive - Sustaining Education Framework. Concepts are included in the school library classes, as well as in the new certification requirement for the portfolio assessment (see Appendix: Portfolio for the School Library Media Specialist). The ALA/AASL/CAEP School Librarian Preparation Standards (2019) inform the following school library and youth services classes:

Standard 1: The Learner and Learning: LIS 622 (School Library Management); LIS 620 (Instructional Leadership and Design); LIS 627 (Special Needs Students in K 12 Library); LIS 901 (Library Literacies for K 12 ENL Students); LIS 712 (Literacy for the K 12 Library Environment); LIS 737 (Serving Diverse Populations)

Standard 2: Planning for Instruction: LIS 620 (Instructional Leadership and Design); LIS 626 (Teaching Methodologies for K 12); LIS 691 (Student Teaching Internship)

Standard 3: Knowledge and Application of Content: LIS 620 (Instructional Leadership and Design); LIS 725 (Instructional Methodologies, Technologies, and Media Literacy); LIS 728 (K 12 Literature); LIS 729 (Young Adult Sources and Services); LIS 733 (Children's Sources and Services); LIS 901 (Graphic Novels); LIS 735 (Storytelling and Folk Literature)

Standard 4: Organization and Access: LIS 511 (Information Sources and Services); LIS 512 (Introduction to Knowledge Organization); LIS 622 (School Library Management); LIS 628 (K – 12 Collection Development)

Standard 5: Leadership, Advocacy and Professional Responsibility: LIS 620 (Instructional Leadership and Design); LIS 622 (School Library Management)

The Certificate of Advanced Study in Archives and Records Management (CARM), which is both a within master's program, as well as a post-master's program, uses the competencies and skills statements of the Society of American Archivists and the ICRM to build and sustain the

curriculum of this program. The Guidelines for a Graduate Program in Archival Studies (2016) guide the curriculum in this program and inform the following classes:

A. Core Archival Knowledge:

1. Knowledge of Archival Material and Functions; 2. Knowledge of the Profession; and 3: Contextual Knowledge: LIS 714 (Archives and Manuscripts); LIS 721 (Appraisal of Archives and Manuscripts); LIS 657 (Introduction to Preservation); LIS 705 (Principles and Practices in archival Description: EADS/DACS); LIS 706 (Digital Preservation); LIS 722 (Digital Curation); LIS 763 (Metadata for Digital Repositories); LIS 723 (Records Management and Information Governance)

B. Complementary Knowledge:

1. Information Technology: LIS 755 (Information Technologies and Society)
2. Research Design and Execution: LIS 514 (Introduction to Research in Information Science)
3. Library and Information Science: LIS 510 (Introduction to Information Science and Technology); LIS 511 (Information Sources and Services); LIS 512 (Introduction to Knowledge Organization)

The concentration in Youth Librarianship attempts to follow guidelines in the Competencies for Librarians Serving Children in Libraries and Teen Services Competencies for Library Staff. These competencies are covered in the core classes (LIS 510, LIS 511, LIS 512 and LIS 513). Electives that enhance these include:

LIS 628 (K 12 Collection Development); LIS 632 (Collection Development); LIS 712 (Literacy for K 12 Environments); and literature electives, such as those noted above in the School Library program.

Alignment documents are on site.

- Alignment of curriculum with NYSED Framework for Content Specialty Test for Library Media Specialists
- Alignment of curriculum with archives associations
- Institute of Certified Records Managers (ICRM) partnership (Greg: please write this)
- Alignment of curriculum to RUSA Competencies

II.5: Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served...curriculum is continually evaluated with input not only from faculty from those served including students, employers, alumni, and constituents (a). Curricular evaluation is used for ongoing appraisal and to make improvement (b). Evaluations of the curriculum includes assessment of students' achievements (c)

II.5.a: Continual Evaluation of the Curriculum:

- **Faculty:** The Palmer School Curriculum Committee is the vehicle through which the curriculum is reviewed and modified. Generally, a student is asked to serve on this committee, as well as the Palmer LIS Librarian. The LIS Librarian also attends monthly faculty meetings. The Curriculum Committee is a standing committee of the Palmer

School that: i) implements and oversees curricular changes; and ii) reviews courses changes proposed by members of the faculty and administration, including the creation, modification, or deletion of courses. To be responsive to a changing field, in the 2019 – 2020 Academic Year the Curriculum Committee undertook a detailed review of the Palmer School courses in the Palmer School Program Guide and LIU Academic Catalog. As a result of this review, the following program improvements were made:

- revised course descriptions
 - changed course numbers to reflect changes in the scope of the coursework
 - deleted obsolete classes
 - combined courses where redundancies existed
 - created a system of LIS 900 Special Studies Courses that would be offered on an occasional basis
 - fostered LIS 901 Special Topics classes (topics not covered in the regular curriculum and explored in depth)
- In 2022-2023, it was determined by the faculty that the Curriculum Committee would consist of a “committee of the whole” in order to facilitate monthly discussions during faculty meetings, on an as needed basis. This would also align curriculum discussions with the Strategic Planning and Outcomes Assessment Committees (Faculty Meeting Minutes: 9/25/2020). The Curriculum Committee generally forwards its recommendations to the faculty for review and approval.
- Curriculum and assessment tool changes:
 - End of Program Assessment: This was put on hold for review of questions (Faculty Meeting Minutes: 12/6/2019); changes to the format to online using Campus Labs and lessening the number of questions for a greater response (Faculty Meeting Minutes: 9/25/2020). Eventually it was determined that results from this assessment were inconclusive, therefore this assessment was removed to be replaced by an analysis of the Palmer School e-portfolio Goal Essays. Each student writes Goal Essays during their last semester of study in which they describe how their coursework enabled them to meet the Palmer School Learning Outcomes and prepare them for their future careers; the Goal Essays are evaluated by the Director of the Palmer School; one Palmer Goal per year is used for LIU’s Outcomes Assessment report; information is then discussed by faculty to be used to make any changes necessary to the curriculum
 - Revision and update to the Student Satisfaction Survey: a decision was made to send the Student Satisfaction Survey to all students rather than designated classes and to eliminate the Mid-Semester Survey. Faculty reviewed the survey (Faculty Meeting Minutes 11/16/2022) and it was also sent to the Palmer School ALA Student Chapter for their review. No survey was sent in the 2021 – 2022 Academic Year. The updated survey was sent via the Palmer School listserv, Kiosk, to all students in late April

2023. Results of the May 2023 survey can be found in the Appendix. They will be reviewed by the faculty at the September 2023 faculty meeting.

- Dual Degree changes: In 2020, there were new directors both in the Palmer School and in the Dual Degree directors at NYU Bobst Library; this resulted in ongoing discussions with NYU partners regarding the Dual Degree LIS 785 curriculum, as well as a restructuring of the Dual Degree model. Essential elements, such as the shared scholarship, admissions procedures, and mentorship, remained. Discussions continue especially for the learning modules for the LIS 785 curriculum.
- Development of the Computer Science/Digital Fluency Advanced Certificate in collaboration with the Artificial Intelligence department of the College of Science (Faculty Meeting Minutes: 2021 – 2023). This was approved by Academic Affairs and by the Board of Trustees this summer. The application to NYSED is in progress at this time and it is expected to be submitted as soon as it is completed (Appendix 2.15: Advanced Certificate in Computer Science/Digital Fluency Education)
- **The Palmer School Curriculum Committee** serves to ensure that the curriculum fulfills the School's mission, meets student learning goals, addresses specific student learning outcomes, and includes the study of theory, principles, practice and values needed by today's information professionals. The Curriculum Committee has traditionally consisted of full- and part-time faculty members, staff and administrators, and student representatives. Since 2020, the Curriculum Committee consists of full-time faculty (who serve in various administrative roles as well), the Palmer School LIS librarian, and administrative staff and work as a "committee of the whole." In 2022, the Palmer School faculty, the Palmer School Advisory Committee, and the ALA Student Chapter reviewed the updated ALA Competences and updated the Palmer School SLOs to reflect changing priorities (see II. 1a).
- **Evaluation of the Curriculum by the Palmer School community:** The Palmer School has the following Advisory Committees:
 - Palmer Advisory Committee, consisting of representatives of core fields of study, who have achieved in their fields, to advise on curricular change
 - Palmer School ALA Student Chapter (Student Advisory)

In addition, the curriculum is evaluated by Site Supervisors of internships through these two questions on the Site Supervisor Evaluation Form (Appendix 2.9: Site Supervisor comments):

1. Please suggest how you think the Palmer School could improve students' practice.
2. Were students able to perform tasks given based on the "theory"/concepts/principles they learned in their coursework at the Palmer School? If so, please comment on the students' strengths in performing the tasks. If not, please comment on what the student seemed to be lacking.

Site supervisors for student internships also determine how well students have met the Palmer School Program Goals and Student Learning Outcomes using a Likert – type scale of 3

(Exceptional) – 1 (Poor); they also have the opportunity to make pertinent comments. (See sample Site Supervisor Evaluation Forms in the Palmer office). Since the Goals and SLOs determine the focus of assignments and curriculum, especially in the core courses, these comments, if made, provide information that can inform if classes contain the knowledge and skills necessary to function in the workplace.

Site supervisor statements on the two questions and other comments are analyzed for the impact they may have on the curriculum and coursework and shared with the faculty at a faculty meeting. This often results in discussion and, if warranted, a change.

II. 5. b) Ongoing Appraisal for Improvement: The Curriculum Committee and the Palmer School faculty:

- Oversee the regular and systematic revision of the curriculum in response to changes in the field (see the edTPA changes and SLTPA School Library Teachers Performance Assessment – 2023 - for the School Library Program)
- Communicate with the Palmer School Strategic Planning Committee to ensure that the development and revision process is in keeping with the school's and university's mission/vision and goals
- Collaborate with the Palmer Outcomes Assessment Committee in the analysis of satisfaction surveys as regards curriculum and former End of Program Assessment that stimulate discussion of potential changes (End of Program Assessments were given until 2020; e- portfolio Goal Essays are evaluated in its place)
- Determine direct measures for LIU Outcomes Assessment (end-of-program assessment and e-portfolio goal essay assessment) and make recommendations for any revision, changes, or additions to the curriculum
- Respond to feedback and suggestions from the Palmer School Advisory Council, the ALA Student Chapter and other focus groups comprising Palmer alumni, employers, and professionals in the field:
- Example: Peer – peer technology support program: based on feedback from a variety of measures, students expressed a desire for more technology support. This was discussed at faculty meetings, as well as with the Palmer School ALA Student Advisory Council, who discussed this at a general student Town Hall/Open House meeting (see Faculty Meeting Minutes: 5/5/2022). Leaders of the ALA Student Council proposed a peer – peer technology support program, which was brought back to faculty, discussed at the Faculty Meeting of 12/15/22 and implemented by the students. This was further introduced to the general student population at the January 2023 Student Orientation. This kind of change impacts the student's ability to access curriculum challenges regarding technology.

II. 5.c): Assessment of Student Achievement through the curriculum process: Student achievements are assessed through the Site Supervisor evaluations at the end of internships (LIS 690 and LIS 691) and through the e-portfolio Goal Essays in which students document evidence of their achievement and understanding of the Palmer School Program Goals and Student Learning Outcomes. Both measures inform the LIU Outcomes Assessment yearly reports. Outcomes are shared with the faculty and possible changes regarding curriculum are discussed during faculty meetings.

The following are changes suggested by the Palmer School Outcomes Assessment Reports:

2022 – 2023 Outcomes Assessment Report Suggestions for Improvement:

- revision of student learning outcomes in light of revised ALA Competencies
- provision of sample essays for e-portfolio goal essays
- increased collaboration with Palmer's Dual Degree partners at NYU
- revised curriculum for mentorship classes with specific learning modules and workshops geared to management principles
- continued focus on requirements for writing, format and style
- opportunities for students to work on assignments simultaneously if desired, to assist with overlap in learning outcomes
- provision of practice exercises to prepare students for larger assignments
- revised language focused on diversity, equity and inclusion with plans for meetings to review student progress in this area
- increased collaboration across LIU Post and NYU campuses for articulation of curriculum and assessment

2021 – 2022 Outcomes Assessment Report Suggestions for Improvement:

- e-portfolio rubrics piloted
- more consistent use of technical terms
- clearer focus on alignment between class assignments and SLOs
- make students more aware of the need for information services and programs to be designed with diversity in mind
- goal essays implemented to provide benchmark in assessing student mastery of learning across various courses
- identified need for more specificity in rubrics
- reviewed and revised course titles to better align with content
- use special topics courses focused on timely areas for pre-service librarians and information specialists (i.e. Gender Identity)
- readings and assignments that related to DEI included:
 - Queer Library Spaces
 - The Role of the Public Library and Information Needs of the Homeless
 - The Role of Diversity in Children's Literature and Collection Development
 - Trends and Challenges of Prison Libraries
 - Online Information Searching to foster awareness of differing information needs
 - Government Information and Policy/Privacy Issues

2020 – 2021 Outcomes Assessment Report Suggestions for Improvement:

- Changes to Knowledge Organization (LIS 512) for greater use of internet-based industry support tools
- Pilot for revised assessments

Sources of Evidence:

- LIU Outcomes Assessment annual documents (SharePoint portal and on site)

- Curriculum committee minutes (SharePoint portal and folder on site)
- Faculty meeting minutes (SharePoint portal and folder on site)
- Student Satisfaction Surveys: Exit Interview and Mid-Program Survey results prior to 2020 (Curriculum Committee Minutes documenting discussion): (on site and SharePoint portal)

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

The Palmer School has a rigorous routine of Outcomes Assessment that satisfies LIU's annual Outcomes Assessment priorities for each of its programs. Additionally, it monitors student learning and satisfaction through surveys and internship site supervisor evaluations, and through reflections from students' graduation E-portfolio Goal Essays. Results are discussed in faculty meetings leading to potential changes and enhancements for the student experience. These are reflected in Curriculum Committee and faculty meeting minutes. Although E-Portfolio Goal Essays have been required as a graduation requirement, during the last academic year they were added as an additional program evaluation tool to monitor student learning. There is a link between the Palmer School Curriculum Committee and the Outcomes Assessment Committee. One faculty member served on both committees so that there would be carryover. Outcomes Assessment is part of LIU's institutional culture.

Through the analysis of outcomes assessment direct and indirect measures, the following events occur in the cycle of curriculum revision and review:

- Minor changes to course content and assignments are made by instructors every time a course is offered, upon faculty reflection of their LIU University of Washington course evaluation forms as well as individual methods faculty use for course evaluation (e.g., PMI – Dr. Baaden; verbal feedback – Dr. Zhang and Dr. Chu). This helps keep course content relevant and current
- Significant revisions in course content (e.g., Course name and course description in the program guide and LIU Academic Catalog) are reviewed by the Palmer School Curriculum Committee and by the faculty. Such revisions usually occur in response to a review of outcomes assessment results and faculty initiatives but occasionally as part of a systematic review process initiated by the Palmer School Strategic Planning Committee, conducted by the Curriculum Committee, and approved by the faculty

Evidence:

- Curriculum committee minutes (SharePoint portal)
- Figure of the decision-making process: Chapter I and Chart: Curriculum Assessment, Review, and Implementation Process

The following narrative demonstrates the process that the Palmer School uses for curriculum assessment, review, and implementation of results for ongoing evaluation of the curriculum:

1. Assessment is at the beginning and end of the process: data input from stakeholder groups (with data provided from academic performance reports) is forwarded to the Outcomes Assessment and Curriculum Committees
 2. Planning begins based on feedback loops (data provided via surveys, advisory councils, student comments from “town meetings” and during classes that are shared at faculty meetings; faculty discuss and decide on any actions, if necessary)
 3. Implementation of changes occurs with periodic feedback from faculty and/or students as changes are being made “along the way”
 4. This results in Improvement with monitoring post-implementation feedback from Advisory Councils, program surveys, and student awareness
- (Appendix: Chart: Curriculum Assessment, Review, and Implementation Process)

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

Since the last ALA review in 2016, all of the Palmer School programs have been registered by NYSED to deliver Distance Education. Distance Education for all Palmer School programs prepares students for the future of the LIS field by enabling them to engage in technologies and courses that will be useful for future careers. The Master of Science in Library and Information Science, School Library Program, was the forerunner of this trend, and was registered for Distance Education in 2011. The general Master of Science in Library and Information Science followed in 2016, including the Archives and Records Management Advanced Certificate and Information Studies Ph.D. programs in early 2021; and the post-graduate Public Library Administration Advanced Certificate in 2021. Distance education proved to be beneficial for the two years of the COVID pandemic, as faculty were already proficient at offering online education for their students. Palmer School faculty and administration have been flexible and responsive to changes in university priorities, administrative changes, and curriculum development and the needs of students, who are mostly working professionals.

Through the curriculum review process and the outcomes assessment measures that the Palmer School has in place, monthly discussions at faculty meetings lead to improvements in the program and to plan for the future. Examples previously mentioned include: revision of course numbers, course titles, and bulletin descriptions (2020); changes and eventual elimination of the End of Program Assessment and implementation of the e-portfolio Goal Essays as an Outcomes Assessment tool (2021); revision of the Palmer School Learning Goals and Student Learning Outcomes in January 2018 and then January 2023; development of the peer- peer technology support program (2022)

Through the development of innovative programs and partnerships, the Palmer School program provides for the future. There are three unique programs that demonstrate how the Palmer School has maintained and developed curriculum through partnerships within the greater New York area:

- The Archives and Records Management Advanced Certificate has partnered with the Robert David Lions Gardiner Foundation and the Robert Moses Foundation, which has yielded \$1.5 million in grants; Robert Moses Foundation grant of \$695,000; the Natural Heritage Trust grant of \$100,000 and the Delmas Foundation grant of \$20,000. These partnerships have enabled students to infuse current technology into their course of study,

to engage in a hands-on digitization experience in our four digitization labs in the Palmer School facility, and to make contacts in the professional community. The Palmer School also has a partnership with the Institute of Certified Records Managers (ICRM), which has enabled students to begin their professional careers with industry credentials as part of their coursework; students receive credit for parts 2-4 of the ICRM examination as coursework constitutes those parts of the exam. Seventeen students have so far received designations of Certified Records Managers.

- The School Library Media Specialist Program has developed cohort programs based on partnerships with the New York City Department of Education School Library System, Southern Westchester BOCES School Library System, and the Putnam Northern Westchester BOCES School Library System (six cohorts completed and two are in progress). These program which result in a Master of Science in Library and Information Science degree, our institutional recommendation for Library Media Specialist teacher certification, with affordable tuition for educators interested in achieving New York State teacher certification as a Library Media Specialist. This is a LIU discounted program demonstrating University support for the benefit of Palmer School students.
- The Dual Degree Program with New York University is a partnership with NYU's Graduate School of Arts and Sciences and the Costume Studies and Food Studies divisions of the Steinhardt School of Culture, Education, and Human Development, with the support of the NYU Bobst Library. Students receive two master's degrees as a result of this program, a Master of Science in Library and Information Science from the Palmer School and either a Master of Arts or a Master of Science in the student's program at NYU. With a change in administration recently at NYU, this unique program is enabling students to engage in professional experiences in initiatives such as the Litwin Author Series and to participate in internship opportunities within the NYU Bobst Library departments.

Standard III: Faculty

Introduction

The Palmer School's five full-time faculty are responsible for the major share of the teaching, research, and service activities required to support the Master's program. Full-time faculty fall into two categories: full-time tenure-track and full-time non-tenure-track appointments (NTTAs).

The Palmer School's Ph.D. in Information Studies is important in the promotion of the program's overall research and teaching profile; this has enabled us to have full-time faculty members who are interested in working in the scholastically rigorous and exciting environment of a Ph.D. program.

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

- Five full-time faculty members

- 1 full-time administrator who also taught as adjunct faculty from Fall 2016 to Spring 2019
- 32 part-time adjunct faculty for period from Fall 2015 to Spring 2023

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

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

The Palmer School's five full-time faculty members previously included two faculty members who had joint appointments. Professors Michael Byrne and Bette Schneiderman had primary appointments in the College of Education, Information, and Technology (CEIT) before retiring in Fall 2021 and Fall 2020, respectively. The courses taught by Professors Byrne and Schneiderman could be taken by Palmer School students as electives. All faculty are appointed according to the guidelines for any new LIU faculty member; the processes are the same for both tenure track and non-tenure-track.

See Table 3.1A and Table 3.1B below for information on full-time faculty between Fall 2015 and Spring 2023.

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

Name	Rank	Appointment Year	Education
Chen, Hsin-liang (Left in Spring 2017)	Associate Professor	2015	B.A., Fu-Jen Catholic University, Taiwan; M.A., New York University; Ph.D., University of Pittsburgh
Chu, Heting	Professor, Tenured	1994	B.A., Peking University, China; M.L.I.S., McGill University, Ph.D., Drexel University

Hunter, Gregory S.	Professor; Tenured Director of the Doctor of Philosophy Program in Information Studies; Director of the Certificate Program in Archives and Records Management	1990	B.A., St. John's University; M.A., M. Phil., and Ph.D., New York University
Livoti, Vincent (Left in Spring 2018)	Assistant Professor	2014	B.A., Massachusetts State University at Framingham; M.A., Richmond International University, U.K. M.S., Simons College. Ph.D., Union Institute & University
Xiong, Wei (Left in Spring 2017)	Assistant Professor	2015	B. Management, B. Engineering, Hubei University of Economics, China M.S., Ph.D., New Jersey Institute of Technology
Zhang, Qiping	Associate Professor; Tenured Director of the Usability Lab	2006	B.S. and M.S., Peking University, China; M.S. and Ph.D., University of Michigan

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

Name	Rank	Appointment Year	Education
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Baaden, Beatrice	Associate Professor; Director, School Library Media Program	2013 ¹	B.S., St. John's University; M.A., Adelphi University; M.S., Long Island University; C.A.S. P.D. and Ed.D., Hofstra University
Jank, David	Assistant Professor	2010	B.A., Northeastern University; M.S., Simmons College; M.S., Baruch College; Ph.D., Long Island University
Peña, Fernando (Left in Fall 2019)	Instructor; Director, Rare Books/Special Collections Program	2013 ¹	B.A., Stanford University; M.A., Graduate Theological Union; M.A., Harvard University; M.L.I.S., Rutgers University

The structure for non-tenure-track appointments (NTTA) held by Beatrice Baaden, David Jank, and Fernando Peña was adopted in the 2011 Collective Bargaining Agreement (CBA) between the University and the Collegial Federation. NTTAs are full-time faculty members who are appointed annually and are not required to engage in the usual research activities of full-time faculty although they may still conduct research regardless. In the 2023 CBA, this process was changed. Beginning the Fall 2023 – 2024 Academic Year, both Dr. Baaden and Dr. Jank were granted 3-year extensions to their NTTA contracts.

Four faculty members (Hsin-liang Chen, Spring 2017; Vincent Livoti, Spring 2018; Fernando Peña, Fall 2019; Wei Xiong, Spring 2017) have left the Palmer School since the last accreditation visit. The Palmer School had three faculty members with joint appointments with other departments on campus at the time of last accreditation visit in Fall 2015 (see Table 3.2)

Table 3.2 - Palmer School Joint Appointments

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

Name	Rank	Primary Appt.	Year <i>Appointed</i>	Education
Byrne, Michael (Retired in Fall 2021)	Associate Professor	CEIT	1996	B.A., University of Notre Dame; M.A. and Ph.D., Michigan State University
Regazzi, John J. ² (Left in Fall 2016)	Professor; Director of Scholarly Communications & Information	Computer Science and Management Engineering	2005	B.A., St. John's University; M.A., University of Iowa; M.S.L.I.S., Columbia University; Ph.D., Rutgers University
Schneiderman, Bette (Retired)	Associate Professor	CEIT	1996	B.A. and M.S., Syracuse University;

Professor Byrne and Professor Schneiderman had their principal appointments in the Education Technology Department of CEIT. These joint appointments were established in 1996 to improve communication between the Palmer School's School Library Media program and the educational technology department. At that time, the Palmer School and the School of Education were separate units. As part of a major reorganization, Professor Byrne and Professor Schneiderman joined the Department of Curriculum and Instruction in 2010. Since the Palmer School and the School of Education merged to form CEIT, these joint appointments were expected to play a more important role in the development of interdisciplinary programs that involved faculty from multiple CEIT departments. Although these professors did not teach classes in the Palmer School, they attended all faculty meetings, were members of the Personnel Committee, and actively contributed to the development of Palmer School. Professors Michael Byrne and Bette Schneiderman retired in Fall 2021 and Fall 2020 respectively.

Professor Regazzi, on the other hand, taught regularly at the Palmer School and served on Palmer School committees, his joint appointment helped enhance the collaboration between the Palmer School and the Department of Computer Science and Management Engineering. Professor Regazzi left the Palmer School in Fall 2016.

III.1.2 Full-time Administrator with Regular Teaching Responsibilities

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

The Palmer School had one full-time administrator, Thomas D. Walker, who assumed the positions of Associate Dean at CEIT and the Palmer School Director in Fall 2016 (see Table 3.3). In Fall 2017, Professor Walker was additionally appointed as the Interim Dean of Long Island University Libraries.

Table 3.3 - Full-time Administrator with Regular Teaching Responsibilities

Name	Title	Education
Walker, Thomas (Left in Fall 2019)	Associate Dean, CEIT Director, Palmer School Interim Dean, LIU Libraries	Ph.D., University of Illinois at Urbana-Champaign; M.L.S., The University of Chicago; B. Music, University of Colorado at Boulder

During his tenure at LIU, he also taught as adjunct faculty until Fall 2019 when he left Long Island University. As defined in the Collective Bargaining Agreement between the Communications Workers of America and LIU, an administrator who teaches classes is classified as an adjunct professor. According to the Collective Bargaining Agreement (Article IV: Workload), adjunct professors may teach no more than 21-credits per year and no more than 9-credits per semester. Professor Walker typically taught at least one course in the Palmer School each semester.

III.1.3 Part-Time Faculty

The Palmer School regularly employs part-time faculty as adjuncts to teach elective courses as needed at all Palmer School locations. For the most part, these instructors are working professionals with extensive experience in libraries and other information-related organizations in the New York Metropolitan area. The Palmer School uses part-time faculty to balance and complement the teaching competencies of the full-time faculty. These instructors are typically hired to teach specialties that are not represented in the expertise of the full-time faculty, thereby enriching the quality and diversity of the Palmer School program. Our students benefit from the professional experiences that the part-time faculty brings to the classroom. Table 3.4 provides an overview and summary of the position, education and teaching area of 31 part-time professors who have taught for the Palmer School from Fall 2015 to Spring 2023. Drawing from the New York Metropolitan area's large and rich community of library and information science professionals, the Palmer School has assembled an extremely capable group of part-time faculty members. Adjunct professors teach an average of 2 – 4 classes each academic year. They are hired based on the need for their specific expertise. Only full-time faculty teach core classes.

Table 3.4 Part-time Faculty, Fall 2015 – Spring 2023

Name	Position	Education	Teaching Area
Arden-Kimmel, J.D.	Reference Service & Genealogy Librarian, Center for Jewish History	MLIS, Pratt Institute; B.A., European Arts & Cultural Studies, Brandeis University	Genealogical Research
Block, Rick	Metadata Librarian; Liaison Librarian for Asian Studies, International Studies, Political Science and Public Administration, Seattle University	M.A., Library Science, University of Wisconsin-Madison; M.A., Political Science, University of Wisconsin-Madison; B.A., International Relations; University of Wisconsin-Milwaukee	Metadata, Archival Description
*Bowen, Karen	Cataloguer, Rare Books & Special Collections Dept, University of Antwerp	Ph.D., Art History, Brown University; B.A. Art History, William College	Rare Books Early Modern Period
Brown	Multidisciplinary Instruction Librarian, NYU	M.A., Business & Workplace Education, NYU; MLIS, Pratt Institute; B.A., Psychology & Spanish, University of Wisconsin	Information Literacy & Library Instruction
Bury	Andrew W. Mellon Chief Librarian, Frick Art Reference Library, New York	Ph.D., History, Birkbeck College, London; MLIS, University College, London; B.A., Modern History, Balliol College	Art History
Cram, Gregory	Rights Clearance Analyst, New York Public Library	J.D., Benjamin N. Cardozo School of Law; B.S., Political Science; Boston University	Copyright & Library Law
Echols			
Empel, Sofia	Director, Information Governance, Cotiviti	Ph.D., Information Studies, Long Island University; MLIS, Long Island University; B.A., Business Administration, Baruch College	Records Management
Flynn, Alice	Director, LIU Palmer School, Manhattan	MSLIS, Long Island University, Palmer School;	Internships

		B.A., English Literature, Emmanuel College	
Glassman			Library Architecture & Space Planning
Hinton			Collection Development
Hernandez	Instructional Designer, Teaching & Learning Center, LIU	M.A., Higher Education Administration, Stony Brook University; B.S., Journalism, University of Florida	Intro to Online Teaching (Co- teaching with Bea)
Holmes, Emily	Assistant Director for Preservation, Columbia University Libraries	M.L.S., Simmons College; B.S.N., Massachusetts College of Pharmacy & Allied Health Sciences; Nursing Diploma, Peter Bent Brigham School of Nursing	Preservation
Koukoulas, Joanne		Ph.D., Information Studies, Long Island University; M.Phil., Information Studies, Long Island University; MLIS, Long Island University	Collection Development K-12
Kehoe			Information Literacy & Library Instruction, Serving Diverse Populations
*Ketcham, Susan	Librarian, Long Island University (retired)	MLS, Long Island University. B.A., Education & Library Science, Slippery Rock University, PA	Intro to LIS, Info Sources & Services, K-12 Literature, Reader's Advisory, Young Adult Sources & Services
*Kosovsky, Bob	Rare Books Librarian, New York Public Library	B.A., Music, Mannes College of Music; M.A. Queens College; MLS, Columbia University; PhD, City University of New York	Rare Books and Special Collection Librarianship

Lindaman, John	Librarian, Technical Services/Intern Coordinator, Thomas J. Watson Library, The Metropolitan Museum of Art	M.L.S., Queens College; B.A., Rhetoric & Communications Studies, University of Virginia	Technical Services Operations & Systems
McCaffrey			Intro to Online Teaching
Meloni, Christine	Director of Technology, Valley Stream UFSD 30	M.A., English, Long Island University, C.W. Post; M.L.S., Long Island University, C.W. Post; B.A., English & Women's Studies, University at Albany	K-12 Literature
Menchise			Intro to Preservation
Meyers-McCarty, Melanie	Depute Director, American Jewish Historical Society	MLIS, Long Island University; B.A., History, SUNY at Purchase	Exhibitions & Catalogs: Library Meets Museum, History of the Book, Managing Ephemera, Rare Books & Special Collections Librarianship, Ref. & Instruction in Special Collection
Mullins	Left LIU in the middle of the 2019 semester.	No information available.	
O'Neill-Uhl	Librarian, Long Island University	MLIS, Long Island University; M.S., Interdisciplinary Studies, Long Island University;	Children's Sources & Services, Young Adult Sources & Services

		B.A., English, Long Island University	
*Owens, William	Head Cataloger/ Metadata Librarian, NYU School of Law Library	MLIS, Pratt Institute; M.A., Asian Studies, University of Hawai'i at Manoa B.A., Liberal Studies, Georgetown University	Principles & Practices in Archival Description: DACS/EAD; Rare Books Cataloging
*Podell, Roger	Director, Elmont Public Library; Former Director, School Library System, Western Suffolk BOCES	Ed.D., Educational Administration, Dowling College; Professional Diploma Education Administration, Long Island University; MSLS, Long Island University; JD, Hofstra University School of Law; B.F.A., Long Island University	Literacy for K-12 Environment, Special Needs Students in the K- 12 Library
*Ranieri, Heather	School Librarian, Mattituck – Cutchogue School District	MLIS, Long Island University; M.A., Communication Arts, Marywood University, PA; B.S., Marketing & Business Administration, King's College, PA	Children's Sources & Services, Storytelling & Folk Literature
*Rosenblum	Field Supervisor for Student Teachers/ Observers, Molloy University School of Education	MLIS, CUNY at Queens; M.S., Secondary Education, CUNY at Queens; B.A., History, Stony Brook University	Intro to LIS, Intro to KO, Children's Sources & Services, K-12 Literature, Library Programming & Reader Engagement, Storytelling & Folk Literature, The Graphic Novel, Young Adult Sources & Services
Sinclair			Intro to KO
Stoller	Director, Collections & Research Services, NYU	Ph.D., History, Columbia University; M.A., History, Columbia University;	Collection Development

		M.Phil., History, Columbia University; B.A., History & Philosophy, University of Minnesota	
Sueiro Bal, Marco	Senior Archivist, New York Public Radio	B.A., Columbia University; A.A., Lansing Community College	Audio Preservation
Tarantowicz Jr.	Library Director, Brentwood Public Library	MLS, Long Island University; M.A., Public Affairs & Policy Analysis, Stony Brook University; B.A., Stony Brook University; A.A., Suffolk Community College	Public Libraries
Uhl, Jean	Librarian, Long Island University	M.L.I.S., Long Island University, Palmer School; M.S., Interdisciplinary Studies, Long Island University; B.A., English, Long Island University	School Media Technology, Young Adult Services & Sources
Underwood	Head of the Avery Fisher Center for Music & Media, NYU	Ph.D., Musicology, Stanford University; MLIS, University of California, Berkeley; M.A., Musicology, Stanford University; B.M., San Francisco Conservatory of Music	Film & Media Collection
Williams, Clay	Reference Librarian, Hunter College	MLIS, University of Illinois; M.A., American & European History, University of Idaho; B.A., Classics, Ancient Greek & Latin, Grinnell College	Information Literacy & Library Instruction
Walker, Thomas	Associate Dean/Director, Palmer School, LIU	Ph.D., Information Studies, University of Illinois at Urbana-Champaign; MLS, University of Chicago; M.A., Music History & Literature, Northwestern University; B.A., Piano Performance, University of Colorado at Boulder; B.A., Music History & Literature, University of Colorado at Boulder	Great Collections of NYC, Internship, Music Libraries

** Adjunct Professors with a star are those called upon most often, since 2019, to support full time faculty in the School Library Program and the Rare Books Program.

The Palmer School has paid particular attention to the full-time and adjunct faculty ratio since the last accreditation visit. Table 3.5A and Table 3.5B present the number of courses³ both the full-time and adjunct faculty taught from Fall 2015 to Spring 2023.

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

Faculty	F15	Sp16	S16	F16	Sp17	S17	F17	Sp18	S18	F18	Sp19	S19
Full-time	17	22	9	20	13	8	15	12	11	14	20	6
Part-time	4	4	4	5	7	5	10	7	8	8	12	4
Total:	21	26	13	25	20	13	25	19	19	22	32	10

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

Faculty	F19	Sp20	S20	F20	Sp21	S21	F21	Sp22	S22	F22	Sp23
Full-time	14	16	12	17	18	9	17	16	9	18	17
Part-time	9	11	3	13	7	6	6	6	5	4	4
Total:	23	27	15	30	25	15	23	22	14	22	21

As shown in Table 3.5A and Table 3.5B, the full-time faculty members taught more courses than the adjunct professors in all the 23 semesters considered. Figure 3.1 visualizes the teaching share between the full-time and adjunct faculty in percentage.

³ The number of courses listed in Table 3.5A and Table 3.5B does not include the four doctoral courses offered in each of the fall and spring semesters.

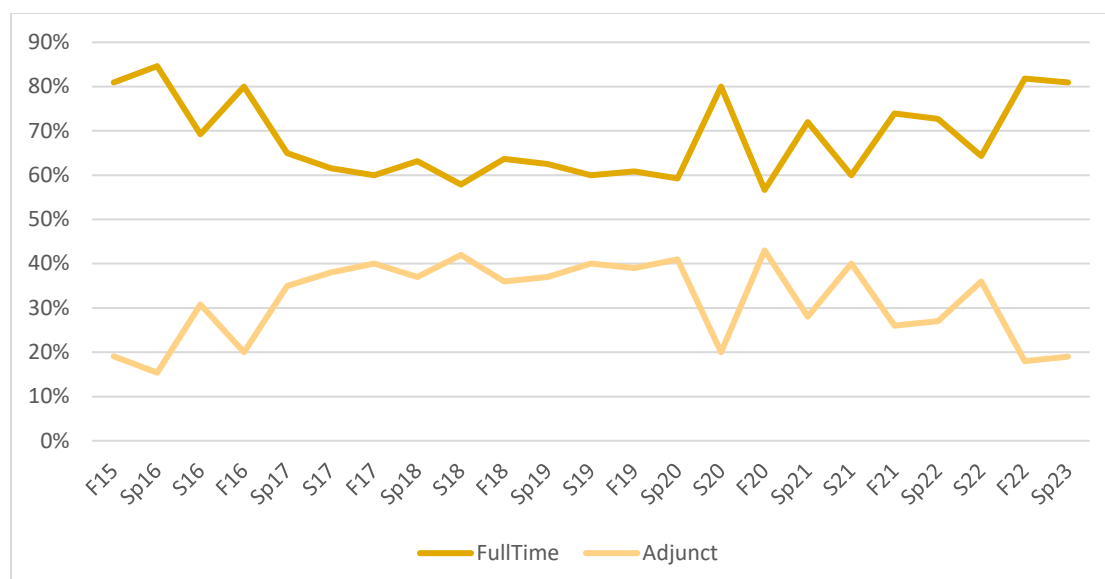


Figure 3.1 - Percentages of Courses Taught by Full-time and Adjunct Faculty

In six of the 23 semesters (i.e., Fall 2015, Spring 2016, Fall 2016, Summer 2020, Fall 2022 and Spring 2023), the full-time faculty carried 80 percent or more of all the courses the Palmer School offered. Of the 115 sections of non-internship required courses (i.e., LIS 510, LIS 511, LIS 512, LIS 513 and LIS 514) offered since the last accreditation visit, only eight sections (i.e., 6.9%) were not taught by the full-time faculty. Although 16 sections (or 26%) of the internship classes (i.e., LIS 690, LIS 691 and LIS 693) out of the 61 total were categorized as being taught by adjuncts, the Palmer School Director and CEIT Associate Dean taught 12 of the 16 such sections as adjunct faculty.

III.2 Teaching, Research and Service

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

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

The Palmer School is governed by the Collective Bargaining Agreement between the University and the C.W. Post Collegial Federation which establishes the criteria for the initial appointment/reappointment, promotion and tenure (APT) processes for faculty (see electronic version of the

Collective Bargaining Agreement at <https://cwpcf.org/contract/>⁴). The Palmer School has its own Faculty Personnel Guidelines that expand upon the criteria as specified in the Agreement (See Appendix: Palmer Faculty Personnel Guidelines).

At the beginning of each academic year, the Palmer School full-time faculty elect five tenured faculty members to serve on the Faculty Personnel Committee. As there are only three tenured faculty members within the Palmer School who are eligible to serve on the five-member personnel committee required by the Collective Bargaining Agreement, two tenured librarians from the LIU Post Library are invited to meet the committee size requirement. (Note: this requirement is changed in the new Collective Bargaining Agreement for 2022 – 2027, beginning in the 2023 Academic Year; full time faculty, whether tenured or NTTA, are able to serve on Personnel Committees). The Palmer Personnel Committee is responsible for the following:

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

Additionally, the Faculty Personnel Committee is also responsible for mentoring non-tenured faculty members. When new faculty members are hired, the Committee members work with the Director to assign a faculty member to serve as the new hire's mentor. These mentors work closely with the new faculty members to assist them in all aspects of their academic life at LIU. In addition, Committee members provide guidance to new faculty members as they navigate the tenure and promotion processes of LIU. Adjunct faculty are typically mentored by the full-time faculty in the same or similar specialty area.

The Palmer School Faculty Personnel Guidelines set forth the criteria used to evaluate a faculty member in the areas of teaching, research and service to the department and University community. Innovation in the area of teaching is stressed in the Guidelines; the creation and development of blended and online courses being one example of such. Faculty members also conduct research on a variety of topics including but not limited to affective computing, machine learning, research methods, and scientometrics. The Guidelines closely adhere to the criteria contained in the *ALA 2015 Standards for Accreditation of Master's Programs in Library and Information Science*.

III.3 Faculty Recruitment and Personnel Policies

⁴ The most recent version of the contract available at that URL is for 9/4/2016 – 9/1/2019. According to an email communication with the union president on 5/9/23, the newest version of the contract for September 2022 – September 2027 is still under “working with the administration to draft the final document”. However, the criteria for the APT processes for faculty basically stay the same in the new contract.

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

LIU clearly states its position on diversity, equity and inclusion at a dedicated webpage

(<https://liu.edu/diversity-equity-and-inclusion>):

Long Island University is committed to inclusive excellence and a sense of belonging for all members of the University community. Our community is built upon a foundation of diversity, equity, inclusion, access, opportunity, innovation, confidence, trust, respect, caring, and relationship-building.

The Palmer School's Faculty Personnel Guidelines also highlight the importance of providing equality employment opportunities to all regardless of age, race, gender, sexual orientation, disability, national origin, religious or political belief. As stated in the Faculty Personnel Guidelines:

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

Advertisements for new faculty positions are routinely posted with minority-oriented library organizations and associations including BCALA (Black Caucus of the American Library Association), REFORMA (National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking) and CALA (Chinese American Librarians Association).

The Palmer School's efforts to recruit minority candidates are in alignment LIU's Equal Opportunity and Affirmative Action Policy (<https://liu.edu/content/policy/dei/OP-Equal-Opportunity-and-Affirmative-Action-Policy.pdf>).

Faculty Competence

The qualifications of each faculty member include competence in designated teaching areas (a), technological skills and knowledge as appropriate (b), effectiveness in teaching (c), and active participation in relevant organizations (d).

- 4 **a: Faculty Competence and participation in relevant organizations:** The Palmer School's Faculty is competent in their designated teaching areas. They each teach classes within their competency area. (see Table 3.6 below). Faculty members incorporate technology into their teaching and research, and participate in relevant professional organizations. The Palmer School

takes great pride in the achievements of its faculty. Three of the current five Palmer School faculty members, Professor Gregory Hunter, Professor Beatrice Baaden and Professor Heting Chu, received the David Newton Award for Excellence in Teaching, the highest teaching award at Long Island University. As a Newton Award winner, Dr. Baaden was invited to participate in the awards process for the 2022-2023 academic year.

Applications for the Newton Award for Excellence in Teaching are submitted to a University-based Newton Award Committee. To be eligible for this award, an individual must

- be a full-time LIU faculty member (tenured, on a tenure-track, or non-tenure track appointment);
- ☐ have a distinguished record of teaching;
- ☐ demonstrate the potential for continued excellence in teaching performance, and have a commitment to further development and promotion of excellent teaching performance.
- ☐ Winners of the Newton Award in the previous ten years are not eligible for the award in the current year.
- ☐ Applications should reflect a record of excellence. As such, applicants need to provide evidence of teaching excellence consisting of a teaching portfolio covering teaching performance at LIU prior to the application and provide evidence of sustained excellent performance.
- ☐ Application packets will be reviewed by the Newton Award Committee.
- ☐ The Newton Award Committee will select Newton Award winners.

Palmer School faculty actively take part in relevant professional organizations. A complete listing can be found in Appendix 3.2: Vitae of Full-time Faculty. Table 3.6 also provides an overview of the professional organizations with which Palmer School faculty are affiliated.

Table 3.6 - Faculty Teaching Areas & Affiliated Organizations

Faculty Member	Teaching Areas	Affiliated Organizations
Baaden, Beatrice	Information Sources & Services; School Libraries	ALA; AASL; Association of Supervision & Curriculum Development; School Library Media Section of New York Library Association

Chu, Heting	Information Sources & Services; Information Retrieval; Research Methods	ALA; ALISE; ASIS&T; Association for Computing Machinery (ACM); ACM SIG-IR (Info Retrieval)
Hunter, Gregory	Archives; Digital Preservation; Records Management; Information & Society	Society of American Archivists, (Distinguished Fellow); Former Editor, (<i>The American Archivist</i>); Academy of Certified Archivists (Founding President); Association of Records Managers & Administrators; Institute of Certified Records Managers
Jank, David	Knowledge Organization; Management; Public, Academic & Special Libraries	Academy of Management; ACRL; ACRL-NY; ALA; ALISE; APA; ASIS&T; Eastern Psychological Association; North American Serials Interest Group; Society for Human Resources Management; Society for Industrial and Organizational Psychology; Suffolk County Library Association; Chair of the Telecommunications Research Division of SLA; Member of the National Advisory Council of SLA; Member of Information Instruction Committee for ACRL; Member, ISKO and NASKO; Member, ISKO and NASKO conference committees
Zhang, Qiping	Human Computer Interaction; Knowledge Management; Info Technology	Association for Computing Machinery; ACM SIG- CHI; ASIS&T; International Council on Knowledge Management

b. Appropriate technological skills and knowledge: LIU has a well-established technology infrastructure that supports classroom instruction. For example, the University provides technological support to faculty by facilitating and assisting faculty in the development

of online learning environments. The Palmer School faculty is leading the way in using the online format in its classes through the blended initiative and fully online formats.

Faculty have access to LIU's Information Technology Resource Center (ITRC) which offers a wide variety of workshops that focus on faculty development. This resource is especially valuable to those faculty interested in the development of online or blended format courses. Faculty who teach online or in blended format work closely with the ITRC and LIU instructional designers to develop and improve their skills in this area. The ITRC has offered many workshops with the advent of LIU's new learning management system, Brightspace; Palmer full and part time faculty have participated in these workshops to prepare themselves and their students in the use of this new system in Fall 2023.

- c. **Teaching effectiveness** is important to the Palmer School as noted in the discussion of the Palmer School Faculty Personnel Guidelines. The process for assessing teaching effectiveness is outlined below:
- All candidates for faculty positions are required to teach a class session to demonstrate their effectiveness in the classroom.
 - Probationary (untenured) faculty members receive a "collegial observation" from a member of the Faculty Personnel Committee each academic year. The observation is documented in a memorandum to the junior faculty member. The memorandum is reviewed with the faculty member which then becomes part of the faculty member's personnel file. Adjunct faculty members also receive collegial observations by a member of the Palmer School's full-time faculty before the COVID-19 pandemic broke out in March 2020.
 - Long Island University uses the IASystem course evaluation service of the University of Washington. Course evaluations are conducted online every semester for every course. Results are available to faculty through the IASystem website and are used by departments for continuous course and program improvement. Faculty select the course evaluation forms that they have judged to be most suitable for specific courses. The process is overseen by the University Director of Assessment and the Office of Academic Affairs. Course evaluations results are reviewed by relevant faculty personnel committees, the chair or program director of the program that offers the course, the dean, and the Vice President for Academic Affairs. These reviews are then considered when making decisions about continuous program improvement and allocation of resources.
 - As mandated in the Collective Bargaining Agreement, all student evaluation summaries become a permanent part of the faculty member's personnel file.
 - Evaluation summary forms are also available to students via LIU's learning management system (LMS) to not only aid their selection of courses but also achieve the ultimate purpose of course evaluation.

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

III.5 Faculty Research and Scholarship

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

Faculty members at Long Island University are expected to contribute to the knowledge bases of their disciplines through research or other appropriate scholarships. Appointment, promotion, and tenure all require demonstration of research accomplishments that are in keeping with the professional standards in the field of library and information studies. Although NTTA faculty are exempt from the need for research according to the Collective Bargaining Agreement, one NTTA faculty member has been engaging in research activities over the years.

The full-time faculty of the Palmer School has a sustained record of appropriate scholarship, including research leading to publication, which is a requirement for tenure and promotion at Long Island University. All full-time faculty members are expected to conduct research and scholarship that is considered acceptable for publication and that contributes to the body of knowledge in their professional specialties. The Palmer School encourages the scholarly productivity of tenure-track faculty through mentoring by experienced faculty members. Table 3.7 summarizes research and scholarship of three current tenured and one NTTA faculty members. The numbers in parentheses show the data for the 2015 ALA/COA review.

Table 3.7 - Faculty Research and Scholarship

Faculty Member (Date of Ph.D.)	Books	Articles & Book chapters	Presentations, Lectures & Workshops/Seminars
Chu, Heting (1991)	7	49 (43)	48 (41)
Hunter, Gregory (1989)	12 (9)	25	200+
Jank, David (2010)	2 (1)	11	37
Zhang, Qiping (2002)		49 (26)	42 (29)

Non-tenure track Palmer School faculty members have also made significant contributions to their field outside of the classroom, through their involvement in various professional and statewide committees. (See Dr. Baaden's CV)

Palmer School faculty have been very productive having authored or edited over 20 books and more than 130 articles and book chapters. Additionally, they are widely recognized for the quality and impact of their books, journal articles, conference papers, and other publications. To determine the impact of faculty publishing, searches were performed using reference sources that provide bibliographic coverage of library and information science publications and are subscribed to by the LIU libraries. These sources include Library Information Science Source, Library, Information Science & Technology Abstracts (LISTA), and Scopus. Google Scholar was also searched to complement the partial coverage of Scopus' citation data. The findings are reported in Table 3.8. This table includes the tenured full-time faculty members as well as Professor Jank even though he is not required to do research as an NTTA.

Table 3.8 - Faculty Publication and Citation Counts

Faculty Member (Date of Ph.D.)	LISS Entries	LISTA Entries	Scopus Entries/Citations	Google Scholar Entries/Citations
Chu, Heting (1991)	19	20	23/677	46/2275
Hunter, Gregory (1989)	16	13	16/24	(No account)
Jank, David (2010)	8	5	7/17	6/36
Zhang, Qiping (2002)	4	4	31/124	51/350
Total:	47	42	87/842	103/2661
Average:	11.75	10.5	21.75/210.5	34.33/887

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

- Professor Gregory Hunter has been honored three times by the Society of American Archivists. In 2001, he received the Preservation Publication Award for *Preserving Digital Information*. In 2004, he received the Waldo Gifford Leland Award for the second edition of *Developing and Maintaining Practical Archives*. Also in 2004, he was named a Fellow of SAA, an honor Limited to no more than 5% of the membership. In 2012 Professor Hunter was appointed editor of the *American Archivist* for a three-year term.
- Two research articles Professor Heting Chu authored and coauthored were respectively among the top 10 most cited articles in 2021 out of all the papers published in the journal's history ("Research methods in library and information science: A content analysis." *Library & Information Science Research*, 37(1), 36-41. 2015) and the top10 most downloaded articles in 2021 out of all the papers published in the journal's history (Chu, Heting, and Qing Ke. Research methods: What's in the name? *Library & Information Science Research*, 39(4), 284-299. 2017). In addition, Professor Chu received the 2013 Lifetime Research Award from Phi Delta Kappa Chapter 1524, LIU Post, for "her important contributions to the research literature of library science and information retrieval over her two decades on the C.W. Post faculty". Professor Chu was chosen for this award via anonymous votes among the chapter executive board members. Phi Delta Kappa is an international professional association in education. Professor Chu's book titled *Information Representation and Retrieval in the Digital Age* is translated into Arabic, Chinese, and Korean as well as is published in India. Both editions of her book (2003 and 2010) are widely adopted as textbooks in many LIS schools. Professor Chu also had her co-authored paper in 2009, "The academic library meets Web 2.0: Applications and implications," published in *The Journal of Academic Librarianship*, 35(4), 324-331, included as one of the 29 papers in the *Reference Research Review for 2009*.

There is every expectation that the faculty will continue its scholarly productivity in the future.

Table 3.9 presents the research agendas for all tenure-track faculty members.

Table 3.9 - Faculty Research Agendas

Faculty Member	Research Agenda & Specific Projects
Chu, Heting	<p>Research methods and design in LIS and beyond, Information retrieval in the digital age, LIS education in the changing world</p> <ul style="list-style-type: none"> • Work on a book manuscript titled <u>Research methods and design: From principles to practices</u>. The manuscript is in contract with Taylor & Francis. More than 11 chapters of the 14-chapter book manuscript have been completed and 10 of the 11 completed chapters are already reviewed by three separate groups of 14-15 academic peers each from the UK and the USA. The entire manuscript is expected to be completed in Summer 2023. • Collaborate with Chengzhi Zhang and Liang Tian at Nanjing University of Science & Technology on “Usage frequency and application variety of research methods in library and information science: An exploration with the machine learning approach”. Manuscript submitted to <i>Information Processing and Management</i> for review. Additional projects in the similar research line using the machine learning approach are under way. • Explore the impact of ChatGPT on question answering (QA) and information retrieval. • Conduct a follow-up study to further examine LIS curricula of the ALA-accredited MLIS programs about two decades later.
Hunter, Gregory	<p>Implications of digital records, especially digital preservation</p> <ul style="list-style-type: none"> • Continued work on Electronic Records Archives project at the National Archives. • Continued research on digital preservation, building upon five years of experience with the design and implementation of the Electronic Records Archives system at the National Archives and Records Administration.
Jank, David	<p>Domain analysis, Human- information interaction, Knowledge organization</p> <ul style="list-style-type: none"> • <i>Knowing what we teach: A grounded theory approach to outcomes assessment in the KO curriculum</i>. [manuscript under development – requested to be submitted to the International Society for Knowledge Organization]

	<ul style="list-style-type: none"> • <i>Evolving discourse on a static document: A discourse analysis of the United States Constitution upon its 225th anniversary</i>. [manuscript undergoing preparation for juried submission] • <i>Harnessing Information Instruction (II) assessment: Standardized and emergent approaches to assessing II programs in physical and virtual environments</i>. [manuscript undergoing preparation for juried submission] • <i>The ontological families of human-information interaction</i>. [manuscript undergoing preparation for juried conference review] • <i>The human-information dyad: Impact on library and information services</i>. [manuscript in development for potential peer-reviewed publication submission] • Readings in Organizational Behavior and Personnel Management (<i>tentative title</i>). [in preliminary discussions for potential monograph with selected Library and Information Science publisher]
Zhang, Qiping	<p>Trust in computer-mediated communication, Affective computing and social neuroscience foundation of HCI, Bibliometric analysis of HCI and affective computing</p> <ul style="list-style-type: none"> • Explore the influence of social media and emerging technologies on interpersonal communication and trust development. • In collaboration with Chinese colleagues in Taiyuan University of Technology, China, this research project seeks an integrative model to recognize emotional expression by looking at the neuro-cognitive mechanism in addition to their audio sound characteristics. • Use the bibliometric approach to systematically review the research trends and hot research areas in HCI and affective computing.

III.6 Faculty Backgrounds and Interactions

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

The combined education and experience of the faculty is demonstrated through the variety in degree granting institutions, areas of scholarship and participation in varied professional organizations. As shown in Tables 3.1A and Table 3.1B, Palmer School faculty come from diverse academic backgrounds. Faculty of particular note here include:

- Two faculty members, coming from China, have degrees from institutions in Canada and China.
- Collectively, Palmer School faculty have degrees from 10 different U. S. Institutions (Adelphi University, Baruch College, Drexel University, Hofstra University, Long Island University, Northeastern University, New York University, Simmons College, St. John's University, University of Michigan).
- In addition to the field of Library and Information Science, faculty members have masters or doctoral degrees in a wide range of academic disciplines including Education, History, and Psychology.

In addition to their commitment to research, Palmer School faculty have also demonstrated skills in area of academic planning and evaluation. This planning and evaluation is evidenced through the work of the Strategic Planning Committee, the Curriculum Committee and the Outcomes Assessment Committee (See Appendix 1.1: Palmer School Strategic Plan). Following the recommendations proposed by both the Curriculum Committee and the Outcomes Assessment Committee, faculty review and discuss all recommendations related to the program and eventually vote to accept or reject these recommendations. This procedure is part of the School's systematic planning process (See Chapter 1).

Additionally, full-time and part-time faculty members sometimes teach in other academic programs and departments, demonstrating that Palmer School faculty has skills required by other LIU colleges/departments. There are no specific guidelines or policies related to this practice; Deans or department chairs reach out to the Director of the Palmer School with a specific need. Recent examples include Dr. Zhang being invited to teach Data Analytics in the College of Management in Spring 2023 and in the College of Education in Fall 2023 for the EdD program, Quantitative Research. Evidence of others can be found in Appendix: Vitae of Full-time Faculty.

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

III.7 Faculty Assignments

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

Faculty teaching assignments are directly related to the immediate needs of the program, as well as the teaching and research interests of faculty. Every attempt is made to draw upon the professional expertise and interests of faculty members in the classroom and as such faculty

members are encouraged to develop new courses that incorporate their research and professional interests (See Chapter II: Curriculum for additional information). Faculty teaching assignments also take into account student advisement needs, research commitments, professional development activities, other areas of professional service, as well as the time needed to travel to and from various campus locations. However, teaching at various campus locations has no longer been a consideration since the COVID pandemic in March 2020 when all the MLIS courses were switched to the online mode fully via Blackboard and Zoom.

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

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

The Collective Bargaining Agreement mandates a teaching load of 9 credits (3 courses) per semester for all tenured faculty members and 12 credits (4 courses) for non-tenured faculty (see Collective Bargaining Agreement). This requirement provides additional time for student counseling, student advising, research, professional development, and institutional and professional service. Faculty who teach a doctoral-level seminar receive a teaching reduction of 3 credits. Faculty who hold administrative appointments, such as Chairs or Directors, also receive a 3 credit teaching reduction; Dr. Baaden is serving as Director of the Palmer School, Director of the School Library Program, and Director of the PhD in Information Studies program; she also receives a small stipend.

A listing of courses taught by the Palmer full-time faculty and administrators with regular teaching responsibilities from Fall 2015 to Spring 2023 can be found in Table 3.10 below. Similarly, the teaching areas of adjunct faculty during the same time period can be found in Table 3.4.

Table 3.10- Master's Courses Taught by Full-time Faculty Fall 2015 - Spring 2023 (* indicates a required, core course)

Faculty Member	Courses Taught
Baaden, Beatrice	*LIS 511 Information Sources & Services LIS 620 Instructional Design and Leadership LIS 622 Management of the School Media Centers LIS 624 Introduction to Online Teachings

	<p>LIS 626 Teaching Methodologies for K – 16 Librarians</p> <p>LIS 628 Collection Development K-12</p> <p>LIS 629/725 Integrating Technology into K-12 Libraries / Instructional Tech, Applications & Media Literature</p> <p>*LIS 690 Internship</p> <p>*LIS 691 Internship School Media</p> <p>LIS 712 Literacy for K-12 Environment</p> <p>LIS 901 Special Topics: Library Literacy for K-12 English Learners</p> <p>LIS 901 Special Topics: Introduction to Information Literacy</p>
Chu, Heting	<p>*LIS 510 Introduction to Library & Information Science</p> <p>*LIS 511 Information Sources & Services</p> <p>*LIS 514 Introduction to Research in LIS</p> <p>LIS 618 Online Information Retrieval Techniques</p> <p>LIS 768 Digital Information Representation</p> <p>LIS 770 Information Systems and Retrieval / Info Representation & Retrieval</p>
Hunter, Gregory S.	<p>LIS 520 Records Management</p> <p>LIS 657 Introduction to Preservation</p> <p>*LIS 693 Gardiner Internship</p> <p>LIS 706 Digital Preservation</p> <p>LIS 714 Archives and Manuscripts</p> <p>LIS 721 Appraisal of Archives and Manuscripts</p> <p>LIS 722 Digital Curation</p> <p>LIS 723 Records Management & Info Governance</p> <p>LIS 755 Information Technology and Society</p>

Jank, David	<ul style="list-style-type: none"> *LIS 510 Introduction to Library & Information Science *LIS 512 Introduction to Knowledge Organization *LIS 513 Management of Libraries and Information Centers LIS 516 Collection Development LIS 657 Introduction to Preservation LIS 669 Government Information LIS 693 Gardiner Internship LIS 737 Serving Diverse Populations LIS 741 Public Libraries LIS 744 Academic & Special Libraries LIS 763 Metadata: Description and Access LIS 774 Information Seeking Behavior LIS 901 Special Topics: Big Data in Practice LIS 901 Special Topics: Gender Identify in Info Services LIS 901 Special Topics: Sustainability
Zhang, Qiping	<ul style="list-style-type: none"> *LIS 510 Introduction to Library and Information Science *LIS 511 Information Sources & Services *LIS 514 Introduction to Research in LIS LIS 517 Emerging Web Technologies *LIS 690 Internship LIS 707 Human Computer Interaction / User Experience

Faculty members serve on Palmer School, LIU-Post and University committees. Dr. Zhang has served on the LIU-Post Faculty Council committee; Dr. Baaden has served on the LIU Newton Awards Committee.

Table 3.11 lists the Palmer School Committee members in Academic Year 2022-2023.

**Table 3.11 - Palmer School Committee Membership for Full-Time Faculty 2022-2023
(School Committees)**

Committee	Members
Admissions & Scholarship Committee	Baaden, Beatrice (Co-chair) David Jank (Co-chair)
Curriculum	Baaden, Beatrice Chu, Heting (Chair) Jank, David
Doctoral	Baaden, Beatrice (Chair) Chu, Heting Hunter, Gregory Jank, David Qiping Zhang
Outcomes Assessment	Baaden, Beatrice (Co-chair) Jank, David (Co-chair)
Personnel	Chu, Heting Hunter, Gregory (Chair) Zhang, Qiping Selenay Aytac ⁵ (from LIU Post Library) Larry Kirschbaum ⁵ (from LIU Post Library)
Strategic Planning	Baaden, Beatrice Hunter, Gregory Jank, David (Chair)

⁵ As there are only three tenured faculty members within the Palmer School who are eligible to serve on the five-member personnel committee required by the Collective Bargaining Agreement, two tenured librarians from LIU Post Library are invited to meet the committee size requirement. Changed in the 2022 – 2027 agreement.

III.8 Evaluation of Faculty

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

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

- Probationary (non-tenured) faculty members receive an annual evaluation from the Faculty Personnel Committee, including a recommendation for or against reappointment.
- Probationary faculty members also receive an annual evaluation from the Palmer School Associate Dean/Director and one from the CEIT Dean, including a recommendation for or against reappointment.
- Faculty members applying for tenure or promotion receive evaluations from the Faculty Personnel Committee, the Palmer School Associate Dean/Director and the CEIT Dean.
- Campus program directors are in regular contact with students and receive comments about faculty members, facilities, and any other issues. These comments are discussed by faculty during faculty meetings (see Faculty Meeting Minutes)
- Since the 2015 Self-Study, tenured faculty members' assessments are based solely on student evaluations in the LIU course evaluations at the end of each class, which become part of the faculty member's files. In the 2025 Academic Year, a new mechanism will be introduced according to the Collective Bargaining Agreement from September 1, 2022 to August 31, 2027. This mechanism will review each tenured faculty member once every three years. Details are not released yet. Such faculty evaluations have no effect on pay raises or other forms of merit based rewards.

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

III.9 Faculty Evaluation Substantiation

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

The decision-making processes for initial appointment, reappointment, promotion and tenure are already detailed in Section III.8 and documented in each faculty member's personnel file. Each faculty member's personnel file contains workload reports, teaching assignments, collegial observations, student evaluation summaries, faculty member's files for reappointment, promotion and tenure along with corresponding personnel decisions from the department personnel committee, the Associate Dean/Director, the CEIT Dean, campus faculty personnel committee and President/VPAA. Faculty members' personnel files are kept in the Dean's office. A log is also kept for every faculty's personnel file each time a new item is added or the file is checked out and returned. See Appendix 3.3: LIU IA System Faculty Evaluation example.

Appendix 3.4: Reappointment, Promotion, and Tenure Calendar specifies LIU Post campus' academic year 2022-2023 calendar and procedure for First-Fifth Year Probationary Faculty, NTTA Reappointment and Promotion, and Promotion and Tenure respectively. All the appointment, reappointment, promotion and tenure reviews and decisions are made by following the timelines and procedures stipulated in those three appendixes. As depicted in Section III.2, the evaluation of faculty is governed by the Collective Bargaining Agreement, and expectations set out in the Palmer Faculty Personnel Guidelines.

III.10 Use of Faculty Evaluation Results

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

Appointment, reappointment, promotion, and tenure decisions made during the review period are detailed in Section III.8. The evaluation of faculty is systematically used to improve the program and to plan for the future in several ways. Workload management, curriculum reviews, and personnel reviews help inform the development of job advertisements for new hires. Enrolment data as well as student evaluation and feedback (e.g., Summary of LIS 510 Student Discussion on Palmer Course Offerings – See Appendix: LIS 510 Discussion) inform how often courses are offered and who teaches them. Faculty members also reflect on their courses and the evaluations received and make changes as required. Their research helps enrich course contents by bringing cutting-edge research findings into their teaching. For example, Professor Chu has been doing research in artificial intelligence (AI) and information retrieval. She thus covers how AI can be employed generally in the field in LIS 510 Introduction to Information Science & Technology as well as how AI can be utilized in reference services in LIS 511 Information Sources & Services, which includes the newest AI application such as ChatGPT. Table 3.12 enumerates several examples regarding how the evaluation of faculty via various avenues (e.g., course evaluations, focus groups) is systematically used to improve the program and to plan for the future.

Table 3.12 – MLIS Program Enhancements in Response to Student Feedback

Student Feedback	Program Enhancement
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Students asked for more technology coverage in introduction classes.	LIS 510 was reorganized in Spring 2018 by adding five sessions to focus on major technologies applied in libraries. The course title was then changed from Introduction to LIS to Introduction to Information Science & Technology
Students requested course offerings in data science.	Two LIS 901 Special Topics courses have been created and offered: Data Mining for Information Professionals, Big Data in Practice

See also Appendix 3.5: Summary of LIS 510 Student Discussion.

Appendices

Appendix 3.1: Palmer Faculty Personnel Guidelines

Appendix 3.2: Vitae of Full-time Faculty

Appendix 3.3: University of Washington Evaluation Questionnaire – Form X

Appendix 3.4: LIU-POST First-Fifth Year Probationary Faculty Calendar 2022-23 AY

Appendix 3.4: LIU-POST NTTA Reappointment and Promotion Calendar 2022-23 AY

Appendix 3.4: LIU-POST Promotion and Tenure Calendar 2022-23 AY

Appendix 3.5: Summary of LIS 510 Student Discussion on Palmer Course Offerings

Standard IV: Students

Introduction

The Palmer School has established a learning community that reflects its mission, goals, values, and objectives. The Palmer School recruits students from diverse backgrounds who have demonstrated the ability and aptitude to successfully complete an MSLIS, certificates, state certification, or a doctorate degree.

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

The Program formulates, reviews, and revises policies for student recruitment, admissions,

retention, financial aid, career services, and other administrative policies that are consistent with the program's mission, goals, and objectives. The Palmer School adheres to the policies in the University Policy Manual (<https://liu.edu/about/liu-policy/policy-by-policy-category-listing>).

Students, both current and prospective, have access to the LIU Palmer School Website ([Palmer School of Library & Information Science | Long Island University \(liu.edu\)](https://liu.edu/palmer)). At their admittance, they are sent the updated Palmer School Program Guide where they can find more information about the programs, courses, requirements, as well as the policies and procedures. The program works to recruit and retain students who reflect the diversity of North America's communities. We work alongside graduate admissions, following LIU's policies for Diversity, Equity and Inclusion ([Diversity, Equity and Inclusion | Long Island University \(liu.edu\)](https://liu.edu/diversity-equity-inclusion)) to ensure a diverse and equitable learning community.

The mission of the Palmer School is to develop information professionals who can provide leadership in various library or information organizations. The Palmer School strives to educate students who will be knowledgeable, skilled, and committed members of the information profession. Palmer School policies, goals and objectives are publicly available on the Palmer School website, in the Palmer School Program Guide, and the LIU Academic Catalog.

IV.1.1 **Recruitment:** The Palmer School works closely with LIU in its recruitment efforts.

Recruitment efforts encompass a diverse range of channels, including professional conferences, online presentations, and specialized campaigns. The university's website offers prospective students' initial information about programs, admissions policies and procedures, tuition and financial aid, internship and career opportunities. Information may be accessed through the School's main website (<https://www.liu.edu/palmer>).

Since the time of the last review, the Palmer School participated in LIU's Graduate Open Houses. LIU's Graduate Admissions Office makes Palmer School materials readily available to those students who may be interested in the field of library and information studies. In addition to the efforts of LIU Post, the Palmer School actively recruited students by attending major library and information conferences and events. Examples included attendance at the Long Island Library Conference, the New York Library Association Conference, and the New York City School Library Conference. COVID derailed face to face recruitment sessions; information sessions, such as the Information Sessions for the School Library cohorts have been held recently via Zoom.

The Palmer School also engages in targeted recruitment for the various Dual Degree programs with New York University (NYU): the Graduate School of Arts and Sciences master's degree programs and the Food Studies and Costume Studies programs of the Steinhardt School. This collaboration involves working closely with the NYU Graduate School of Arts and Science (GSAS) and the Steinhardt School's graduate programs in Food Studies and Costume Studies to reach out to students who would like to combine their graduate-level fields of study with a program in information and library science. Department chairs of the programs actively mention to incoming students the possibility of enlisting in the Dual Degree Program. The Palmer School Coordinator for the Dual Degree is

the liaison and initial contact person for students interested in achieving two master's level degrees through this distinct program. The Palmer Coordinator of Dual Degree program contacts and initially advises potential recruits to this program; recently once students are accepted into both programs, the Director of the Palmer School holds individual phone conferences with each students to advise them in a program of study that will enable them to reach their goals.

In addition to the recruiting activities mentioned above, the Palmer School faculty are involved in recruitment through professional organizations, professional partnerships, and various other avenues. An example is: Dr. Beatrice Baaden, Director of the Palmer School and School Library Program has partnered with the New York City Board of Education School Library System to recruit NYC classroom teachers interested in obtaining Library Media Specialist teaching certification in order to satisfy the needs of NYC schools. Since the cohort program began, five cohorts of diverse backgrounds have graduated from this unique program, which includes 50% tuition discount from LIU. In addition, Dr. Baaden has partnered with various New York State Board of Cooperative Educational Services (BOCES) School Library Systems to offer this program, which leads to New York State teacher certification as a Library Media Specialist. In addition, there has been one school library cohort from the Southern Westchester BOCES School Library System that has completed the program and three cohorts (one graduated, two in progress) from the Putnam Northern Westchester BOCES School Library System. (Appendix: Memoranda of Agreement and LIU's Special Contract Pricing Forms). These School Library Systems actively recruit from their districts for classroom teachers and other educators who might be interested. Information zoom sessions are held from the gathered School Library Systems lists; information about the sessions is also distributed to listservs of school library systems throughout New York State. Similar recruitment strategies are also used for the Public Library Administration program, which is not a part of this review, but is mentioned to prove that developing and using partnerships is a method that is consistently used for recruitment for candidates who are associated with the systems in which they will find employment. Partnerships developed with the coordinators of the Suffolk Cooperative Library System and the Westchester/Mid-Hudson Library System enable the Palmer School to recruit and educate candidates for administration and leadership roles in public libraries. (Appendix 4.1: Information Session PNW3 School Library Program: flyer). Note: as a result of this self-study process, Palmer will likely consider this partnership process for public library systems to recruit for the General Librarianship and Youth Services areas of study.

Other examples that enhance the reputation of the Palmer School and aid in recruitment efforts include presentations at professional conferences. Dr. Greg Hunter has numerous presentations at Archives conferences; Dr. Qiping Zhang has presentations at various college technology sessions; and Dr. Baaden has presented, most recently, at the Westchester Library Association Annual Meeting.

Enrollment Services, including the Coordinator for Enrollment Services for the Palmer School, hosts general graduate orientation and co-hosts Graduate Open Houses, Transfer Open Houses, and accepted Student Days with the office of LIU Post Graduate Admissions.

The Palmer School places great importance on maintaining a robust and inclusive student community. To ensure the continued presence of a diverse student body, the Palmer School offers scholarships for diverse applicants, the Elizabeth K. Reilley Diversity Scholarship, the Reilley Professional Achievement Scholarship and the Masako Yukawa Endow Scholarship, which is solely for international students. Information about applying for these scholarships is sent to students via the Palmer School listserv, Kiosk, at the beginning of the Fall and Spring semesters and is also discussed during Orientations. These scholarships along with LIU recruitment efforts that encompass various locations and venues to meet and interact with all populations is another way the Palmer School meets the challenge of recruiting students from diverse backgrounds. (see details about scholarships, process and amount rewarded in the Palmer School office).

The composition of our student body reflects our commitment to creating a learning environment that aligns with the mission, goals, and objectives of our program, which have been updated for the Fall 2023 academic year, to specifically address diversity, equity, and inclusion. (see Palmer School Program Goals and Student Learning Outcomes 2023 in Appendix 1.2B; see ALA Statistics Race Ethnicity Gender table below). The table notes the ethnicity and race, as well as the gender of students who enrolled in the Fall semester for the academic years 2015 – 2023 for the Master of Science in Library and Information Science degree. LIU only recognizes Fall enrollment for statistical purposes.

Note: designation of CLISMS is LIU's program code for the general MSLIS degree.

TABLE 4.1: Master of Science in Library and Information Science (CLISMS) Race, Ethnicity, Gender Chart:

Fall 2015 Enrollment CLISMS			
Ethnicity	Women	Men	Total
1 - Non-resident Alien			
2 - Hispanic/Latino	10	2	12
3 - Black Or African American, Non-Hispanic	6	1	7
4 - White, Non-Hispanic	38	16	54
5 - American Indian Or Alaska Native, Non-Hispanic			
6 - Asian, Non-Hispanic	1	1	2
7 - Native Hawaiian Or Other Pacific Islander, Non-Hispanic			
8 - Two Or More Races, Non-Hispanic	1		1
9 - Race and/or ethnicity Unknown	14	3	17
Total	70	23	93

Fall 2016 Enrollment CLISMS			
Ethnicity	Women	Men	Total
1 - Non-resident Alien			
2 - Hispanic/Latino	8	2	10
3 - Black Or African American, Non-Hispanic	6	1	7
4 - White, Non-Hispanic	38	11	49
5 - American Indian Or Alaska Native, Non-Hispanic			
6 - Asian, Non-Hispanic	2	1	3
7 - Native Hawaiian Or Other Pacific Islander, Non-Hispanic			
8 - Two Or More Races, Non-Hispanic	1		1
9 - Race and/or ethnicity Unknown	17	3	20
Total	72	18	90
Fall 2017 Enrollment CLISMS			
Ethnicity	Women	Men	Total
1 - Non-resident Alien			
2 - Hispanic/Latino	4	2	6
3 - Black Or African American, Non-Hispanic	2	1	3
4 - White, Non-Hispanic	22	6	28
5 - American Indian Or Alaska Native, Non-Hispanic			
6 - Asian, Non-Hispanic	3		3
7 - Native Hawaiian Or Other Pacific Islander, Non-Hispanic			
8 - Two Or More Races, Non-Hispanic	2		2
9 - Race and/or ethnicity Unknown	13	4	17
Total	46	13	59
Fall 2018 Enrollment CLISMS			
Ethnicity	Women	Men	Total
1 - Non-resident Alien			
2 - Hispanic/Latino	7	2	9
3 - Black Or African American, Non-Hispanic	3	1	4
4 - White, Non-Hispanic	23	10	33
5 - American Indian Or Alaska Native, Non-Hispanic			

6 - Asian, Non-Hispanic	2		2
7 - Native Hawaiian Or Other Pacific Islander, Non-Hispanic			
8 - Two Or More Races, Non-Hispanic	3		3
9 - Race and/or ethnicity Unknown	12	6	18
Total	50	19	69

Fall 2019 Enrollment CLISMS

Ethnicity	Women	Men	Total
1 - Non-resident Alien			
2 - Hispanic/Latino	5	2	7
3 - Black Or African American, Non-Hispanic	6	2	8
4 - White, Non-Hispanic	31	7	38
5 - American Indian Or Alaska Native, Non-Hispanic			
6 - Asian, Non-Hispanic	2		2
7 - Native Hawaiian Or Other Pacific Islander, Non-Hispanic			
8 - Two Or More Races, Non-Hispanic	1	2	3
9 - Race and/or ethnicity Unknown	6	10	16
Total	51	23	74

Fall 2020 Enrollment CLISMS

Ethnicity	Women	Men	Total
1 - Non-resident Alien	2	1	3
2 - Hispanic/Latino	6	1	7
3 - Black Or African American, Non-Hispanic	6	1	7
4 - White, Non-Hispanic	34	11	45
5 - American Indian Or Alaska Native, Non-Hispanic			
6 - Asian, Non-Hispanic	1		1
7 - Native Hawaiian Or Other Pacific Islander, Non-Hispanic	1		1
8 - Two Or More Races, Non-Hispanic		2	2
9 - Race and/or ethnicity Unknown	4	4	8
Total	54	20	74

Fall 2021 Enrollment CLISMS

Ethnicity	Women	Men	Total
1 - Non-resident Alien	2		2
2 - Hispanic/Latino	5	1	6
3 - Black Or African American, Non-Hispanic	5		5
4 - White, Non-Hispanic	33	8	41
5 - American Indian Or Alaska Native, Non-Hispanic			
6 - Asian, Non-Hispanic	1		1
7 - Native Hawaiian Or Other Pacific Islander, Non-Hispanic			
8 - Two Or More Races, Non-Hispanic	1		1
9 - Race and/or ethnicity Unknown	4	1	5
Total	51	10	61

Fall 2022 Enrollment CLISMS

Ethnicity	Women	Men	Total
1 - Non-resident Alien			
2 - Hispanic/Latino	3	2	5
3 - Black Or African American, Non-Hispanic	6		6
4 - White, Non-Hispanic	27	6	33
5 - American Indian Or Alaska Native, Non-Hispanic			
6 - Asian, Non-Hispanic	1		1
7 - Native Hawaiian Or Other Pacific Islander, Non-Hispanic			
8 - Two Or More Races, Non-Hispanic	1		1
9 - Race and/or ethnicity Unknown	5		5
Total	43	8	51

Fall 2023 Enrollment CLISMS (as of June 2023)

Ethnicity	Women	Men	Total
1 - Non-resident Alien			

2 - Hispanic/Latino	4		4
3 - Black Or African American, Non-Hispanic	3		3
4 - White, Non-Hispanic	17	4	21
5 - American Indian Or Alaska Native, Non-Hispanic			
6 - Asian, Non-Hispanic			
7 - Native Hawaiian Or Other Pacific Islander, Non-Hispanic			
8 - Two Or More Races, Non-Hispanic			
9 - Race and/or ethnicity Unknown	3		3
Total	27	4	31

(All data was collected via the Long Island University Office of Institutional Research)

IV.1.2 Admissions Policies: Students who are admitted into the Palmer School must meet the admissions requirements for all graduate students applying to LIU Post, as well as other documentation required by the Palmer School (e.g. résumé and personal statements of interest). In the event that a student does not meet all the Palmer School criteria, the Palmer School Admissions Committee may require an in-person interview or further documentation. This step is taken when an applicant shows particular promise based on relevant work experience and/or educational background in a related field. Information about the Admissions Requirements and Policies is included in the Palmer School Program Guide and follows the general Admission procedures for LIU. Admissions information can be found on the Palmer School website (<https://www.liu.edu/Palmer>).

The tables below present current information on applications and admissions for 2021-2023.

Table 4.2: Number of Submitted Applications (AY 2015-2023)

Degree	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
MS LIS							97	78	87
MS LIS/ School Library Media Specialist							20	17	23

Table 4.3: Submitted Applications vs. Admitted Students vs. Enrollments for MSLIS (AY

2015-2023)

	Applications	Admissions	Enrollment
Fall 2015			93
Fall 2016			90
Fall 2017			59
Fall 2018			69
Fall 2019			74
Fall 2020			74
Fall 2021	97	55	61
Fall 2022	78	50	51
Fall 2023	87	55	31

All data was collected via the Long Island University Office of Institutional Research

Table 4.4: Submitted Applications vs. Admitted Students vs. Enrollments for MS School Library Media (AY 2015-2023)

	Applications	Admissions	Enrollment
Fall 2015			
Fall 2016			
Fall 2017			
Fall 2018			
Fall 2019			
Fall 2020			
Fall 2021	20	14	
Fall 2022	17	16	
Fall 2023	23	18	

IV.1.3 Financial Aid and Scholarship Policy

The distribution of funds and the selection of recipients for scholarships at the Palmer School are overseen by the Scholarship and Awards Committee. This committee follows the criteria set by the faculty of the Palmer School to determine the allocation of funds each academic year. It's important to note that the Palmer School scholarships are designed to complement other graduate awards that students may be receiving from external sources. The following are the Palmer School scholarship awards that are given with the associated criteria for the Fall and Spring semesters:

Palmer School Library Award: open to student who demonstrate academic excellence (essay addressing: how has your past experience helped influence your decision to enter the field of Library and Information Science)

****Elizabeth K. Reilley Scholars:** open to new, matriculated students (essay addressing the candidate's professional aspirations in the Library and Information Science field)

****Elizabeth K. Reilley Diversity Scholarship:** open to students who have been traditionally under-represented in the Library and Information Science field (essay addressing: in the context of experiences, describe your professional aspirations in the Library and Information Science field)

****Reilley Professional Achievement Scholarship:** open to students who have distinguished themselves in their previous professions (candidate's resume required; essay detailing professional background and rationale for entering the library and information science profession)

****E. Hugh Behymer Memorial Scholarship:** open to all matriculated Palmer School students taking 6 or more credits (essay describing professional aspirations and potential contribution to the profession of the future)

****Masuka Yukawa Endow Scholarship:** open to international students who demonstrate academic excellence and a commitment to community service (essay addressing how community service endeavors influenced the decision to enter the field of Library and Information Science). Recipients of this award are selected by the Director of the LIU Post Library, but must be majoring in Library and Information Science.

The scholarship awards with the ****** are based on an endowment.

To be eligible for these awards, students must be matriculated in the Palmer School, have a minimum of 3.25 GPA, and must file a FAFSA form with LIU Post Enrollment Services. The specific amounts of the awards are based on how much money the funds have accumulated during the year. Applications for the above scholarships must be submitted to the Director of the Palmer School, who shares the potential awardees with the Scholarship Committee and the

Palmer School faculty, for final determination of distribution of the funds. Generally, this occurs via email and at faculty meetings.

In addition, students are eligible to apply for the “Digitizing Local History Sources’ Gardiner Foundation Master’s Fellowship. To be eligible for this, a student be matriculated in either the Master of Science in Library and Information Science or the Certificate of Advanced Study in Archives and Records Management. First time “fellows” must enroll in LIS 693 (Gardiner Foundation Internship). Gardiner Foundation Master’s Fellows receive 3 credits of tuition remission, which must be applied to LIS 693. Master’s Fellows digitize historical materials, edit the images, and create metadata for them; they use the digitization equipment in the on-campus laboratory and also gain experience with the digital repository, Preservica. Master’s Fellows spend 120 hours during the semester assisting with the grant project and must be able to spend two days per week on the LIU Post campus. Completed applications for the Gardiner Master’s Fellowship must go to the Director of the Archives and Records Management program.

IV.1.4 Career Service Policy

LIU's Career Success service provides students with valuable guidance and access to state-of-the-art virtual tools for securing internships and job opportunities. **Handshake** (<https://liu.edu/handshake>) serves as the dedicated student job and internship portal, offering access to a vast array of positions. Students can utilize this platform to upload their resumes and initiate their career search. The University's Big Interview platform (<https://liu.biginterview.com/>) equips students with the necessary tools for video interviewing, enabling them to prepare effectively for job and internship opportunities. Through Big Interview, students gain valuable insights into essential life skills required to excel in the interview process.

To disseminate job opportunities, the Palmer School utilizes an internal listserv known as the KIOSK (CWP-KIOSK@lists-1.liu.edu). Through this platform, job openings are shared with the Palmer School community including current students, alumni, faculty, and staff. Additionally, the Palmer School conducted surveys among recent graduates to gather valuable information regarding their placements after graduation. These surveys aid in tracking and understanding the career paths of alumni.

Career success stories are often shared on KIOSK. Graduate and student achievements are also highlighted in the “What’s New At LIU” university information online publication.

IV.1.5 Administrative Policy

The faculty of the Palmer School collectively takes responsibility for the development, review, and revision of policies concerning student recruitment, admissions, scholarships, advising, and placement opportunities. This process is conducted within the structured planning framework outlined in Chapter 1. Recommendations for policy changes are generated through feedback gathered from faculty committees or outcomes assessment processes. Subsequently, the entire faculty votes on these recommendations. The committees involved in this process include the Scholarship and Awards Committee, Strategic Planning Committee, Curriculum Committee, and Outcomes Assessment Committee.

Source of Additional Information:

Websites: for Palmer specific student resources and policies: <https://www.liu.edu/palmer>; click on Student Services and Resources

- LIU's policies for Admissions: <https://liu.edu/post/admissions-experience/graduate>
- Student Affairs: <https://liu.edu/student-success> (includes links to Enrollment Services; the Learning Center (student support services); the Center for Healthy Living; and Student Handbooks, among other student services)
- Student Finance and Policies: <https://liu.edu/enrollment-services/tuition-fees>; <https://liu.edu/enrollment-services/billing-payments>; <https://liu.edu/enrollment-services/tuition-fees/policies>
- Student Registration: <https://liu.edu/enrollment-services/registration>
- Forms and Documents: <https://liu.edu/enrollment-services/forms-and-document>
- LIU's policies for Diversity, Equity and Inclusion: <https://liu.edu/diversity-equity-inclusion>
- Career Services: <https://liu.edu/career-success> (includes information about Handshake)

Section 2: Information About the School and the Program

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

Current information about the program is readily accessible and publicly available on the Palmer School website and the LIU websites (see above).

IV.2.1: Access Current and prospective students have access to the Palmer School Program Guide upon request to the Director of the Palmer School (see Appendix for the most recent Palmer School Program Guide). Policies and general information about the Palmer School, programs and courses are also noted in the LIU Academic Catalog (<https://liu.edu/enrollment-services/academic-catalogs>). The Palmer School Program Guide includes information about the Palmer School Program Goals and Student Learning Outcomes, curricular program and course descriptions, information about faculty, admission requirements, financial aid and scholarship opportunities, criteria for student performance evaluation, and other policies and procedures. Students are also encouraged to sign up for KIOSK, which is the Palmer School listserv (<https://lists-1.liu.edu/mailman/listinfo/cwp-kiosk>). Students are sent program news, job opportunities, scholarship and internship opportunities, announcements and more – daily, through this email function.

IV.2.2: Documentation of Progress Students can track the documentation of their progress toward achievement of the program goals and learning outcomes in various ways:

- Enrollment Services counselors: Students have email and phone access to an Enrollment Services counselor who is specifically attached to the various programs in the Palmer School. Although the job titles have changed in the years since the last review, essentially services and advisement have remained the same. The Coordinator of Enrollment Services for the Palmer School position is an enhanced enrollment services counselor; this position was instituted in 2022. Prior enrollment services advisors have been:

Amy Killen: 2017 – 2020

Heather Ranieri: 2020 – 2021

Olivia Mulligan: 2021

Bridgid Webster: 2021 - 2022 (resigned in July 2022)

In the absence of a Palmer specific enrollment services counselor, two other enrollment services counselors have information about the Palmer School and its programs and can provide general enrollment services for Palmer students. The Director of the Palmer School engages in staff development sessions to assure that Palmer School students are being advised appropriately and that they fulfill the goals and objectives of their specific programs.

The Coordinator for Enrollment Services for the Palmer School develops the program plans for students and keeps track of their progress in required and elective course work. Students have email and phone access to an Enrollment Services counselor. For a specific listing of this position's job responsibilities, please see: <https://jobs.liu.edu/#/job-details/3857>.

- Program Plans: The Coordinator for Enrollment Services for the Palmer School develops program plans for the MSLIS students and keeps track of their progress in required and elective course work. The Director of the School Library Program keeps track of school library students' coursework and New York State Education Department regulations for their teacher certification as Library Media Specialists. (See sample program plans in the Palmer School office and Appendix 4.2A Program Plans (MSLIS General; MSLIS School Library; MSLIS Youth Services; MSLIS Rare Books; MSLIS Dual Degree) and Appendix 4.2B: Sample student program plans
- Palmer School Program Guide: this enhances the Palmer School website by listing all current courses in the Palmer School programs with specific bulletin descriptions which are placed on syllabi when that course is taught. The Palmer School Program Guide also guides students to the required classes for the major areas of study.
- Within the MSLIS program are various areas of study: The Palmer School website (liu.edu/palmer) provides students with a guide to the various areas of study, required and elective courses and career opportunities. Students can click on a link for a description, program requirements and courses recommended for that area of study. Areas of study in the MSLIS program include:

** Archives and Records Management
 General Studies
 Information Systems and Technology
 **Rare Books and Special Collections
 Public Librarianship
 Youth Librarianship (Children and Young Adult Services)

Areas of study with a ** have specific course requirements.

Program requirements are also listed for the MSLIS School Library Media Program for NYSED Library Media Specialist teacher certification.

Some MSLIS Dual Degree students engage in the Rare Book and Special Collections area of study.

IV.2.3 Procedures

Procedures regarding standards for admission are applied consistently. Students admitted must have earned a bachelor's degree from an accredited institution. Policies and procedures for waiving admission requirements are stated clearly and applied consistently. The Palmer School works closely with LIU Graduate Admissions; the LIU Diversity, Equity, and Inclusion Policy ensures a diverse and equitable admissions process (for a listing of relevant policies, go to: <https://www.liu.edu/about/LIU-policy/policy-by-category-listing/#DEI>)

General information about faculty, admissions requirements and procedures, scholarships and academic policies are also included in the Palmer School Program Guide. The Palmer School graduation e-portfolio procedures are also included. Specific information is sent to all students via Kiosk about this graduation requirement every semester. Most faculty syllabi list suggested course artifacts/assignments that students can use for the e-portfolio requirement (see sample syllabi in the Palmer Office)

In addition, the Director of the Palmer School and the Coordinator of Enrollment Services receive lists of students with graduation deficiencies so that we can contact students individually and work with them to assure that they can complete their programs in a timely fashion. As well, lists from the Dean of CEIT are sent to the Director of the Palmer School for direct outreach to students if students are not enrolled in classes in a timely fashion. This is one of the important duties of Chairs/Directors.

Specific criteria for evaluating student performance are included in the course syllabi. General information about academic performance (and consequences of unsatisfactory performance) are noted in the Palmer School Program Guide (Appendix 1.4).

Sources of Evidence:

- Palmer School website: <https://liu.edu/palmer>

- LIU Academic Catalog of curricula description, faculty information, admission requirements, availability of financial aid: <https://liu.edu/enrollment-services/registration/academic-catalogs>
- Palmer School Program Guide: Appendix 1.4
- KIOSK (email mailing list): program news, announcements, job information (to students, alumni, and subscribers): <https://lists-1.liu.edu/mailman/listinfo/cwp-kiosk>

Section 3: Admission Standards

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

Standards for admission are applied consistently. General admissions requirements, as well as each area of study are listed on the Palmer School website, in the Palmer School Program Guide and in LIU's Graduate Academic Catalog (see websites above; also see Appendix 4.3: Admissions Requirements and Procedures). Admission criteria include:

- Official transcript(s) from all colleges/universities attended
- GPA 3.0
- At least 2 professional or academic letters of recommendation that address the applicant's potential for the profession and ability to complete a graduate program
- A current resume
- A written personal statement that describes the applicant's motivation for seeking the degree, special areas of interest, and career objectives in the profession

Students admitted must have earned a bachelor's degree from an accredited institution. Policies and procedures for waiving admission requirements are applied consistently by LIU Graduate Admissions, with input from the Director of the Palmer School when an applicant does not exactly meet stated criteria. Palmer School faculty and staff work alongside Graduate Admissions to evaluate candidates for admissions. An example is when a candidate has a lower GPA than the LIU admissions criteria of 3.0. In that circumstance, the Director of Graduate Admissions sends the Director of the Palmer School the candidate's admissions materials (transcript(s), resume, letters of recommendation, and/or personal statement) for review. The Director of the Palmer School reviews these materials and lets Graduate Admissions know if the

potential student can be admitted with “limited matriculation” until the first semester classes show achievement of at least a B grade, or whether additional follow-up is needed with the student. This may include a personal interview to discuss circumstances. A decision is then rendered.

The application procedure is as follows: Students submit applications to the LIU Graduate Admissions Office following the steps at: <https://apply.liu.edu/quickapp2/?campus=P>. Assessment of an application is done automatically if a candidate meets all admissions requirements. This includes an evaluation of GPA from official transcripts; candidates need a 3.0 GPA or higher for admission to LIU and the Palmer School. The Admissions Office contacts the Director of the Palmer School if a candidate has below a 3.0 GPA. The Director of the Palmer School then examines supporting documents submitted as part of the admissions criteria, such as the candidate’s resume and/or personal statement and recommendations to determine if the applicant would be a viable candidate for the library and information science profession. In some cases, the Director will request an interview with the candidate (most often via phone). An effort is made to determine extenuating circumstances that may have impacted a candidate’s low GPA. The candidate’s Personal Statement is an excellent tool to determine capability and desire to pursue a library and information science degree.

Candidates who apply for the MSLIS School Library Program and the Dual Degree program also send requested application materials to the Director of the Palmer School, who holds individual conferences to discuss specific program requirements and any waivers that may apply. For example, school library candidates who already hold a valid teacher certification in another content area may be granted electives in place of the teacher certification classes that the Palmer School requires that were already taken in prior undergraduate or graduate classes. These are discussed with the candidate and noted on the student’s program plan. In the 2022-2023 academic year, the Director also began to hold conferences with Dual Degree students to ascertain specific career path and course options.

In addition, LIU has a process for candidates who wish to take graduate classes on a non-matriculated basis; this is called Personal Enrichment. Applications are submitted using the LIU Post application for Graduate Personal Enrichment Students (see Appendix 4.5: PE Application form).

All admission criteria are listed on the Palmer School website to ensure that candidates are receiving consistent information and so that the School is receiving candidates that will best fit the program objectives and outcomes. Website and academic catalog information is accessible to all candidates for admission (<https://liu.edu/post/admissions-experience/graduate>).

The Palmer School adheres to all LIU policies for Admissions, Student Finance, and Student Registration. For policies, go to: <https://www.liu.edu/about/LIU-policy/policy-by-category-listing/#SR>

Sources of Evidence:

- Palmer School policies, procedures, and process for admissions
 - [MS Library Information Science | Long Island University \(liu.edu\)](https://liu.edu/ms-library-information-science)
- LIU policies and procedures for admissions
- Palmer School procedures for course substitutions for the School Library Program
 - Listed in the School Library Program Handbook (see Appendix 4.4)
- Sample student plans of study (Appendix 4.2B and on site)

Section 4: Advisement, Guidance, and Support

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

Students receive systematic, multi-faceted advisement, guidance, and support. Students are able to construct coherent plans of study based on their individual goals, aspirations, and needs that a robust system of advisement and guidance by the Coordinator of Enrollment Services for the Palmer School, other Enrollment Services personnel when they are not available, frequent phone and email contact with the Director of the Palmer School, faculty and through information on the Palmer School website, in the Palmer School Program Guide, and the LIU Academic Catalog about academic program requirements.

The Coordinator for Enrollment Services for the Palmer School works with Palmer students to ensure successful degree completion. Students have the opportunity to meet with the Coordinator of Enrollment Services (or other enrollment services personnel) via phone, Zoom or in-person to discuss their course registration, degree requirements and degree audit from admission into the program to successful completion. Coordinator for Enrollment Services utilizes the student's degree audit, as well as their own Program of Study worksheet to track their progress and discuss future course registration. Coordinator for Enrollment Services is also the point of contact for the student to discuss Financial Aid opportunities and billing arrangements. The Coordinator contacts faculty members with specific expertise and connects students with them. The Director of the Palmer School is another point person for student guidance and assistance.

Table 4.5: Example of a Program Plan of Study for MSLIS:

Course	Title	Credits	Semester	Grade
Req Core		18 credits		
LIS 510	Introduction to Information Science and Technology	3		
LIS 511	Information Sources and Services	3		

LIS 512	Introduction to Knowledge Organization	3		
LIS 514	Introduction to Research in Library and Information Science	3		
LIS 513 OR LIS 622 OR LIS 785	Management Requirement: Management of Libraries and Information Centers OR School Library Media Center Management OR Mentoring Experience	3		
LIS 690 OR LIS 693	Internship Requirement: Internship OR Gardiner Foundation Fellows Internship	3		
Electives	*See approved electives below for each concentration	18 credits		
Total:			36 credits	

Students in the MSLIS School Library Program have an additional source of guidance through the School Library Handbook, which details specific requirements about the position of the School Librarian (Library Media Specialist), as well as the New York State Education Department regulations for teacher certification. (See School Library Handbook in the Appendix 4.4). Dr. Baaden, Director of the Palmer School and Director of the School Library Program, is actively involved with all school library candidates and ensures certification requirements are met; she also submits institutional recommendations for initial, professional, and internship certifications to NYSED. (see sample recommendations in the Palmer School office)

Course grades are the main way that students receive systematic evaluation of their achievements. Faculty monitor student work and online attendance in their individual classes. At the end of the Change/Add period (approximately 6 weeks into the semester), faculty must send to the Registrar information about course attendance. Student achievements are documented in multi-faceted ways:

- Course grades

- LIU Outcomes Assessment process: targeted Program Goals and Student Learning Outcomes are evaluated every year through rubrics, evaluating progression to mastery by students; faculty choose which specific goals are evaluated for the academic year. In academic year 2021-2022 Goal 3, Student Learning Outcomes 3A and 3B were evaluated; in academic year 2022 – 2023 Goal 4, Student Learning Outcomes 4A and 4B were evaluated; in academic year 2023 – 2024 Goal 1, Student Learning Outcomes 1A and 1B will be evaluated (see Appendix 1.2B: MSLIS Program Goals and Student Learning Outcomes for the updated statements). After the 2023-2024 academic year, the 3-year cycle for LIU Outcomes Assessment will begin the process again
- Graduation e-portfolio evaluation: graduates reflect on their achievement of the 5 Palmer School Program Goals and associated Student Learning Outcomes, which are reviewed by the Director of the Palmer School; information is provided to the faculty about the results of the review and actions taken, if necessary. Reviews are done anonymously with attention paid to the specific program that the student is completing. Data for the chosen LIU Outcomes Assessment goal is also provided on the annual LIU Outcomes Assessment report (LIU Outcomes Assessment reports can be found in the LIU Assessment Sharepoint site and in the Palmer School office)

Job opportunities are posted almost daily on the Palmer School listserv, Kiosk. The Director of the Palmer School is a key contact for employers searching for job candidates. Faculty also post job opportunities that relate to their professional expertise. An example is that Dr. Hunter, the Director of the Archives and Records Management program posts the majority of the archives/ records management job opportunities and Dr. Baaden, Director of the School Library Program, posts school and K – 12 library openings. Through these professional networks, students receive a good overview of job opportunities that are available, both while they are students as well as alumni.

Sources of Evidence:

- Plans of study forms (in the Palmer School Office)
- Sample Student plans of study (in the Palmer School Office)
- Table of direct and indirect measures used to evaluate student learning goals (from the LIU Outcomes Assessment reports in the Palmer School office)
- List of job responsibilities of the Coordinator for Enrollment Services for the Palmer School (see Job Announcement at: <https://jobs.liu.edu/#/job-details/3857>)

Section 5: Student Activities and Involvement

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

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

Palmer School students have the opportunity to participate in formulation, modification, and implementation of policies through the following:

- Participation in Palmer Standing Committees: See Faculty By-laws for committee compositions in Appendix 2.5: Faculty By Laws. Students have participated in the Curriculum Committee and are able to voice the concerns of the general student body which has resulted in discussions of issues and modification of curriculum (see Faculty Meeting and Curriculum Committee Minutes). Students Karin Fey and Lisa Masone have participated as part of the Curriculum Committee meetings.
- Participation in the Palmer School ALA Student Chapter: student leaders recently participated in the New Student Orientation in January 2023, where they presented the Peer to Peer Technology Support program, which the student chapter developed based on concern of students requesting help with technology; they were also a key part of the advisement for the development of the revised Palmer School Program Goals and Student Learning Outcomes for January 2023 (see Appendix 4.6: Agenda Student Orientation). The Palmer School ALA Student Chapter also attempts to engage Palmer students in participation as a student social group (see Appendix 4.9: ALA@LIU Student Chapter Share & Gather).

IV.5.2 Participate in research:

- Students participate in research through the proposals they develop during the LIS 514 class (Introduction to Research in Library and Information Science). (See Appendix 2.7: LIS 514 Proposals)
- Students also are able to work with faculty on Master's Projects (LIS 695): one example is the Pilot Project: Camera-Based Digitization Systems. The Palmer School participated in a pilot project with Digital Transitions, the manufacturer of the DT Atom System, which is used for the grant funded project, "Digitizing Local History Sources" in order to explore the connection between state of the art digitization training and graduate education (Greg Hunter: summer 2023). Another Master's Project is the development of a learning module and lesson about graphic novels (Summer 2023), which was presented as part of the coursework for LIS 901: Library Literacies for K 12 ENL/ELL Learners (Summer 2023)
- Other examples of LIS 695 Master's Projects include:

Table 4.6: Sample LIS 695 Projects, 2015-2023

Dr. Greg Hunter:

- Summer 2023, "Pilot Project: Camera-Based Digitization Systems" (8 Students)

- Spring 2023, Alexis Durante, “The Sangalli Institute’s Winter Seminar on the Archives of the Vatican and the Holy See”
- Spring 2023, Caitlin Jane French, “Fire Island National Seashore (National Park Service) Pilot Digitization Initiative.
- Summer 2022, Jane Inglima, “Creating a Retention and Disposition Schedule for the Suffolk County Crime Laboratory”
- Fall 2021, Rodrique Thompson, “Informatics Governance in the Field of Cloud Computing”
- Fall 2021, Patricia A. Schechter, “Decentering Whiteness and Decolonizing the Archive: A Survey of Debates and Positions in the Field and in the Pacific Northwest”
- Summer 2020, Katherine Prater, “Preservica and Metadata.”
- Spring 2018, Jane Rothstein, “Crowdsourcing Transcription: Possibilities and Problems for Archives and Special Collections”
- Spring 2017, Paul Zamarelli, “Scanning and Cataloging Media Packaging for VHSCollector.com”
- Spring 2017, Kris Adam Santos, “An Inventory of the Records in the Mercantile Library Association.”
- Summer 2015, Nora Egloff, “Echoes in the Concert Hall: The Leonard Bernstein Oral History Collection”

Dr. David Jank:

- Fall 2022, Lisa Masone, “A History of Scottish Witchcraft”
- Fall 2019, Joowhi Kim, “Technical Services Systems Launch of Bobst Library”
- Spring 2021, Hussin Daqal, “Archives Trends in Public Libraries”
- Summer 2022, Caitlin French, “Historical Survey of Rare Books Libraries”
- Spring 2021, Tomasz Nadolecki, “Evolving Job Skills for Library and Information Science”

LIS 697: Master’s Thesis: Dr. David Jank:

Lisa Masone. “An Archival Study of Scottish Witchcraft Monographs” (Spring 2023)

Master’s Thesis: Dr. Greg Hunter:

Giavanna Donarumia. “Content Analysis of Oral Histories from Ellis Island Italian Immigrants: Comprehending the Links Between Information and the Human Experience of Immigration” (2017)

Table 4.7: Recent articles published by students:

- Amanda Dorval, a recent Palmer alum, who is now working at the Watson Library of the Metropolitan Museum of Art. The topic is: "A Salute to the Artistic Legacy of Native American Veterans."

<https://www.metmuseum.org/perspectives/articles/2022/11/library-artistic-legacy-of-native-american-veterans>

- Amanda Dorval. "An Introduction to Dr. Husam Khalaf's "The Cultural Genocide of the Iraqi Archives and Iraqi Jewish Archive and International Responsibility." Information & Culture, Volume 58, Number 1, 2023, pp. 84-108 (Article)
- Amanda Dorval. "The Irazi Ba'ath Archives: Collective Memory Loss and Authoritarian Nostalgia in the Post Saddam Era." Libraries: Culture, History, and Society. 2021, Vol.5, No. 2 (2021), pp. 204-225. Penn State University Press.
<https://www.jstor.org/stable/10.5325/libraries.5.2.0204>
- Christine McEvelly. "Painless Portal Partnerships: Collaboration and Its Challenges for Small Organizations." Archival Issues. Vol. 38, No. 2 (2017). Pp. 20-41.
<https://www.jstor.org/stable/44982067>
- Rudie E. Hurwitz (Marac's Graduate School Archival Education Scholarship recipient). "Jersey City Reservoir Preservation Alliance: One Community's Story." Mid-Atlantic Archivist: MARAC. Volume 51. No. 2, Spring 2022.
- Roxane Orgill. "Archivist for the Columbarium: Organizing Records in a Cathedral." SOLO: Newsletter of the Lone Arrangers Section, Society of American Archivists. Fall 2022, p. 12.

Table 4.8: Sample LIS 699 (Independent Study) Projects, 2015-2023: Dr. Greg Hunter

- Fall 2018, Charles McFarland, "Appraisal in Small Repositories."
- Spring 2018, Emily Antoville, "Digital Preservation"
- Spring 2018, Kelsey Renz, "LIU Department of Special Collections"
- Fall 2017, Maya Naunton, "Partial Re-housing of the Frank Lloyd Wright Foundation Archives"
- Fall 2017, Brett (Barbara) Umlauf, "The Soloists' Repository: A Resource for Soloists at Christian Science Churches"
- Fall 2015, Thomas Hoffman, "Media Migration of VHS Materials in LIU Post's Archives and Special Collections"

IV.5.3 Receive academic and career advisement and consultation through:

- Advisement sheets: each major concentration of study has a specific advisement that is developed in consultation with the Coordinator of Enrollment Services, the Director of the Palmer School and Director of the School Library Program (see sample advisement

forms on file in the Palmer Office)

- Students who request specific academic and career advice are routed to the faculty member with the most expertise in that field by the Coordinator of Enrollment Services or the Director of the Palmer School. Major programs of the Palmer School have their own program directors, specifically: Dr. Greg Hunter, Archives; Dr. Bea Baaden, School (and K 12) Librarianship; Dr. David Jank, Public and Academic Librarianship, and Technical Services; Dual Degree information from the coordinator: Mr. Peter Culliney
- Information about jobs and internships is posted often on KIOSK, the Palmer School listserv (see examples in the Palmer Office)
- Students receive career planning advice, including information about resumes, cover letters, and the job search through the LIS 690 (General Internship) and LIS 691 (Student Teaching Internship) courses (see Learning Modules in Brightspace for these classes)

IV.5.4 Receive support services as needed: students have access to:

- The Writing Center: provides free writing assistance to all students (<https://liu.edu/post/academics/writing-across-the-curriculum>)
- Career Services: The LIU Handshake portal through PeopleSoft provides an online internship/job portal and career management system to students (<https://liu.edu/handshake>)
- Office of Information Technology: responsible for managing all aspects of LIU's information technology operations, including academic and administrative systems and computing, databases, networking, audiovisual, video and telecommunications infrastructure, computer labs and smart classroom spaces. The Office of Information Technology provides support of LIU's programs of study and of academic progress of students (<https://it.liu.edu>)
- Office of International Student Services: provides resources to specifically address challenges of students from abroad, including assistance with immigration, and providing orientations (<https://www.liu.edu/post/international>)
- Veteran's Services: provides resources for military students to pursue their education (<https://liu.edu/student-success/learning-center/veteranservices>)
- Students With Disabilities Support Center: ensures equal access to programs, services, and facilities at LIU Post and assists students in securing reasonable accommodations (<https://www.liu.edu/post/dss>)
- Financial Aid: The Office of Enrollment Services is dedicated to helping make a quality education affordable (<https://www.liu.edu/enrollment-services/financial-aid/financial-aid-FAQ>)

IV.5.5 Form student organizations: In 2020, students formed the Palmer School ALA Student Chapter under the faculty guidance of Dr. David Jank. Student leaders have engaged with students regarding concerns, which resulted in a peer-peer technology support program,

implemented in 2022; they have also disseminated information to students regarding social events of interest, as well as developing social media platforms for participation by students.

IV.5.6 Participate in professional organizations. Students are encouraged to join professional organizations in their initial core classes (LIS 510: Introduction to Information Science and Technology), as well as through coursework (Appendix 4.7: LIS 622: School Library Media Center Management example). Specific organizations that students are encouraged to join include: the American Library Association and specific chapter that meets the student's career objective; the New York Library Association; and the Society of American Archivists. In LIS 510 students report on a professional organization.

Students are also asked to provide examples of participation in professional organizations in the graduation Goal Essays as they reflect on the Palmer Learning Goal 5: Prepare to contribute to the profession through research and service (2018, 2023); Goal Statement is below:

SLO 5A (2018): Prepare to contribute to the profession through research and service

Students will achieve this through demonstrating these skills:

- Explain the importance of service to the profession and continuing professional development as a means to contribute to the profession
- Articulate an understanding of the fundamentals of qualitative and quantitative research methods

(See sample Goal Essays in the Palmer Office)

Updated Goal/SLO 5 (2023): Prepare to contribute to the profession through research and service (changes noted in italics)

SLO 5A: Demonstrate understanding of how to effectively *participate in and* contribute to the profession:

- *Through service*
- *Through research and scholarly communication*

Students will achieve this through demonstrating these skills: (these remain the same as the 2018 version): Explain the importance of service to the profession and continuing professional development as a means to contribute to the profession

Note: for the alignment of all the Palmer School MSLIS Program Goals and Student Learning Outcomes with ALA Competencies, see Appendix 1.2B: MSLIS Program Goals and Student Learning Outcomes, revised Jan. 2023)

Section 6: Student Assessment

IV.6 The program 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.

The Palmer School uses the results of evaluation of student achievement (student grades, the e-portfolio Goal Essays) as a stimulus for curriculum evaluation and change. (see Faculty Meeting Minutes and sample Goal Essays in the Palmer School office). Palmer also uses comments from Site Supervisor evaluations to discuss possible curriculum changes (see Appendix 4.8B: Sample Site Supervisor Evaluation form).

In addition, the Palmer School adheres to the robust LIU Outcomes Assessment process. Each year student achievement is measured by both direct and indirect measures for the annual LIU Outcomes Assessment report. The Palmer School generates reports of student achievement in a designated Palmer Goal and Student Learning Outcomes for that goal. The Palmer School develops Outcomes Assessment reports for the Library and Information Science MS (MSLIS); the Library and Information Science, School Library Media MS (MSLIS, School Library) and the Library and Information Science-Subject Specialty (with NYU) MA-MS.

For the most recent Outcomes Assessment reports, the e-portfolio Goal Essays have been used as the End of Program Assessment. Prior to 2020, students took a multiple-choice End of Program “survey.” Rubrics and analysis from specific courses of the target Goal and SLO are evaluated. (See the annual Outcomes Assessment reports in the Palmer School office)

Section 7: Program Assessment

IV.7 The program applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the extent to which the program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

Results for planned changes are part of the LIU Outcomes Assessment reports, as well as a summary of continuous program improvements. (See the annual Outcomes Assessment reports in the Palmer School office). Results and suggested changes are also listed in Chapter 2, Section XXX. Goal essay rubrics are also in the Palmer School office.

There are established procedures for Outcomes Assessment that help the Palmer School determine if they are meeting Program Goals and Student Learning Outcomes through evaluation of student achievement. These include:

- Eportfolio essays (student self-reflection through artifacts, activities, and assignments). Results of these are shared with faculty, which may result in program or course alterations
- Site Supervisor evaluations of Internships. All students are required to engage in an Internship in their fields of interest, except for Archives students who qualify for the Gardiner Fellowship (LIS 693) or for those who have a great deal of library experience, who may take LIS 695 (Master's Project) in lieu of an internship, upon approval of the Director of the Palmer School. At the end of the internship period, Site Supervisors are requested to complete an evaluation form that includes comments about student achievement of Palmer School Program Goals and Student Learning Outcomes that are appropriate to the context of the work and setting (see Appendix 2.9: Sample Site Supervisor Evaluation Form). Site supervisors also comment on the following: "Was there anything that the intern did not do well? If so, please state what that was (skill? Level of knowledge? Attitude?) Please suggest how you think the Palmer School could improve students' practice."

"How well did the intern, in your estimation, put "theory into practice"?"

"Did you notice the intern's personal/professional growth during the internship?"

Site Supervisor evaluations are reviewed by the Internship (LIS 690 or LIS 691) Instructor and by the Director of the Palmer School, who discusses evaluations with the faculty at a faculty meetings, which sometimes result in course or program alterations. (see Faculty Meeting Minutes)

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

Results of the assessment reports are disseminated to the faculty by the Director of the Palmer School. Faculty discusses results in committee meetings, specifically the Outcomes Assessment Committee, the Curriculum Committee and the Strategic Planning Committee (see Committee Minutes folder in the Palmer Office). Specific changes are suggested, and discussed during monthly faculty meetings (see Faculty Meeting Minutes in the Palmer Office)

Anticipated changes from reflections of working on this Self-Study include a more robust way of enlisting students in participating in student surveys. During the ALA Student Chapter Leaders Advisory Meeting on August 15, 2023, this question was posed by the Director of the Palmer School: how can we get more student participation in the Student Satisfaction Survey (which is a "student voice" in helping Palmer evaluate curriculum, as well as the overall Palmer School Program). Student comments included:

- Get a better title instead of Palmer School Student Satisfaction Survey
- Send the survey at a better time of year (this year's survey was sent close to finals and as students were involved in job searches; their suggestions were close to Thanksgiving and/or President's Day when students might have more time to focus on the survey)

These suggestions will be brought to the faculty for discussion at the September faculty meeting, which will result in suggested changes for the survey for this academic year.

Standard V: Administration, Finances, and Resources

V.1 The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

The Palmer School of Library and Information Science is part of the College of Education and Information Technology (CEIT). It is a distinctive unit with LIU and CEIT, as it is the home of the PhD in Information Studies, as well as the prestigious Digitization Labs and the "Digitizing Local History Sources" Fellowship. The Palmer School recently received an endowment of \$1 million from the Robert David Lion Gardiner Foundation to continue this project.

As an *integral* unit, the Palmer School is immersed in all aspects of the college:

- The Director of the Palmer School is a member of the Dean's Council and attends meetings with directors and chairs of other academic units.
- Palmer faculty attend monthly CEIT faculty meetings.
- Palmer faculty serve on CEIT committees and task forces.
- Palmer faculty have served on dissertation committees for CEIT EdD students.
- CEIT staff provide administrative support to the Palmer School

As a distinctive academic unit, the Palmer School has autonomy in several key areas:

- Curriculum. The Palmer School has its own Curriculum Committee. Palmer School curriculum decisions are not reviewed by the CEIT Curriculum Committee. Although this had been the practice since the College of Education, Information and Technology was formed, it was recently formalized by the college. [Appendix 5.1: CEIT Curriculum By Laws Revised: adopted and approved at the CEIT Faculty Meeting, April 19, 2023]

- **Personnel.** The Palmer School has its own Faculty Personnel Committee Guidelines (see Appendix 3.1: Faculty Personnel Guidelines). The Palmer School Personnel Committee exercises all responsibilities set forth in the Collective Bargaining Agreement.
- **Admissions.** The Palmer School faculty sets admissions standards, which are implemented by the LIU Office of Admissions (see Appendix 1.4: Palmer School Program Guide)

At Long Island University, administrative support is a shared resource among academic units:

- CEIT provides administrative support:
 - Professor Cary Epstein: Assistant Dean
 - Ms. Kim Palmer: Assistant to the Dean
 - Chloe Needham: Secretary: College of Education, Information and Technology (May 8, 2023; resigned 8/30/2023)
 - Carol M. Soucie: Secretary: College of Education, Information and Technology (retired March 2023)
- Recruitment and admissions processes are administered by the Office of Admissions: Vanessa Lopez, Director of Admissions
- Enrollment Services is responsible for registration and other key parts of the student experience. The Palmer School's dedicated Enrollment Services Coordinator, Bridgid Webster, resigned 7/12/2023. Associate Director of Enrollment Services, Lindey Wise, is working with the Palmer School caseload until a new Coordinator for Enrollment Services for the Palmer School is hired.
- Information Technology, which is located one floor below the Palmer School in the Schwartz Library, provides support to faculty and students. This includes the recent adoption of a new Learning Management System (Brightspace), as well as a new email system (outlook.office365.com) implemented in 2023.

In terms of financial resources, the last few years have been challenging. However, the University has maintained its cost-sharing participation for fellowships offered as part of "Digitizing Local History Sources." As shown below since Fall 2017 LIU has contributed over \$200,000 in fellowships.

Semester	Gardiner	LIU	Total
Fall 2017	46,626.10	15,773.90	62,400.00
Spring 2018	44,305.10	10,888.90	55,194.00
Summer 2018	20,748.77	4,472.23	25,221.00
Fall 2018	52,191.36	11,456.64	63,648.00
Spring 2019	69,382.00	16,316.00	85,698.00
Summer 2019	12,095.00	2,605.00	14,700.00
Fall 2019	112,273.00	26,288.00	138,561.00
Spring 2020	101,562.00	23,286.00	124,848.00
Fall 2020	108,401.00	24,067.00	132,468.00
Spring 2021	70,666.00	15,938.00	86,604.00
Summer 2021	32,932.00	7,808.00	40,740.00

Fall 2021	116,938.00	25,928.00	142,866.00
Spring 2022	43,628.00	8,983.00	52,611.00
Fall 2022	55,590.00	11,985.00	67,575.00
Totals	887,338.33	205,795.67	1,093,134.00

Table V. 1: Cost Sharing: Gardiner Grant and LIU

LIU also continues to support discounted partnership programs for the Palmer School Library Media Specialist Program. The following cohorts have studied at the Palmer School at a 50% tuition discount:

- Five cohorts in partnership with the New York City Department of Education School Library System (the New York City Cohort #5 graduated August 2023)
- One cohort in partnership with the Southern Westchester Board of Cooperative Educational Services (BOCES) School Library System completed
- Three cohorts in partnership with the Putnam- Northern Westchester BOCES School Library System (1 completed, 1 in progress, and 1 to begin in Fall 2023)

[See Appendix 5.2A: Memoranda of Agreement for the School Library cohorts and on file in the Palmer School office; see Appendix 5.2B sample Special Contract Pricing Forms]

- In addition, LIU provides shared scholarship support for Dual Degree students in the amount of approximately \$690 per semester, which is applied to the student's tuition. NYU offers the same amount but send students a check for \$690. This shared scholarship is administered through a Consortium Agreement that must be filled out each semester and signed by advisors at both universities (see Appendix 5.3: Dual Degree Consortium Agreement; this appendix also includes an email from Peter Culliney, Palmer School Dual Degree director with a description of the consortium agreement process.)

V.2 The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. Administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.

Palmer School faculty have served on the institution's advisory or policy-making bodies:

- Dr. Jank served on the Faculty Council (9/2015 – 8/2018); Dr. Zhang serves on the Faculty Council (9/2018 – present)
- Dr. Zhang serves on the Executive Board of the Collegial Federation (9/2018 – present)

Administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.

- The Palmer School's main administrative relationship is with the College of Education, Information and Technology. The Palmer School is included in decision making and information sharing with CEIT colleagues
- Through the Ph.D. we have administrative relationships with other academic units, especially the School of the Health Professions
- At NYU, we have administrative relationships with our partners in the Dual Degree program as well as the Bobst Library. Dr. Baaden and Mr. Culliney participated in an Information Session in 2022 for NYU Graduate Arts and Sciences faculty to describe the Dual Degree program. For the past two academic years, both Dr. Baaden and Mr. Culliney, the Palmer School Coordinator of the Dual Degree, have participated in the NYU Graduate School of Arts and Sciences "Theresis Challenge" as mentors

Decisions regarding funding and resource allocation for the Palmer School program are made on the same basis as for comparable academic units within the institution. The Palmer School has autonomy over its budget. Requests originate with the Palmer School and move through the same steps as other units (Dean; Office of Academic Affairs; Finance Office). The Palmer School receives a weekly budget update from the Budget and Controller's Office (see Appendix 5.4: Sample Weekly Budget Report).

V.3 The administrative head of the program has authority to ensure that students are supported in their academic program of study. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

The Director of the Palmer School, Dr. Bea Baaden, has the authority to ensure that students are supported in their academic programs of study. The Palmer School prides itself on its attention to student needs and dedication to their success. Dr. Baaden models this to all faculty and staff through being available via email, phone and text message.

Dr. Baaden has faculty qualifications, including an earned doctorate (EdD in Educational Leadership and Policy Studies) and extensive teaching experience (24 years as a School Librarian/Head Librarian in K – 12 schools and 21 years as Assistant and then Associate Professor at LIU). Dr. Baaden spent 25 years as a Palmer School faculty member (adjunct faculty until 2002, then full time faculty from 2002 to the present) before assuming responsibility as Director, in 2020.

Dr. Baaden has years of leadership experience in educational settings, including involvement with other Directors of School Library Programs in universities in New York State and took a lead role in working through common issues with the New York State Department of Education. Two recent achievements include:

- Elimination of the EdTPA for Library Media Specialist teacher certification in New York State
- Development of the School Library Alternative Teacher Performance Assessment to be implemented in Fall 2024. The proposal was accepted by NYSED in July 2023: pilot to commence in Fall 2023. See Appendix 2.6: Agendas and NYSED Approved School Library Teacher Performance Assessment.

V.4 The program's administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

The administrative head of the College of Education, Information, and Technology (CEIT), of which the Palmer School is a unit, is Dean Laura Seinfeld. Dr. Seinfeld has been Dean of CEIT since January 2021. She supports Dr. Baaden, the Director of the Palmer School, by being available for concerns and discussions, through email, phone, text, and face to face meetings. In addition, through monthly Chairs/Directors Meetings, each academic unit in CEIT is encouraged to share activities, concerns, and to make decisions on issues that affect the college's teaching and administrative activities. This creates a collegial, collaborative environment. (See Appendix 5.5: Sample Chairs/Directors Meeting)

As demonstrated in Student Satisfaction Surveys, the Palmer School fosters a caring, collegial environment. Faculty and the Coordinator of Enrollment Services interact with students via email, phone and zoom sessions, get to know their educational goals, and advise them as they study to achieve their educational goals. [See Appendix 2.3: Results of the Student Satisfaction Survey, May 2023 and previous sample surveys in the Palmer School office] Dr. Baaden often acts as liaison between students and faculty for student concerns; she is available to faculty and students via phone, email and text, or in a face-to-face meeting.

The collegial Palmer School environment encourages interaction with other academic units. This is especially the case with our closest academic partners, CEIT and New York University. (See discussion in V.1)

Since 2017, the Palmer School has had a partnership with the Institute of Certified Records Managers (ICRM). The partnership recently was extended and enhanced (see <https://www.liu.edu/post/academics/college-of-education-information-and-technology/palmer-school-of-library-information-science/accreditation-and-affiliations>). To date, 21 students have received advanced standing from ICRM.

The Palmer School's collegiality also extends to the local community. As part of "Digitizing Local History Sources," the Palmer School has partnered with the following 47 historical societies and other not-for-profit organizations:

Organization
1. Bayport Blue Point Heritage Association
2. Bohemia Historical Society
3. Cherry Grove Historical Society (Fire Island)
4. Cow Neck Peninsula Historical Society
5. Davis Town Meeting House Society (Coram)
6. Fire Island Pines Historical Preservation Society
7. Freeport Historical Society Museum
8. Friends of Cedarmere
9. Friends of Connetquot
10. Friends of Rock Hall Museum
11. Garden City Historical Society
12. Great Neck Historical Society
13. Greater Patchogue Historical Society
14. Hallockville Museum Farm
15. Historic St. George's Episcopal Church (Hempstead)
16. Historical Society of East Rockaway and Lynbrook
17. Historical Society of the Massapequa's
18. Huntington Historical Society
19. Jewish Historical Society of Long Island
20. Ladies Village Improvement Society of East Hampton
21. Lake Ronkonkoma Heritage Association
22. Lake Ronkonkoma Historical Society
23. Long Beach Historical and Preservation Society
24. Madoo Conservancy (Sagaponack)
25. Memorial Cemetery of St. John's Church
26. Miller Place-Mt. Sinai Historical Society
27. Mineola Historical Society
28. Museum of the Village of Rockville Centre
29. Nassau County Historical Society
30. Northport Historical Society
31. Ocean Beach Historical Society (Fire Island)
32. Oyster Bay Historical Society
33. Oysterponds Historical Society
34. Preservation Long Island
35. Railroad Museum of Long Island
36. Raynham Hall Museum
37. Sagtikos Manor Historical Society
38. Sayville Historical Society

39. Shelter Island Historical Society
40. Southampton History Museum
41. Southold Historical Society
42. Stirling Historical Society of Greenport
43. Straus Historical Society
44. Three Village Historical Society
45. Vanderbilt Museum
46. Walt Whitman Birthplace Association
47. Westhampton Beach Historical Society

“Digitizing Local History Sources” also has played a role in the socialization of students. Students have met and worked with members of the local historical community, deepening their understanding of challenges and opportunities, as they prepare to digitize materials.

Students in the School Library Program must communicate with school districts of their choice (after approval by the Director of the School Library Program) for 100 hours of observation and practice prior to student teaching.

Students are socialized into their respective careers through the LIS 690 (General Library Internship) and LIS 691 (Student Teaching Internship). Students receive hands-on, professional working experience at a library or information center related to their career path. Students communicate with the library or information center of their choice in order to develop a Learning Contract that forms a three-way partnership between the students, site supervisors, who are practicing librarians/information specialists and a Palmer School faculty member. The purpose of the internships is for students to apply the knowledge and concepts learned through coursework and to develop a professional connection in the field of study. Site Supervisor evaluations yield important information to the Palmer School faculty with valuable feedback regarding the field work of Palmer School students.

Socialization of all students is part of the Palmer School culture. The recently reinvigorated Palmer School ALA Student Chapter is the locus of much of this activity. Students have recently been active in the development of a Peer – Peer Technology Support program. Students also are encouraged to join professional associations and attend meetings in the New York area. Information is disseminated via Kiosk, the Palmer School listserv.

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

The Dean of the College of Education, Information and Technology supports the Director of the Palmer School in its academic endeavors. Through formal monthly Chairs/Directors meetings and through the Dean's open-door policy, the Palmer School is able to discuss procedural issues, reach decisions, bring information to Palmer School faculty and to work collaboratively to move the Palmer program forward. The Director reports to the faculty the discussion of the Chairs/Directors meetings, thus ensuring that Palmer School faculty is apprised of other CEIT unit activities.

Support staff are shared among academic units, except for the Palmer School Coordinator of Enrollment Services; although the office is located in Enrollment Services offices in another building, the Coordinator is devoted to the Palmer School mission, goals and objectives, attends all faculty meetings and lends support to the students and faculty of the Palmer School. The Director of the Palmer School makes certain that the shared support staff are contributing to the achievement of Palmer's mission, goals, and objectives. The Director recently was part of the interview committee in the hiring of the new college Secretary and was invited to meet with her individually to discuss the Palmer School programs. This summer Dr. Baaden worked with the CEIT secretary and Chair of the Teaching and Learning department in the development of the CEIT new certification portfolio proposal for NYSED, which has been approved.

The Director of the Palmer School and faculty work closely together. Monthly faculty meetings are used to reach decisions, evaluate them, and make necessary adjustments. [Faculty Meeting Minutes folder are in the Palmer School office]

V.6 The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service.

The university has supported the Palmer School since its last review. Data can be found within the yearly statistical reports.

Data that follow show that the Total Expenditure of the Palmer School for each Academic Year since the last review:

2017: \$2,157,476

2018: \$1,876,734

2019: \$1,378,034

2020: \$933,958

2021: \$1,028,592

2022: \$1,051,736

These expenditures represent the full budget: Salaries, Fringe Benefits, and General Expenses; a 15% Overhead line was reported to reflect the indirect support for the program. (See Appendix 5.6: Palmer School FY17-FY23 Budget Summary)

(Information was obtained from Keith Johnstone, Associate Vice President for Finance and Budget Director of LIU).

Expenses are reported to the Director of the Palmer School weekly, through the Report W803 Weekly Department Activity Report from the LIU Controller's Office. (See Appendix 5.4: Sample Report W803 Weekly Department Activity Report)

The Director of the Palmer School discusses with the Dean of CEIT avenues to maintain the program and to move the program forward, such as the School Library Program's recent partnership with the College of Science, Department of Artificial Intelligence to develop the proposal for the Advanced Certificate of Computer Science and Digital Fluency Education. [see prior chapters; Appendix 2.15: Proposal: Advanced Certificate in Computer Science and Digital Fluency Education]

The most notable addition to the Palmer School facilities is the Digitization Laboratory funded by the Robert David Lion Gardiner Foundation for the "Digitizing Local History Sources Project." The laboratory includes:

- 1 DT Atom Digitization System
- 4 Epson 12000XL scanners
- 6 Portable Digitization Laboratories with Epson V800 scanners

Labs are located in rooms on the top floor of the Library opposite the Palmer School faculty offices.

V.7 Compensation for the program's faculty and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

The Palmer School does not have its own staff, except for the Coordinator of Enrollment Services, who is compensated both by the Palmer School's Elizabeth K. Reilley endowment and LIU. The salary offered to the Coordinator was sufficient for the Palmer School to attract an excellent candidate. [Specific information about the salary, benefits, and resume of the Coordinator can be received during the on-site visit]

Compensation levels of shared staff are not controlled by the Palmer School. Information can be received from the Assistant to the Dean during the site visit.

Faculty compensation is governed by the Collective Bargaining Agreement with the Collegial Federation. The CBA specifies salary ranges for initial faculty hires as well as annual salary increases. The CBA also details the benefit package offered to all faculty members. [see Copy of the Collective Bargaining Agreement for the years since the last review – in the Palmer School office]

V.8 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

Faculty funds for professional development and travel are awarded by the Senior Vice President for Academic Affairs. Palmer faculty are on the same footing as other faculty. Funds for professional development and travel awarded to Palmer School faculty in each year of the review period can be received from the Finance Department.

Mr. Keith Johnston, Associate Vice President for Finance and Budget Director of LIU, reports that “Travel-Dropped off due to COVID, has come back somewhat.” (See Appendix 5.8: Travel: Keith Johnston email: 6/01/2023)

Student Financial Aid:

The Palmer School has received grants totaling over \$3.2 million in recent years.

Table 5.2: Gardiner Grant awards:

Year	Funding Source	Project	Amount
2016	Robert David Lion Gardiner Foundation	“Digitizing Local History Sources”	500,000
2017	Robert David Lion Gardiner Foundation	“Digitizing Local History Sources”	974,824
2018	Robert David Lion Gardiner Foundation	“Robert Moses Collection Project”	690,071
2022	Robert David Lion Gardiner Foundation	“Digitizing Local History Sources”	1,000,000
2022	Natural Heritage Trust	“Robert Moses Collection Project”	100,000
2022	Delmas Foundation	“Digitizing Local History Sources”	20,000
		Total	3,284,895

Student Financial Aid is administered by a central office. Palmer School students have the same opportunity as other graduate students.

In addition, through the Elizabeth K Reilley endowments, the Palmer School is able to offer students local scholarships, which are applied to student tuition. The Palmer School is given the amount allotted for scholarships for each fund per Academic Year. A list of the scholarships and

requirements can be found at: <https://www.liu.edu/Post/academics/college-of-education-information-and-technology/Palmer-School-of-Library-Information-Science/Student-Resources-and-Services>. The Palmer School distributes approximately \$10,000 per year in scholarships to students. The opportunity to apply for these scholarships, given in the Fall and Spring of the academic year, are posted on the student listserv, Kiosk. [List of recent scholarships, awardees, and award amounts can be found in the Palmer School office].

Amounts distributed include: Fall 2021: \$5,250; Spring 2022: \$5000; Fall 2022: \$10,000; Spring 2023: \$10,000.

Demonstrating LIU support of the Dual Degree program, the Palmer School also offers a “shared scholarship” with New York University for Dual Degree students, which is jointly funded by both schools. For Fall 2022, this amount is \$690.13 per semester (\$1,380.25 per academic year); equal amounts are given by LIU and NYU. The distribution of the shared scholarship is governed by a Consortium Agreement. The student, the student’s NYU advisor and then the Director of the Palmer School affirm the student’s course load across both universities, generally to represent full time status with the combined courses from both schools. LIU provides the funds as a tuition abatement, deducted from the student’s bill, while NYU provides each student with a cash stipend. (See Appendix 5.3: Sample Consortium Agreement)

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

The Palmer School has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research, and service. Among the examples are:

- The Human-Computer Interaction Usability (HCI) Lab offers opportunities for experiments in user design and experience.
- The Digitization Labs supports teaching, research, and service to the local historical community.
- Students have access to physical and technological resources if taking classes at New York University (Dual Degree students and others in the face to face class offered at the NYU Bobst Library). All Palmer School students have access to physical and technological resources through the LIU Schwartz Library. LIU academic librarians are available for support for Palmer School faculty and students.
- The Palmer School has a dedicated LIS Librarian, who attends the Palmer Faculty Meetings and reports on acquisitions, deselections, and procedural matters. Dr. Selenay Aytac is the Palmer School Academic Library liaison.

The Palmer School has been a university leader in using remote technologies for instructional delivery. This served us well during the COVID pandemic, as Palmer School faculty and students already were quite familiar with online and remote learning. All Palmer School

programs now are registered with the New York State Department of Education for distance learning.

LIU has a new Learning Management System (Brightspace), as well as a new email system (Outlook, Office365). Technical support is available for faculty and students. The Fall 2023 semester is the first full semester of Brightspace. Technical support for faculty is provided through the ITRC (Information Technology Resource Center) (website: <https://it.liu.edu/itrc>). Information technology support is offered through “Information Technology at LIU.” The Tools and Services link highlights the range of support available. Workshops are offered as “Virtual Drop In Support” as well as face to face workshops and consultation during the academic year. (website: <https://it.liu.edu/>)

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

As faculty and staff levels have decreased since the last ERP site visit in 2015, the dedicated physical space of the Palmer School also has been used in various ways. During the 2021-2022 Academic Year, the offices in the Palmer School Office Suite were given to CEIT faculty and program chairs while the CEIT building was being renovated. Empty offices in the Palmer Office Suite were returned to the Palmer School in the 2022-2023 academic year. All Palmer School programs have Distance Learning registration from NYSED; classes are held virtually in both synchronous and asynchronous modes. Although the program is online, Palmer School offices are maintained by LIU; this includes the Palmer School Research Labs, a conference room that can be used for consultation and a space (formerly the PhD Seminar Room) that will be shared as a conference room with the upcoming School of Digital Engineering, Computer Science, and Artificial Intelligence of the College of Science); this space has recently been renovated.

Drs. Baaden, Hunter, and Seinfeld met with representative for Facilities at LIU in July, 2023 to discuss a plan to renovate the Palmer School Office Suite and to develop a Digitization Center.

The current Palmer School facilities are on the second floor of the B. Davis Schwarz Memorial Library. Signage throughout the Library notes the Palmer School location.

Due to increasing space needs, New York University recently requested a return of the dedicated Palmer School office space in the Bobst Library. The Palmer School still retains access to classrooms for the Dual Degree Mentorship classes (LIS 785) and for the face-to-face class offered at the Bobst Library. Meeting rooms are given upon request.

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

Palmer School students and faculty have access to appropriate instructional research facilities and services in several categories specified in the standard:

- *Information resources and services.* Resources offered at LIU's B. Davis Schwarz Memorial Library and NYU's Elmer Holmes Bobst Library (see V.12 for further information).
- *Computer and other information technologies.* Information Technology, which is located one floor below the Palmer School in the Schwarz Library, provides laboratories for student use. The Faculty Technology Resource Center (FTRC) supports faculty in all aspects of instruction and research. There also are 2 computer labs in the Palmer School offices with research-related software.
- *Accommodations for independent study.* The Palmer School has three courses that permit independent study: LIS 699 (Independent Study), LIS 695 (Master's Project), and LIS 697 (Master's Thesis). Faculty are available to meet with students either face to face in their offices or in the Palmer School Conference Room, online via Zoom, or by scheduling a phone conference.
- *Media production facilities.* Information Technology and the FTRC assist with presentations, posters, etc.

Information about the LIU libraries: (websites: <https://liu.edu/University-Library> and <https://liu.edu/post/post-campus-library>)

The university's libraries share many online resources that can be accessed from anywhere at any time via remote access including subscriptions to more than 364,000 online journals, nearly 300 online databases, over 302,000 electronic books, and more than 19,700 files of streaming media.

Collectively, the university's libraries house approximately 627,000 print books and more than 13,600 non-print media items. The collections of all LIU libraries are listed in LIUCAT, the library catalog. Books, journal articles, and other library materials owned by LIU's libraries but not available at a particular campus can be requested through LIUCAT and supplied via LIU's intralibrary loan service. Items not available at the LIU libraries can also be requested through interlibrary loans and sent to the campus or delivered electronically. In addition, the LIU Libraries system administers the Digital Commons @ LIU, an open access online repository that preserves, promotes, and disseminates the academic work of LIU students and faculty.

The LIU Libraries house a rich and diverse print and non-print collection in support of the university's educational programs.

The LIU Libraries provide reference, instruction, research, circulation, reserves, and interlibrary loan services. The LIU Libraries have computers for student use, wireless access, a variety of seating options, including individual study carrels, quiet and group study space, as well as copy and scanning facilities. These computers, as well as all other computers in the library, are also

equipped with productivity software such as word processing, spreadsheet, and presentation programs. Copies of dissertations and theses may be requested.

Archives and Special Collections are available at the LIU Brooklyn and LIU Post libraries. The LIU Post Library houses more than 30 distinguished rare book collections and 75 major archival collections. Highlights include the pre-eminent American Juvenile Collection; the Archives of LIU and LIU Post; the Original Movie Poster Research Collection; Theodore Roosevelt Association Collection and Cedar Swamp Historical Society Collection (Long Island); the Eugene and Carlotta O'Neill Personal Library; and the Winthrop Palmer Collection: French & Irish Literature.

Digital Initiatives (DI) and the Art Image Library at the LIU Post Library has approximately 50,000 35mm and lantern slides and a growing collection of digital images. In addition, DI has a collection of art reference books, course related textbooks, and scholarly books on topics in the fine arts, as well as the William Randolph Hearst Archive, which provides patrons worldwide with provenance information on works of art that were once part of the Hearst Collection.

The LIU Libraries offer specialized tools such as Journal Finder and LibGuides, which are available online 24/7, to support the teaching, learning, and research requirements of the faculty and students. In addition, the university's libraries are members of several consortia, which provide additional resources and services to LIU users.

Pertinent information about the Bobst Library, NYU, can be found at:
(<https://library.nyu.edu/about/general/history/>)

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

The Palmer School is located within the B. Davis Schwarz Memorial Library, which is an important resource for Palmer School students. The Palmer School has dedicated LIS (Library and Information Science) academic librarian, Dr. Selenay Aytac. LIU Post academic librarians have been offering online sessions using library resources and research strategies for databases that are offered to all Palmer School students. In addition, Dr. Aytac consults individually with Palmer students upon request. (See Dr. Aytac's CV in Appendix 5.9)

The LIU Libraries provide a wide range of reference services including drop-in, telephone, email, chat, and text reference services. The university's libraries offer information literacy classes and curriculum-integrated instruction. Library faculty and staff are available to help students and faculty with reference services.

The mission of the LIU Libraries is:

In accordance with the mission of Long Island University, the LIU Libraries support and expand the educational and research capabilities of the university and campuses, providing instruction, services, resources, and facilities. As an essential component of the intellectual experience, the LIU Libraries prepare students for academic success, for lifelong learning, and for being responsible global citizens.

The LIU Libraries strive to:

- Teach research skills and help students achieve excellence in information competencies
- Engage students in active learning in individual, classroom, and virtual learning environments
- Provide essential resources to support academic programs and research
- Provide convenient access to information and resources
- Expand the LIU Libraries' technology, infrastructure, and informational resources
- Promote interaction and collaboration between university libraries and other academic units
- Promote academic excellence and lifelong learning to a diverse community of learners

(website; <https://liu.edu/post/post-campus-library/mission-statement>)

Library faculty are part of the Collective Bargaining Unit. They work closely with Palmer School faculty, including serving on the Palmer School Personnel Committee. Due to retirements, the size of the Library faculty has been reduced. Several units also were closed (Instruction Media Center, Art Digitization Initiative) to make space for classrooms. However, the Writing Center and the Learning Center for Student Support are located in the Library.

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

The Palmer School regularly reviews access to physical resources, facilities, and technology access using its process of planning during monthly faculty meetings. Review of resources necessary for the delivery of the online program occurs during committee meetings and reports at faculty meetings. Faculty minutes document discussions of staff and resources (Faculty Meeting Minutes will be located in the Palmer School offices)

Students have the opportunity to review adequacy of resources and the facility through participating in the Student Satisfaction Survey. This academic year's surveys were distributed via Kiosk, the Palmer School listserv, as well as being sent via email by the Palmer School Coordinator of Enrollment Services. Specific questions on the Student Satisfaction Survey include:

- "The library resources and services adequately support my studies"
- "Technology resources are adequate to meet my academic needs"
- "Faculty members are easily accessible and provide adequate guidance in terms of meeting my professional goals"
- "Palmer School administration and staff are accessible and responsive to my academic and personal needs"

Student responses to these queries are scored on a Likert-type scale from "Strongly Agree" to "Strongly Disagree." Students are encouraged to make comments and to offer suggestions for improvement. (See Appendix: Student Satisfaction Survey May 2023; other surveys are located in the Palmer School office)

LIU has been supportive of Palmer School initiatives to further online learning through administrative help during the NYSED application process for all its programs, as well as through the technology support offered to faculty, through phone, email, or on site

Documents that contain Palmer School policies, the Palmer School Program Guide, the School Library Handbook, and the LIU Academic Catalog are reviewed and updated yearly as part of the cycle of systematic review. (See Appendix 1.4: Palmer School Program Guide; Appendix 4.4 School Library Handbook)

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

Evaluation of administration, finances, and resources are generated from either faculty or from students. Admissions and financial aid support is easily available to students. Those administrative services work closely with the Director of the Palmer School so that student concerns are taken care of speedily. Questions or concerns generally originate from a student to the Director of the Palmer School or Coordinator for Enrollment Services, who evaluates the message, then send the student to the appropriate person to offer advice or solution.

Administrative issues are discussed monthly at CEIT Chairs/Directors meetings with the Dean and CEIT staff and at Palmer School faculty meetings. Issues are reported to the Dean of CEIT, who forwards them to the Academic Vice President or to the appropriate LIU office for resolution or further discussion.

[A list of issues and resolutions regarding administration, finances, and resources is noted in Chairs/Directors minutes and Faculty Meeting Minutes]

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

One example of how cooperation between the LIU administration and the Palmer School use results to improve the Palmer School program include the following:

- With the resignation of a key Palmer School administrator in 2020 (former Director of Admissions, Recruitment and Outcomes Assessment, whose position changed to enrollment services support services), the university offered immediate, interim support for the students of the Palmer School through two current counselors. The Palmer School Director's conversations with the directors of the enrollment support team resulted in an updated job description and the ultimate hiring of Bridgid Webster to support the Palmer School program and students.
- With the resignation of Ms. Webster after a year of service, the Director of Enrollment Services designated an interim counselor for Palmer School students until a new Coordinator of Enrollment Services for the Palmer School is hired

The Palmer School discusses in Faculty meetings how to move the program forward.

With its vision of partnerships and innovation and continued evaluation of administration, finances and resources, the Palmer School realistically hopes to add to its partnership programs:

- partnering within the CEIT and LIU community, such as a possible five-year program for a bachelor's degree in education or a subject area and a master's degree in Library and Information Science or a dual certification program
- adding partnerships to enhance the "Digitizing Local History Sources" initiative, such as the innovative pilot summer program: "Pilot Project: Camera-Based Digitization Systems" (see Chapter 2, Table 4/6: Sample LIS 695 Projects)
- increasing the School Library Cohort program: discussions have begun with the New York City Department of Education School Library System for a New York City #6 cohort for Fall 2025; the Putnam Northern Westchester cohort is the Fall 2024 partner for the PNW #4 School Library cohort.

Concluding Remarks

As is the case for so many academic programs in the post-pandemic era, The Palmer School is operating in a re-defined environment, yet still maintaining institutional support from LIU. Given the Palmer School's strong student retention rate both during the pandemic and following it, Palmer is committed to facing challenges. Since the last accreditation site visit in 2015, the Palmer School has received Distance Learning NYSED approval for all of its program offerings. Our increase in grant-funded fellowships from the Gardiner Foundation and a newly funded research grant from the Robert Moses Foundation has solidified Palmer's standing as a New York leader in the digitization of local history collections. The Human Computer User Experience testing lab, as well as in-house Palmer School Student Research labs, can provide students with in-house opportunities to master state of the art technology products for their professional development; these will be enhanced as the Palmer School moves forward.

To work more closely with stakeholder groups, such as employers and leaders in the field of library and information science, Palmer has expanded its outreach for soliciting relevant input. Palmer's Industry Professionals Advisory Council provides welcome input and observations on Palmer's programming, curriculum offerings and career preparation. Similarly, Palmer's student advisory group, the Student ALA Chapter, offers valued and useful input regarding both program offerings and program content. With Palmer's evolving program structure and curriculum offerings, these points of view are invaluable in ensuring that we may better achieve our program goals and learning objectives. Both groups were instrumental in the formulation of the Palmer School's Revised MSLIS Program Goals and Student Learning Outcomes.

Looking ahead, the Palmer School is anxious to meet its challenges. Its faculty remains committed not only to providing a valuable learning experience to its steady influx of students, but to continually explore program expansion, such as the School Library Program's Advanced Certificate in Computer Science/Digital Fluency Education. Thanks to its firmly established partnerships with external certification bodies, Palmer has become a leader in providing graduate learning opportunities for academic and special librarians via the Dual Degree program with NYU; for Rare Book specialists via its ongoing association with the UVA Rare Books School; for archivists and records managers via the Institute of Certified Records Managers partnership; and for public librarians via its post-graduate Public Library Administration certificate program.

The Palmer School faculty and administration are committed to ensuring that challenges will be met. Utilizing the Palmer School's strategic initiatives and LIU 2030 guidelines as signposts for the years ahead, we are confident that we will continue to be able to retain, and subsequently increase, Palmer's student enrollment and further secure our reputation in the library and information science profession.

Respectfully submitted,

Dr. Bea Baaden, Director of the Palmer School
August 21, 2023