

Pratt Institute

School of Information

Master of Science in Library and Information Science

Self-Study

Submitted to the American Library Association Committee on Accreditation

September 12, 2016

Pratt Institute

School of Information

Master of Science in Library and Information Science

PRATT INSTITUTE

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SCHOOL OF INFORMATION

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Pratt Institute is accredited by the Middle States Commission on Higher Education. Accreditation was reaffirmed on November 19, 2015.

The Master of Science in Library and Information Science (MSLIS) program at Pratt Institute is seeking continued accreditation by the Committee on Accreditation (COA) of the American Library Association (ALA) under the 2008 Standards for Accreditation. The program has been continuously accredited by ALA since the 1924-1925 academic year.

USING THE SELF-STUDY AND ACCREDITATION WEBSITE

All appendices and supplemental documentation are available on the accreditation website and USB drive, and either access method can be used based on preference. The appendices are documents that were prepared or reformatted specifically for this Self-Study. Supplemental documentation includes existing documents that were gathered to provide further background on Pratt Institute, the School of Information, and the MSLIS program.

The accreditation website can be accessed at:

<http://ala.prattinfoschool.nyc>

password: *prattsince1890*

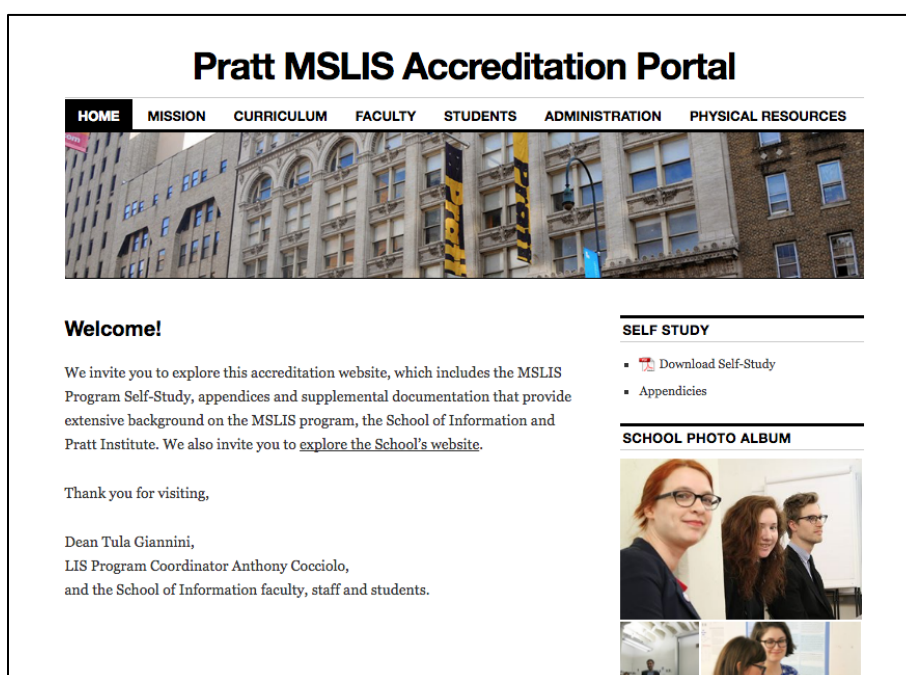


Figure 1. Pratt MSLIS Accreditation Portal

Sources of evidence containing confidential or sensitive information will only be available for on-site inspection. Student records available for on-site inspection will remove all personally identifiable information as per Family Educational Rights and Privacy Act (FERPA) requirements.¹ Other information available for on-site inspection includes: meeting minutes from committees (Faculty Council, School Curriculum Committee, Peer Review Committee, LIS Program Committee), raw survey results (e.g., course evaluations, graduating student surveys, alumni surveys), and the School's Data Sharing System.

¹ The exception is student work, such as e-Portfolios, that students have chosen to publish online (e.g., not password protected or user-rights restricted).

GLOSSARY OF ABBREVIATIONS

#infoshow	School of Information Annual Showcase of Student Work	Met	Metropolitan Museum of Art, New York
ACM	Association for Computer Machinery	METRO	Metropolitan New York Library Council
ALISE	Association for Library and Information Science Education	MFA	Master of Fine Arts
ARLIS/NA	Art Libraries Society of North America	MLEAD	Museum Library Education, Archives, Digitization (IMLS-funded project)
ARPT	Appointment, Reappointment, Promotion and Tenure	MoMA	Museum of Modern Art, New York
ASIS&T	Association for Information Science & Technology	NASAD	National Association of Schools of Art and Design
BHS	Brooklyn Historical Society	NYPL	New York Public Library
BIBFRAME	Bibliographic Framework Initiative	NYSED	New York State Education Department
BM	Brooklyn Museum	PAC	Pratt MSLIS Accreditation Committee
BPL	Brooklyn Public Library	PMC	Pratt Manhattan Center
CAEP	Council for the Accreditation of Educator Preparation	PRC	Peer Review Committee
CBA	Collective Bargaining Agreement	RDA	Resource Description and Access
CC	SI Curriculum Committee	RUSA	Reference and User Services Association
CCPD	Center for Career and Professional Development	SAA	Society of American Archivists
CHART	Cultural Heritage, Access, Research, Technology (IMLS-funded project)	SAVI	Spatial Analysis and Visualization Initiative
DACS	Describing Archives: A Content Standard	SACI	Studio Art Centers International, Florence
DRC	Disability Resource Center	SI	School of Information
EAD	Encoded Archival Description	SILS	School of Information and Library Science
EPOC	E-Portfolio Oversight Committee	SILSSA	School of Information and Library Science Student Association
FTE	Full-time Equivalent (student)	SLA	Special Library Association
GLAM	Galleries, Libraries, Archives and Museums	SLO	Student Learning Outcomes
ICC or IWCC	Institute Curriculum Committee <i>or</i> Institute-Wide Curriculum Committee	TEAC	Teachers Education Accreditation Council (now CAEP)
KCL	King's College, London	UFCT	United Federation of College Teachers
LIS-PC	Library and Information Science Program Committee	UX	User Experience
LLM	Master of Laws	WTC	Writing and Tutorial Center
LMS	Learning Management System <i>or</i> Library Media Specialist program		

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LIST OF SUPPLEMENTAL DOCUMENTATION

Supplemental documentation is organized by chapter, and by the level at which the documentation was created (program-, School-, or Institute-level). Note that documentation created at higher levels applies to lower levels (e.g., Institute-level policies and procedures apply to the program and School-level, etc.).

<i>Chapter</i>	<i>Level</i>	<i>Documentation</i>	<i>Filename</i>
I. Mission, Vision, and Goals	Program-level	LIS Annual Report (2015-2016)	LIS-Annual-Report-Academic-Year-2015-2016.pdf
"	"	LIS Program Committee Guidelines (March 2016)	LISPC-guidelines-28march2016.pdf
"	"	From web: MSLIS e-Portfolio Information for Students	MSLIS E-Portfolio information for students.pdf
"	"	From web: MSLIS Overview, Degree Requirements, Program-level SLOs, Concentrations and Admissions	MSLIS Overview, Degree Requirements, Program-level SLOs, Concentrations and Admissions.pdf
"	"	From web: MSLIS Program Performance Data	MSLIS Program Performance Data.pdf
"	School-level	From web: Advanced Certificates	from_web_Advanced Certificates.pdf
"	"	From web: Degrees	from_web_Degrees.pdf
"	"	From web: History	from_web_History.pdf
"	"	From web: Vision, Mission and Goals	from_web_Vision, Mission and Goals.pdf
"	"	Historical Writing: Brand, Pratt Institute Library School: The Perils of Professionalization	Select Historical Writings/brand-pratt-perils-of-professionalization.pdf
"	"	Historical Writing: Sharify, Pratt Institute Graduate School of Library and Information Science	Select Historical Writings/sharify-pratt-gslis-encyclopedia.pdf
"	"	Strategic Initiatives, 2014-2017 – Report to Provost Pillow (Aug. 2015)	Strategic Initiatives, 2014-2017/Pratt-SI-Strategic-Initiatives-2014-2017.pdf
"	"	Strategic Initiatives, 2014-2017 – Diagram	Strategic Initiatives, 2014-2017/SILS-plan-and-revisionoing-3b.pdf
"	Institute-level	Graduate Bulletin 2016-2017	16-17_graduate_bulletin.pdf
"	"	Pratt Institute Mission	from_web_Mission.pdf
"	"	Academic Senate By-laws (updated Feb. 2016)	Senate-Bylaws-9-Feb-2016-FINAL-Clean.pdf
"	"	By-Laws of the Board of Trustees	BOT BYLAWS amended May 13

<i>Chapter</i>	<i>Level</i>	<i>Documentation</i>	<i>Filename</i>
			2015.pdf
II. Curriculum	School-level	SI Curriculum Committee Report (2015-2016)	CC_AY15-16_report_v4_final.pdf
"	"	SI Curriculum Committee Guidelines	Curriculum-Committee-Guidelines-Approved-2016Feb4.pdf
"	"	Form web: Practicum	from_web_Practicum.pdf
"	"	Brooklyn Law School program descriptions	pratt-brooklyn law school programs.pdf
"	"	Forms: Proposal for Course Deactivation	Forms/Proposal-for-Course-Deactivation-1.docx
"	"	Forms: Proposal for Minor Changes to Existing Program	Forms/Proposal-for-Minor-Change-to-an-Existing-Program.docx
"	"	Forms: SI Syllabus Template	Forms/si_syllabus_template_2016may.docx
"	"	Forms: Special Topics Course Request Form	Forms/Special-Topics-course-request-form.docx
"	"	Core Review – Environmental scan of core courses in other MSLIS programs	Core Review/Core-courses-01.xlsx
"	"	Faculty Research on Curriculum + Teaching: Cocciolo article (2011)	Faculty Research on Curriculum and Teaching/Cocciolo-situating-students-rich-contexts.pdf
"	"	Faculty Research on Curriculum + Teaching: Pattuelli article (2010)	Faculty Research on Curriculum and Teaching/journal-of-information-science-2010-pattuelli-812-22.pdf
"	"	Faculty Research on Curriculum + Teaching: Maceli article #1 (2015)	Faculty Research on Curriculum and Teaching/Maceli what tech skills do developers need.pdf
"	"	Faculty Research on Curriculum + Teaching: Maceli article #2 (2015)	Faculty Research on Curriculum and Teaching/Maceli_JELIS_2015.pdf
"	"	Faculty Research on Curriculum + Teaching: Rabina/Drabinski article (2015)	Faculty Research on Curriculum and Teaching/rabina-drabinski.pdf
"	"	Faculty Research on Curriculum + Teaching: MacDonald abstract (2013)	Faculty Research on Curriculum and Teaching/User-Centered-Design-and-the-LIS-

<i>Chapter</i>	<i>Level</i>	<i>Documentation</i>	<i>Filename</i>
			Curriculum-Reflections-on-the-UX-Program-at-Pratt-Institute.pdf
"	"	Syllabus Archive	<i>Organized by Year, Semester, and Course Number/Name</i>
"	Institute-level	Academic Initiatives Proposal Guidelines (Sept. 2006)	academic-initiative-proposal-guidelines.pdf
"	"	Academic Integrity Policy (Jan. 2003)	academic-integrity-policy.pdf
"	"	Academic Program Review Guidelines (Sept. 2006)	academic-program-review-guidelines-final-approved-7-30-06.pdf
"	"	Curriculum Review Procedures and Criteria for Approval – Institute Wide Curriculum Committee (IWCC)	IWCC-Curriculum-Review-Procedures-Criteria-for-Approval-10sept2014.pdf
III. Faculty	School-level	SI Peer Review Committee Guidelines	00_PRC_Guidelines_4Dec2014.pdf
"	"	Faculty Research (2011-2016) (also includes student research)	Faculty & Student Research 2011-2016.pdf
"	"	Faculty CVs	Faculty CVs/ <i>Organized by Lastname, First</i>
"	"	Faculty Publications	Faculty & Student Research 2011-2016.pdf
"	"	Faculty Reappointment, Promotion and Tenure Dossiers	Faculty Reappointment, Promotion and Tenure Dossiers/ <i>Organized by faculty last name and year</i>
"	Institute-level	Pratt Faculty Union Contract (aka, Agreement between the Administration of Pratt Institute and the United Federation of College Teachers (2011-2015)	Union contract 2011-2015-CBA-final.pdf
"	"	Memorandum of Understanding between the Administration of Pratt Institute and the United Federation of College Teachers Local 1460 (July 23, 2015; effectively extends 2011-2015 Union Contract into 2015-2016 academic year)	MOU-between-UFCT-and-Pratt-for-AY-2015-2016-1.pdf
"	"	Memorandum of Understanding between the Administration of Pratt Institute and the United Federation of College Teachers Local 1460 (May 26, 2016; effectively extends the Union	UFCT-MOU-2016-2021-signed-copy.pdf

<i>Chapter</i>	<i>Level</i>	<i>Documentation</i>	<i>Filename</i>
		Contract into 2021 with some changes).	
"	"	Pratt Faculty Handbook (updated August 2009)	Pratt-Faculty-Handbook-2009.pdf
"	"	Pratt Human Rights Policy	96-human_rights_policy.pdf
"	"	From web: HR Recruitment & Hiring	from_web_HR Recruitment & Hiring.pdf
"	"	From web: HR Pratt Defines Diversity	from_web_HR Pratt Defines Diversity.pdf
IV. Students	School-level	Student Publications	Faculty & Student Research 2011-2016.pdf
"	"	From web: Experiential Learning Opportunities	form_web_Experiential Learning Opportunities.pdf
"	"	From web: Fellowships	from_web_Fellowships.pdf
"	"	From web: Grant-funded Projects	from_web_Grant-Funded Projects.pdf
"	"	From web: International Programs – Florence Summer School	from_web_International programs – Florence Summer School.pdf
"	"	From web: International Programs – King’s College London	from_web_International programs – Kings College London.pdf
"	"	Student e-Portfolios	Student E-Portfolios.html
V. Administration and Financial Support	School-level	From web: Fellowships	<i>See file in Students section: from_web_Grant-Funded Projects.pdf</i>
"	"	From web: Grand-funded Projects	<i>See file in Students section: from_web_Grant-Funded Projects.pdf</i>
"	Other	LIS Schools Trend Summaries (2002-2015)	COA_Trend_Summaries2002-2015.xlsx
"	"	METRO Fellows 2016	metro_fellows_2016.pdf
"	Institute-level	Organization chart (with focus on SI)	OrgChart_Gray.pdf
"	"	Pratt Middle States Self-Study (2015)	Pratt-MSCHE-Self-Study-Report-2015.pdf
"	"	Pratt NASAD Self-Study (2015)	Pratt-NASAD-Self-Study-Report-2015-2.pdf
"	"	Pratt Strategic Plan (2012-2017)	Pratt-Strategic-Plan-2012-2017.pdf
"	"	Pratt TEAC Inquiry Brief (2013)	Pratt-TEAC-Inquiry-Brief-Final-Version-2013-2.docx
VI. Physical Resources & Facilities	School-level	Photographs of Facilities	Photographs of Facilities/ <i>Files named by what they describe</i>

<i>Chapter</i>	<i>Level</i>	<i>Documentation</i>	<i>Filename</i>
"	"	Pratt Brooklyn Campus Map	Pratt-Campus-Map.pdf
"	"	Accommodations for students with disabilities (updated Aug. 2010)	6.4.accomodation_disabilites_r5.pdf

SELF-STUDY DEVELOPMENT PROCESS

Development of the Self-Study was a collaborative effort by all full-time faculty members, the Dean, and the administrative staff of the School of Information (SI). The Dean established the Pratt Accreditation Committee (PAC) to guide the development of the Self-Study. The PAC comprises three members:

- Tula Giannini, Dean and Professor (Chair)
- Anthony Cocciolo, Associate Professor
- Craig MacDonald, Assistant Professor

The PAC coordinated all accreditation activities involving the School's full-time faculty, stakeholders (students, alumni, employers, and part-time faculty), and members of Pratt Institute's administration. In addition, the PAC ensured that each standard was assigned to at least two individuals who were responsible for gathering the necessary documentation and for writing and editing the relevant sections. The assignments were as follows:

Standard I: Mission, Goals, and Objectives

Tula Giannini, Dean and Professor
Craig MacDonald, Assistant Professor

Standard II: Curriculum

Debbie Rabina, Professor
Anthony Cocciolo, Associate Professor

Standard III: Faculty

Irene Lopatovska, Associate Professor
Debbie Rabina, Professor

Standard IV: Students

Chris Alen Sula, Assistant Professor
Jessica Hochman, Assistant Professor

Standard V: Administration and Financial Support

Tula Giannini, Dean and Professor
Vnette Thomas, Assistant to the Dean
Quinn Lai, Advisor for Academic Programs

Standard VI: Physical Resources and Facilities

Monica Maceli, Assistant Professor
Anthony Cocciolo, Associate Professor
Johanna Bauman, Visual Resources Curator, SI library liaison and part-time faculty

The PAC also established a group of 107 stakeholders representing full- and part-time faculty, staff, employers, alumni, and current students who were invited to review and provide feedback on all documents related to the Self-Study.

Critical feedback from the ALA COA External Review Panel (ERP) has driven revisions to this Self-Study. Review panel members include:

- Margaret Maes, Executive Director of Legal Information Preservation Alliance (ERP Chair)
- Eileen Abels, Dean and Professor, Graduate School of Library and Information Science, Simmons College
- Cecilia Brown, Professor and Director, School of Library and Information Studies, University of Oklahoma
- Clara Chu, Director and Mortenson Distinguished Professor, Mortenson Center for International Library Programs, University of Illinois at Urbana-Champaign
- Karen Cook, Recorder of Documents, State Library of Louisiana
- Dale McNeill, Assistant Director for Public Service, San Antonio Public Library

The PAC worked with two external consultants, Dan O'Connor and Phil Mulvaney, who provided critical feedback and guidance on all accreditation activities.

INTRODUCTION

Like all Library and Information Science (LIS) programs in the United States, the Master of Science in Library and Information Science (MSLIS) program at Pratt Institute has developed a distinct character and identity through its unique combination of historical, geographic, and institutional contexts.

HISTORICAL CONTEXT

Pratt's MSLIS program traces its roots to 1890 when the Institute first began offering courses in book cataloging and library economics, making it the oldest and most longstanding LIS education program in North America. The program developed out of a need for trained librarians to staff the Pratt Institute Free Library, which was created by Pratt Institute's founder, Charles Pratt, to offer library services to the Brooklyn public. The program's first director, Mary Wright Plummer, was a graduate of Melvil Dewey's first graduating class from Columbia University's librarianship program and went on to become the second woman president of the American Library Association. Early graduates from the program went on to pioneer library services across the country and around the world, such as Anne Carroll Moore who was instrumental in developing the field of children's librarianship, and Mary Elizabeth Wood who is recognized as the "Queen of Libraries" in China, having established the first public library and library school in China.¹

The School of Information relocated to the Pratt Manhattan Center on 14th Street in 2002, after being located on Pratt's Brooklyn campus for 112 years. The program was originally housed in the basement of the Main Building (1890–1896) on Pratt's Brooklyn campus in the Clinton Hill neighborhood, and moved to the 3rd floor of the Pratt Institute Free Library building when it opened in 1896. This library was open to the Brooklyn public until 1940, at which point public library services was subsumed in full by the Brooklyn Public Library. To accommodate additional space needs of the School and the library, the School relocated to the Information Science Center (ISC) building in 1974 following a renovation of that building from being a dormitory. During the 1970s and 1980s, the Clinton Hill neighborhood of the Brooklyn campus—as well as many parts of New York City—deteriorated significantly, plagued with high crime, financial exigencies, and the Institute facing a decline in student enrollments. To better attract students by allowing them to take classes in the evening and work in Manhattan, by the 1990s many LIS classes were being held in Manhattan, specifically at the Puck Building on Houston Street. Since then, New York City has rebounded, with Brooklyn experiencing significant urban renewal. The purchase of the Pratt Manhattan

¹ Recommended early histories of the School, available on the [accreditation website](#), include: Nasser Sharify, "The Pratt Institute Graduate School of Library and Information Science," in *Encyclopedia of Library and Information Science*, vol. 23, eds. Allen Kent, Harold Lancour and Jay E. Daily (New York: Marcel Dekker, 1978) and Barbara B. Brand, "Pratt Institute Library School: The Perils of Professionalization," in *Reclaiming the American Library Past: Writing the Women In*, ed. Suzanne Hildenbrand (Norwood, NJ: Ablex Publishing, 1996).

Center at 144 West 14th Street solidified Pratt's presence in Manhattan, and the School has no plans to offer classes either online or back on the Brooklyn campus.

GEOGRAPHIC CONTEXT

Pratt's MSLIS is the only LIS program headquartered in the borough of Manhattan. Situated on the border of the Chelsea and Greenwich Village neighborhoods, Pratt Manhattan Center is not just part of New York City's urban fabric but was designed to blend seamlessly into the city's cultural and artistic milieu. Importantly, PMC is just a short walk or subway ride away from world-class galleries, libraries, archives, and museums (GLAMs) as well as the emerging "Silicon Alley" of start-ups and technology firms. Our convenient location has facilitated the development of strategic partnerships with several world-renowned institutions across the New York metropolitan area, including the Frick Art Reference Library, Brooklyn Public Library, Brooklyn Museum, The *New York Times*, Scholastic, Inc., Columbia University Libraries, New York University Libraries, Marvel Comics, and the Metropolitan Museum of Art. These partnerships spanning the GLAM spectrum, and the opportunities they generate for our students and alumni, have become increasingly important in light of the economic realities facing New York City's public library system, which saw an 8% reduction in city funding between 2002 and 2011 and a 21% decrease in front-line staff between 2009 and 2014. In fact, two of the city's three public library systems—Queens² and Brooklyn³—implemented complete hiring freezes in 2008 that have only recently been lifted.

INSTITUTIONAL CONTEXT

Pratt's MSLIS is the only LIS program offered within an institution of art, design, and architecture. Pratt Institute is a private not-for-profit higher education institution with a basic Carnegie classification of "Special Focus Four-Year: Arts, Music & Design Schools." As of fall 2016, the Institute offers 22 undergraduate degree programs and 32 master's-level graduate degree programs across six major academic units, the Schools of: Information, Art, Design, Architecture, Liberal Arts and Sciences, and Continuing and Professional Studies. In fall 2015, the total Institute enrollment was 4,784 students, including 1,391 graduate students, of which approximately 13% were enrolled in the School of Information (the only School that does not offer any undergraduate degree programs). The Institute's graduate and undergraduate programs reflect its strong emphasis on education in the arts, design, and architecture, with many of its programs in these areas ranked nationally in the top 10.

Although the School enjoys a high level of autonomy and academic freedom, as do the other Schools at Pratt, the Institute's size and governance structure require extensive collaboration and resource sharing across all academic and administrative units. Each Dean reports directly to the Provost on all academic and budget matters, and works closely with

² Source: <http://www.nydailynews.com/new-york/queens/queens-library-set-hire-50-new-staffers-article-1.1986571>

³ Source: <http://citylimits.org/2012/01/05/brooklyn-library-facing-lower-budget-higher-demand/>

the Institute's five Vice Presidents: the Vice President for Institutional Advancement, on matters of fundraising, grants, alumni relations, communications, the School's website, and marketing; the Vice President for Enrollment Management, on admissions to support student recruitment, enrollment planning and strategy, and program promotion; the Vice President for Finance and Administration, including human resources and budget planning; the Vice President and Chief Information Officer for Information Technology, providing academic computing and other technology support such as broadband for wireless connection throughout the building; and the Vice President for Student Affairs, providing support and resources for health counseling, students with disabilities, career services, and student activities. Shared governance within the School of Information ties to the Institute's framework for shared governance, including the Faculty Senate, the United Federation of College Teachers (UFCT) union representing faculty, and the many Institute-wide committees on which School administration and faculty serve, including the Strategic Planning Committee, Academic Policies Committee, and Institute Curriculum Committee. In this shared framework of systematic and strategic planning, decision-making flows through the very fabric of the Institute's academic community.

THE SCHOOL OF INFORMATION: OUR NEW STRATEGIC DIRECTION AND CONCEPTUAL FRAMEWORK

Over the past few years, the School of Information has broadened the scope and diversity of its programs, responding both to the educational needs and interests of our students, as well as to the rapid change and development of the information field and its professional landscape in NYC. Further, the School's standing within the Institute is steadily becoming more prominent, as evidenced by the increasing strength of its connections to the other schools and departments, including Digital Arts, History of Art and Design, Art and Design Education, and Communication Design. Recent examples of these connections include: allowing students to take up to 6 credits of related study in other departments; offering an interdisciplinary Advanced Certificate in Museum Studies with the Department of History of Art and Design (in addition to our dual degree program); forming a partnership with Pratt's Spatial Analysis and Visualization Initiative (SAVI); representing the entire Institute as a member of NYC's Tech Talent Pipeline's Academic Council, connecting us to the tech industry and funding from the Mayor's office; and being included in the highly visible end-of-year *Pratt Shows*. These developments are advantaging our students as information professionals in the workplace, where our new and emerging areas of study are in growing demand. This is evidenced by positions obtained by our graduates, and from job postings, both of which feature digital curation and conservation, digital archives, digital humanities, data management and visualization, user experience (UX), digital asset management, social media and community engagement.

Importantly, SI has moved to the heart of the Institute's mission: "to educate artists and creative professionals to be responsible contributors to society" (discussed in more depth in Standard I). The scope, focus and impact of the School's contributions to education and practice have brought it into closer alignment with the Institute, opening up new opportunities for collaboration and interdisciplinary programs and projects. Increased

alignment has in turn strengthened administrative support and expanded SI's horizons for future development.

Pratt's MSLIS program now exists as one of four graduate degree programs in the School of Information, which was renamed from the School of Information and Library Science (SILS) in October 2015. This change was the culmination of the Strategic Initiatives Plan, 2014-2017, which was developed through environmental scans, interviews, surveys, and extensive discussions with School faculty and staff, Institute administrators, and other stakeholders (available on the [accreditation website](#)).⁴

The central aim of the plan was to transform the School for the 21st century digital information society by strategically expanding program offerings through efficient use of resources that build on existing strengths and areas of emphasis. To do so, the Strategic Initiatives Plan also outlined a new conceptual framework for the School that features four key elements:

1. A "faculty of one" concept, through which faculty serve as a single body and teach courses across all programs in their areas of specialization. Notably, the School has hired six of its eight full-time faculty members since 2009, bringing with them expertise digital archives, affective computing and information management, pedagogy and instructional technologies, information visualization and digital humanities, human-computer interaction, and emerging information technologies. For more information about the program's faculty, see Standard III.
2. A "shared database of courses" that is annually reviewed and refreshed and, as a whole, supports all programs and their learning outcomes. Notably, the School has introduced several new and revised courses to keep pace with emerging trends in the information field, such as Programming for Cultural Heritage, Information Visualization, Advanced User Experience Design, Digital Asset Management, e-Government Information & Users, and Projects in Moving Image and Sound Archiving, to name a few. For more information about the program's curriculum, see Standard II.
3. A "shared governance framework" that connects to and is consonant with the Institute's governing philosophy and based on the democratic principles of inclusiveness, transparency, participation, and representation. Notably, the School's Faculty Council—the School's primary decision-making body—serves as a forum by which faculty work together with the Dean as well as staff and students to build consensus for decision-making. The Faculty Council is also charged with managing the School's Data Sharing System, a clearinghouse for all School-wide and program-level data that informs School- and program-level planning. For more information about program-related governance and decision-making, see Standard I.
4. "Shared resources and financial support" for the School's programs are provided by

⁴ Additional discussion of decision-making around the School renaming can be found in Chapter V Administration and Financial Support.

the parent institution and used in a manner that aligns with the conceptual model as enumerated above. The School's budget is determined by the Provost in consultation with the Vice-President for Finance and Administration and through discussions and negotiations between the dean and Provost, which is an important part of the budget process. Each year, as with the other Schools, the Dean submits budget requests to meet new needs for programs and/or personnel and to strengthen existing budget lines. These requests come out of the School's systematic planning process and reflect the Institute's and School's mission, vision and goals. For more information about the program's administrative and financial support, see Standard V.

With this conceptual framework in place, a central component of the strategic initiatives plan was the addition of **three new graduate degree programs**: the Master of Science in Museums and Digital Culture (start date in fall 2015), the Master of Science in Data Analytics and Visualization (start date in fall 2016), and the Master of Science in Information Experience Design (start date in fall 2016). Working closely with the Institute administration, the new programs were structured to utilize existing resources by starting with small incoming cohorts and with an agreement to increase investment to keep pace with program enrollment over time. This agreement was to ensure that the resources devoted to the MSLIS program will not decrease but will grow along with the new programs, thus ensuring the continued improvement of the MSLIS program's academic quality.

To accomplish this plan, the Dean and administration examined trends from the past five years (2010-2016) showing that the School's budget, in terms of salary, fringe, and other than personal services (OTPS), and the number of full-time faculty remained relatively steady, while the number of students enrolled in the School declined at a rate similar to other LIS programs (see Table 1).⁵ Please note that budget income and expenditure for 2015-2016 and 2016-2017 will be provided for on-site inspection.

Table 1. School income, enrollment, and faculty, 2010-2015

Budget Year	School Income	Total Enrollment (ALA headcount)	Full-Time Faculty
2015	\$3,137,856	165	9
2014	\$3,096,911	215	9
2013	3,333,753	342	9
2012	3,260,288	287	9

⁵ Pratt's MSLIS program experienced a -51.9% enrollment decline between 2010 and 2015. According to the American Library Association, the median change in program enrollment for ALA-accredited LIS programs was -29.3% during the same time period. See Appendix V.2 "Percent Change in LIS Program Enrollment, 2015 vs. 2010" for more detail.

2011	\$2,976,614	330	9
2010	\$2,814,209	343	9

Notably, the data provide evidence for the strategic growth potential described above; namely, if similar income and the same faculty levels which supported 342 students in 2013 now support 165 students enrolled in a single program, those same resources would also be able to support up to 250 students enrolled across a variety of programs.

When examining these new developments, we never lose sight of one of the most central aspects of the School's future growth and development: the continued strength and success of the MSLIS program, as indicated by the consistently high employment rate of our MSLIS graduates. Our latest Alumni Survey, which studied 2014–2015 graduates, found that 96% of graduates gained employment within six months—our highest percentage ever.⁶ Since 2013, an average of 92% of our graduates were employed within nine months, and most often employed by six months of graduation. Recent graduates have secured notable positions such as Senior Librarian at New York Public Library, Senior Information Strategist at Huge (a digital design corporation), Senior Library Associate at the Metropolitan Museum of Art, Digital Media Librarian at the Julliard School, Digital Archivist at Baruch College, UX Specialist at New York University Libraries, Research and Media Coordinator at BBC Worldwide, and Project Archivist at the Museum of Modern Art. More details about student placement are provided in Standard IV.

Throughout the remainder of the Self-Study, we will use these data sources and others to show that Pratt's MSLIS program not only fully prepares graduates for 21st century careers across the information professions, but that both the Institute and the School of Information remain committed to maintaining the MSLIS program's high level of academic quality while being adaptive to current and emerging trends.

⁶ 50 responses, 47.6% response rate; this survey was sent to alumni 9 months after graduation and incentivized with a \$100 raffle prize to encourage the highest response rate

STANDARD I: MISSION, GOALS, AND OBJECTIVES

I.1: SYSTEMATIC PLANNING AND ASSESSMENT

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

Our systematic planning and assessment process emphasizes information flow and collaboration at three levels: the Institute, the School, and the program.

Institute Planning and Assessment

At the Institute level, the President serves as the chief executive officer overseeing six major divisions: Academic Affairs, Finance and Administration, Enrollment, Information Technology, Institutional Advancement, and Student Affairs. Academic Affairs is headed by the Provost, who also serves as the chief academic officer for the Institute and reports to the President; the other five divisions are headed by a vice president who reports directly to the President. The deans report to the Provost and work together on the development and improvement of academic programs and initiatives and the quality of teaching and learning. As mentioned in the introduction, while the Dean reports to the Provost, she also works directly with the vice presidents on issues related to budgeting, planning, fundraising, improving student life, and managing admissions and enrollment. A 40-member Board of Trustees is charged with monitoring the fiscal health of the Institute, overseeing the President, and approving programs, tuition, fees, and policies.

Since the mid-1990s Pratt has articulated its institutional goals in five-year strategic plans, which are used to guide resource allocation and assessment of institutional effectiveness. Pratt's current institutional goals are derived from its mission statement and its Strategic Plan adopted in May 2012 and running through 2017:

Pratt Institute Mission Statement⁷

To educate artists and creative professionals to be responsible contributors to society. Pratt seeks to instill in all graduates aesthetic judgment, professional knowledge, collaborative skills, and technical expertise. With a firm grounding in the liberal arts and sciences, a Pratt education blends theory with creative application in preparing graduates to become leaders in their professions. Pratt enrolls a diverse group of highly talented and dedicated students, challenging them to achieve their full potential.

⁷ Mission and Governance. (n.d.). Retrieved from <https://www.pratt.edu/the-institute/mission-and-governance/> (also available on [accreditation website](#))

Pratt Institute Strategic Goals 2012-2017⁸

1. **Enriching the Academic Experience:** deepen our traditional curriculum offerings with greater emphasis on cultural and technological innovation, interdisciplinary collaboration, theoretical and applied research, and educational efficiency.
2. **Expanding Horizons:** increase interaction and academic opportunities within Pratt and beyond its gates to educate for a global future, raise Pratt's profile, enhance professional development, and embrace new ideas.
3. **Creating Dynamic Environments:** invest in Pratt's physical plant to improve teaching and learning facilities, creative spaces and facility adjacencies in particular to support academic collaboration, access creative resources, and improve the quality of student life.
4. **Building Capacity:** modernize the Pratt business and academic models, promote a culture of transparency and collaboration, and improve Pratt's governance and fundraising infrastructure.

Pratt's new Provost, Dr. Kirk E. Pillow, has shown strong commitment to accreditation and student learning outcomes. In a message dated January 22, 2016, Provost Pillow announced the appointment of Dr. Donna Heiland as Associate Provost, explaining that she "will support our educational mission through work in the areas of accreditation, program development and review, and assessment of student learning. Her expertise in outcomes assessment will help all of Pratt's programs to excel to their very best results for our students." Additionally, Provost Pillow announced on January 25, 2016, the appointment of Dr. Heather Lewis as the Institute-wide director of a new "Assessment for Learning" initiative, which will "develop opportunities and resources to support faculty development in—and faculty research on—meaningful and effective learning outcomes assessment." Further, Provost Pillow has shown strong support for the School and has expressed a broad appreciation for the information field. These two appointments, combined with strong administrative support, will be crucial in helping the School of Information achieve its short- and long-term goals.

School Planning and Assessment

As mentioned in the introduction, the "shared governance framework" is a crucial component of the School's conceptual model. Since there are no departments in the School, shared governance is necessary for School-wide planning and assessment and occurs through the Faculty Council, the School's primary decision-making body. The Faculty Council is chaired by the Dean and is charged with addressing, through the mechanism of consensus-building, all School-level initiatives for improvement (e.g., reviewing the School's vision, mission, and goals, setting course schedules, planning the annual student showcase, developing new academic programs, creating new physical spaces). Faculty Council meetings, held once per month during fall and spring, are open to full- and part-time faculty, administrative staff, and representatives from the School's student association.

⁸ Strategic Plan (2012-2017). (n.d.). Retrieved from <https://www.pratt.edu/the-institute/strategic-plan/> (also available on [accreditation website](#))

The Faculty Council is therefore responsible for implementing the School's shared governance framework. As such, one of its major responsibilities is ensuring the School's vision, mission, and goals are established, pursued, and achieved in accordance with the strategic direction of the School and Pratt Institute (as stated in Standard I.1). Thus, School-level planning and assessment aims to:

- Engage in strategic planning (e.g., annual review of the School's vision, mission, and goals, evaluation of resource allocation and efficiency of administrative and student services, facilitation of partnerships and grant projects);
- Collect and analyze data about School-wide activities (e.g., admissions, enrollment) and unifying and/or consolidating planning and assessment activities across each program;
- Gather input from multiple stakeholders and arrive at decisions through consensus building; and
- Manage the School's Data Sharing System (see below), which includes data collection timelines, procedures, instruments and methodologies.

At the Annual Retreat on May 14, 2014, the Faculty Council reviewed its Mission, Vision, and Goals (MVG). There was wide agreement at the meeting that the MVG were due for revision. A notable issue is that the MVG were framed in terms of a single school and single program, which was at odds with multiple programs that were in the process of being developed per the Strategic Initiatives Plan, 2014-2017. However, the Faculty Council decided that additional time was needed to further consider this revision.

The School held a special Faculty Council retreat on Friday, November 13, 2015, devoted exclusively to revising the School's vision, mission, and goals, and reaffirming its distinctive approach to the information field and the importance of the MSLIS program within the School. Using collaborative brainstorming exercises and discussions involving the School's full-time faculty, Dean, and administrative staff, we created draft vision and mission statements and operational goals that connect to Pratt's Institutional Goals and apply to all programs across the School, including the MSLIS.

Following the retreat, the draft statements were posted for review and discussion to the School community through a dedicated online portal that was open to comments until December 3, 2015. Requests for feedback were made to all stakeholder groups, including students, full- and part-time faculty, employers, and alumni via the School listserv, faculty listserv, and dedicated MSLIS stakeholder group listserv. During the review period, the portal received 37 comments and was viewed by 87 individuals. These comments were discussed at a Faculty Council meeting on December 10, 2015, and incorporated into a revised vision, mission, and goals that were unanimously approved and adopted by the School's faculty and administration. The revised vision, mission, and goals (presented below) were posted on our website on December 11, 2015, and announced via the aforementioned listservs and the School's social media channels (Twitter and Facebook).

School of Information Vision

We empower people to improve lives and communities through information, knowledge, and culture.

School of Information Mission

Our mission is to lead the information field, through teaching and research, in making connections with the arts, culture, and technology. We create knowledge, encourage knowledge sharing, and educate creative, critical, and socially responsible professionals who participate in, contribute to, and improve the information society.

School of Information Goals

School-wide Goals	Institute Goals	ALA Standard
<i>1. To offer a range of specialized and interdisciplinary programs that educate and prepare students for a variety of careers in the information field.</i>	<i>#1 Enriching the Academic Experience</i>	<i>I, II</i>
<i>2. To offer a current, forward-looking, and high-quality curriculum that supports the goals of each program and enables academic achievement.</i>		<i>II</i>
<i>3. To sustain excellence in face-to-face teaching.</i>		<i>III</i>
<i>4. To provide experiential and participatory learning opportunities that challenge students creatively, critically, and ethically.</i>		<i>IV</i>
<i>5. To foster a culturally responsive learning environment that builds individual and community strengths.</i>		<i>IV</i>
<i>6. To recruit and retain students who are talented and engaged.</i>	<i>#2 Expanding Horizons</i>	<i>IV</i>
<i>7. To recruit and retain full-time faculty who engage in high-quality research, scholarly communication, and creative endeavors and part-time faculty who are experts in their field of practice.</i>	<i>#1 Enriching the Academic Experience</i>	<i>III</i>
<i>8. To enrich the student experience through faculty advisement and mentoring, international study, and co-curricular activities.</i>	<i>#2 Expanding Horizons</i>	<i>IV</i>
<i>9. To cultivate collaborative relationships with cultural institutions and other organizations that expand research and learning opportunities.</i>		<i>II, III, IV, V</i>
<i>10. To participate in and contribute to the profession, School, and Institute through faculty and student involvement.</i>		<i>III, IV</i>
<i>11. To pursue internal and external support for innovation in research, teaching, and learning.</i>	<i>#4 Building Capacity</i>	<i>III, V</i>
<i>12. To enhance teaching and learning with excellent facilities and resources.</i>	<i>#3 Creating Dynamic</i>	<i>VI</i>

School-wide Goals	Institute Goals	ALA Standard
	<i>Environments</i>	
<i>13. To practice transparency and openness in our communications and planning.</i>	<i>#4 Building Capacity</i>	<i>I, V</i>

Data collection and analysis occurs throughout the academic year, but the Annual Retreat serves as the principal assessment milestone for the entire School. Held at the end of each spring semester as a special session of the Faculty Council, the retreat includes a review of relevant data and documentation collected by each program and the administration to confirm that all School-level goals are being achieved. Central to this process is the School's Data Sharing System (shown in Figure 2),⁹ a digital clearinghouse for all School-wide and program-level data. The Data Sharing System is accessible by the Dean, faculty, and administrative staff of the School of Information and promotes transparency, accountability, and cooperation in decision-making.

Pratt School of Information Data Sharing System

ALA ACCREDITATION TIMELINE (2015-2016)

MSLIS E-PORTFOLIO

GRADUATING STUDENT SURVEY

ALUMNI SURVEY

ADMISSIONS, GRADUATION, & RETENTION

COURSE ENROLLMENT

STUDENT COURSE EVALUATIONS

CURRICULUM MAPPINGS

EMPLOYER FOCUS GROUPS

FACULTY & STUDENT RESEARCH

JOB MARKET LISTINGS

MINUTES & REPORTS

SYLLABI

REPORTS TO ALA COA

PRATT INSTITUTE DOCUMENTS

Student Course Evaluations

Instructor

Cociolo

Semester

(All)

	Fall 15			Su.. Spring ..			Fall 14			Su.. Spring ..			Fall 13			Su..		
	Cociolo, A.	Cociolo, A.	Cociolo, A.	Cociolo, A.	Cociolo, A.	Cociolo, A.	Cociolo, A.	Cociolo, A.	Cociolo, A.	Cociolo, A.	Cociolo, A.	Cociolo, A.	Cociolo, A.	Cociolo, A.	Cociolo, A.	Cociolo, A.	Cociolo, A.	
	625	665	668	665	665	668	665	668	665	665	668	665	665	668	665	668	665	
Question	2	1	1	1	2	1	1	2	1	1	2	1	1	2	1	2	3	
1. The content of the course was consistent with the syllabus.	4.00	4.00	4.00	3.91	3.67	3.83	4.00	3.80	3.86	4.00	3.93	4.00	4.00	3.92	3.88	3.93		
2. The difficulty level of the course was appropriate.	4.00	3.70	3.80	3.73	3.50	3.80	3.60	3.67	3.50	3.80	3.79	3.83	3.77	3.67	3.63	3.87		
3. The course was comparable in quality to other courses at Pra..	4.00	3.80	2.80	3.45	3.50	3.67	3.33	3.47	3.36	3.44	3.71	3.83	3.69	3.58	3.00	3.86		
4. The quantity of assigned work was appropriate to the goals of..	4.00	3.90	4.00	3.82	3.83	3.80	3.20	3.87	3.50	4.00	3.71	3.91	3.92	3.67	3.63	3.79		
5. The instructor knows the subject matter thoroughly.	4.00	4.00	3.80	4.00	4.00	4.00	4.00	4.00	3.86	4.00	4.00	3.92	4.00	4.00	3.88	3.93		
6. The instructor was well prepared for class.	4.00	4.00	4.00	4.00	4.00	3.83	3.80	4.00	3.86	4.00	4.00	3.92	4.00	4.00	3.88	4.00		
7. The instructor presented the subject matter clearly.	4.00	4.00	3.80	4.00	3.83	3.83	3.60	3.80	3.71	3.90	3.93	3.83	3.92	4.00	3.75	3.80		
8. The instructor utilized the class time well.	4.00	3.80	3.60	4.00	3.67	3.33	2.90	3.47	3.43	3.90	3.64	3.83	3.92	3.75	3.88	3.93		
9. The instructor stimulated my interest.	3.91	3.80	3.80	3.91	3.67	3.33	3.30	3.40	3.57	3.90	3.93	4.00	3.69	4.00	3.75	3.93		
10. The instructor promoted a constructive classroom climate.	4.00	3.90	3.80	3.91	4.00	3.67	3.40	3.73	3.36	4.00	3.79	3.92	3.85	4.00	3.88	3.93		
11. The instructor was accessible outside of class.	4.00	4.00	3.75	4.00	4.00	3.83	3.80	3.93	3.71	3.80	3.85	3.92	4.00	4.00	3.88	4.00		
12. The instructor made the goals of the course clear.	4.00	3.90	3.80	3.91	3.83	4.00	3.30	3.73	3.71	4.00	3.71	3.92	3.92	3.75	3.88	3.93		
13. The instructor clearly informed students how they would be ..	3.82	4.00	3.80	3.45	3.33	3.33	3.50	3.60	3.50	3.80	3.64	3.75	3.38	3.58	3.88	3.80		
14. Critique of my work was helpful and provided clear direction.	3.80	3.80	3.80	3.45	3.20	3.17	3.22	3.53	3.38	3.30	2.85	3.75	3.00	3.75	3.63	3.57		
15. The instructor provided feedback in timely fashion.	3.91	3.90	3.80	3.89	2.80	3.33	3.57	3.62	3.54	3.25	3.25	3.75	3.09	3.83	3.75	3.93		
16. The instructor's evaluation/grading of my work was fair.	4.00	4.00	3.75	3.83	2.00	3.80	3.83	3.85	3.67	3.71	3.43	3.91	3.43	4.00	3.88	4.00		
17. I have a good attendance record.	3.91	3.70	4.00	3.82	4.00	3.50	4.00	3.93	3.86	3.90	3.79	3.75	3.92	3.83	3.88	4.00		
18. My participation and effort were excellent.	3.64	3.50	3.60	3.73	4.00	3.67	3.90	3.79	3.79	3.90	3.71	3.75	3.62	3.58	3.50	3.87		
19. I come to class with completed assignments.											3.80	3.71	3.67	3.69	3.75	3.75	3.93	
20. I enrolled in this course because it was:											2.90	3.00	3.00	3.15	3.00	2.75	3.00	
21. The amount of time I spent each week working on course as..											2.40	3.54	2.92	3.69	2.92	3.00	3.07	
22. The instructor achieved the stated goals of the syllabus.	4.00	4.00	4.00	3.91	3.33	3.83	3.00	3.93	3.64	4.00	3.86	3.83	4.00	3.92	3.88	3.87		
23. The course improved my understanding of the subject matter.	4.00	3.90	4.00	3.82	3.50	3.67	2.80	3.73	3.50	3.90	3.86	3.75	3.85	3.92	3.75	3.93		

Figure 2. Screenshot of the School's Data Sharing System

Additionally, there are two faculty committees that operate independently and bring recommendations to the Dean and/or the Faculty Council. The Curriculum Committee (CC) is responsible for overseeing the School's "shared database of courses" by reviewing

⁹ The Data Sharing System will be available to view on-site by ERP members.

proposals for new and revised courses, degrees, and certificates and, in coordination with the Dean, submitting its recommendations to the Institute Curriculum Committee.¹⁰ The Peer Review Committee (PRC) is responsible for reviewing faculty requests for reappointment, promotion, and tenure and submitting its recommendations to the Dean, per Pratt Institute governance and policies. All full-time faculty who teach in the School are eligible to serve on both committees.

MSLIS Program Planning and Assessment

At the program level, the MSLIS has a dedicated program coordinator who ensures that program planning and assessment is a dynamic, continuous, and organized process informed by a variety of stakeholder viewpoints. The planning principles that guide the process for the MSLIS are:

- Planning involves direct and indirect measures of performance in relation to program goals and objectives.
- Planning is a purposeful function involving all constituent groups, promoting engagement and empowerment of constituents.
- Planning emphasizes information sharing, cooperation, and coordination among the School, the Institute, and stakeholders.
- Planning is managed by the Program Coordinator in collaboration with the Dean and the Faculty Council, and is synchronized with the academic calendar.

Within in this framework, the LIS program coordinator has five essential responsibilities:

1. Overseeing the MSLIS program's degree requirements, concentrations, and student learning outcomes assessment;
2. Leading program assessment activities, which include ongoing data collection and analysis related to the academic experience of students in the MSLIS program and the delivery of an annual program assessment report to the Faculty Council;
3. Directing accreditation efforts;
4. Working with the Dean and administration on the MSLIS program's admissions policies, procedures, and decisions; and
5. Updating the MSLIS program's web and bulletin content.

The LIS Program Coordinator, Dr. Anthony Cocciolo, works with the Library and Information Science Program Committee (LIS-PC)¹¹ for all planning and assessment activities related to the MSLIS program. The 2016-2017 membership of the LIS-PC consists of Debbie Rabina,

¹⁰ Per Institute policy, all School-level curriculum committees make recommendations to their respective Deans.

¹¹ The LIS-PC replaced the e-Portfolio Oversight Committee (EPOC) in spring 2016 to reflect a broader scope of responsibilities, which now encompasses all planning and assessment activities related to the MSLIS program.

Professor; Irene Lopatovska, Associate Professor; Jessica Hochman, Associate Professor; and Monica Maceli, Assistant Professor.

The LIS-PC meets at least once per semester to coordinate data collection from all major stakeholder groups, including students, faculty, alumni, and employers (for a full list of data sources, see Table 3 in Standard I.3). The LIS-PC also assists the coordinator with writing the annual MSLIS program assessment report, which is delivered to the Faculty Council at the Annual Retreat in May. The report includes an analysis of student learning outcomes assessment data, the effectiveness of the MSLIS e-Portfolio graduation requirement, a summary of MSLIS program changes and their impact, insights from data collection and analysis, and recommendations derived from those analyses. This annual assessment report is framed by the program's statement of purpose and student learning outcomes (SLOs), which position the MSLIS as the only program in the School of Information that prepares students for careers in librarianship. For each SLO, the label in parentheses is a shorthand term or phrase used by faculty to streamline communication with students in the program; for consistency, these shorthand SLOs will also be used throughout the Self-Study.

MSLIS Statement of Purpose

The Master of Science in Library and Information Science program educates and prepares the next generation of library and information professionals.

MSLIS Program-Level Student Learning Outcomes (SLOs)

Upon completion of the program, graduates will be able to:

1. (Research) Carry out and apply research;
 - a. Carry out research, apply critical thinking, and use research methods such as qualitative and quantitative methods and data collection and analysis effectively to assess and evaluate information environments and issues; and
 - b. Produce original work and make contributions to the field and demonstrate an understanding of information theory and philosophy.
2. (Communication) Demonstrate excellent communication skills and create and convey content;
 - a. Communicate effectively as an information professional across digital media and produce professional writing for research, e-publication, and presentation and for teaching and learning; and
 - b. Use social and digital media for outreach and interaction with users and to communicate meaning.
3. (Technology) Use information technology and digital tools effectively;
 - a. Use digital tools and technology effectively for information organization, access, retrieval, use, and preservation and management of digital content and collections; and
 - b. Apply technical skills in meaningful ways to investigate, analyze, and

present information and express and reflect contemporary issues and trends in information technology through their work.

4. (User-Centered Focus) Apply concepts related to use and users of information and user needs and perspectives; and
 - a. Apply and represent user-centered perspectives and concepts of human information behavior and user-centered information services and systems; and
 - b. Demonstrate knowledge of diverse user communities, address diverse information needs, locate, assess, and use professional and research literature, and select information products and services that best serve users.
5. (Reflective Practice) Perform within the framework of professional practice.
 - a. Carry out and produce professional-level work, advance and contribute to the LIS field, reflect ethical and legal practices in global contexts, and keep pace with current trends; and
 - b. Use leadership skills and work creatively with commitment, personal vision, and purpose.

Under the School's "shared governance framework," one of the primary responsibilities of the LIS-PC is reviewing and, if necessary, updating the program-level SLOs. To date, the LIS-PC has not encountered evidence that the program-level SLOs are in need of revision. For example, 88.9% of respondents to the Graduating Student Survey agreed or strongly agreed with the statement that "the program-level learning objectives served my learning goals."¹²

Overall, the program-level SLOs have proven to be strong and consistent indicators of students' academic achievement and represent the knowledge and skills our students gain through the courses they complete for the MSLIS degree. In addition, these SLOs reflect the unique character of our parent institution by addressing all four elements of a Pratt education as outlined in the Institute's mission statement (Table 2):

Table 2. Connections between Pratt Institute's mission and the MSLIS program-level student learning outcomes.

Pratt seeks to instill in all graduates...	Addressed by the MSLIS Program-Level Student Learning Outcomes
<i>Aesthetic judgment</i>	While aesthetics can be defined in a number of ways, the School defines it in terms of user-centered design, whereby students in the MSLIS program learn to "communicate meaning" (SLO2: Communication) and select or design solutions that "best serve users" (SLO4: User-Centered Focus). In this way, our graduates

¹² Based on 225 respondents to the Graduating Survey administered December 2013 through May 2016

	learn a utilitarian form of aesthetic judgment that examines an object's value in relation to its functions and the fit between the object and its intended use.
<i>Professional knowledge</i>	Students in the MSLIS program learn to "carry out and produce professional-level work" (SLO5: Reflective Practice).
<i>Collaborative skills</i>	Collaboration is emphasized throughout the MSLIS curriculum and is indirectly reflected in several program-level SLOs. Specifically, students' ability to "effectively assess and evaluate information environments and issues" and "make contributions to the field" (SLO1: Research) requires collaboration between and among various stakeholders and other information professionals. Likewise, students being able to "communicate effectively as an information professional" (SLO2: Communication) is essential in collaborative environments, and students must be able to demonstrate their collaborative skills if they are to "carry out and produce professional-level work" (SLO5: Reflective Practice).
<i>Technical expertise</i>	Students in the MSLIS program learn to "use information technology and digital tools effectively" (SLO3: Technology).

I.2: PROGRAM OBJECTIVES AND OUTCOMES

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

The “essential character” of Library and Information Science is evident at many levels. At the School level, our mission statement formalizes our commitment to knowledge creation, knowledge sharing, and our goal of preparing our graduates to be active participants in the information society. Further, each of the five program-level student learning outcomes (SLOs) for the MSLIS program incorporates foundational characteristics of the LIS field:

- SLO1 emphasizes using research methods to “assess and evaluate information environments and issues” and “demonstrate an understanding of information theory and philosophy;”
- SLO2 frames communication skills as a means for “outreach and interaction with users;”
- SLO3 states that graduates use technology for “information organization, access, retrieval, use, and preservation and management of content” and that they apply their technology skills to “investigate, analyze, and present information;”
- SLO4 covers the need to develop “user-centered information services and systems” based on knowledge of “diverse information needs” and an ability to “locate, assess...and select information products and services that best serve users;” and
- SLO5 focuses on the importance of producing “professional-level work” that “advance[s] and contribute[s] to the LIS field.”

With these SLOs acting as the guiding framework, MSLIS required and elective courses also reflect the “essential character” of the field (see Chapter 2 for more details).

Standard I.2.2 *Program objectives are stated in terms of student learning outcomes and reflect: the philosophy, principles, and ethics of the field;*

The philosophy, principles, and ethics of the LIS field are a critical area of emphasis throughout the program and apply specifically to SLO5, which states that performing within the framework of professional practice means doing that work that “reflect[s] ethical and legal practices in global contexts.” This commitment to ethics and professionalism is also embedded in the School’s mission to “educate creative, critical, and socially responsible professionals.”

At the course level, professional ethics is a significant aspect of LIS-651 Introduction to the Information Professions, which covers “ethical and moral principles of the profession and the importance of balancing professional, personal and cultural values” as a foundational

concept. Ethical principles and practices are also examined in LIS-611 Information Policies and Politics, LIS-633 Strategic Leadership, and LIS-681 Community Building and Engagement.

Standard I.2.3. Program objectives are stated in terms of student learning outcomes and reflect: appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;

Standard I.2.3 is embedded in our requirement that all MSLIS students demonstrate their ability to “perform within the framework of professional practice” by “carry[ing] out and produc[ing] professional-level work, advance and contribute to the LIS field, reflect ethical and legal practices in global contexts, and keep pace with current trends” (SLO5). To meet this requirement, students must not only demonstrate their awareness of professional associations aligned with their areas of interest but also that they understand the key knowledge and skills required of professionals entering their specialized field(s). The topic is also covered in the foundational required course LIS-651 Information Professions, which gives students an in-depth understanding of possible career paths within LIS along with their associated core professional values.

Professional development is also promoted at the School level, though School Goal #10, to “participate in and contribute to the profession” through student and faculty involvement in the professional community. Specifically, all MSLIS students are default members of the student chapter of the American Library Association and may join student chapters of several other professional associations, including the Society for American Archivists (SAA@Pratt), Special Libraries Association (SLA@Pratt), and Association for Information Science and Technology (ASIS&T@Pratt).

Standard I.2.4. Program objectives are stated in terms of student learning outcomes and reflect: the value of teaching and service to the advancement of the field;

Teaching and service are highly valued by the School, as evidenced by the School’s mission to lead “through teaching and research” by educating professionals “who participate in, contribute to, and improve the information society.” These values are also embedded in School Goal #3, “to sustain excellence in face-to-face teaching” and School Goal #10, “to participate in and contribute to the profession, School, and Institute through faculty and student involvement.”

Teaching and service are also emphasized throughout the MSLIS curriculum, most notably in the core courses LIS-651 Information Professions and LIS-652 Information Services & Sources. They are also featured in several elective courses, such as LIS-631 Academic Libraries and Scholarly Communication, LIS-673 Literacy and Instruction, and LIS-680 Instructional Technologies.

Finally, students in the MSLIS program are given the opportunity to participate in and lead several student groups, including student chapters of ALA, ASIS&T, SLA, and SAA (see Chapter 4 for more details). The School’s ASIS&T Student Chapter won ASIS&T recognition as the best student chapter of the year for 2015 and 2016.

Standard I.2.5 Program objectives are stated in terms of student learning outcomes and reflect: the importance of research to the advancement of the field's knowledge base;

Research is highly valued throughout the School of Information and is incorporated into the following School-wide goals:

- School Goal #7: To recruit and retain full-time faculty who engage in high-quality research, scholarly communication, and creative endeavors;
- School Goal #9: To cultivate collaborative relationships with cultural institutions and other organizations that expand research and learning opportunities;
- School Goal #11: To pursue internal and external support for innovation in research, teaching, and learning; and
- School Goal #12: To enhance teaching and learning with excellent facilities and resources.

Research is also one of the five program-level SLOs of the MSLIS program:

- SLO1: Carry out and apply research;
 - Carry out research, apply critical thinking, and use research methods such as qualitative and quantitative methods and data collection and analysis effectively to assess and evaluate information environments and issues; and
 - Produce original work and make contributions to the field and demonstrate an understanding of information theory and philosophy.

This emphasis on research has led to many faculty-student research collaborations resulting in publication. Recent examples include:

- Lopatovska, I., Arthur, K. L., Bardoff, C., Diolola, J., Furlow, T., Honor, L., Kluberanz, R., Kron, T., Leon, C. A., Mortensen, E., Shaw, J. (2015). [Engaging digital artworks through emotion: interface design case study](#). The 2015 iConference: Create, Collaborate, Celebrate, March 24-27, 2015, Newport Beach, CA.
- McDonald, E., Rosenfield, M., Furlow, T., Kron, T., and Lopatovska, I. (2015). Book or NOOK? Information behavior of academic librarians. *Aslib Journal of Information Management*. 67(5), 374-291.
- Pattuelli, M. C., Provo, A. and Thorson, H. (2015). Ontology Building for Linked Open Data: A Pragmatic Perspective *Journal of Library Metadata*.
- Thorsen, H. K. and Pattuelli, M. C. (2015). Linked Open Data and the Cultural Heritage Landscape. In Ed Jones and Michele Seikel (Eds.), *Supplying Missing Links: Using Linked Data to Expose Cultural Heritage*. Chicago: ALA, ALCTS Publishing.

In addition, faculty also regularly work with MSLIS students to publish papers submitted originally as course assignments. Some recent examples include:

- Cancro, P. (2016, accepted). Information Equity and the Digital Divide. *Serials Librarian*.
 - [Written for LIS-651: Introduction to Information Professions, FA15]
- Kernochan, R. (2016, accepted). Fundraising in American Public Libraries: An

Overview. Serials Librarian.

- [Written for LIS-651: Introduction to Information Professions, FA15]
- Bardoff, Corina (2015). Homelessness and ethics of information access. *The Serials Librarian* 69(3): 347-360.
 - [Written for LIS-611: Information policy, FA15]
- Hatoum, Sarah (2015). *The Times of India* (1838-2001). *Reference Reviews* 29:5, 8-9.
 - [Written for LIS-652 Information Services and Sources, spring 2015]
- Bardoff, Corina (2015). With Appropriate Ceremonies, Activities, and Programs. *Dtp: A Quarterly Journal of Government Information Practice & Perspective*, 43(4), 21-37.
 - [Written for LIS-613: E-government Information and Users, FA14]
- Chedraui, C. I. (accepted). Screen Cultures: On Archiving, the Collective Memory, and the Mainstream Cinematic Culture. *Review of Arts and Humanities*.
 - [Written for LIS-651 Information Professions, FA14]

Finally, the #infoshow—the School’s annual student showcase held every May—provides an opportunity for MSLIS students to participate in a professional-style research conference. Both faculty and students can nominate coursework to be highlighted at the #infoshow and accepted proposals are presented in various formats, from “lightning talks” to interactive demonstrations to longer research presentations. Research topics and summaries from the past four years are archived at <http://research.prattsi.org/>.

Standard I.2.6. Program objectives are stated in terms of student learning outcomes and reflect: the importance of contributions of library and information studies to other fields of knowledge;

Standard I.2.7 Program objectives are stated in terms of student learning outcomes and reflect: the importance of contributions of other fields of knowledge to library and information studies;

Given the School’s mission to lead the information field “in making connections with the arts, culture, and technology,” interdisciplinarity is a core value of the School and, by extension, the MSLIS program. The School’s “shared database of courses” means that MSLIS students take a majority of their courses alongside students from other master’s programs offered by the School. Through class discussions and collaborative projects, MSLIS students are thus challenged to understand how LIS both informs and is informed by other disciplines.

MSLIS core courses, which all students are required to take, explicitly make the LIS contributions to other fields evident. For example, LIS-651 Information Professions has the following as its first SLO: students gain an “understanding of... the concept of information, and its definitions in multiple disciplines (e.g., information science, psychology, economics, etc.).” Thus, how LIS factors into other fields, such as the social sciences, is made explicit.

The influence of other fields on LIS is also made explicit through core courses. For example, included in Table 9 in Chapter 2, core courses make use of readings from other domains in addition to the LIS domain.

Students can take up to 6 credits outside of SI and apply that knowledge to their program of study. For example, beginning in Fall 2016, students can complete the “Advanced Certificate in Museum Studies” within their MLSIS offered by the History of Art and Design Department. Thus, Museum Studies is emerging as a field that influences our LIS program. The field of education, which explicitly intersects with our Library Media Specialist program and the Literacy, Education, and Outreach (LEO) program concentration, also influences our MSLIS program.

Furthermore, the School offers three dual-degree programs highlighting the connections between LIS and other disciplines. They are:

- History of Art and Design and Information
 - This 60-credit dual-degree program prepares students for careers in academic librarianship as they graduate with two master's degrees. With studies in the real and virtual worlds of art and information and art and museum librarianship, students find challenging positions in museums, academia, libraries, historical societies, the information industry, and new media. To graduate, students must meet requirements for both the MSLIS and an MS in History of Art from Pratt's Department of History of Art and Design.
- Digital Arts and Information: MSLIS and MFA in Digital Arts
 - This three-year, 75-credit dual-degree program prepares students to use digital tools for the design, organization, and preservation of digital art and cultural objects and to create digital and virtual environments for cultural and educational institutions. To graduate, students must meet requirements for both the MSLIS and an MFA in Digital Arts from Pratt's Department of Digital Arts.
- Law and Information
 - Pratt offers two programs: 1) a joint degree leading to an MSLIS and Jurist Doctor degree; and 2) a dual-degree leading to an MSLIS and LL.M. in Information Law and Society (for students who already hold a JD). Both programs prepare students for careers in law librarianship and related fields. The JD and LL.M. are awarded by Brooklyn Law School.

Standard I.2.8. Program objectives are stated in terms of student learning outcomes and reflect: the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;

Diversity is a core value for the School and is embedded in School Goal #5: “To foster a culturally responsive learning environment that builds individual and community strengths.” Serving diverse individuals and communities is also a key component of the MSLIS program, which requires that students “demonstrate knowledge of diverse user communities, address diverse information needs, locate, assess, and use professional and research literature, and select information products and services that best serve users” (SLO4). To meet this SLO, several MSLIS core courses address the needs of underserved and underrepresented groups. For example, the signature assignment of LIS-652: Information Services & Sources is

providing reference services to incarcerated people. In LIS-653: Knowledge Organization, students critically examine classification and information organization in relation to queer and transgender identities and racial inequality. LIS-654: Information Technologies includes readings and lectures on web accessibility, universal design, and assistive technologies. For more details on this aspect of the curriculum, see Standard II.3.4.

Our location in New York also affords excellent opportunities for MSLIS students to work with organizations that serve highly diverse populations from a range of socioeconomic levels, as shown by recent student practicum internships at the American Jewish Historical Society, Little Red Schoolhouse, Brooklyn Public Library, New York Public Library, Park East High School, the American Civil Liberties Union, and others.

MSLIS students also have exciting opportunities to understand global contexts through our summer international programs:

- The Arts and Digital Culture, with Kings College London (KCL) Department of Digital Humanities
 - This 3-credit two-week summer course offers an immersive educational experience focused on London's galleries, libraries, archives, and museums (GLAM) community. The course features visits to London's world-class cultural institutions with curatorial talks and current exhibitions, a Symposium at KCL, and lectures by KCL Department of Digital Humanities faculty, and other international leaders in the field of the arts and digital culture.
- Florence Summer School, with Studio Art Centers International Florence (SACI)
 - This 6-credit three-week summer program involves the completion of two courses. In "Florentine Art & Culture: Museum & Library Research and Documentation," students are immersed in Florentine culture through its museums and libraries. With visits to the great churches, museums, archaeological sites, libraries, and parks of Florence, students document their research with photographs, drawings, and notations to be included in an extensive visual diary from which they identify a research theme illustrating a collection of related artifacts. In "Cultural Heritage Conservation," students are taught about the conservation of paper artifacts including art on paper, archival materials, and books. Students learn conservation methods and techniques in the context of today's diverse cultural environments and carry out some basic conservation treatments to paper objects with sensitivity to key issues and values of the conservation field and its importance in the world of libraries, museums, and archives.

Finally, many courses in the MSLIS curriculum focus on serving diverse global populations, including LIS-611 Information Policies and Politics, LIS-613 e-Government Information and Users, LIS-619 Information and Human Rights, LIS-665 Projects in Digital Archives, LIS-678 Building Youth Community and Collections, and LIS-691 Serving Youth with Disabilities.

Standard I.2.9. Program objectives are stated in terms of student learning outcomes and reflect: the role of library and information services in a rapidly changing technological society;

We believe information technology is fundamental to all areas of LIS, as shown by our requirement that all MSLIS students demonstrate they can “use digital tools and technology effectively...[and] apply technical skills in meaningful ways to investigate, analyze, and present information and express and reflect contemporary issues and trends in information technology through their work” (SLO3).

For MSLIS students, exposure to technology begins in the foundational required course LIS-654 Information Technologies, which “introduces the fundamental concepts of computing and networking, with an emphasis on the role these technologies play in creating, manipulating, storing, and accessing information” and explores “recent trends in technology within information organizations, preparing students for their roles as information professionals and providing the foundation for future technology-related coursework.”

Building from this knowledge, a majority of courses in the MSLIS curriculum incorporate various technologies into assignments and course projects to ensure students gain experience with the most cutting-edge software and hardware tools. Sample courses with a strong technology emphasis include LIS-658 Information Visualization, LIS-664 Programming for Cultural Heritage, LIS-665 Projects in Digital Archives, LIS-668 Projects in Moving Image and Sound Archives, LIS-680 Instructional Technologies, and LIS-687 Geographic Information Systems.

Standard I.2.10. Program objectives are stated in terms of student learning outcomes and reflect: the needs of the constituencies that a program seeks to serve.

Serving individual and community needs is embedded in the School’s vision to “empower people to improve lives and communities through information, knowledge, and culture.” To achieve this vision, a user-centered focus is at the heart of the MSLIS program, as shown by our requirement that all MSLIS students demonstrate they can “apply and represent user-centered perspectives” and “select information products and services that best serve users” (SLO4).

I.3: PROGRAM ASSESSMENT

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

The MSLIS program-level student learning outcomes serve as the foundation for program-level assessment. At the same time, we assess the MSLIS program in relation to Institute’s

mission, "To educate artists and creative professionals to be responsible contributors to society." Importantly, SI's mission is closely aligned with this high-level Institute priority, stating that the School's broad purpose is to "educate creative, critical, and socially responsible professionals who participate in, contribute to, and improve the information society." This alignment ensures that the School's goals are grounded in its mission, which in turn reflects that of the Institute.

Since fall 2012, all students entering the MSLIS program are required to create an e-Portfolio that must be approved by their advisor before they are permitted to graduate. The MSLIS e-Portfolio is a *direct measure* of student learning; that is, it is the vehicle through which students demonstrate to the program and the field their competence with the five program-level SLOs. The e-Portfolio allows students to integrate their learning across the entire program and reflect on their academic and professional growth. Thus, the e-Portfolio is meant to reflect the culmination of students' MSLIS learning experiences.

Students are instructed to develop their e-Portfolio during the course of their program of study, working closely with their faculty advisor. Notably, the e-Portfolio is not meant to contain every project students complete during the program but rather a small but representative sampling of their work that collectively demonstrates their competence with the program-level SLOs. Once students complete their e-Portfolios, they are submitted to their faculty advisor for review. Each faculty advisor reviews the e-Portfolios using the e-Portfolio assessment rubric (see [accreditation website](#)), which was developed collaboratively by the faculty and has twice been validated through an inter-rater reliability exercise to confirm all faculty advisors apply the rubric fairly and consistently. The rubric describes four levels of each SLO: Exemplary, Competent, Developing (revisions required), and Unacceptable (major revisions required). For each outcome, faculty advisors review student project(s) and their accompanying rationales to determine which level is appropriate.

To satisfy the e-Portfolio requirement, students must achieve at least "Competent" on all SLOs. If the faculty advisor determines that a student's e-Portfolio does not satisfy one or more of the SLOs, he or she is asked to revise and resubmit it. In these cases, the advisor contacts the student directly with more detailed feedback and works with the individual to address any concerns and strengthen the areas that need additional work, either by selecting a different project, revising the project rationale, and/or completing an unfinished project. All of the data associated with e-Portfolio submission and assessment is stored in the e-Portfolio administration system, and the resulting data are a critical aspect of program assessment.

In 2012 the E-Portfolio Oversight Committee (EPOC), with the approval of the Faculty Council, decided that e-Portfolios would be evaluated by faculty advisors using an assessment rubric developed by EPOC. Further, the inter-rater reliability tests/activities would ensure that evaluation would be consistent across raters, thus ensuring fair, reliable, and uniform application of the rubric. As shown in Table 32, 98.1% of students agree or strongly agree that their e-Portfolios were fairly assessed, indicating that students have

been satisfied with this evaluation method. It might be questioned why there is only one faculty member reviewing each e-Portfolio. This was a conscious effort on the part of the program due to the workload involved and the numerous checks and balances in place around the e-Portfolio. These checks and balances, such as job placement data, assessment from practicum supervisors, and alumni feedback, provide confirmatory evidence of student learning outcomes. EPOC did not consider the possibility of having third parties evaluate student e-Portfolios (e.g., panel of outside LIS professionals). The critique or “crit” method, where outside individuals are brought in to evaluate student work, is frequently used at Pratt as at many schools of art and design. However, it is not an evaluative method that has been used at the School of Information. Since student e-Portfolios are quite extensive, it would be difficult to get professionals to make the requisite time commitment needed to evaluate more than a small handful of e-Portfolios. This is unlike evaluating a work of art and design such as painting, sculpture, or fashion, which can be evaluated relatively quickly.

MSLIS Program Assessment Data

The LIS Program Coordinator and the LIS Program Committee (LIS-PC) are responsible for managing and administering the e-Portfolio assessment, but e-Portfolio data is just one of many data sources used to inform program planning. Table 3 below presents the core data sources consulted, details the frequency of data collection and indicates who is responsible for data collection.

All data collected are stored in the School’s Data Sharing System for use by the LIS-PC and other School committees. Importantly, these data sources include input from all program stakeholders, including students, faculty, alumni, and employers.

Throughout the remainder of the Self-Study, we will incorporate snapshots of data related to MSLIS program assessment that we have collected over the past several years from four stakeholder groups: faculty, students, alumni, and employers, which we analyze and use to inform decision-making and to inform program improvements that are implemented and tracked as part of our yearly systematic planning cycle. Illustrative examples from the remainder of the Self-Study include:

- **Chapter II: Curriculum**
 - o Graduating Student Survey and Student Focus Group data indicating student desire for more technology courses, and the School’s response and development of such courses (see p. 58).
 - o Faculty teaching core courses using course evaluation data, as well as collecting their own data and publishing it in peer reviewed journals, and using it to make improvements to core courses (see p. 32).
- **Chapter IV: Students**
 - o Graduating Student Survey data indicating moderate levels of satisfaction with career planning, and the School’s plan to improve this area (see p. 112).
 - o Students report mixed levels of satisfaction with academic advisement on the graduating student survey, and the program’s plan to address this (see p. 111).

- **Chapter VI: Physical Resources and Facilities**

- Graduating Student Survey data and Student Focus Group data indicating student desire for improved IT support, and the School's response to this need (see p. 164).
- Graduating Student Survey data indicating need for classroom redesign, and how this has been responded to (see p. 165).

Table 3. Summary of core data sources used for MSLIS program planning

Source	Description	Frequency	Collected By
e-Portfolio Rubric Scores	Directly measures student learning via the e-Portfolio assessment rubric. Scores indicate student competence with five program-level student learning outcomes. Scores are determined by faculty raters.	Every semester (fall, spring, summer)	LIS-PC
Graduating Student Survey	Gathers graduating students' evaluation (after meeting the e-Portfolio graduation requirement) of the e-Portfolio process (e.g., the usefulness of e-Portfolio workshops and faculty advisement), the curriculum (e.g., currency and coverage, efficacy of the core courses), and other aspects of the program (e.g., effectiveness of the faculty, suitability of resources, and quality of the student learning experience).	Every semester (fall, spring, summer)	LIS-PC
Curriculum Mapping	Makes clear the structure of the curriculum and the contribution of individual courses to the goals of the program and to students' program of study. Mapping activities include: courses mapped to program-level student learning outcome and courses mapped to programs of study (e.g., certificate programs).	Updated as needed (e.g., as courses are added or removed or when SLOs are revised)	LIS-PC
Alumni Survey	Gathers alumni employment status (nine months after graduation) and their evaluation of the curriculum and how well the program prepared them for working in the information professions.	Three times yearly	LIS-PC

Source	Description	Frequency	Collected By
Employer Focus Groups	Gathers employers' evaluations of the curriculum and how well the program is providing students with the competencies that employers need. Also gathers employers' feedback about trends in the information professions.	Every other fall semester (odd-numbered years)	LIS-PC
Student Focus Groups	Gathers current students' perceptions of the program, including the student learning experience, the MSLS curriculum, the program's areas of focus, and career paths.	Every other spring semester (even-numbered years)	LIS-PC
Student Course Evaluations	Gathers students' end-of-term evaluation on several different aspects of courses in the curriculum, including quality of course content and the effectiveness of instructional practice.	Every semester (fall, spring, summer)	Administration
Board of Advisors Report ¹³	Reports on insights, trends, and perceptions from thought leaders and other prominent information professionals.	Every spring semester	Dean
Course Enrollment Data	Identifies student enrollment trends and patterns in the frequency of course offerings.	Every semester (fall, spring, summer)	Administration
e-Portfolio Faculty Rater Satisfaction Survey	Gathers faculty evaluations of the workload required to advise students and assess student e-Portfolios and the suitability of the e-Portfolio assessment rubric.	Every fall semester	LIS-PC

¹³ A list of the Board of Advisors, as well as their qualifications and how they are appointed, is discussed in Chapter 5.

Source	Description	Frequency	Collected By
e-Portfolio Projects-to- Courses Mapping	Identifies the course projects students selected to include in their e-Portfolios and maps the courses to the program-level student learning outcomes. Mapping is reported by course type (elective, core) and by instructor type (full-time, part-time).	Every semester (fall, spring, summer)	LIS-PC
Admissions, Graduation, Retention Data	Identifies trends in student admissions, graduation, and retention.	Every semester (fall, spring, summer)	Administration
e-Portfolio Rubric Reliability	Demonstrates faculty rater agreement in their application of the e-Portfolio assessment rubric.	Once every three years OR introduction of new faculty rater	LIS-PC
Annual Retreat Minutes	Records yearly summary of program activities (e.g., revisions to goals, redesign of policies and procedures), assessment of attainment of goals, objectives, and learning outcomes, and future strategic initiatives.	Once a year (May)	Faculty Council
Curriculum Committee Meeting Minutes	Records feedback gathered from formal and informal faculty discussions with constituents and stakeholders, such as conversations within professional associations, trends identified from attending professional and/or academic conferences, and through interactions at meetings with part-time (adjunct) faculty.	Ongoing	Curriculum Committee

Source	Description	Frequency	Collected By
Faculty Council Meeting Minutes	Records regular reports, recommendations and Faculty Council decisions on program planning, development, and improvements. Records data from faculty and administrative staff regarding ongoing Institute- and program-related events and initiatives, such as Institute-wide committee activities, research funding opportunities, faculty and student research publications, and infrastructure enhancements,.	Ongoing	Faculty Council
Program Committee Meeting Minutes	Records discussions and decisions related to MSLIS program planning and assessment.	Ongoing	LIS-PC

STANDARD II: CURRICULUM

The curriculum is developed with respect to the School's mission, which is, in-part, "to educate creative, critical, and socially responsible professionals who participate in, contribute to, and improve the information society." Curriculum development is also influenced by the second part of the mission—which helps make Pratt's MSLIS distinctive—which is to "lead the information field, through teaching and research, in making connections with the arts, culture, and technology." Guided by this mission, as well as through School-level goals and program-level student learning outcomes, the curriculum is developed through a process that incorporates stakeholder feedback, faculty expertise, statements from professional associations, and the latest research in the field.

II.1 CURRICULUM PLANNING

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

Curricular Goals and Objectives

Curriculum planning and assessment is an organized and multi-methodological review of the curriculum. It is aimed at improving the overall effectiveness of the MSLIS program by:

- ensuring that the MSLIS curriculum is coherent and keeps pace with developments in Library and Information Science and related fields;
- facilitating the identification of curriculum improvement gaps and redundancy;
- responding to identified or emerging curriculum needs;
- validating program strengths;
- meaningfully engaging constituents and stakeholders; and
- demonstrating accountability and the School's commitment to assessment.

This commitment to systematic curricular review is embedded in School Goal #2, "To offer current, forward-looking, high-quality curriculum that supports the goals of each program, enables academic achievement, and prepares students for professional careers." In the context of the MSLIS program, these six aspects of curricular quality mean the following:

- a) Current: the curriculum provides foundational knowledge and skills that are required in today's LIS environments;
- b) Forward-looking: the curriculum provides opportunities to explore new and emerging areas that are relevant to LIS environments and may become more widespread in the near future;
- c) High-quality: the curriculum is highly regarded by all relevant stakeholders, including faculty, administration, students, employers, and Institute-level faculty and

- administration;
- d) Supports the goals of the MSLIS: the curriculum supports all five MSLIS program-level student learning outcomes;
- e) Enables academic achievement: the curriculum offers opportunities for students to demonstrate academic achievement (e.g., student course projects, external displays of achievement such as the annual student showcase, student publications, and faculty evaluations of achievement); and
- f) Prepares students for professional careers: the curriculum provides the knowledge and skills that allow students to obtain professional positions in the LIS field.

The School's commitment to providing students with an excellent academic experience is reflected in other School-wide goals that address different aspects of the curriculum:

- School Goal #3: To sustain excellence in face-to-face teaching;
- School Goal #4: To provide experiential and participatory learning opportunities that challenge students creatively, critically, and ethically;
- School Goal #5: To foster a culturally responsive learning environment that builds individual and community strengths; and
- School Goal #9: To cultivate collaborative relationships with cultural institutions and other organizations that expand research and learning opportunities.

Curricular Review and the Curriculum Committee

As mentioned in Chapter 1, the School has adopted a "shared database of courses" that supports all of the School's programs, including the MSLIS. In this framework, curriculum planning and assessment is a collaborative effort between the School-wide Curriculum Committee (CC) and the Library and Information Science Program Committee (LIS-PC).

As outlined in the Curriculum Committee (CC) Guidelines (available on [accreditation website](#)), the purpose of the committee is "to ensure that the curriculum is based on an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve." All full-time faculty of the School of Information currently teaching credit-bearing courses within its programs are eligible to be voting members of the CC. The Dean, as an ex-officio member of the committee, is included in committee communications and receives all materials submitted to the CC for final approval. The activities of the committee are to:

1. Receive curriculum proposals brought to the Committee by the faculty and Dean submitted as written proposals;
2. Leverage existing faculty expertise to review and make recommendations on curriculum proposals; and
 - a. Reviews can take into consideration a) intellectual richness;
 - b. learning outcomes and depth appropriate to the graduate-level; and
 - c. activities, assignments, and projects that contribute to course and program goals.
3. Prepare an annual report (summary) on activities that is delivered at the annual

retreat.

The CC is charged with reviewing and approving all proposals related to credit-bearing courses, degree programs, and degree program concentrations offered within the School of Information. Therefore, the LIS-PC is responsible for bringing MSLIS curriculum changes and revisions to the CC for review and approval.

The CC mandates that all curriculum proposals include an analysis of evidence demonstrating the need for the proposal and how the proposal responds to this need. Curriculum proposals related to the MSLIS must include evidence collected directly from stakeholders, including:

- Current students: from the MSLIS Graduating Student Survey, Student Focus Groups, Student Course Evaluations, e-Portfolio rubric data;
- Alumni: from the MSLIS Alumni Survey;
- Employers: from the Employer Focus Groups and Board of Advisors (see p. 138 for more details on the Board of Advisors); and
- Faculty: from various meeting minutes, which identify trends in the field from academic or professional research literature and other published sources (e.g., professional association guidelines) or from attending professional conferences within specific areas of specialization (e.g., archives, knowledge organization).

When faculty submit course proposals, they must also explicitly describe how the curriculum contributes to the five MSLIS program-level student learning outcomes. All of this evidence is documented in curriculum proposals and discussed and considered by the faculty during CC meetings. For more detail on this aspect of curricular review, see Standard II.7.

If the CC votes to recommend a proposal, it moves on to the Dean for approval and then to the Institute Curriculum Committee (ICC), which subjects the proposal to an additional round of review by faculty and administrators from across the Institute. If approved at this level, it moves to the Provost; if approved, it then goes on to the Registrar and, if applicable (i.e., new degree programs) the New York State Education Department (NYSED).

The CC holds regular meetings during the academic year, with meeting schedules synchronized with the Institute Curriculum Committee (ICC) calendar. The CC, led by the committee chair, delivers an annual report to the Faculty Council at the Annual Retreat (held every May) that contains a summary of all committee activities and recommendations and references to relevant meeting minutes, which provides a record of committee discussions and rationales for its recommendations, and curriculum proposal documents, which provides evidence to support curricular changes.

MSLIS Coursework: The Core

Four core required courses (12 credits: LIS-651 Information Professions, LIS-652 Information Services and Sources, LIS-653 Knowledge Organization, and LIS-654 Information Technologies) and eight elective courses (24 credits) make up the 36-credit

MSLIS degree. As a whole, Pratt's approach to the MSLIS curriculum is to blend theory, research, and practice and scaffold student learning through core courses that provide foundational knowledge and skills and elective courses that add depth and specialization in a student's chosen area of study.

Since 2008, a full-time faculty member has been designated as the lead instructor of each MSLIS core course. Lead instructors are responsible for reviewing and updating their assigned course at least once per academic year. Major course revisions (e.g., new course descriptions or changes to the course-level student learning outcomes) must be approved by the School Curriculum Committee (CC); otherwise, lead instructors are empowered to revise course topics, readings, or assignments to keep the course attuned to current and emerging technologies, professional standards, stakeholder needs/interests, and other relevant factors. When making such revisions, lead instructors leverage their subject matter expertise, data collected through environmental scanning, as well as relevant data collected as part of SI's systematic planning and assessment process (e.g., employer focus group data, Board of Advisors feedback, data from the Alumni Survey, data from the Graduating Student Survey, data from Student Course Evaluations).

Some recent changes to MSLIS core courses include:

LIS-651: Information Professions

The course continues to cover the foundational topics and history of Library and Information Science and its content and assignments are updated at least once per academic year by two full-time faculty members responsible for teaching and updating the course (Drs. Irene Lopatovska and Chris Sula). Sula and Lopatovska consider a number of data sources when making course updates, including course evaluations. The course assignments have been updated to develop stronger communication and research skills in students. For example, students are expected to research issues in the LIS field (using methodologies such as interviewing and observing practice in the field, doing literature searches, and analyzing online texts), and students are expected to deliver oral presentations. Course evaluation feedback indicates students want to see a stronger connection between the course and practical LIS contexts, including such comments as the following:

- "more practical treatment case studies of librarianship and archive and museum work" (Fall 2015);
- "more practical and research based info could be added to the course" (Fall 2015); and
- "more practical/career-oriented info" (Fall 2013).

To address this need, the course has looked to more explicitly connect students with the professional field by requiring students to participate in internal or external professional events throughout the semester.

LIS-652: Information Services & Sources

This course is reviewed and updated at least once per academic year by full-time faculty member Dr. Debbie Rabina in collaboration with part-time faculty members who also teach the course. Factors feeding into changes and development include the faculty members' expertise and research in the area, regular formal and informal meetings between the full- and part-time faculty teaching the course, engagement with the professional community at large (e.g., local, national, and international conferences), and consideration of course evaluations. Three recent changes include: a) a new unit on data reference; b) a greater emphasis on using digital tools for content creation; and c) a practice component that involves assisting underserved population. In particular, the course shifted to collaborating with the New York Public Library's Correctional Services Department to address incarcerated people's information needs. More discussion of how this project addresses student learning outcomes, including an analysis of student data, can be found in the article by Rabina and Visiting Assistant Professor Emily Drabinski published in *Reference & User Services Quarterly*.¹⁴

Prof. Rabina, working with LIS-652 instructors, use data such as course evaluations to make improvements to the course. For example, in Spring 2016 students made comments such as the following:

- "Larger groups for the final project (More than 2)".

To address this, the course for Fall 2016 was revised to use larger groups (three to four students). Other comments include ones like the following from Spring 2016:

- "More practice time with different database".

To address this interest, the course was revised to introduce biweekly, hands-on, non-graded, in-class assignments that require practicing with different databases.

LIS-653: Knowledge Organization

This course is reviewed and updated at least once per academic year by the lead faculty member in charge of the course development (Dr. Cristina Pattuelli) in collaboration with part-time faculty members. Reviews leverage the faculty members' active involvement in the knowledge organization community, feedback from course evaluations, and systematic research in the field.¹⁵ Some recent examples of changes to the course include the integration of developments in cataloging standards, including *RDA: Resource Description and Access* and *BIBFRAME*. Other additions and updates include the most current vocabulary control systems, including the *Virtual International Authority File (VIAF)* and the

¹⁴ Rabina, D. & Drabinski, E. (2015). Reference Services to Incarcerated People, Part II: Sources and Learning Outcomes. *Reference & User Services Quarterly*, 55(2), 123-131. Available on the [accreditation website](#).

¹⁵ Pattuelli, M. C. (2010). Knowledge organization landscape: A content analysis of introductory courses. *Journal of Information Science*, 36(6), 812-822. Available on the [accreditation website](#).

Library of Congress Linked Data Service for Authorities and Vocabularies. Finally, the course now introduces students to the emerging linked open-data initiative with an emphasis on its application to libraries, archives, and museums.

Prof. Pattuelli uses course evaluation data to make course improvements. For example, students requested more in-class lab exercises that apply what is learned, as seen in the following comments:

- Fall 2014
 - “More hands-on work with cataloging...”;
 - “...more hands-on work”; and
 - “More hands-on application of the material.”
- Spring 2015
 - “More lab time for in-class exercises.”; and
 - “Pair each lecture with in-class work.”

To address this student interest, Pattuelli and LIS-653 instructors introduced many more in-class lab exercises.

LIS-654: Information Technologies

This course is reviewed and updated at least once per academic year by the lead faculty person in charge of the course development (Dr. Monica Maceli) who takes into account feedback such as course evaluations among other sources of data. For example, Prof. Maceli received feedback on course evaluations asking for more hands-on in-class activities, such as captured in the following comments:

- 2014-2015
 - “more hands-on class practice”;
 - “Going more in depth with the HTML/CSS and branching into Java Script, I would have liked to do more hands-on work”;
 - “More hands on in class work, especially on web page creation”;
 - “More hands-on work, less lecture, more sample information”;
 - “more hands-on activities”; and
 - “More hands-on activities during lecture (there were plenty, but they were really helpful to understanding material)”.
- 2015-2016
 - “More hands-on professor interaction when building the website”;
 - “More hands-on and interactive lessons”;
 - “More hands-on classroom work”;
 - “More programming”; and
 - “more on JavaScript/SQL”.

Responding to this feedback, Maceli has introduced more hands-on in-class technical activities. Other changes include an extension of current events discussions throughout

course, and multiple web technology options for the final project. Based on her research in this area,¹⁶ Prof. Maceli has also added lectures on new topics, such as information security, encryption, big data, and cloud computing, and introduced class sessions that include interactive, web-based technology tutorials on programming with JavaScript.

As described above, each individual course in the MSLIS core has been updated and reviewed on an annual basis since our last accreditation in 2008. Although we have not conducted a systematic review of the MSLIS core as a whole in that time frame, a recent study (in fall 2014) by Prof. Irene Lopatovska found that Pratt's MSLIS core curriculum was in alignment with other MSLIS programs (a summary table of her findings is featured on the [accreditation website](#)). In addition, data from the Graduating Student Survey (see Table 4) and from Student Course Evaluations (Table 5) suggests that, in general, the MSLIS core courses are serving their purpose in providing foundational knowledge and skills, especially in providing skills that are needed for more advanced courses, though there are some clear areas for improvement (e.g., LIS-653 Knowledge Organization).

Table 4. Student perceptions of the MSLIS core courses, 2013-2016

	2013-2014	2014-2015	2015-2016	Overall
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that LIS-651 provided foundational knowledge	77.9% (N=77)	76.0% (N=100)	81.4% (N=59)	78.0% (N=236)
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that LIS-652 provided foundational knowledge	84.6% (N=78)	81.8% (N=99)	88.1% (N=59)	84.3% (N=236)
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that LIS-653 provided foundational knowledge	85.9% (N=78)	61.8% (N=102)	66.1% (N=59)	70.7% (N=239)
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that LIS-654 provided foundational knowledge	78.7% (N=75)	74.7% (N=95)	72.4% (N=58)	75.4% (N=228)

¹⁶ See: Maceli, M. (2015). Creating Tomorrow's Technologists: Contrasting Information Technology Curriculum in North American Library and Information Science Graduate Programs against Code4lib Job Listings. *Journal of Education for Library and Information Science*, 56(3), 198-212; Maceli, M. (2015). What Technology Skills Do Developers Need? A Text Analysis of Job Listings in Library and Information Science (LIS) from Jobs.code4lib.org. *Information Technology and Libraries*, 34(3), 8-21. Both articles available on the [accreditation website](#)

Table 5. Average course evaluation scores for the MSLIS core, 2013–2016

	2013–2014	2014–2015	2015–2016*	Overall
LIS-651 improved my understanding of the subject matter.	3.91	3.80	3.84	3.85
LIS-652 improved my understanding of the subject matter.	3.81	3.72	3.80	3.78
LIS-653 improved my understanding of the subject matter.	3.36	3.21	2.40	3.15
LIS-654 improved my understanding of the subject matter.	3.25	3.75	3.84	3.57

Note: 1=Strongly disagree, 4=Strongly agree

** 2015–2016 only includes data from fall 2015; data for spring 2016 is not yet available*

In addition to the above data, we have received comments from students (via the Student Focus Group and open-ended responses to the Graduating Student Survey) about minor inconsistencies between sections of the core course LIS-651 Information Professions. To address these comments, the lead instructors, Drs. Irene Lopatovska and Chris Sula, created a shared reading list and standardized course assignments.

Moving forward, and in consideration of how the MSLIS fits into the broader context of the School of Information, we will be conducting a comprehensive review of the MSLIS core in 2016–2017. This review will incorporate the biennial Employer Focus group (scheduled for fall 2016), which will emphasize the foundational knowledge and skills for library and information science professionals, and a special Faculty Council session dedicated entirely to the MSLIS core. Over the course of the academic year, the LIS Program Committee will synthesize relevant literature and data collected from environmental scans to develop a proposal for revising the MSLIS core. The expected completion data for the proposal is summer 2017.

MSLIS Coursework: Electives

In addition to the core courses, students select up to eight elective courses from a variety of areas. Several new concentrations and specializations have been developed throughout the last seven years to respond to stakeholder interest and developments in the field. program concentrations can be pursued by students by signing up for courses within a particular area, or entering a more formal focus through pursuing an advanced certificate within the MSLIS. While program concentrations allow a great deal of flexibility in what courses can be chosen, advanced certificate programs have courses from required areas

that students must take. Further, students can pursue areas of interest that are not captured in formal program concentrations and advanced certificate programs through discussions and planning with their faculty advisor.

All program concentrations and advanced certificate programs are overseen by a faculty member. The leaders of the areas are:

- Dr. Anthony Cocciolo – Archives (advanced certificate)
- Dr. Tula Giannini – Conservation and Digital Curation (advanced certificate)
- Dr. Chris Alen Sula – Digital Humanities (advanced certificate)
- Dr. Debbie Rabina – Libraries and Academic/Research Contexts
- Dr. Jessica Hochman – Literacy, Education, and Outreach
- Dr. Tula Giannini – Rare Books and Special Collections
- Dr. Irene Lopatovska – Data Analytics, Research, and Assessment
- Dr. Craig MacDonald – User Experience (advanced certificate)
- Dr. Tula Giannini – Digital Cultural Heritage

When creating or revising these program concentrations and certificates, faculty are required to write robust rationales that incorporate data and analysis, such as stakeholder feedback (employers, students, alumni, etc.), and published research, among other sources of data. These completed curriculum proposals are reviewed by the CC, as described earlier. Further, faculty are often deeply embedded in these sub-communities, and bring to bear on these areas specific requirements, best practices, and standards.

Appendix II.1 shows how the MSLIS core and elective courses provide for “the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.” Further, the School curriculum fully supports the MSLIS program-level student learning outcomes as shown by: 1) the MSLIS Curriculum Mapping (Appendix II.5), which highlights the contribution of individual courses to the program-level SLOs based on a syllabi analysis; and 2) the e-Portfolio-to-Course Mapping, which shows the number of e-Portfolio projects each course has provided in support of each program-level SLO (Appendix II.6). Our graduating students have expressed consistently positive opinions about the MSLIS curriculum (see Table 6).

Table 6. Student perceptions of the curriculum, 2013-2016

	2013-2014	2014-2015	2015-2016	Overall
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that the curriculum was up-to-date	92.3% (N=78)	92.8% (N=97)	89.5% (N=57)	91.8% (N=232)
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that the course offerings aligned well with their professional goals	85.7% (N=77)	87.1% (N=101)	86.0% (N=57)	86.4% (N=235)

Other stakeholders, such as employers, provide curricular input on the curriculum through the Employer Focus Group and Board of Advisors meeting, which typically focus on identifying current and emerging trends in the profession that could be addressed in the curriculum. More broadly, we believe that employers hiring our students is a strong evidence that the curriculum is responding to the needs of the profession. We are pleased to see that our employment rate has been steadily ticking upward. Since 2013, it has consistently averaged 92%. However, the last two administrations of the alumni survey (spring 2015 graduates) included a 96% employment rate and a 100% employment rate (Summer 2015 graduates).¹⁷ Although not all students return the survey, despite incentives that we put in place, we are confident in the uptick in employment, and believe that high-levels of employment is evidence that students are learning skills and knowledge that are valued in today's information environments. This claim is supported by our previous Employer Focus Group (held in fall 2014), in which participants praised the "amazing students" from Pratt's MSLIS program for being "very forward-looking" and having the ability to "sit at the edge of what's about to work" in the LIS world.

II.2: CONTENT OF THE CURRICULUM

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

The curriculum address all of the elements described in Standard II.2 at both the course-level and at the program-level. At the course-level, the MSLIS core courses (LIS-651, LIS-652, LIS-653, and LIS-654) address all of the elements listed above, as shown in Table 7 below.

Table 7. Core Courses and their Relationship to Standard II.2

Information and Knowledge...	LIS-651	LIS-652	LIS-653	LIS-654
Creation		x	x	x
Communication	x	x	x	x
Identification		x	x	
Selection		x	x	
Acquisition		x		

¹⁷ Spring 2015 alumni survey (61 sent, 28 received); summer 2016 alumni survey (9 sent, 5 received)

Organization & Description			x	x
Storage & Retrieval	x	x	x	x
Preservation	x	x		
Analysis		x	x	x
Interpretation	x	x	x	x
Evaluation	x	x	x	x
Synthesis	x	x	x	
Dissemination	x	x	x	x
Management	x		x	x

Appendix II.2 shows how the School elective courses addresses each element of Standard II.2.

In addition, select elements from Standard II.2 are embedded in the program-level student learning outcomes, which are the foundation of the MSLIS curriculum:

- SLO1 emphasizes using research methods to “assess and evaluate information environments” (Analysis, Interpretation, and Evaluation] and “produce original work” (Creation);
- SLO2 addresses communication “across digital media” (Communication) and that students “produce professional writing for research, e-publication, and presentation and for teaching and learning” (Dissemination);
- SLO3 states that graduates use technology for “information organization, access, retrieval, use, and preservation and management of content” (Storage & Retrieval, Organization & Description, and Preservation) and that they apply their technology skills to “investigate, analyze, and present information” (Analysis and Interpretation);
- SLO4 covers the need to “locate, assess, and use professional and research literature and select information products and services that best serve users” (Identification, Selection, Analysis, and Synthesis); and
- SLO5 focuses on the importance of “using leadership skills” and working “creatively with commitment” (Management).

II.3: ADDITIONAL CURRICULAR FACETS

Standard II.3 The curriculum

II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services;

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

II.3.3 integrates the theory, application, and use of technology;

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

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

II.3.6 provides direction for future development of the field;

II.3.7 promotes commitment to continuous professional growth

The elements in Standard II.3 are all covered in the core courses through course-level learning outcomes and/or course assignments, as shown in Table 8 . These elements are then further explored through elective courses, as shown in Appendix II.3. Specific details and select examples are provided below.

Table 8. Core courses addressing Standard II.3

Standard	LIS-651	LIS-652	LIS-653	LIS-654
II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services;		x	x	
II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;	x		x	
II.3.3 integrates the theory, application, and use of technology;	x		x	x
II.3.4 responds to the needs of a diverse society including the needs of underserved groups;		x	x	x
II.3.5 responds to the needs of a rapidly changing technological and global society;	x	x	x	x
II.3.6 provides direction for future development of the field;	x	x	x	x
II.3.7 promotes commitment to continuous professional growth.	x			

For each element of Standard II.3, we provide an explanation of how it is addressed in the core and select examples of electives that provide additional coverage.

II.3.1 Our curriculum “fosters development of library and information professionals who will assume an assertive role in providing services.”

Core: This element is covered in the core course LIS-652: Information Services & Sources, as reflected in the course objectives listed below:

- Ability to understand and evaluate information sources, services, and activities in a variety of applied contexts;
- Knowledge of a variety of information sources in print and electronic form: how they are structured, how information is retrieved from them, and about the contexts in which these resources function to communicate information;
- Knowledge of the process of learning from a variety of sources and in different settings and ability to manage that process; and
- Knowledge and analytical skills to apply toward work in a changing context of information production, dissemination, and use.

Specifically, this element is addressed in the class session on “interacting and understanding people,” which incorporates the following assigned readings:

- Bopp, Richard E. and Smith, Linda C. (2011). The Reference Interview. In *Reference and Information Services: An introduction* (4th Edition).
- Ross, Catherine Sheldrick, Nilsen, Kristi, and Radford, Marie L. (2009). Setting the Stage. In *Conducting the Reference Interview* (2nd Edition).
- Bromberg, Peter (2007, July 6). 10 principles of improve and why you should care. *Library Garden*. Available at <http://librarygarden.blogspot.com/2007/07/ive-been-meaning-to-get-to-two-posts.html>
- [Video] Popova, Maria (n.d.). Brené Brown on Vulnerability, Human Connection, and the Difference Between Empathy and Sympathy, Animated. Brain Pickings. Available at <http://www.brainpickings.org/2013/12/11/brene-brown-rsa-animated/>

Sample Elective: LIS-673: Literacy and Instruction focuses on teaching students how to create educational programs and facilitate instruction. Students prepare multiple lessons as part of class assignments and teach one to the class that is designed the address a specific community need. The lesson plans incorporate information literacy standards from professional associations, such as the AASL Standards (P-12 Library Learning), the ACRL Standards for Information Literacy (Post-Secondary), and more.

II.3.2 Our curriculum “emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.”

Core: This element is covered in the core courses LIS-651: Information Professions and LIS-653: Knowledge Organization.

In LIS-651, this element is reflected in the course-level learning outcomes below:

2. *Students learn basic concepts, principles and practices of Information and Library studies that form the foundation of their program of study. The students gain an understanding of:*
 - 2.1. *the concept of information, and its definitions in multiple disciplines (e.g., information science, psychology, economics, etc.);*
 - 2.2. *similarities and differences between various information disciplines, relationships between research and professional practice; and*
 - 2.3. *principles and key aspects of a) information structures; b) human information behavior; c) information technologies; d) information institutions' management; e) information policy issues; f) ethical and legal issues (e.g., democratic and constitutional principles such as free speech and free press), and other topics.*

LIS-651 also includes a number of assigned readings that reflect the evolving body of knowledge of the LIS field and related disciplines. Examples include:

- Buckland, M. (1991). *Information and Information Systems*. New York: Praeger.
- Bates, M. J. (2006). Fundamental forms of information. *Journal of the American Society for Information and Technology*, 57(8), 1033-1045.
- Whelan, D. L. (2009). Dirty little secret: self-censorship. *School Library Journal*, 2/1/2009 Available at: <http://www.schoollibraryjournal.com/article/CA6632974.html>
- Rowley, J. (2011). Should your library have an innovation strategy? *Library Management*, 32(4/5), 251-265.
- Hartel, J. (2012). Welcome to library and information science. *Journal of Education for Library and Information Science*, 53(3), 165-175.
- Denning, P.J. and Dew, N. (2012). The Profession of IT: The Myth of the Elevator Pitch. *Communications of the ACM*, 55(6), 38-40.
- Robinson, L. (2015). Multisensory, pervasive, immersive: towards a new generation of documents. *Journal of the Association for Information Science and Technology*, 66(8), 1734-1737.

In LIS-653, this element is reflected in the course objective "to introduce students to principles, standards, and techniques used to organize both printed and digital information resources in libraries and other information environments." Students achieve this objective in part by thoroughly investigating a topic related to knowledge organization and representation and creating a presentation, poster, and essay that synthesizes relevant historical and current literature. Assigned readings provide context for this project, and include both foundational and modern texts that illustrate the breadth of the LIS field. Some example readings include:

- Buckland, M. K. (1997). What is a "Document"? *Journal of the American Society for Information Science*, 48(9), 804-809.
- Hillman, D. Coyle, K. & Dunsire G. (2010). RDA Vocabularies: Process, outcome, and use. *DLib Magazine*, 16(1/2). Available at <http://www.dlib.org/dlib/january10/hillmann/01hillmann.html>

- Clarke, R. I. (2015). Breaking Records: The History of Bibliographic Records and their Influence in Conceptualizing Bibliographic Data. *Cataloging & Classification Quarterly*, 53(34), 286–302.

Lastly, the core courses draw readings from literature within the LIS domain, but also pulls in readings from other sources when relevant (see Table 9 below).

Table 9. Core course readings pulled from LIS and non-LIS periodicals

LIS periodicals	Non-LIS periodicals
<i>American Libraries</i>	<i>Communications of the ACM</i>
<i>Archival Science</i>	<i>First Monday</i>
<i>Australian Academic & Research Libraries</i>	<i>People & Strategy</i>
<i>Australian Library Journal</i>	<i>Outside</i>
<i>Cataloging & Classification Quarterly</i>	<i>Popular Science</i>
<i>College & Research Libraries</i>	<i>Scientific American</i>
<i>College & Research Libraries News</i>	<i>The Atlantic</i>
<i>Computers in Libraries</i>	<i>The Chronicle of Higher Education</i>
<i>D-Lib Magazine</i>	<i>The Learning Organization</i>
<i>Documents to the People (DttP)</i>	<i>The New York Times</i>
<i>Electronic Journal of Academic & Special Librarianship</i>	
<i>Ethics and Information Technology</i>	
<i>Evidence Based Library and Information Practice</i>	
<i>IFLA Journal</i>	
<i>Information Studies</i>	
<i>Journal of Documentation</i>	
<i>Journal of Education for Library and Information Science</i>	
<i>Journal of Information Ethics</i>	
<i>Journal of Information Science</i>	
<i>Journal of Library Administration</i>	
<i>Journal of the Association for Information Science and Technology</i>	
<i>Knowledge Organization</i>	
<i>Law Library Journal</i>	
<i>Library & Information Science Research</i>	
<i>Library Hi Tech</i>	
<i>Library Leadership & Management</i>	
<i>Library Management</i>	
<i>Library Review</i>	
<i>Library Trends</i>	
<i>New Library World</i>	
<i>Online Searcher</i>	
<i>PNLA Quarterly</i>	
<i>Progressive Librarian</i>	
<i>Public Libraries</i>	

LIS periodicals	Non-LIS periodicals
<i>Reference and User Services Quarterly</i>	
<i>Reference Reviews</i>	
<i>Reference Service Review</i>	
<i>School Library Journal</i>	
<i>The Library Quarterly</i>	

Sample Elective: LIS-630: Information Science Research teaches research skills by involving students in all phases of a research project, from development of research questions and methods, to data collection and analysis, and finally to publication. In this way, students' understanding of research extends beyond passive methods relating to reading and discussion and into formulating and implementing their own original research projects. Many of the course projects result in student publications (see student publications on [accreditation website](#)).

II.3.3 Our curriculum "integrates the theory, application, and use of technology."

Core: This element is addressed by the core courses LIS-654: Information Technologies and LIS-653: Knowledge Organization.

In LIS-654, this element is reflected in the course-level learning outcomes:

Upon successful completion of this course, a student will be able to:

- *Explain fundamental computing concepts, including the function of hardware, software, databases, and networks, while demonstrating use of appropriate technology vocabulary;*
- *Identify common technologies used in information organizations and discuss the purpose(s) they serve in creating, managing, storing, and accessing information; and*
- *Create a substantial website on a topic relevant to the course.*

These objectives are achieved through hands-on tutorials and assignments related to networking, databases, and web design and through a mixture of applied and theoretical readings, such as:

- Snyder, Lawrence. (2013). Chapter 7 – Representing Information Digitally. In *Fluency with Information Technology, 5th Edition* (pp. 191-216). Addison Wesley.
- Castro, E. & Hyslop, B. (2013). Chapter 1 – Webpage Building Blocks. In *HTML and CSS: Visual QuickStart Guide, 8th Edition* (pp. 1-26). Peachpit Press.
- Spraul, V. Anton. (2012). Chapter 1 – Strategies for Problem Solving. In *Think Like a Programmer* (pp. 1-23). San Francisco: No Starch Press.
- Yang, S. & Hofmann, M. (2010). The Next Generation Library Catalog: A Comparative Study of the OPACs of Koha, Evergreen, and Voyager. *Information Technology and Libraries, 29*(3).
- Oomen, J. & Aroyo, L. 2011. Crowdsourcing in the cultural heritage domain: opportunities and challenges. In *Proceedings of the 5th International Conference on*

Communities and Technologies (C&T 2011). ACM, New York, NY, USA, 138–149.

In LIS-653, students are exposed to both the theory and principles behind classic and modern forms of information description, organization, and classification (e.g., ISBD, FRBR, RDA, MARC21, XML, DublinCore) while also exploring relevant new technologies such as the Semantic Web and Linked Open Data. In course assignments, students use appropriate technological platforms to apply best practices and industry standards in common information description and classification tasks.

Sample Elective: LIS-658: Information Visualization incorporates the theory and practice of technology, which are expressed through the course learning outcomes:

By the end of this course, students will be able to:

- *critically discuss information visualizations in light of current theories and research;*
- *make good design choices in the context of various tasks, communications goals, and data constraints; and*
- *transform data into meaningful and effective visualizations using current software and tools.*

These outcomes are achieved through applied assignments, such as using state-of-the-art software (Tableau) to create a set of visualizations pertaining to a given dataset, and through theoretical readings such as:

- Friendly, Michael (2008). "A Brief History of Data Visualization" in *Handbook of Data Visualization*, eds. Chunhouh Chen, Wolfgang Härdle and Antony Unwin. Berlin: springer, 15–56.

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

Core: This element is covered in the core courses LIS-652: Information Services & Sources, LIS-653: Knowledge Organization, and LIS-654: Information Technologies.

In LIS-652, this element is reflected in the course objective below:

- *Ability to make professional and socially responsible decisions in managing the process through which information agencies and organizations provide access to information to individual users and different groups of users*

This element is directly addressed through a course assignment in which students provide reference service to incarcerated people, in collaboration with New York Public Library. This assignment is supported and informed by a collection of relevant assigned readings, such as:

- Drabinski, E., Rabina D. (2015). Reference services to incarcerated people, Part I: Themes emerging from answering inmates' reference questions. *Reference and User Services Quarterly [RUSQ]* 55:1, 42–48.
- Rabina D., Drabinski, E. (2015). Reference services to incarcerated people, Part II:

Sources and learning outcomes. *Reference and User Services Quarterly [RUSQ]* 55:2, 123-131.

- Shachaf, P., & Horowitz, S. (2006). Are virtual reference services color blind? *Library & Information Science Research*, 28(4), 501-520.

In LIS-653, students are asked to consider the perspectives of underserved groups in relation to categorization, classification, and subject analysis, as evidenced by the following readings:

- Roberto, K.R., (2011). Inflexible Bodies: Metadata for Transgender Identities. *Journal of Information Ethics*, 20(2), 56-64.
- Drabinski, E. (2013). Queering the Catalog: Queer Theory and the Politics of Correction. *Library Quarterly*, 83(2), 94-111.
- Webster, K & Doyle, A. (2008). Don't Class Me in Antiquities!: Giving voice to Native American materials. In Roberto, R. (Ed.) *Radical Cataloging: Essays at the Front* (pp. 189-197). Jefferson, N.C.: McFarland & Company.
- Furner, J. (2007). Dewey deracialized: A critical race-theoretic perspective. *Knowledge Organization*, 34, 144-168.

In LIS-654, a week is devoted to web accessibility, universal design, and assistive technologies.

Sample Elective: The course LIS-625: Management of Archives and Special Collections dedicates a week to discussing "Diversity, Inclusion and the Archival Profession," and students read works such as:

- Ramirez, M. H. (2015). Being Assumed Not to Be: A Critique of Whiteness as an Archival Imperative. *American Archivist* 78 (2), 339-356.
- M.A. Caldera & K. M. Neal (Eds.) (2014). *Through the archival looking glass: a reader on diversity and inclusion*. Chicago, IL: Society of American Archivists Press.
- Daniel, D. & Levi, A. S. (Eds.) (2014). *Identity palimpsests: archiving ethnicity in the U.S. and Canada*. Sacramento, CA: Litwin.
- Greenblatt, E. (2011). *Serving LGBTIQ library and archives users: essays on outreach, service, collections and access*. Jefferson, NC: McFarland & Company.

Needs of diverse users are considered in the practice-based portions of this course, such as requiring students to make decisions related to culturally-sensitive material (e.g., in creating descriptions and access points for such materials, in digitization).

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

Core: All of the MSLIS core courses reflect the needs of our rapidly changing technological and global society. In LIS-651, students learn to "critically examine information institutions, practices, and services" from technological perspective through readings and lectures on human information behavior, user-centered design, e-reading, information management, leadership, and innovation. Students in LIS-652 gain "knowledge and analytical skills to apply

toward work in a changing context of information production, dissemination, and use” through readings, lectures, and assignments covering government information sources, open access information sources, and technology-enabled reference services (e.g., LibGuides, Camtasia video tutorials). With its focus on “principles, standards, and techniques” for information classification and organization, LIS-653 covers international standards and modern indexing, vocabulary control, and indexing technologies. Finally, LIS-654 teaches students to “explain the impact of technology-related current events on information organizations and information professionals” by teaching students how to adhere to both international coding standards for HTML and CSS and web design accessibility guidelines while also reflecting socio-technical issues (e.g., information security and privacy, crowdsourcing, open source technologies).

Sample Elective: LIS-611: Information Policies and Politics teaches students how policies and laws are developed and crafted on the national and international level to address tensions created by the gaps between what technology enables us to do and what the laws allows us to do. Students learn about the scope of information policies as they affect the information society today, among them freedom of information, intellectual property, privacy, and government information.

II.3.6 Our curriculum “provides direction for future development of the field.”

Core: This element is addressed throughout all core courses for the MS LIS, with each course dedicating at least one class session to discussion and reflection on future developments in the field. Future-oriented topics covered by the core classes include the following:

- LIS-651: 21st century information ethics, techno-centrism, library neutrality, value-sensitive design;
- LIS-652: open access, data sources and data management, geographic information sources;
- LIS-653: ontologies, folksonomies, the semantic web, linked open data; and
- LIS-654: application programming interfaces (APIs), content management systems, crowdsourcing, the open source movement.

Sample Elective: Using the framework of the semantic web, LIS-670: Linked Open Data for Libraries, Archives and Museums examines various contexts and practices for using linked data to enhance access to cultural heritage materials and making digital content easier to find and use. Students gain a critical understanding of the linked data landscape through the analysis of representative international and national digital heritage projects and the most current linked data applications.

II.3.7 Our curriculum “promotes commitment to continuous professional growth.”

Core: This element is covered in the core course LIS-651: Information Professions, as reflected in the course-level learning outcomes below:

2. *Students develop understanding of information profession and learn the importance of professional development and social skills. The students should:*

- 2.1. develop an understanding of career paths available in the information management domain
- 2.2. identify and internalize core professional values
- 2.3. become part of professional community(-ies)
- 2.4. become familiar with professional development and continuing education techniques

To achieve this objective, students are required to participate in professional events and join professional organizations as a way to develop their professional development skills.

Sample Elective: In LIS-698: Practicum, students complete 120 hours of fieldwork supervised by an information professional that culminates with an action-research project related to their practicum experience. The Practicum provides hands-on learning that relates theory to practice, and for the final project students must reflect on their experience, its relationship to the profession, and their role within it.

II.4: COHERENT PROGRAMS OF STUDY

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

The MSLIS learning experience is designed to allow students to construct coherent programs of study. This is firstly achieved through students meeting with their advisors to discuss their needs, goals, and aspirations, and how those can be addressed through the program. During the admissions process and when signing up for courses in their first semester, students speak over the phone or in-person to Ms. Quinn Lai, the Advisor for Academic programs, who provides advice to the students based on their goals and interests. Based on the students' stated interests in their admissions files, Lai assigns each student to a faculty advisor, and suggests that the student get to know his or her faculty advisor (e.g., setting up an appointment or visit during office hours). Further, all faculty advisors send out broadcast emails to all their advisees each semester letting them know they are invited to come talk with them about their needs, goals, and interests. The students meet with their faculty advisors for the rest of their time in the program as needed when selecting courses, thinking through the e-Portfolio requirements, or to get other advice as needed. Students have the option of changing courses during the program and selecting new faculty advisors, but most remain with the ones that they were assigned on entering the program.

The second way that students construct a coherent program of study is through following a program concentration or advanced certificate program. While program concentrations provide a list of courses that students are advised to take, advanced certificate programs

have required “buckets” of classes that need to be satisfied and often more explicit course sequencing. Further, course sequencing is enforced through co-requisites and prerequisites.

The e-Portfolio also acts as a third opportunity for students to cohere their programs of study. All MSLIS students must complete an e-Portfolio that illustrates that they meet the five program-level learning outcomes. A student, through discussions with his or her faculty advisor, may choose to take a course needed to demonstrate a program-level learning outcome. For example, a student may choose to take a class because it will provide a project that can be used in his or her e-Portfolio that will satisfy a particular SLO. A table that is provided on the website, and pointed to by advisors, is designed to show students which classes supply e-Portfolio projects for a given SLO based on an analysis of past e-Portfolio submissions. This table is provided in Appendix II.6.

Please refer to Standard IV.4 for a detailed breakdown showing how many students have completed each the program of study (including certificates).

Dual-degree programs

The program provides interdisciplinary opportunities through three degree programs that combine the MSLIS with the following degrees: MFA Digital Arts, MS History of Art and Design, and Judicial Doctorate and LLM with Brooklyn Law School.

LIS-661 Art Documentation provides an important and effective bridge from our MSLIS program to the MS History of Art and Design. The course introduces students to a range of theoretical and practical issues surrounding the creation and management of artist records. Students become familiar with knowledge organization methods and standards used to describe multimedia and archival objects in the domain of art. They acquire hands-on experience by creating archival records that document artists and their working practices. They also become familiar with professional best practices by writing a formal proposal based on actual case studies and then presenting their proposal to potential stakeholder clients from NYC galleries, museums, art foundations, etc.

New courses have been developed and revised to address issues that may be of interest to those studying to be academic or research librarians as well those enrolled in the dual-degree Law Librarianship program with Brooklyn Law School. These include courses taught by Dr. Debbie Rabina, such as LIS-611 Information Policies and Politics, LIS-613 e-Government Information and Users, and LIS-697 Information and Human Rights.

Graduates of dual-degree programs have used the opportunity to construct interdisciplinary interests and subsequent careers that combine multiple fields. For example, alum Ben Fino-Radin (2014 MSLIS and MFA Digital Arts), Digital Repository Manager in the Conservation Department of the Museum of Modern Art, combines his interest in born-digital art with emerging archival practices such computer-based preservation, to become a pioneer and leader in the field of born-digital art conservation. In his case, deep knowledge of digital art practices combined with the learning opportunities within the MSLIS, with strengths in areas like archives and linked-open data, provide a launching pad for such emergent careers.

Experiential learning opportunities

SI faculty are particularly strong in creating experiential learning opportunities for students. These experiential learning opportunities often leverage relationships with New York City cultural institutions to have students work on meaningful, real-world projects, effectively combining theory with practice. Some of these experiential learning opportunities have gotten the attention of trade publications and even the national press. Included on the [accreditation website](#) are articles in *Newsweek* (national magazine) and *Archival Outlook* (archivists trade publication) that feature some of the course projects created by faculty that effectively blend theory and practice while having students meet the course learning outcomes. More detail on experiential learning opportunities created by individual faculty will be discussed in Chapter III.

In addition to experiential learning within courses, MSLIS students can choose to take LIS-698 Practicum, which allows students to spend 120 hours on site applying skills and knowledge developed in the classroom to a real-world information setting. MSLIS students can choose their practicum sites from a substantial number and variety of institutions. Since 2004, Dean Tula Giannini has coordinated and taught the practicum program and has continuously worked on developing relationships and partnerships to respond to the full range of our students' interests in the information professions. Thus, practicum sites include GLAM institutions, the IT sector, publishers, media companies, non-profits, and corporations with significant collections, both physical and digital.

Importantly, our practicum partners enrich student experience, strengthen learning outcomes and extend teaching and learning resources as students learn in professional high-level best practices environments with leaders in the information field. Based on site-supervisor written evaluations, we can document that students do excellent work on site and are able to apply a range of knowledge and skills learned in their coursework. Students find that the practicum course has proven especially helpful to advancing their careers as they become graduates entering the professional world of work. In fact, it is not uncommon for students to be hired for a full-time position by their practicum institution. A listing from spring 2016 with students and their respective culminating practicum project are included in Appendix II.4.

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

Students begin their studies towards the MSLIS degree by taking the core courses, which immediately introduce them to a general foundation of library and information studies. These courses, as well as electives, build upon this general foundation with specialized learning experiences that take into account the statement of knowledge and competencies development by professional organizations. When developing new curriculum or revising

existing curriculum, faculty consult statements of competencies developed by relevant professional organizations.

Student competencies captured by statements from professional organizations get demonstrated through student work at the MSLIS program level, the area of study level, and at the course level.

At the program level, students develop knowledge and skills that map directly onto ALA Core Competencies of Librarianship. This alignment is captured below in Table 10. As described earlier, the program-level learning outcomes are directly assessed through the e-Portfolio capstone project.

Table 10. ALA Core Competencies of Librarianship alignment with program-level SLOs.

ALA Competencies	SLO1 Research	SLO2 Communication	SLO3 Technology	SLO4 User- Centered Focus	SLO5 Reflective Practice
#1 Foundations to the Profession					✓
#2 Information Resources		✓	✓		✓
#3 Organization of Recorded Knowledge and Information		✓	✓	✓	✓
#4 Technological Knowledge and Skills		✓	✓	✓	✓
#5 Reference and User Services	✓		✓	✓	✓
#6 Research	✓				
#7 Continuing Education and Lifelong Learning		✓			✓
#8 Administration and Management				✓	✓

Students can also demonstrate professional competencies at the level of the area of study. For example, the archives area—as formalized through the Advanced Certificate in Archives that can be taken within the MSLIS—has learning outcomes for the certificate that align with the Society of American Archivists’ Guidelines for a Graduate Program in Archival Studies (2011). Table 11 illustrates the alignment between these SLOs and SAA’s guidelines.

Table 11. Alignment between the Archives Advanced Certificate and SAA Guidelines

Archives Certificate Learning Outcomes <i>By the end of this advanced certificate program, student will be able to:</i>	SAA Guidelines for a Graduate Program in Archival Studies (2011)
Understand the social function of archives, and how it differs from and intersects with libraries and museums.	Knowledge of the Profession: History of Archives and the Archival Profession, Records and Cultural Memory, Ethics and Values
Demonstrate extensive knowledge of core archival principles and practices, such as collection development, appraisal, donor relations, arrangement and description, legal/ethical issues, access/reference, and instruction/outreach.	Knowledge of Archival Materials and Functions: The Nature of Records and Archives, Appraisal and Acquisition, Arrangement and Description, Preservation, Reference and Access, Outreach and Advocacy, Management and Administration, Records and Information Management
Process an archival collection and use archival descriptive standards, specifically DACS and EAD.	Practical Experience: Knowledge acquired in coursework will be enhanced through experiential learning in the workplace.
Demonstrate familiarity with digitization and managing born-digital materials.	Knowledge of Archival Material and Functions: Digital Records and Access Systems
Discuss trends in the field of archival practice and archival studies.	Knowledge of the Profession: Records and Cultural Memory, Ethics and Values, Scholarly Research
Think critically about the role of archives for sustaining personal, social, and public memory.	Contextual Knowledge: Social and Cultural Systems, Legal and Financial Systems

Other areas of study address professional competencies. For example, the School Library Media Specialist program (LMS), accredited by CAEP (Council for the Accreditation of Educator Preparation), aligns with competencies of the American Association of School Librarians (see the “2013 Pratt TEAC inquiry brief” on the [accreditation website](#) for more information on this program, its accreditation, and alignment with AASL competencies).

Students also demonstrate competencies developed by professional organizations at the course level. For example, all students are required to take LIS-652: Information Services and Sources where they develop competencies captured in RUSA’s Professional

Competencies for User Services Librarians.¹⁸ Also in this course, the unit covering geographic information systems develops select competencies captured in the core competencies of the ALA's Map and Geography Round Table (MAGERT).¹⁹

As illustrated in Appendix II.3, all of the MSLIS core courses address competencies expressed in relevant professional organizations, as do a majority of our elective courses. Table 12 maps statements of competencies and at what level or levels they are addressed at (program-level, area of study-level, and course level):

Table 12. Professional competencies and how/where they are addressed

Parent Org	Competency²⁰	Where Addressed
ALA	Core Competences of Librarianship	MSLIS program-level Core courses Select elective courses
ALA	American Association of School Librarians (AASL) – Standards for Initial Preparation of School Librarians	Library Media Specialist program
ALA	Association for Library Service to Children (ALSC) – Competencies for Librarians Serving Children in Public Libraries	Concentration "Literacy, Education and Outreach"
ALA	Association of College and Research Libraries (ACRL) – Competencies for Special Collections Professionals	Concentration "Rare books and Special Collections" Advanced certificate "Conservation and Digital Curation" Select electives
ALA	Association of College and Research Libraries (ACRL) – Standards for Proficiencies for Instruction Librarians and Coordinators	Course LIS-673 Literacy and Instruction
ALA	Intellectual Freedom Round Table (IFRT) – Intellectual Freedom Core Competencies	MSLIS program-level Core courses
ALA	Map and Geography Round Table (MAGERT) – Map, GIS and Cataloging / Metadata Librarian Core Competencies	LIS-652 Information Services & Sources (select) LIS-687 Geographic Information Systems

¹⁸ <http://www.ala.org/rusa/resources/guidelines/professional>

¹⁹ http://www.ala.org/magirt/sites/ala.org.magirt/files/content/publicationsab/MAGERTCoreComp2008_rev2012.pdf

²⁰ Note that not every competency may be addressed.

ALA	Reference and User Services Association (RUSA) – Professional Competencies for Reference and User Services Librarians	LIS-652 Information Services & Sources Other select electives
ALA	Library Leadership and Management Association (LLAMA) – Developing Core Leadership Competencies for the Library Profession	LIS-633 Strategic Leadership LIS-607 Information Economics and Management
ALA	Young Adult Library Services Association (YALSA) – Young Adults Deserve the Best: Competencies for Librarians Serving Youth	Concentration “Literacy, Education and Outreach”
ARLIS/NA	Art Libraries Society of North America Core Competencies for Art Information Professionals	Dual degree program MSLIS and MS History of Art Advanced Certificate in Museum Libraries LIS-667 Art Librarianship LIS-661 Art Documentation
ALISE	Association for Library and Information Science Education Information Ethics in Library and Information Studies Education	MSLIS program-level Core courses Select elective courses
SAA	Society of American Archivists Guidelines for a Graduate Program in Archival Studies	Advanced certificate in Archives

II.6: CURRICULUM FORMS

Standard II.6 *The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.*

The MSLIS is offered in its entirety from our single location in Manhattan. As discussed in Chapter VI Physical Resources and Facilities, Pratt has no intention of offering MSLIS courses online, or in another physical location (e.g., no plan to relocate to the Brooklyn campus).

For courses taught by more than one instructor, lead instructors meet annually with their co-instructors to ensure the learning content of each section is aligned with the course goals and objectives. It was mentioned previously that we received feedback from Student Focus Group that there were minor inconsistencies between sections of the core course LIS-651 Information Professions. After receiving this feedback, the lead instructors of LIS-651, Drs. Irene Lopatovska and Chris Sula, reviewed their respective syllabi and created a shared reading list and standardized course assignments that will be used across all sections of LIS-651.

II.7: CURRICULUM EVALUATION AND DEVELOPMENT

Standard II.7 *The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students' achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.*

Through our systematic planning and assessment process, Pratt SI has procedures for curriculum evaluation and curriculum development that ensure the MSLIS curriculum is reviewed, evaluated, improved, and is receptive to innovation. While we will discuss these two procedures separately in this section, they are intermixed and both support and inform the other. Importantly, both processes draw on data and evidence collected as part of SI's systematic planning and assessment process (a full list of data sources used for systematic planning and assessment is presented in Table 3 (Standard I.3). As mentioned in Standard I.1, data is accessible to SI faculty and staff through the School's Data Sharing System, which includes data collected from variety of stakeholders, specifically:

- Collected by Dean and Faculty Council:
 - Board of Advisors (annual)
 - Course Enrollment (every semester)
 - Admission, Graduation, and Retention Data (annual)
 - Course Evaluations (every semester)
- Collected by LIS Program Coordinator and LIS Program Committee:
 - Graduating Student Survey (every semester)
 - Alumni Survey (every semester; nine months following graduation)
 - Curriculum Mapping (annual)
 - E-Portfolio Rubric Scores (every semester)
 - Employer Focus Group (every two years)
 - E-Portfolio Faculty Rater Survey (annual)
 - E-Portfolio Projects-to-Courses Mapping (every semester)
- Collected by Faculty:
 - Information from Professional Associations (every semester)
 - Research in Field (variable)
 - Course Evaluations (every semester)

Curriculum Evaluation

Curriculum evaluation is aimed at ensuring the curriculum as a whole is meeting its objectives (as explained in Standard II.1). To that end, curriculum feedback is solicited from students via Student Course Evaluations (collected every semester) and the Graduating Student Survey (collected from every graduating student in their last semester) and from alumni via the Alumni Survey (sent to every graduate nine months after their graduation date). As mentioned in Standard II.1 (presented in Table 6), between 2013-2016, 91.8% of respondents to the Graduating Student Survey agreed or strongly agreed that the curriculum was up to date and 86.4% agreed or strongly agreed that course offerings aligned well with

their professional goals. Likewise, the vast majority of program alumni felt that the MSLIS curriculum prepared them for their employment.

Table 13. Alumni perceptions of the curriculum, 2013-2015

	2013-2014	2014-2015	Overall
Alumni who <i>strongly agreed</i> or <i>agreed</i> that, through their Pratt MSLIS courses, they acquired knowledge that prepared them for their employment	86.0% (N=43)	91.5% (N=47)	88.9% (N=90)

Further, Student Course data from the past three years indicate that the majority of students feel that SI courses are consistent with the syllabus, achieve the stated goals of the syllabus, and improve their understanding of the subject matter.

Table 14. Average course evaluation scores for the MSLIS curriculum as a whole, 2013-2016

	2013-2014	2014-2015	2015-2016*	Overall
The content of the course was consistent with the syllabus.	3.79	3.78	3.73	3.78
The instructor achieved the stated goals of the syllabus.	3.72	3.71	3.71	3.71
The course improved my understanding of the subject matter.	3.71	3.69	3.71	3.70
I would recommend this course to another student.	3.50	3.51	3.67	3.53

Note: 1=Strongly disagree, 4=Strongly agree

** 2015-2016 only includes data from fall 2015; data for spring 2016 is not yet available*

Overall these data show that perceptions of the curriculum in its entirety are generally positive, and we monitor these data on annual basis to track trends over time and confirm the curriculum continues to achieve its goals on a macro-level.

Another facet of curriculum evaluation is examining which courses have provided projects that students include in their e-Portfolio to address one or more of the program-level student learning outcomes (SLOs). The e-Portfolio-to-Course mapping (provided in Appendix II.6), shows that just four courses (6.3%) currently in the course catalog have not provided an e-Portfolio project, indicating that the curriculum fully supports the learning objectives of the MSLIS program.

Curriculum Development

On a micro-level, individual course revisions (changes to the course title, description, prerequisites, or learning outcomes), course additions, and course deactivations are managed through SI's curriculum development process, which was explained in detail in Standard II.1. Data collection and analysis related to curriculum development are documented in relevant forms (e.g., new course proposal, course revision) and in reports, including the LIS Program Committee's Annual Report and the Dean's Annual Board of Advisors report,²¹ which can include specific recommendations for improvement and/or suggest potential areas for curriculum development. These documents are presented and discussed at the Faculty Council meetings and added to the Data Sharing System to make them easily accessible by SI faculty.

SI faculty then utilize these and other relevant data sources when creating specific curriculum proposals, which include new and revised courses, advanced certificate programs, program concentrations, and degrees (as described earlier). These proposals may be created by individual faculty members, the Dean, or the LIS Program Coordinator, and must be submitted to the School Curriculum Committee (CC) for review. Upon approval, they are sent to the Dean for approval, then to the Institute Curriculum Committee (ICC), and the Provost. For new and revised programs, the proposals need to be sent to New York State Department of Education. Further, new degrees need approval from the Pratt Institute Board of Trustees.

Curriculum proposals must be submitted through the appropriate School- or Institute-level forms. For example, proposals for new and revised course require the proposer to address questions like the following:

- Which of the program's learning outcomes does this course help achieve? Please explain, referring to the program's Student Learning Outcomes.
- How does this course reflect current developments in the discipline?
- How does the course enhance cohesion and/or comprehensiveness of the program curriculum?

Because every new and revised course requires the proposer to think through these issues, it ensures that all curriculum proposals have a clear rationale and are based on sound evidence. In effect, the rigorous curriculum development process enacted by the School Curriculum Committee, buttressed by a similar review at the Institute-level, ensures that the curriculum is receptive to innovation and evolves based on feedback from a variety of stakeholders.

The School Curriculum Committee also makes additional demands from proposers that are not required at the Institute-level. For example, in late 2015 the committee introduced a

²¹ Prior to 2016, the LIS-PC Annual Report was known as the e-Portfolio Oversight Committee (EPOC) Annual Report. LIS-PC and EPOC reports are available on the [accreditation website](#).

requirement that course deactivations be substantiated with a written proposal that uses three sources of evidence on why the course should be deactivated. Thus, proposers can reference sources like employer focus group data, information from professional associations, and other sources of data, to provide a sound rationale for why a given course should be deactivated. This requirement ensures that all curricular decisions are well supported by data and analysis.

Examples of Curriculum Evaluation and Development

In this section, we will describe an example of recent curricular actions that illustrate how SI's systematic process of curriculum evaluation drives curriculum development initiatives. As presented above, recent data shows positive student and alumni perceptions of the curriculum as a whole. However, comments from the recent Student Focus Group and open-ended feedback from the Graduating Student Survey show a persistent student demand for more technology-related courses. Some sample comments include:

- "At the risk of becoming an 'i-school??,' I think there should be more options for students to take technology/programming classes." (Graduating Student Survey, Summer 2014);
- "More software skills and technical knowledge." (Graduating Student Survey, spring 2014);
- "I would push digital technology classes more. They will help no matter the level or type of job that one enters the profession with." (Alumni Survey, fall 2013); and
- "I like the trend towards offering more courses dealing with tech/web issues; this should be continued/encouraged." (Alumni Survey, spring 2014).

We have responded to these expressions of interest by developing and offering several new technology-focused courses, such as:

- LIS-638: Web Development
- LIS-664: Programming for Cultural Heritage
- LIS-670: Linked Open Data for Libraries, Archives and Museums
- LIS-687: Geographic Information Systems
- LIS-669: Digital Asset Management

As some of the newest hires on the faculty bring with them extensive technology skills (e.g., Monica Maceli for full-time faculty and Bill Ying, Chief Information Officer of Artstor, for part-time faculty), the School is committed to continuing to grow and strengthen our technology-related course offerings to meet this growing demand. For example, two new technology-related special topics courses (designated LIS-697) are being piloted in fall 2016 and are likely to become regular courses in the near future:

- LIS-697-01: Database Design & Development
- LIS-697-03: Content Strategy

To “close the loop” on our curriculum evaluation and development process, we will be monitoring student feedback over the coming year to gauge whether these efforts have been effective at meeting student demand for more technology-rich courses.

STANDARD III: FACULTY

School of Information faculty share a dedication to the values and ethics of the information field, demonstrate a commitment to its advancement, and work together to create a rich and stimulating learning environment for students. Through engagement with students on collaborative research projects, advisement and mentoring of students, service to the School and Pratt communities, and outreach to local non-profit and cultural heritage institutions, SI faculty enhance the academic experience for students in the MSLIS program.

Over the past several years, the School has placed significant focus on recruiting and retaining a high-quality and diverse faculty in terms of educational background, areas of research and publication, and teaching and professional experience. In alignment with the MSLIS program's statement of purpose to educate and prepare "the next generation of library and information professionals," the full-time faculty's knowledge, skills, and capabilities strongly support all areas of the program from the core MSLIS curriculum through its full range of specializations.

The following School-wide goals emphasize all of the above aspects and demonstrate our faculty's commitment to excellence and engagement:

- School Goal #3: To sustain excellence in face-to-face teaching;
- School Goal #7: To recruit and retain full-time faculty who engage in high-quality research, scholarly communication, and creative endeavors and part-time faculty who are experts in their field of practice;
- School Goal #9: To cultivate collaborative relationships with cultural institutions and other organizations that expand research and learning opportunities;
- School Goal #10: To participate in and contribute to the profession, School, and Institute through faculty and student involvement; and
- School Goal #11: To pursue internal and external support for innovation in research, teaching, and learning.

III.1: FULL-TIME AND PART-TIME FACULTY

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

Institutional Context

Pratt Institute's faculty unionized under its first Collective Bargaining Agreement (CBA) in 1973. Since then, the Pratt Faculty Union Contract—entered into agreement by the United

Federation of College Teachers (UFCT) Local 1460 and Pratt Institute Administration—governs a wide-variety of faculty functions. The Faculty Union and administration renegotiate these contracts on a regular basis with faculty serving on the negotiating committee, which is typically every four years, and the membership vote to ratify them. A selection of major functions that are governed by the Faculty Union Contract include:

- Appointments and Reappointments (Article XVI);
- Promotions (Article XVI);
- Tenure (Article XVI);
- Workload (Article XX);
- Salaries (Article XXIV); and
- Job titles (Article XV and Article XXIII).

For example, the Pratt Faculty Union Contract governs teaching loads: the contract stipulates that the teaching load for full-time tenure-track and tenured faculty in the School of Information is three courses per semester, with one course optionally in the summer with additional pay at a rate formulated by the contract. The contract also stipulates the creation of Peer Review Committees (PRC) for Appointment, Reappointment, Promotion, and Tenure (ARPT). Thus, the School of Information maintains its own PRC per contract requirements.

Please note that a copy of the Pratt Faculty Union Contract can be found on the [accreditation website](#).

Full-Time Faculty

The School of Information currently has eight full-time tenure-track or tenured faculty members, plus the Dean, who is also a tenured full-professor. Six of the eight full-time faculty members have been appointed since the last accreditation visit in 2008, all at the rank of Assistant Professor. Over that same time period, six full-time faculty members have been promoted to Associate Professor and three have received tenure; one faculty member has been promoted to Professor. Note that, unlike many other academic institutions, the job title “Associate Professor” at Pratt does not necessarily denote that faculty has received tenure. An Assistant Professor can apply for promotion to Associate Professor without tenure on his or her fifth year of service, and for tenure on his or her seventh year of service, thus providing for a time period where he or she is an Associate Professor without tenure.

Full-time faculty responsibilities include teaching, research/publications, and service, and extend to: student advisement and mentoring, both as students’ primary academic advisors and supervisors of their culminating e-Portfolio experience and independent studies; developing courses that support and enhance curriculum; serving on the School and Institute committees; and making external professional and research connections. In addition, each full-time faculty member leads an area of curriculum focus within the School based on his or her expertise and carries a major share of the teaching in that area.

The qualifications, areas of expertise and specializations and a list of courses taught by the full-time faculty are listed below.

Table 15 shows strong relationships between full-time faculty research, expertise and their teaching focus, and illustrates how diversity of the full-time faculty research and teaching supports the areas of specialization within the program. Information on the faculty educational backgrounds, areas of expertise, instructional responsibilities, research activities, and service offered in this chapter provides evidence of faculty capabilities in fulfilling the program mission.

Table 15. Full-time faculty research/teaching/advising expertise and educational background

Name, Faculty Rank (Year of Appointment to Faculty)	Qualifications: degrees, areas of study and institutions	Courses Taught 2013–2016	Areas of Curricular Expertise and Research Specializations
Anthony Cocciolo, Assoc. Prof. (2009)	Ed.D., MA, Communication, Media, and Learning Technologies Design, Teachers College Columbia University	LIS-625: Management of Archives & Special Collections; LIS-665: Projects in Digital Archives; LIS-668: Projects in Moving Image and Sound Archives	Archives, physical and digital collections, information computing, and technology Coordinator, MSLIS and archives programs
Tula Giannini, Professor, Dean (1998)	PhD, Musicology, Bryn Mawr College, MLS, Rutgers University BM, MM, Manhattan School of Music, Performance	LIS-698: Practicum; LIS- 697: London Summer School with King's College London, Department of Digital Humanities- The Arts and Digital Culture	Digital culture and heritage, digital curation, museum libraries, information theory, and digital convergence
Jessica Hochman, Assoc. Prof. (2011)	PhD Philosophy and Education, Teachers College, Columbia University MA, Instructional Technology and Media, Teachers College, Columbia University	LIS-673: Literacy & Instruction; LIS-680: Instructional Technologies; LIS-690: Student Teaching for School Library 1-6; LIS- 692: Student Teaching for School Library 7-12	K-12 library services and education, teaching pedagogy for libraries

Irene Lopatovska, Assoc. Prof. (2010)	PhD Information Science, Rutgers University MS, Information Sciences, University of North Texas	LIS-607: Digital Info Economics and Management; LIS-630: Research Design & Methods; LIS-651: Introduction to Information Professions; LIS-697: Data Analysis & Publication	Foundations, research, management, continuing education, life-long learning, data analytics
Craig MacDonald, Asst. Prof. (2012)	PhD Information Studies, Drexel University MS, Applied and Mathematical Statistics, Rutgers University	LIS-643: Information Architecture and Interaction Design; LIS-644: Usability Theory and Practice; LIS-646: Advanced User Experience Design; LIS-682: Projects in Information Experience Design; LIS-699: Independent Study	User experience, usability, information architecture and design
Monica Maceli, Asst. Prof. (2014)	PhD Information Studies, Drexel University MSIS, Information, Systems, Drexel University	LIS-654: Information Technologies; LIS-638: Web Development; LIS-697: Database Design and Development	Technology, web design, database design
Cristina Pattuelli, Assoc. Prof. (2007)	PhD Information and Library Science, University of North Carolina at Chapel Hill Doctor in Cultural Heritage Studies, University of Bologna	LIS-608: Human-Information Behavior; LIS-653: Knowledge Organization; LIS-670: Cultural Heritage Description and Access	Knowledge organization, research, continuing education linked data, cultural heritage
Debbie Rabina, Professor (2005)	PhD Information and Library Studies, Rutgers University; MLS Hebrew University	LIS-611: Information Policy; LIS-613: e-Government; LIS-619: International Information Sources; LIS-631: Academic Libraries and Scholarly Communication; LIS-652: Info Services & Resources Information and Human Rights	Information resources, user services, policy, ethics, scholarly communication

Christopher Sula, Assoc. Prof. (2011)	PhD Philosophy, Graduate Center, City University of New York MPhil, Graduate Center, City University of New York	LIS-651: Introduction to Information Professions; LIS-657: Digital Humanities I; LIS-659: Digital Humanities II; LIS-658: Information Visualization; LIS-681: Community Building & Engagement	Information philosophy, and theory, visualization, digital humanities, data analytics
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Appendix III.1 provides a summary of each full-time faculty's research interests, activities, publications, presentations, service activities, honors, and awards. For more detailed information on full-time faculty's research, teaching, and service activities, please review full curriculum vitae (CVs) for each faculty member on the Faculty section of the [accreditation website](#).

Part-time Faculty

The School's proximity to a wide variety of cultural institutions in the NYC area offers an advantage in recruiting part-time faculty from the pool of top practitioners in the information field. Part-time faculty teach a wide range of courses which draw upon their expertise, areas of specialization, high-level positions and professional accomplishments. They add significantly to the richness of our course offerings and the scope and depth of our programs. In contrast to full-time faculty, part-time faculty are distinguished for their leadership role in the information professions reflective of their areas of practice. Their contributions to the program complement the full-time faculty contributions and enrich student-learning experiences in a variety of information environments (see Appendix III.2 for part-time faculty roles at the School and their professional responsibilities). Part-time faculty may be appointed to the positions of Visiting Assistant Professor, Visiting Associate Professor and Visiting Professors based on prior experience and qualifications and may teach one course per semester, with the maximum of three courses per academic year. Part-time faculty CVs are also available on the Faculty section of the [accreditation website](#).

Based on the student evaluations of part-time faculty courses, part-time faculty bring strength and practical focus to the curriculum. A few representative student comments follow:

- "Prof Hagadorn is a great teacher and provided me with a rich set of skills as I move to the job market." (LIS-632-01 Conservation & Preservation, spring 2014, Alexis Hagadorn);
- "This was a really wonderful class. The assignments, readings, and lectures were all very interesting. The instructor is very knowledgeable and enthusiastic and I think this is the kind of specialized knowledge that really makes this program special." (LIS-689-01 Rare Books & Special Collections, fall 2015, Kyle Triplett); and
- "Hadro is an amazing instructor... His comments on homework assignments were so detailed and constructive. He is incredibly engaged and enthusiastic about the

subject. He completely changed my mindset about the topic from the first week of the last. I felt like he really cared about my progress.” (LIS-654-03 Information Technologies, fall 2014, Josh Hadro).

Many part-time faculty have long-standing relationships with the program and play an important programmatic and curricular role. For example:

- Kenneth Soehner, Chief Librarian, Arthur K. Watson Library, the Metropolitan Museum of Art, has been teaching LIS-667: Art Librarianship and LIS-629: Art Collections: Research and Documentation since 2004;
- Tony Cucchiara, Archivist for the Green-Wood Cemetery Archives, has been teaching LIS-625 Management of Archives and Special Collections since 1996;
- Jacob Nadal, Executive Director of Research Collections & Preservation at Princeton University Library has been teaching LIS-632: Conservation and Preservation and LIS-655: Digital Preservation and Conservation since 2007; and
- Kyle Triplett, Rare Books Librarian, New York Public Library, has been teaching LIS-689-01 Rare Books & Special Collections since 2013.

New top professionals across the spectrum of the information professions are sought for part-time faculty positions to address emerging programmatic and curricular needs. Some of the recent hires for the visiting assistant professor faculty positions include:

- Sara Devine, Manager of Audience Engagement & Interpretive Materials at Brooklyn Museum, was hired in 2016 to teach LIS-697-1: Museums and Digital Culture; and
- Bill Ying, Chief Information Officer and Vice President of Technology for Artstor, was hired in 2015 to teach LIS-669: Digital Asset Management.

Candidates for the part-time faculty positions are recruited from the pool of the leading practitioners in their respective fields and evaluated on the basis of credentials, academic preparation, type and extent of professional experience, and teaching experience or potential. Professional qualifications and educational backgrounds of part-time faculty are summarized in Appendix III.2.

III.2: HIGH PRIORITY OF TEACHING, RESEARCH, AND SERVICE

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

Teaching, research, and service for are a high priority for the School, as indicated by the following School-wide goals:

- School Goal #3: To sustain excellence in face-to-face teaching;
- School Goal #7: To recruit and retain full-time faculty who engage in high-quality research, scholarly communication, and creative endeavors and part-time faculty

- who are experts in their field of practice; and
- School Goal #10. To participate in and contribute to the profession, School, and Institute through faculty and student involvement.

Faculty innovation in teaching is evident in program's course offerings, concentrations, and certificates (see Chapter II: Curriculum), and faculty innovations in research are represented in scholarly activities that enrich learning opportunities for students, engage them in research projects and guide students in related independent studies.

Appointment, Promotion, and Tenure Process

The School's process on promotion, reappointment, and tenure operates within and conforms to the process for faculty actions established by the Pratt Faculty Union Contract. In accordance with the terms of the article 16.2 of the contract, faculty members in each department are responsible for establishing a peer committee to "develop standards of eligibility, fitness and evaluation; which shall include teaching effectiveness and professional competence and may include non-teaching responsibilities, Institute service, and public service." Thus, the School of Information has its own Peer Review Committee (PRC) and PRC guidelines for evaluating a faculty's teaching, research, and service in support of the School's goal of retaining "full-time faculty who engage in high-quality research, scholarly communication, and creative endeavors" (Goal #6). These guidelines are available on the [accreditation website](#).

For appointments to full-time faculty, the Dean appoints an ad hoc Faculty Search Committee and works with the committee to develop the position description and a recruitment plan that is approved by the Provost and Human Resources. Candidates must hold a doctorate in Information Science or related field. The committee requests input from all of its constituents regarding potential full-time faculty candidates and uses every means available to reach the widest target audience, including electronic lists, social networks, job services, and conference interviews at ALISE, ASIS&T, iConference and others depending on the target area and timing of the hire. Searches for candidates are conducted in accordance with all local, state, and federal laws.

Candidates must submit a letter of application and curriculum vitae. Letters of recommendation are solicited for finalists from their indicated references outside of the Institute. In collaboration with the faculty and the Dean, the Search Committee reviews all submissions and selects a number of applicants for on-site interviews. Candidates who are invited for on-site interviews meet with the Dean, faculty, and students, and make a public presentation on the topic of their research. Candidates are evaluated on their record of teaching, research, service, and on their professional experiences and plans. The search committee solicits both written and verbal feedback from all faculty and students and makes a recommendation to the Dean based on this feedback.

The mentoring by peer faculty and the Dean helps new faculty to identify and hone their teaching and research paths within the School, and to ensure that junior faculty are on track with meeting expectations for research, teaching, and service.

Faculty who seek reappointment, promotion, or tenure submit the following documentation to the PRC: curriculum vitae, course syllabi, evidence of research and publication, teaching and service activities, and additional materials at faculty's discretion (faculty dossiers since 2008 available on [accreditation website](#)). For reappointment with tenure, candidates must: demonstrate a sustained record of research as specified in ALA Standard III.5, and have a minimum of one-peer-reviewed journal article per year, as specified at the time of appointment, in addition to external letters evaluating the candidate, are required. For promotion to full professor, faculty must show substantial and sustained research and peer-reviewed publications beyond tenure and other high-level accomplishments. The PRC examines the documentation provided by the candidate for the personnel action. After analyzing all documentation assembled by the candidate, in accordance with the Union Contract Article 16.3, the PRC writes its recommendation and forwards it to the Dean. The Dean adds her comments and shares them with the individual faculty member. The PRC recommendation and the Dean's recommendation are then forwarded to the Provost. Final determination is made by the Board of Trustees based on recommendations, enrollment trends, distribution, and budgetary considerations.

The Changing Face of the Faculty

Since the last accreditation visit in 2008, the School's faculty has changed significantly; namely: six of the eight full-time faculty members have been appointed since 2008. While some changes were the result of retirements and voluntary departures, the appointment of new faculty has also been part of a comprehensive strategy to improve scholarly activity within the School and strengthen the School's alignment with overall mission of Pratt Institute. As Pratt is primarily a school of art, design, and architecture, we sought to hire faculty who not only could teach LIS but also make connections with the "arts, technology, and culture" sectors, which is now embedded in the School's mission. During this time when most faculty were hired, the School's emphasis on "cultural informatics" was a particularly important driver and was used to highlight the convergence of digital technology, arts, culture, and gallery, library, archive, and museum (GLAM) institutions. The peer review process was central to carrying out this strategy, as it allowed the School to assess the intellectual fit of each faculty member and helped us build a strong core of full-time faculty with expertise and experience make connections with the "arts, culture, and technology" sectors.

Thus, new faculty appointments were used as an opportunity to expand the breadth and depth of the curriculum in areas that support this theme; today, each full-time faculty leads one of these key areas reflecting their focus in research and teaching. For example, the addition of Anthony Cocciolo to the faculty in 2009 enabled the program to enhance the Advanced Certificate in Archives. Irene Lopatovska (2010) strengthened curricular offerings in the areas of research, assessment, and management. Jessica Hochman's (2011) expertise in education and pedagogy is reflected in curriculum for children and young adults. The appointment of Chris Sula (2011) allowed the program to add curricular offerings in the emerging areas of Digital Humanities and Visualization. Craig MacDonald (2013) developed innovative courses in Information architecture and usability. Finally, the most recent faculty

addition, Monica Maceli (2014) brings expertise in information technology and leads the technology area of the curriculum.

Tenure-track faculty who have applied for promotions to Associate or Full Professors and have received it include: Debbie Rabina (Professor, 2015; tenure, 2012; Associate Professor, 2010); Cristina Pattuelli (Associate Professor, 2012; tenure, 2014); Anthony Cocciolo (Associate Professor, 2014; tenure, 2016); Irene Lopatovska (Associate Professor, 2015); Jessica Hochman (Associate Professor, 2016); and Chris Sula (Associate Professor, 2016). In sum, three of the eight full-time faculty members are tenured in addition to the Dean, who is a tenured Professor.

Note that the number of full-time faculty in the School of Information has remained steady over the last several years. Prof. Charles Rubenstein taught in the program through Fall 2011, but began teaching exclusively in the department of Mathematics and Science in the School of Library Arts and Sciences beginning in Spring 2012. He continues to be an affiliated faculty member, but no longer teaches or advises students within the School of Information. Accounting for this change, the faculty has remained steady at nine, which includes the Dean, who is a tenured full professor.

Dean Emeritus Nasser Sharify died in 2013 after 45 years of dedication to the School. Also, after serving for more than 40 years at Pratt, Dr. Ann Kelly retired in 2009. Two other tenure-track full-time faculty, David Walczyk and Gilok Choi, left the School to pursue other professional opportunities. Their positions were immediately refilled, with Profs. Craig MacDonald and Monica Maceli, during the recruitment cycle following their departure.

Encouragement of Innovation in Teaching, Research, and Service

The Institute and the School support innovation in teaching and provide financial support for curricula development and related projects. As part of the Institute-wide faculty orientation, new faculty are introduced to Institute teaching resources. The faculty can also benefit from informal mentoring from colleagues within and outside of the School.

Evidence of faculty innovation in teaching can be found in the new courses developed to meet emerging curricular needs (select examples included in Chapter II: Curriculum), increased number of course-based collaborations with cultural institutions and other organizations that support “experiential and participatory learning” (School Goals #9 and #4), student course evaluations, and individual faculty awards and recognition. Examples of faculty recognition in teaching excellence include the Distinguished Teacher of the Year award given by Pratt Institute to Debbie Rabina in 2012 and the National Digital Stewardship Alliance Innovation Award given to Anthony Cocciolo in 2012.

Innovations in teaching are intertwined with faculty research and are driven by the School’s goal to “provide experiential and participatory learning opportunities” for students (Goal 4). In order to support faculty research, the Institute offers Faculty Development grants. In recent years, Faculty Development grants were awarded for the following projects:

- “Design principles for developing visual literacy programs for pre-K children”

(Lopatovska, 2016);

- "School Librarian Voices Project" (Hochman, 2015);
- "Social Network Visualization: An Evaluation of the Cognitive, Emotional and Interactive Impact on User Communities" (Cristina Pattuelli and Craig MacDonald, 2014);
- "Mobile Technology for Cultural Heritage: A Pilot Study" (Anthony Cocciolo, 2013); and
- "Visualizing the First Amendment" (Chris Sula and Debbie Rabina, 2013)

The School provides conference reimbursements, graduate assistants, technology that is needed for faculty projects, and often offers research stipends.

The Institute and the School encourage faculty to "participate in and contribute to the profession" (School Goal #10), and offers strong support for faculty travel related to research and publication (see Standard V.5). The School also encourages faculty to "pursue internal and external support for innovation in research, teaching, and learning" (School Goal #12), which includes supporting efforts to apply for innovation grants and supporting faculty who are awarded a grant. For example, Anthony Cocciolo and Debbie Rabina along with Brigitte Doellgast (Goethe-Institut) were awarded the American Library Association 2013 Cutting Edge Library Service Award for their *German Traces NYC* project. The project developed an open-source augmented reality mobile app to allow learners to explore the German cultural heritage of New York City.

Faculty is continually looking for new approaches and technologies to use in their research, teaching, and service activities. The School and the Institute provide multiple communication channels for sharing faculty news, including a Speakeasy series, the School's listserv, Twitter, Facebook, Institute-wide "Inside Pratt" bulletin, and other communication channels.

Environment for Learning and Research

The School aims to "foster a culturally responsive learning environment that builds individual and community strengths" (School Goal #5). Evidence of the School's success in providing a supportive environment for learning and research is described in many places throughout this document. Here, we include evidence coming from the students and alumni.

Overall, the students believe that the School provides a learning environment conducive to developing the knowledge and skills needed for work in the information professions.

Table 16. Perceptions of MSLIS program quality by graduates and alumni, 2013-2016

	2013-2014	2014-2015	2015-2016	Overall
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that Pratt offered a quality program that prepared them to work in the information professions	86.5% (N=74)	83.3% (N=102)	89.5% (N=57)	85.8% (N=233)

Alumni who <i>strongly agreed or agreed</i> that Pratt offered a quality program that prepared them to work in the information professions	79.5% (N=44)	84.8% (N=46)	*	82.2% (N=90)
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** The Alumni Survey is sent nine months after graduation so data is not yet available for 2015-2016.*

Based on data from the Alumni Survey, program features that were found to be the most beneficial after graduation include curricular offerings, the community of faculty, students and alumni, project-based coursework, and access to professional networks. Students and alumni also praise the program for encouraging and supporting student research (see “Student Publications” on the [accreditation website](#) and/or our dedicated Student Research Website).²² Evidence of student research can be found in student participation in the end-of-the-year student conference, #infoshow, their course projects in their e-Portfolios and student publications and presentations (listing available in the Appendix). Since 2008, students received financial support from the Institute and the School to present their research at ASIS&T, iConference, SAA, Code4lib, and other prestigious conferences.

In summary, the School fosters an environment for productive learning and research through its high-quality faculty, curriculum offerings, project-based coursework, access to professional networks, fellowships, financial support for student conference attendance (see Standard IV), facilities, and technology (see Standard VI), among other means.

III.3: PERSONNEL POLICIES AND PROCEDURES

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

The faculty benefits from the School’s culture that embraces diversity in all its aspects, and strives to create an academic environment that supports academic freedom and welcomes new thinking and differences of opinion and perspective, regardless of whether these differences are attributed to the “racial, ethnic, religious, gender, sexuality, geographic, cultural, age, physical ability, or socioeconomic” variety (see Pratt Diversity definitions on the [accreditation website](#)).

Recruiting and retaining faculty from diverse backgrounds is a high priority for the School. Diversity is evident in the faculty educational preparation, areas of expertise, research interests, professional activities, and service (see Table 15 and Appendix III.1). The faculty is

²² <http://research.prattsi.org/>

balanced by cultural backgrounds and gender, with representation from the lesbian, gay, bisexual, and transgender (LGBT) community.

Each new faculty search committee works within the framework of the Institute search procedures to ensure that information about the job opening is disseminated to a broad and diverse pool of potential applicants and that the evaluation process is equitable to all applicants. In 2015, the Institute implemented a mandatory training program for members of the Institute search committees. The training aims to ensure that all members of faculty and administration who are involved in searches adhere to the Institute hiring policies, such as Pratt's Human Rights Policy (available on the [accreditation website](#)).

The School policies and procedures regarding appointments, reappointment, promotion, and tenure are available and accessible to all faculty. Institute policies are also available on the open web on the HR website. The School's representative on the Institute's Diversity Committee (Irene Lopatovska) ensures that updates on the Institute diversity initiatives are disseminated at the School level.

III.4: TEACHING QUALIFICATIONS

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

The courses taught by faculty are based on a combination of curricular needs and teaching competencies of the individual faculty members.

Table 15, presented earlier, indicates the courses taught by individual faculty with their respective areas of curricular expertise. Appendix III.1 includes faculty qualifications and competence in their designated teaching areas.

Technology Awareness and Use

The School's faculty has a high level of technological knowledge that they incorporate into teaching and research activities. The emphasis on technology and student learning outcomes in the MSLIS curriculum demands that appropriate technologies are incorporated into program offerings. Most instructors make course materials available to students either on the open web or in the Pratt learning management system (LMS). Faculty use a variety of means to communicate with students and to promote course-related discussions, including blogs, wikis, Skype, discussion forums, and email. Class readings are often hyperlinked in class syllabi or made available through the Institute library databases and/or reserve system. Faculty also use a wide array of hardware and software for their research and teaching, including tablets, smartphones, servers, laptops, digitization equipment and desktop computers (provided to them by the Institute), and their knowledge of relevant software and mobile apps continues to expand as the market grows. Faculty have been recognized for their use of technology in the classroom, such as Anthony Cocciolo, who received the 2013

ALISE Pratt Severn faculty innovation award for his use of technology in digital archives education.

Effectiveness in Teaching

Faculty members are well-qualified and effective instructors. The School and the Institute place a high value on excellence in teaching. The teaching philosophy and experience of candidates for faculty positions are assessed at each stage of the selection and hiring process. Search Committees look for evidence of teaching experience in the applicant's teaching statement and CV. Interview questions are aimed at understanding applicant's teaching experience, instructional style, and preferences for the courses to be taught.

Effectiveness in teaching is assessed by the Peer Review Committee (PRC) and the Dean through a review of Student Course Evaluations and faculty teaching statements. The PRC and/or the Dean offer specific recommendations to faculty who need to improve and refer this faculty to an appropriate faculty mentor. The Dean consults with part-time faculty on matters related to instruction and encourages mentor relationships between part-time and full-time faculty who share areas of expertise. For example, Anthony Cocciolo, whose research and teaching focus on archives, maintains close professional relationships with the part-time faculty who teach archival courses (Cucchiara, Malbin, and others).

Student responses on course evaluations and response to the Graduating Student Survey attest to the high quality of faculty instructional skills, as shown in the tables below.

Table 17. Average course evaluation ratings about instruction quality, 2013-2016

Question	2013-2014	2014-2015	2015-2016*	Overall
The instructor knows the subject matter thoroughly.	3.89	3.89	3.86	3.88
The instructor was well prepared for class.	3.76	3.80	3.79	3.78
The instructor promoted a constructive classroom climate.	3.67	3.71	3.70	3.69
The instructor's evaluation/grading of my work was fair.	3.77	3.74	3.80	3.76
I would recommend this instructor to another student.	3.59	3.64	3.68	3.63

Note: 1=Strongly disagree, 4=Strongly agree

** 2015-2016 only includes data from fall 2015; data for spring 2016 is not yet available*

Table 18. Student perceptions of program faculty, 2013–2016

	2013–2014	2014–2015	2015–2016	Overall
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that the program faculty demonstrate expertise within their teaching areas.	98.7% (N=77)	99.0% (N=102)	96.6% (N=59)	98.3% (N=238)
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that the program faculty are effective teachers	94.8% (N=77)	90.2% (N=102)	94.9% (N=59)	92.9% (N=238)

Participation in Appropriate Organizations

The School faculty members are very active in professional associations. A complete list of faculty membership are included in Appendix III.3. A few examples will illustrate this point:

- Debbie Rabina co-chairs the METRO New York Library Council’s Government Documents SIG (2010–present). She served as a Member of the Depository Library Council, an Advisory board to the Public Printer of the United States (2010–2013);
- Chris Sula co-chairs the Technology & Culture Working group of the Cultural Studies Association (CSA); co-edits *Lateral*, the peer-reviewed open access journal of CSA; and serves as an active member of the Steering Group of the New York City Digital Humanities (NYCDH);
- Cristina Pattuelli serves on the Task Force for the Mellon-funded Jazz Discography (J-DISC) Project, Center for Jazz Studies at Columbia University, New York (2012–present). She is a member of the steering committee, Digital Archives for the Social History of Fashion, University of Bologna, Italy (2013–present) and has been a regular member of the Conference Committee of the Dublin Core Conference since 2008. She served as Planning Officer for the Fourth North American Symposium on Knowledge Organization (NASKO 2013), Milwaukee, WI, USA, June 13–14, 2013. She is currently one of the organizers of the next International LODLAM Summit (Venice, Italy, 2017); and
- Anthony Cocciolo serves as a chair of the METRO New York Library Council Digital Services Advisory Council (2015) and coordinated of the Best Student Paper Award, Archival Education and Research Institute (2015).

III.5: RESEARCH AND SCHOLARLY ACTIVITIES

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

The School places high importance on faculty engagement “in high-quality research, scholarly communication, and creative endeavors” (School Goal #6). New faculty are expected to develop a research agenda and are guided in this by the Dean. Faculty in their first-year of a full-time appointment have a reduced teaching load, teaching two courses in the fall and spring semesters instead of the required three. This gives faculty time to develop their research agenda.

As stated in the PRC Guidelines, faculty are expected to engage in “persistent scholarly activity” (PRC Guidelines) and they are meeting this requirement by producing a significant corpus of scholarly work as indicated in Table 19 below.

Table 19. Summary of full-time faculty scholarship, 2013–2016

Name	Peer-reviewed, published conference papers	Peer-reviewed journal articles	Books/ book chapters/articles	Other (conference presentations, invited talks, technical reports, posters, panels, workshop papers)
Anthony Cocciolo	11	14		9
Tula Giannini	7	1	25	13
Jessica Hochman	5	1		3
Irene Lopatovska	9	8		3
Craig MacDonald	5	3		12
Monica Maceli	3	2		4
Cristina Pattuelli	7	6	3	21
Deborah Rabina	8	11		2
Christopher Sula	9	4	1	7

Since 2013, the faculty research was disseminated through high quality journals and conferences covering a wide range of information field areas, including:

- ACM Conference on Designing Interactive Systems;
- American Archivist;
- Annual Review of Cultural Heritage Informatics;
- ASIS&T Annual Meeting;

- Aslib Journal of Information Management;
- Electronic Visualization and the Arts (British Computer Society), published Conference Proceedings;
- Grove Dictionary of Musical Instruments, OUP, 2014;
- iConference Annual Meeting;
- Information Research;
- Information Technology and Libraries;
- Museum Management and Curatorship;
- Museums and the Web, published Conference Proceedings;
- Journal of the American Musical Instrument Society;
- Journal of the American Society for Information Science & Technology;
- Journal of Documentation;
- Journal of Information Science;
- Journal of Librarianship and Information Sciences and Technology;
- Journal of Library Metadata;
- OCLC Systems & Services;
- Presentation, Digital Technology and Culture;
- Records Management Journal; and
- Reference and User Services Quarterly, and others.

A complete list of faculty publications can be found on the [accreditation website](#).

The quality of faculty scholarship is also illustrated by awards and recognitions received by the faculty from organizations outside the Institute for their scholarship and leadership since 2013. Selected examples of these recognitions include:

- SIG USE Elfreda A. Chatman Research Award for 2015–2016 (Debbie Rabina & Emily Drabinski);
- Fulbright Scholar Grant for 2014–2015, the United States Department of State and the J. William Fulbright Foreign Scholarship Board (Irene Lopatovska);
- Library Journal Mover & Shaker for 2014 (Emily Drabinski);
- American Library Association 2013 Cutting Edge Library Service Award for *German Traces NYC* (Anthony Cocciolo and Debbie Rabina);
- ALISE Pratt–Severn Faculty Innovation Award 2013 (Anthony Cocciolo); and
- Ashgate Publishing Prize (Best Paper), EVA London 2012 (Chris Sula)

The faculty regularly “pursues internal and external support for innovation” (School Goal #11). A few examples of externally funded projects since 2013 include:

- Cristina Pattuelli (2015). Consultant for the Florentine Renaissance Drawings: A Linked Catalogue for the Semantic Web with Villa I Tatti, the Harvard University Center for Italian Renaissance Studies. Funded by Samuel H. Kress Foundation, Digital Resources Grant;
- Craig MacDonald (2015). Consultant and project leader for the ESPN “Press Play Project.” Funded by the New York City Media Lab Open Seed Project; and
- Cristina Pattuelli and Irene Lopatovska (2013). E-reading in the Academy:

Investigating Adoption and Use of E-books in Academic Libraries. Funded by American Library Association, Carroll Preston Baber Research Grant.

As recognized experts in their research areas, the faculty serve as reviewers for journals, conferences, and funding agencies, including:

Anthony Cocciolo

- Reviewer: First Monday (2012-present); Journal of the American Society for Information Science and Technology (2011-present)
- Grant reviewer, Institute of Museum and Library Services (2016), National Historical Publications and Records Commission, National Archives (2012)

Jessica Hochman

- Reviewer, *Studies in Philosophy and Education* (2013); AERA Research, Education, Information, and School Libraries (REISL) SIG (2013); PES Program Committee (2013)

Irene Lopatovska

- Reviewer: ACM SIGIR Conference on Human Information Interaction and Retrieval (2016); *CHIIR* (2016); *SIGIR* (2015); IEEE Transactions on Human-Machine Systems (2015); iConference (2014); *Human-Computer Interaction* (2014); *Information Processing and Management* (2014-present); *Journal of Documentation* (2013-present); *Journal of the American Society for Information Science and Technology* (2010-present); *The Library Review* (2012-present); *Scientific Research and Essays* (2012); and *Library and Information Science Research* (2011-2013)
- Grant reviewer: The Fulbright Visiting Scholar Program (2015); The Israeli Science Foundation (2010); and
- Member of the Editorial Board, Вісник Книжкової палати (Bulletin of the Book Chamber) (2015-present)

Craig MacDonald

- Reviewer: ALISE/Pratt-Severn Faculty Innovation Award (2014-2015); *Journal of Knowledge Management* (2014-present); *Weave: The Journal of Library User Experience* (2014-present); ACM Conference on Designing Interactive Systems (DIS) (2012-present); ACM Conference on Human Factors in Computing Systems (CHI) (2011-present); and *International Journal of Human-Computer Studies* (2011-present)

Monica Maceli

- Reviewer: Cultures of Participation in the Digital Age (CoPDA) (2013-2015); International Symposium on End User Development (IS-EUD) (2013, 2015); Nordic Conference on Human-Computer Interaction (NordiCHI) (2014); ACM Conference on Human Factors in Computing Systems (CHI) (2009-2013)

Cristina Pattuelli

- Reviewer: ISKO – Knowledge Organization (2014); Journal of Documentation (2016); Journal of Information Science (2014, 2015); Journal of Knowledge Management (2014); JASIS&T (2010, 2012, 2013, 2015); JELIS (2011, 2012); Journal of Digital

Information (2009); Annual Conference of the Italian Associazione per l'Informatica Umanistica e la Cultura Digitale (AIUCD) (2015); NASKO (2015); ASIS&T Annual Meeting (2014); Joint Conference on Digital Libraries (JCDL) (2013); TPDL (2014); Dublin Core (2008–2016); and ALISE Annual Meeting (2009)

Debbie Rabina

- Reviewer: IFLA journal (2014–present); Journal of the American Society for Information Science and Technology (JASIST) (2011–present); First Monday (2011–2013); and Government Information Quarterly (2008–present)
- Editorial board, *The Grey Journal* (2011–present)

Chris Sula

- Reviewer: University of Chicago Press (2015); *First Monday* (2015); HASTAC Conference (2015); iConference (2015); *Digital Humanities Quarterly* (2014–2015); *Digital Scholarship in the Humanities* (formerly *Literary and Linguistic Computing*) (2013, 2015); and Digital Humanities (conference) (2012–2015)
- Grant Reviewer: National Endowment for the Humanities Digital Humanities Implementation Grants (2015); National Endowment for the Humanities German Research Foundation (Deutsche Forschungsgemeinschaft e.V., DFG) Bilateral Program Digital Humanities Grants (2014); and National Swiss Science Foundation Proposal Review (2014)
- Review board, Journal of Interactive Technology & Pedagogy (2011–present)

Complete information on individual faculty scholarly contributions can be found on faculty CVs available on the [accreditation website](#).

III.6: FACULTY QUALIFICATIONS

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

The table presented earlier (

Table 15) displays the different academic institutions from which the faculty received their degrees and shows the relationship between their research focus (and, by extension, their principal publishing areas) and their teaching. Appendix III.3 shows the professional ties faculty maintain with the field, and their vitae list the numerous conferences at which they present to maintain their interactions with local, national, and international colleagues in the field and in related disciplines. All faculty have the necessary background and institutional support to be effective teachers.

Diversity of Backgrounds

The expertise of full-time faculty covers a diverse range of topics including digital humanities, archives management, scholarly communication, knowledge organization, usability, research and data analytics, cultural heritage studies, policy, human information behavior, and more. The unifying thread is the centrality of information, knowledge, and culture in improving lives and communities as is stated in the School mission. Data in Appendix III.2 show that part-time faculty have professional experience in libraries, archives, museums, educational institutions, and other types of institutions involved in information creation, management, and sharing. The School's faculty bring this diversity of perspectives and expertise into one place, and then work to create a "current, forward-looking, high-quality curriculum that supports the goals of each program, enables academic achievement, and prepares students for professional careers" (School Goal #2).

Interaction with Faculty in Other Disciplines and with the Field

In an effort to "provide experiential, participatory, and interdisciplinary learning opportunities" for students" (School Goal #3) and "cultivate collaborative relationships with cultural institutions and other organizations that expand research and learning opportunities" (School Goal #8) for MSLIS students, the faculty actively interact with local and global professional information communities. Since faculty teaching is intertwined with their research interests, many faculty collaborations with external professional communities to produce experiential learning opportunities for students, provide valuable information or services to external partners, and expand faculty research. Some examples of productive collaborations between the faculty and a broader professional field are listed below:

- Debbie Rabina (full-time faculty) and Emily Drabinski (part-time faculty) developed close relationships with the New York Public Library for the project that provides reference services for incarcerated people. This ongoing project provides learning opportunities for students who are enrolled in LIS-652: Information Services and Sources to conduct research on behalf of real users. It also expands faculty research and connections to a wider professional community (see Rabina D. & Drabinski, E. (2015); Reference services to incarcerated people, Part II: Sources and learning outcomes; and Reference and User Services Quarterly [RUSQ] 55:2, 123-131, among other publications related to this project);
- In the fall of 2014, Irene Lopatovska and the students enrolled in LIS-630: Information Science Research collaborated with several university libraries in the greater NYC area on a project that examined technology adoption rates among academic librarians. This collaboration provided real-life context for students to learn data collection and analysis methods and resulted in a joint student-faculty publication: McDonald, E., Rosenfield, M., Furlow, T., Kron, T., and Lopatovska, I. (2015). Book or NOOK? Information behavior of academic librarians. *Aslib Journal of Information Management*, 67(5), 374-291. Retrieved from <http://dx.doi.org/10.1108/AJIM-12-2014-0183>;
- Anthony Cocciolo established collaborations with several NYC institutions in order to provide experiential and participatory learning opportunities for the students in his

LIS-665: Projects in Digital Archives course. From 2010 to 2015, he collaborated with the Lesbian Herstory Archives to transform an analog collection of audiovisual material to digital forms, provide metadata, and produce an access portal for users to engage with the content. The cumulative work is available at <http://herstories.prattsils.org>. Similar projects were conducted with the Archives of the Center for Puerto Rican Studies, Hunter College, CUNY (fall 2014, fall 2015, <http://voces.prattsil.org>), the History of Computing in Learning and Education Virtual Museum (Summer 2015, <http://loop.prattsils.org>), and other institutions.

- Cristina Pattuelli directs the Linked Jazz Project (<https://linkedjazz.org/>) and founded and leads the Linked Open Data Research Group, a team of School of Information students and recent graduates involved in research on linked data for libraries, archives and museums. Started in 2011, Linked Jazz serves as an incubator for cutting-edge research in the field of linked data for cultural heritage and a laboratory for students to gain new skills and competencies and professional experience writing scholarly articles and presenting at professional conferences (<https://linkedjazz.org/publications/>). The project has also resulted in a number of productive collaborations with libraries, institutions and organizations including: Tulane University (Hogan Jazz Archives); the Center for Jazz Studies at Columbia University; the Library of Congress (William P. Gottlieb Collection); the University of Minnesota, (Umbra: Search African American History); Carnegie Hall Archives; and Rutgers' Institute of Jazz Studies. In 2015, Javier Calzada-Prado, Assistant Professor at the Library & Information Science Department of the Carlos III University of Madrid (UC3M) received funding from Spain's Ministry of Education to spend three months as a visiting scholar working on the Linked Jazz project.

Faculty work on interdisciplinary research teams with researchers from other Pratt departments and other institutions. A few examples will illustrate these interactions:

- Anthony Cocciolo collaborated with Prof. Carla Leitao from Pratt's Graduate Architecture program on a shared class session for the students in LIS-693: Digital Libraries and ARCH-563: Architecture and Information Space. The collaboration helped students in both programs explore the spatial dimensions of libraries and consider the relationship between digital libraries and the emerging information space (2011-2013); and
- In fall 2015 and spring 2016, Cocciolo collaborated with Prof. Paul Schlotthauer, Pratt Institute Archivist, to process institutional records and provide some basic conservation treatments. The project was conducted by the students in LIS-625: Management of Archives and Special Collections.

Faculty members maintain relationships with the field through participation at professional conferences, service to professional organizations, consulting for information institutions and projects, and in other ways discussed with respect to Standard III.5.

Skill in Academic Planning and Assessment

Faculty skills in academic planning and assessment are evident through systematic planning processes and the new initiatives that have been implemented since the last accreditation visit in 2008 (see Standard I). The faculty developed new Vision, Mission, and Goals for the School, the MSLIS Student Learning Outcomes, and actively participated in the School's committees and processes to ensure ongoing systematic program planning and assessment (as explained in Standard I). The faculty reviewed and revised the MSLIS program and concentrations. In working with the Dean, the faculty identify courses that are no longer useful, design new courses on the leading edge of information studies, and revise courses to increase their value in the education of information professionals (see Standard II for more information on curricular initiatives). Faculty engage in the comprehensive review of the MSLIS program, recommend improvements and solutions to problems, and implement these recommendations (Standard I). With engagement of the stakeholders, this innovative vision of the future of the School translates into refreshed MSLIS certificates and concentrations that capitalize on the School's expertise. A faculty search committee recruits and interviews candidates and recommends new faculty who expand the School's program offerings. Standard I provides more detailed information on faculty involvement in the program planning and assessment and serves as compelling evidence that the faculty possess outstanding skills in academic planning.

Intellectual Environment

The intellectual environment of the School is enriched by the diversity and quality of faculty, the quality of academic programs, and talented and engaged students. Students interact with faculty across the boundaries of degree programs in the formal environment of the classroom and informally at School events and activities. Selected examples of opportunities for learning beyond the classroom through workshops and conferences, research experiences, and student organizations illustrate the breadth and depth of the intellectual environment experience by graduate students in the School:

- The School organizes the end-of-year student conference, #infoshow, at the end of each spring semester. #infoshow is modeled as a professional event with panel presentations, talks, poster presentations, demos, and more. #infoshow16 is an opportunity to share all of the work that students have completed over the past year with fellow students, their families, friends, and the New York professional community.²³
- Throughout an academic year, the School's student organizations offer myriad diverse and stimulating events under the advisement of faculty and administrative support. These events are open to all students and include faculty and invited guest talks, workshops, social events, tours of information institutions, alumni panels, and other types of events (more information on student events can be found in Chapter IV – Students).

²³ More information on the #infoshow is available at <http://research.prattsi.org>.

- Many MSLIS students produce high-quality work that is disseminated through various professional venues (see Chapter IV: Students). The Institute and the School offer financial support for students to attend professional conferences and share their experiences with fellow students and professionals.

Student organizations will be discussed in more details in Chapter IV: Students. While the ultimate success of a student organization rests with the students, faculty advisors are important in providing continuity and guidance. The School has very active student chapters of the ALA (SILSSA, faculty advisor Lopatovska), the Society of American Archivists (SAA, Cocciolo), the Association for Information Science and Technology (ASIS&T, Lopatovska), Special Libraries Association (SLA, Cocciolo), and Pratt UX/IA Student Association (MacDonald). Student organizations sponsor tours, speakers, panel discussions, and other events. Students participate in faculty research as well as conduct research on their own. Examples of student research can be found in Standard IV.

III.7: ASSIGNMENT AND WORKLOAD

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

Faculty workload for instruction, research, and service is described in the Pratt Faculty Union Contract and Peer Review Committee Guidelines. Faculty assignments for teaching, advising, research, and service are determined based on the competencies and interests of the faculty and the needs of the School. The hiring over the last seven years has been tailored to maintain the breadth of coverage that is needed for the School and the program (as mentioned above in the sub-section “The Changing Face of the Faculty”).

Faculty Assignments in Teaching

As mentioned earlier, the Pratt Faculty Union Contract defined teaching load for the academic year for tenured and tenure-track faculty is three 3-credit courses in the fall and three in the spring. Faculty who are working on funded research, or undertaking special work tasks such as accreditation, may receive a reduction in teaching load. Such adjustments are arranged between the faculty member and the Dean. Faculty agree individually to supervise an Independent Study course (LIS-699). The Institute administration suggests that faculty supervise no more than one to two Independent Studies per year. The maximum teaching load for part-time visiting faculty of three courses per academic year is determined by the Pratt Faculty Union Contract.

Our faculty resource plan is to ensure that a majority of courses are taught by full-time faculty. For Fall 2016, 80% of core courses are taught by full-time faculty, and 62% of all courses are taught by full-time faculty. We also strive to ensure that our courses are small in

size. For example, in Fall 2016, the average class size is 11 students. In general, core courses are capped at 18 students and electives at 15 students.

Over the last several years, there has been a reduction in the number of part-time faculty. This ties in part to a reduction in student enrollment that meant that fewer sections of core courses were needed (see Chapter IV and V for more discussion of student enrollment). For example, the number of sections of core courses between Fall 2012 and Fall 2016 have been reduced as shown in Table 20.

Table 20. Number of sections of core courses, Fall 2012 vs. Fall 2016

<i>Course</i>	<i>Number of sections, Fall 2012</i>	<i>Number of sections, Fall 2016</i>
LIS-651 Information Professions	4	3
LIS-652 Information Services and Sources	4	2
LIS-653 Knowledge Organization	4	3
LIS-654 Information Technologies	4	3

Faculty Assignments in Advising

Incoming students are assigned to faculty advisors by the Advisor for Academic Programs. The assignments take into consideration the applicant's range of stated interests and the faculty expertise and availability. With the implementation of the e-Portfolio requirement, each full-time faculty is responsible for evaluating the quality of their advisees' e-Portfolio projects.

Service and Professional Development

Each faculty is expected to fulfill appropriate service responsibilities to the School, the Institute, and the profession. Expectations for the tenure-track faculty are outlined in the Peer Review Committee (PRC) guidelines. Examples of the School-level faculty service include participation in the School and the program committees (Faculty Council, Curriculum Committee, Peer Review Committee, LIS Program Committee, New Faculty Search Committee, and others described in Standard I). Examples of the Institute-level faculty services include participation in the Academic Senate, Institute Curriculum Committee, Faculty Development and other committees listed in below.

Table 21. Faculty participation in School and Institute committees, 2013–2016

Committee	Full-Time Faculty
SI Faculty Council	All full-time faculty
SI Pratt Accreditation Committee (PAC)	Tula Giannini (2014–present) Anthony Cocciolo (2014–present) Craig MacDonald (2015–present)
SI Annual Retreat Planning Sub-Committee	Craig MacDonald, co-Chair (2014, 2016) Cristina Pattuelli, co-Chair (2014)
SI Curriculum Committee	All full-time faculty
SI MSLIS Program Committee	Anthony Cocciolo Irene Lopatovska Monica Maceli Debbie Rabina
SI Faculty Search Committee	Anthony Cocciolo Irene Lopatovska Debbie Rabina
SI Peer Review Committee	All full-time faculty, except Dean
Academic Initiatives Committee (AIC)	Cristina Pattuelli (2009–present)
Academic Senate, Academic Programs and Policies Committee	Chris Sula (2013–2014)
Academic Senate, Governance Committee	Chris Sula, Chair (2014–present)
Institute Curriculum Committee	Anthony Cocciolo, (2010–2016), Chair (2012–2014) Jessica Hochman (2011–2013)
Faculty Development Committee	Monica Maceli (2016) Irene Lopatovska (2011–2015) Cristina Pattuelli (2008–2010)
Distinguished Teacher Award Committee	Cristina Pattuelli (2013–2014) Monica Maceli (2015) Irene Lopatovska (2016)
Strategic Planning Committee	Anthony Cocciolo (2015–present)
Development Committee, Board of Trustees	Anthony Cocciolo (Faculty Observer) (2014–2015)
Diversity Committee	Irene Lopatovska (2013–present)
Pratt Education Programs Accreditation Committee	Jessica Hochman, Co-Chair (2011–present)
Pratt Institute Chair’s Council	Jessica Hochman (2009–present)
Pratt Institute Academic Honesty Curriculum Development team	Jessica Hochman (2013–present)
Pratt’s Institutional Dialogues Committee	Debbie Rabina (2012–2013) Chris Sula (2013–2014)
Pratt Union	Chris Sula, Delegate (2014–present)
Search Committee, Vice-President for Finance and Administration	Tula Giannini (2015) Chris Sula (2015)
Spatial Analysis and Visualization Institute Working Group	Chris Sula (2011–present)

Committee	Full-Time Faculty
Student Affairs Committee, Board of Trustees	Chris Sula, Alternate (2012-2013)
Technology Advisory Committee	Craig MacDonald (2012-2013)
Website Redesign Committee	Craig MacDonald (2013-2014)

Faculty members follow their personal preferences in engaging in service to professional organizations and institutions. Faculty memberships and activities in professional organizations illustrate connection between faculty professional service and their research and teaching responsibilities.

III.8: SYSTEMATIC EVALUATION OF FACULTY

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

Faculty are reviewed in multiple ways and on an ongoing basis. Each faculty member submits an annual report to the Dean of the School and meets to discuss the report, their success in achieving their goals for the year, and their plans for the future. Tenure-track faculty are formally reviewed for reappointment in their third and fifth years and are assessed for tenure in their seventh year (as described in the subsection "Appointment, Promotion, and Tenure Process" in section III.2). In the fifth year reappointment, tenure-track faculty can also apply for the promotion from Assistant to Associate Professor. These reviews are comprehensive and examine faculty members' entire portfolio of teaching, research, and service. Policies and procedures governing these reviews are described in the PRC guidelines and the Union Contract. Faculty teaching is assessed by students at the end of each course. Student assessments of faculty are reviewed by administration and PRC on a systematic basis. If any issues with the faculty teaching are identified, the Dean meets with him or her to examine the course syllabus, assess content and design, and offer suggestions for improvements.

STANDARD IV: STUDENTS

The MSLIS student experience at Pratt Institute emphasizes learning through community, both on campus and externally. Within the School of Information, students engage and interact with full- and part-time faculty and their fellow students through coursework, on-campus events, and student organizations. Externally, MSLIS students are provided multiple opportunities for experiential learning through partnerships with local cultural institutions. Together, the face-to-face environment and strong connections to the New York City professional community provides students with a unique LIS education that emphasizes connectedness and collaboration both within and beyond the classroom.

The School's commitment to providing an excellent student experience is reflected in several School-wide goals:

- School Goal #4: To provide experiential, participatory, and interdisciplinary learning opportunities that challenge students creatively, critically, and ethically;
- School Goal #5: To foster a culturally responsive learning environment that builds individual and community strengths;
- School Goal #6: To recruit and retain students who are talented and engaged.
- School Goal #8: To enrich the student experience through faculty advisement and mentoring, international study, and co-curricular activities;
- School Goal #9: To cultivate collaborative relationships with cultural institutions and other organizations that expand research and learning opportunities;
- School Goal #10: To participate in and contribute to the profession, School, and Institute through faculty and student involvement; and
- School Goal #13: To practice transparency and openness in our communications and planning.

IV.1: ACADEMIC POLICIES AND STUDENT BODY COMPOSITION

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

The academic and administrative policies for students in Pratt's MSLIS program are developed in alignment with Institute policies and practices and in response to routine feedback from program stakeholders, including students, alumni, and employers. The School strives to recruit, enroll, and retain a diverse student body that advances its core purpose of educating and preparing the next generation of library and information professionals.

Recruitment and Admissions

MSLIS recruitment efforts are guided by our School-wide Goal #6 to “recruit and retain students who are talented and engaged.” To that end, recruitment efforts for the MSLIS program are shared between the Institute’s Admissions Office and the School’s administrative office. Broadly, program information is disseminated to prospective students through the Pratt Admissions website, School website, social media (Facebook, Twitter, Instagram), in-person recruiting activities (both in the United States and internationally), graduate catalogs, email and print communications, custom brochures, telephone calls, on-campus and off-campus events such as tours, interviews, and the annual #infoshow student showcase. These efforts are coordinated with the Office of the Vice President for Enrollment and revised periodically for clarity, accuracy, and impact. Additionally, the School schedules monthly on-campus information sessions for prospective students that feature a presentation from the Dean on the program’s curriculum, admissions process, financial aid, scholarships, and degree requirements, as well as an interactive Q&A session with program staff.

The admission requirements for the MSLIS program are based on the Institute’s admissions requirements for graduate study, which are stated in the Graduate Bulletin, on the Institute’s admissions website, and on the School website. These general requirements and program-specific modifications are discussed under Standard IV.3. Policies for admission and enrollment are reviewed annually by the Vice President for Enrollment and the Dean of the School of Information.

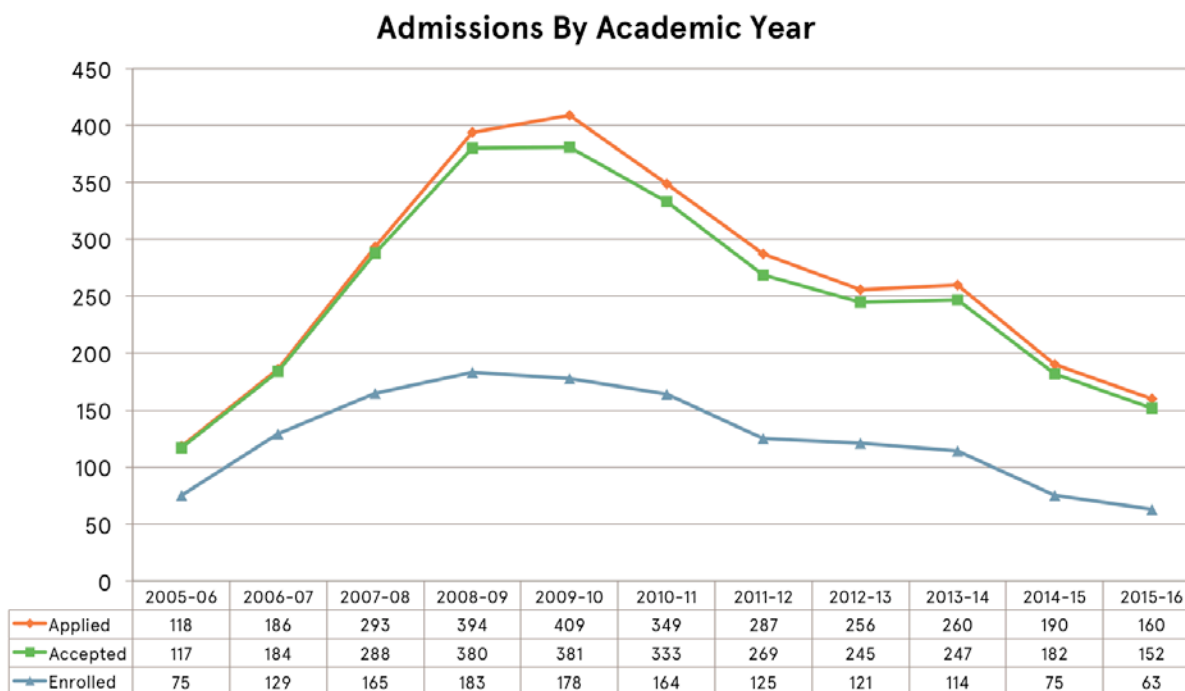
The Office of International Affairs facilitates enrollment of international students by processing documents required for obtaining visas and conducting an orientation designed specifically to address international students' needs, working closely with other Pratt offices. Staff provides ongoing guidance and support with adjustment and integration within the Pratt community; assists with housing, administrative procedures, and other matters; and ensures that students are in compliance with U.S. Department of Homeland Security and U.S. State Department regulations and requirements.

Transfer credit is granted for coursework that is comparable to Pratt’s coursework and is completed within an ALA-accredited program. Credits may be awarded for courses in which: 1) a grade of B or better is earned from institutions in the United States (or 80 or better from international institutions as determined by an official international credit evaluation service); and (2) the courses correspond to the specific course requirements of the applicant’s program of study. Courses with grades lower than B (including B-) or less than 80 are not transferable. Grades for transfer credits are not included in the GPA. Pratt caps transfer credit at 25% of a student’s total graduation credits, and programs may customize this limit. The School of Information will accept up to 6 transfer credits from an ALA-accredited school; at least 30 credits must be completed while in the program.

Historical trends for MSLIS admissions since 2005 are presented below in Figure 3. Over the past decade, the MSLIS program has received 2,902 applicants, accepted 2,778 students

(95.7% of those who applied), and enrolled 1,392 new students (50.1% of those who were accepted).

Figure 3. Applications and admissions for the MSLIS program, 2005–2016



Similar to other LIS programs, Pratt's MSLIS has experienced a steady decline in applicants since the 2008 recession. After an apparent leveling off in 2012–2013 and 2013–2014, the program experienced a large decrease (25%) in the number of applicants in the 2014–2015 academic year.²⁴ The School is closely monitoring these data and is investigating ways to reverse the recent downward trend in the number of individuals applying to the MSLIS program.

We have noticed an increase in the number of MSLIS students enrolled full time (carrying 9 or more credits); in fact, the number of full-time MSLIS students surpassed the number of part-time MSLIS students for the first time in spring 2014. The trend has held in four of the past five semesters, with spring 2016 reaching a new high of 58% full-time students. Anecdotally, faculty have noticed that the number of students working full-time and taking classes has decreased since the 2008 recession, with more students off work and taking a full-time course load. Based on feedback provided by the Vice President for Enrollment, a number of prospective students are also requesting daytime classes, which the School has typically not offered due to their low popularity with students with full-time jobs. In response, the School began offering 11:30am sections of two required MSLIS courses in the

²⁴ The program received notice on November 22, 2013, that the program was placed on Conditional Accreditation status. The decision was made public on December 20, 2013.

2015–2016 academic year, and enrollment in these sections was consistent with figures in the traditional afternoon and evening sections. Morning sessions of each of the four MSLIS core courses are being offered in 2016–2017. We are also exploring the expansion of daytime sections of other MSLIS courses and are monitoring student feedback on course scheduling options.

Tuition Assistance

The School offers tuition assistance in the form of merit scholarships, endowed scholarships for continuing students, and endowed fellowships, as well as graduate assistantships and information on external opportunities. Data on the School's tuition assistance is provided in the table below.

Table 22. Summary of tuition assistance for MSLIS students, 2013–2016

	2013–2014	2014–2015	2015–2016
Merit Scholarships (awarded at time of admission)			
Accepted applicants who were offered merit scholarships	87.9% (N=258)	87.2% (N=188)	83.7% (N=166)
Total amount offered	\$790,100	\$624,700	\$455,000
Enrolled applicants who received scholarships	84.9% (N=119)	84.2% (N=64)	80.5% (N=72)
Total amount awarded	\$349,600	\$233,900	\$183,300
Endowed Scholarships & Fellowships (for continuing students)			
Continuing students awarded endowed scholarships	33	93	46
Total amount awarded	\$154,353	\$218,195	\$102,215
Continuing students awarded fellowships	0*	5	16
Total amount awarded	--	\$36,870	\$108,680
Overall Combined Tuition Assistance			
Total amount awarded	\$503,953	\$488,965	\$394,495

** The School did not offer fellowships prior to the 2014–2015 academic year*

More details about each of these funding sources are provided below.

Merit Scholarships

Students with GPAs of 3.4 or higher are automatically considered for merit scholarships, which range from 25% to 50% of tuition; a separate scholarship application is not required.

The GRE is not required but students may choose to take the GRE to enhance scholarship consideration. Students are informed of scholarship awards at the time of acceptance into the program. For students in good academic standing (minimum 3.0 GPA), merit scholarships are renewed for their second year of study. As of fall 2016 and per new Institute policy, only full-time students (taking at least 9 credits) will be eligible to receive merit scholarships.

Endowed Scholarships for Continuing Students

Endowed scholarships come from managed funds within Pratt's Institutional Endowment Fund that are earmarked specifically for School of Information students, with approximately 5% of the funds distributed each year in the form of scholarships for continuing students. Two endowed scholarship funds were created since our last accreditation in 2008: Dorothy Cooper (\$640,000); and Morton Flaum (\$280,000). All students who are currently enrolled and continuing their studies in the upcoming academic year are eligible to apply for endowed scholarships, which are competitively awarded based on academic achievement. Students must be registered for a minimum of 9 credits in the semester in which the scholarship is awarded.

In addition to these academic awards, endowed scholarship funds are allocated to officers of the School's Student Association and the student chapter of ASIS&T. This support is discussed in greater detail under Standard V.5 in connection with student organizations.

Fellowships

In addition, MSLIS students may apply for one of the School's highly competitive fellowship awards that support two-semester practicum/internships designed to provide students with exceptional professional-level experience in NYC's great cultural institutions. Current partners include

- Metropolitan Museum Watson Library Fellowship;
- Brooklyn Museum Libraries and Archives Fellowship;
- Whitney Museum Fellowship in Linked Open Data;
- Frick Art Reference Library Fellowship;
- NYARC-MoMA Library Fellowship;
- Guggenheim Museum Fellowship in Born Digital Archives;
- Columbia University Libraries, Science and Engineering Division Fellowship in Data Analytics;
- Brooklyn Historical Society Fellowship in User Services;
- American Museum of Natural History Fellowship in Conservation and Digital Curation; and
- Brooklyn College Archives and Special Collections Fellowship in Conservation.

Fellowships provide students with \$5,000 (\$2,500 in fall and \$2,500 in spring). Students are required to participate in a two-semester practicum/internship (120 hours per semester) at one of the partner institutions and enroll in LIS-698 Practicum/Seminar and in an elective course related to their practicum work.

Fellowship opportunities are announced through the listserv, and applications are accepted in late spring. Scholarships awarded competitively based on academic achievement. Beginning in the 2016–2017 academic year and in alignment with Institute policy, students must be registered for 9 credits in order to receive an endowed scholarship.

Graduate Assistantships

Beyond grant awards, the School provides graduate assistant (GA) opportunities, which are announced on the listserv and posted publicly in the building. GAs work up to 20 hours per week and are paid at a rate of \$12/hour (increasing to \$13/hour in Fall 2016). In general, all GA positions require strong written and verbal communications skills, problem-solving skills, the ability to work independently and manage competing priorities, and familiarity with basic office software. Specific assignments may require additional skills or technical expertise.

Each full-time faculty member has the opportunity to engage at least one GA for 20 hours per week for fall and spring semesters; additional hours may be requested for the summer. Faculty GAs assist with course preparation (e.g., learning management system), reference work, literature searches, research data and analysis, and other professional tasks. Many faculty–student collaborative research projects are accomplished with the help of these assistantships, which provide financial support as well as opportunities for educational and professional development. Examples of these research projects include:

- LinkedJazz, directed by Dr. Cristina Pattuelli, investigates the application of linked open data technologies to digital cultural heritage materials, and work has been accomplished through the help of several GAs since 2011;
- Dr. Irene Lopatovska and her GAs have collaborated on two scholarly projects; and
 - Lopatovska, I., Bierlein, I. Lember, H. & Meyer, E. (2013). "Exploring Requirements for Online Art Collections." *The Proceedings of the 76th Annual Meeting of the American Society for Information Science and Technology* November 1–6, 2013, Montreal, Canada; and
 - Lopatovska, I. & Ransom, E. (2014). "The state of L-schools: intellectual diversity and faculty composition." *Journal of Librarianship and Information Science*. doi: 10.1177/0961000614533718.
- Visual First Amendment, a collaboration between Drs. Debbie Rabina and Chris Alen Sula and four GAs, explored the use of interactive data visualizations to present a new and deeper understanding of the Supreme Court. This project was a finalist for the Most Interesting Preliminary Results Paper Award at iConference 2015.

In addition to faculty GAs, the School's main office employs a number of GAs who help with routine administrative tasks (e.g., phone calls, inquiries, data processing, graphic design) and assist the School's academic advisor or administrative assistant with their tasks. For the past several years, the School has employed 10–12 students in these positions over course of the academic year. Further, the Pratt Libraries also hires a number of graduate assistants throughout the academic year who help support library functions.

Other Funding Sources

Beyond federal financial aid, the Institute and School provide students with information on a wide array of external funding opportunities. This information is primarily circulated through our email listserv, as well as news of students receiving these awards. Recent examples include:

- NYLA–Dewey Scholarship, awarded to Megan De Armond (2016) and Samantha Raddatz (2014);
- SAA F. Gerald Ham and Elsie Ham Scholarship, awarded to Bill Levay (2014);
- ARL Career Enhancement Program Fellow, awarded to Jennifer Ferretti (2013);
- ARLIS/NA Wolfgang M. Freitag Internship Award, ARLIS/NA Internship Award, and ARL Career Enhancement Program Fellow, awarded to Kai Alexis Smith (2013); and the
- METRO Innovative Internship Program, awarded to Houda El Mimouni (2013).

Placement

The MSLIS program has an outstanding placement rate: 92% of MSLIS graduates are employed within nine months, according to responses to the MSLIS Alumni Survey,²⁵ with 93% of those describing their employment as professional. We attribute this strength to curricular offerings that reflect emerging trends in the field, as well as an extensive network of alumni, institutions, and employer contacts. Over the past several years, MSLIS graduates have found work in institutions that are redefining the LIS field in roles that emphasize community engagement, cultural relevance, and other emerging areas. Importantly, the overwhelming majority of alumni (almost 90%) report being on path career consistent with their career goals, as shown in the table below.

Table 23. Alumni employment status nine months after graduation, 2013–2015

	2013–2014	2014–2015	Overall
Alumni who were employed nine months after graduation	88.9% (N=54)	96.0% (N=50)	92.3% (N=104)
Alumni who described their employment as “professional”	93.2% (N=44)	95.7% (N=47)	94.5% (N=91)
Alumni who said their employment is on a path consistent with their career goals	88.6% (N=44)	91.5% (N=47)	90.1% (N=91)

Respondents indicated being employed across a range of organizations, both within and outside of traditional LIS contexts, and are employed at a rate of:

²⁵ The MSLIS Alumni Survey is sent nine months after graduation. Over the past two academic years (2013–2014 and 2014–2015), the Alumni Survey was sent to 217 MSLIS graduates and received 104 responses (48% response rate).

- 28.6% in an archive or special collections;
- 23.1% in an academic library;
- 17.6% in a public library;
- 13.2% in a museum or museum library;
- 9.9% in a non-profit;
- 6.6% in a corporate, law, or business library;
- 5.5% in a school library; and
- 5.5% in a media/publishing company.

Survey respondents also reported holding positions in galleries, government agencies, higher education institutions (non-library), advertising agencies, design agencies, technology firms, start-ups, and self-employed. Some notable employers listed by respondents include the following:

ABC-Disney Television Group	Frick Art Reference Library	SiriusXM
Baltimore County Public Library	HUGE	Taylor & Francis Group
BBC Worldwide	ITHAKA	The Boston Consulting Group
Brooklyn Museum	Library Journal	The Juilliard School
Brooklyn Public Library	Museum of Modern Art	Tiffany & Co.
Carnegie Hall Archives	New York Botanical Gardens	UMass Memorial Medical Center
Center for Jewish History	New York City Department of Education	UNIFIED Oncology
Change Sciences	New-York Historical Society	Viacom Media Networks
Chicago Film Archives	New York Public Library	Whitney Museum
Columbia University Libraries	New York University Archives	Yale University Libraries
CUNY TV	Queens Museum	
Fort Lee Public Library		

Notable graduates of the past seven years have held such positions as:

- Allie Jane Bruce (2012), Children's Librarian, Bank Street School of Education;
- Jonathan Cain (2011), Government Information and Public Policy librarian, University of Oregon;
- Tara Hart (2010), Archives Manager, Whitney Museum;
- Susan Malsbury (2009), Digital Archivist, New York Public Library;
- Matt Miller (2013), Head of Semantic Applications & Data Research, NYPL Labs, New York Public Library; and
- Bobby Smiley (2013) Digital Humanities and American History Librarian, Michigan State University.

Biennial Employer Focus Groups gather feedback on several aspects of the program, including how well the program is providing students with the competencies that employers need. Findings from fall 2014 Employer Focus Group showed that employers have positive perceptions of MSLIS graduates, noting their creativity, curiosity, and preparedness for professional positions. In addition to gathering stakeholder feedback, the School cultivates an extensive network of alumni and employer contacts at libraries and cultural heritage institutions throughout NYC. These contacts are among our 1,612 listserv subscribers, and

they routinely post job and internship opportunities for current students. In addition, the School and its student organizations routinely invite alumni to participate in panels that discuss current trends in the field and offer career advice. Additional details on student placement are presented under Standard IV.4.

Other Academic Policies: Course Waivers and Prerequisites

All students must take all of the core required courses for their MSLIS degree program. Occasionally, a student will request that previous coursework or work experience stand in for a required course. In these cases, students may take an alternative course with the program coordinator's approval. Students with exceptional technology skills may take an advanced technology course as an alternative to LIS-654 Information Technologies. Students must pass a technology skills assessment and receive approval from Dr. Monica Maceli, course coordinator for LIS-654. Prerequisites for particular courses may be waived subject to instructor approval; however, if a prerequisite is required for the student's degree program, he or she must still complete that course at a later date.

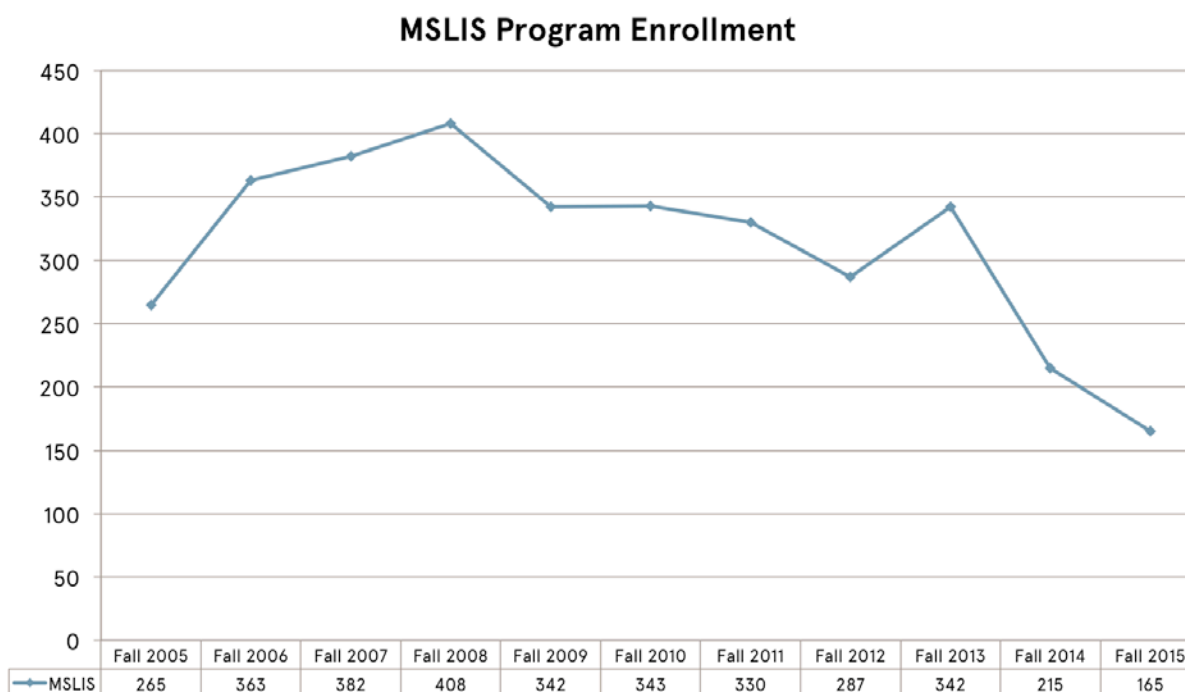
In all three cases, students must get final approval for any changes to their program from the School's Assistant to the Dean for Academic Programs, who will complete the necessary paperwork and approve changes to a student's program of study. In cooperation with the Institute Registrar, the Assistant ensures that such changes are indicated within Pratt's student data management system and on student transcripts.

Composition of the Student Body

Overall Program Enrollment

MSLIS enrollment trends from 2005 to 2015 are presented in Figure 4 below.

Figure 4. Total MSLIS Program Enrollment, 2005–2015. Source: ALA/ALISE Statistics



As shown in the figure above, the MSLIS program experienced its peak enrollment in 2008 (408 students). The program experienced another peak in 2013 (342) during a time most LIS programs were experiencing enrollment declines; according to ALA Trend Summaries, 64% of ALA-accredited LIS programs (37 of 58) reported an enrollment decline between 2012 and 2013, with 25 programs (43%) reporting a decline of 20 or more students. This downward trend intensified in 2014 when 72% of ALA-accredited LIS programs (42 of 58) reported a decrease in enrollment, with 25 programs (43%) again reporting a decline of 20 or more students. In this climate, and in light of broader nationwide trends showing decreased enrollments in graduate education in general, enrollment in Pratt’s MSLIS program experienced a 37% enrollment decline between 2013 and 2014, when it was announced the program had been placed on Conditional Accreditation status, and another 25% decline between 2014 and 2015. As mentioned above, the School is working with the Vice President for Enrollment to explore ways of increasing enrollment in the MSLIS program.

ALA Trend Summaries, specifically “Data on program performance,” shows that enrollment in LIS programs across North America has trended downward.²⁶ Table 24 below gives several

²⁶ American Library Association, Committee on Accreditation. (2016). *ALA Committee on Accreditation Trend Summaries Report 2016* [Data set]. Retrieved from http://www.ala.org/accreditedprograms/sites/ala.org.accreditedprograms/files/content/reportspublications/reports/COA_Trended_Stats2002-2015%28NS%29.xlsx. Also available on [accreditation website](#).

examples from enrollment data showing this downward trend.²⁷ Appendix V.2 “Percent Change in LIS Program Enrollment, 2015 vs. 2010” provides further examples.

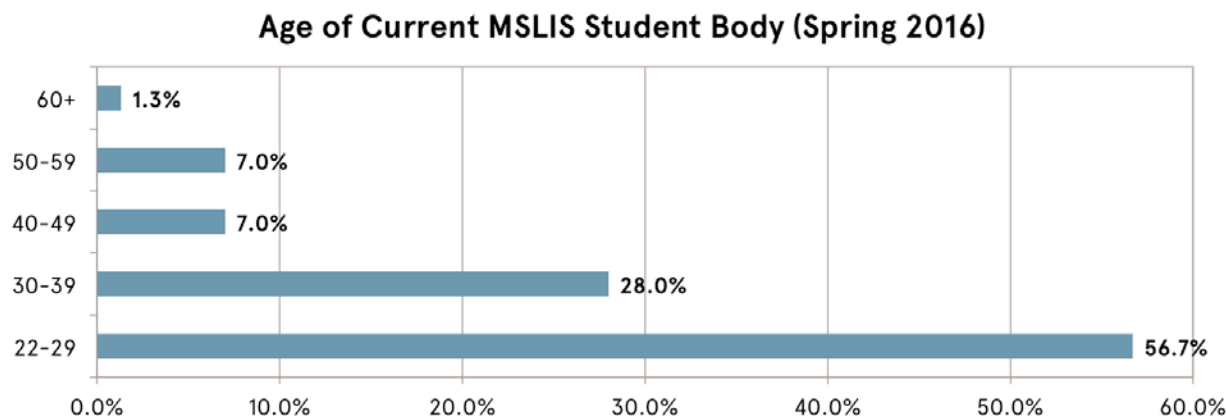
Table 24: Total ALA headcount across U.S. LIS programs, master’s students, 2010 and 2015

LIS program	2010	2015	%Change
Catholic University	231	84	-63.6%
Drexel University	682	260	-61.9%
Florida State University	569	241	-57.6%
University of Illinois	617	479	-22.4%
Indiana University	608	366	-39.8%
University of Maryland	354	222	-37.3%
University of North Carolina at Chapel Hill	308	176	-42.9%
University of Pittsburgh	383	109	-71.5%
Pratt Institute	343	165	-51.9%
University of South Carolina	416	270	-35.1%
University of Texas at Austin	272	190	-30.1%
University of Toronto	463	436	-5.8%

For Pratt, the decline in enrollment seems a result of two causative factors: the trend shown in the table above impacting many schools/programs, and conditional status, which inevitably negatively impacts enrollment.

Overall demographics on the current student body (spring 2016) are provided below. Broadly speaking, about 85% of students in the MSLIS program are women, 75% are white, and more than half are younger than 30 years old.

Figure 5. Age of current student body, spring 2016



²⁷ Headcount figures from ALA Trend summaries “Total ALA headcount, master’s students” for 2010 and 2015.

Figure 6. Ethnicity of current study body, spring 2016

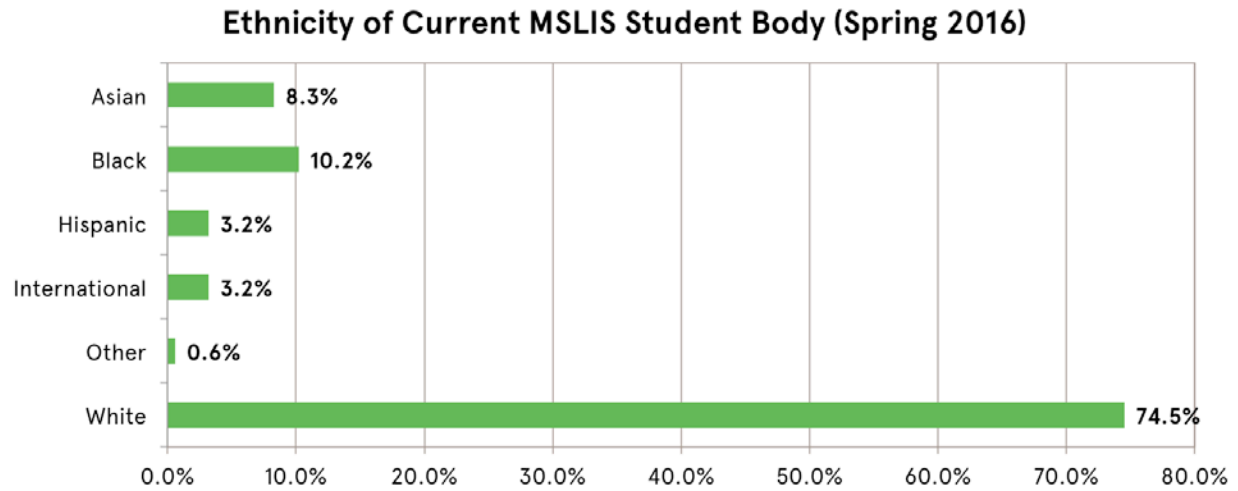
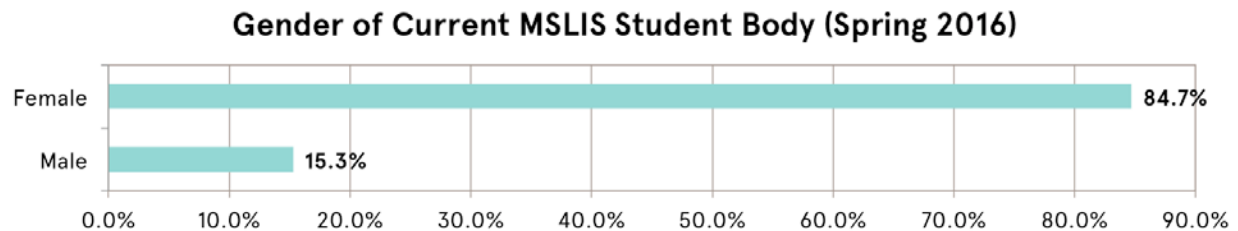


Figure 7. Gender of current student body, spring 2016



Diversity

Our commitment to recruiting and retaining a diverse student body is emphasized in School Goal #5 to “foster a culturally responsive learning environment that builds individual and community strengths” and is inclusive of various backgrounds and perspectives.

At the Institute level, there are two initiatives focused on diversity. The Diversity Committee addresses issues on the recruitment and retention of faculty, staff, and students from diverse and/traditionally underrepresented backgrounds; fosters an environment that welcomes diverse perspectives, backgrounds, and life experiences; encourages all members of the Institute community to develop mutual respect and appreciation for multiple viewpoints; educates the Pratt community on the organizational benefits and value of diversity; and promotes the principle of equal opportunity in both the educational and work environments. A full-time faculty member from the School has served on this committee for the past several years.

Pratt Institute has also committed to developing a Strategic Plan for Diversity, Inclusion, and Innovation for 2017–2022 that will include strategies, measurable goals, and milestones. The plan will establish a shared understanding of the present state, build a five-year road map, and engage stakeholders in creating a shared compelling vision of the future for Pratt. The Diversity Steering Committee, composed of members of the senior staff, was formed in spring 2016, and the Institute has contracted with Cambridge Hill Partners to help with this strategic visioning.

Diversity: Race and Ethnicity

Though the total enrollment of the program has decreased since the 2008 recession, the total number of students each year who identify as belonging to minority groups has remained relatively constant, meaning the percentage of minorities has increased.

Table 25. Minority enrollment data, 2009–2015

Year	Total Enrollment (ALA headcount)	Minority Enrollment	% Minority Enrollment
2015	165	39	23.6%
2014	215	36	16.7%
2013	342	10	2.9%
2012	287	41	14.3%
2011	330	50	15.2%
2010	343	43	12.5%
2009	342	57	16.7%
TOTAL	2024	276	13.6%

The MSLIS program had an average of 13.6% minority student enrollment over the past seven years (15.8% if one outlier year is removed from the data). These figures place Pratt within the middle group of ALA-accredited programs for minority enrollment, based on 2013–2014 Summary Data.

Of applicants to MSLIS program during the past academic year (2015–2016), 16.6% were from minority groups, consistent with previous years and demonstrating the School's continued ability to recruit a diverse student body.

Table 26. Ethnicity of MSLIS applicants, Academic Year 2015–2016

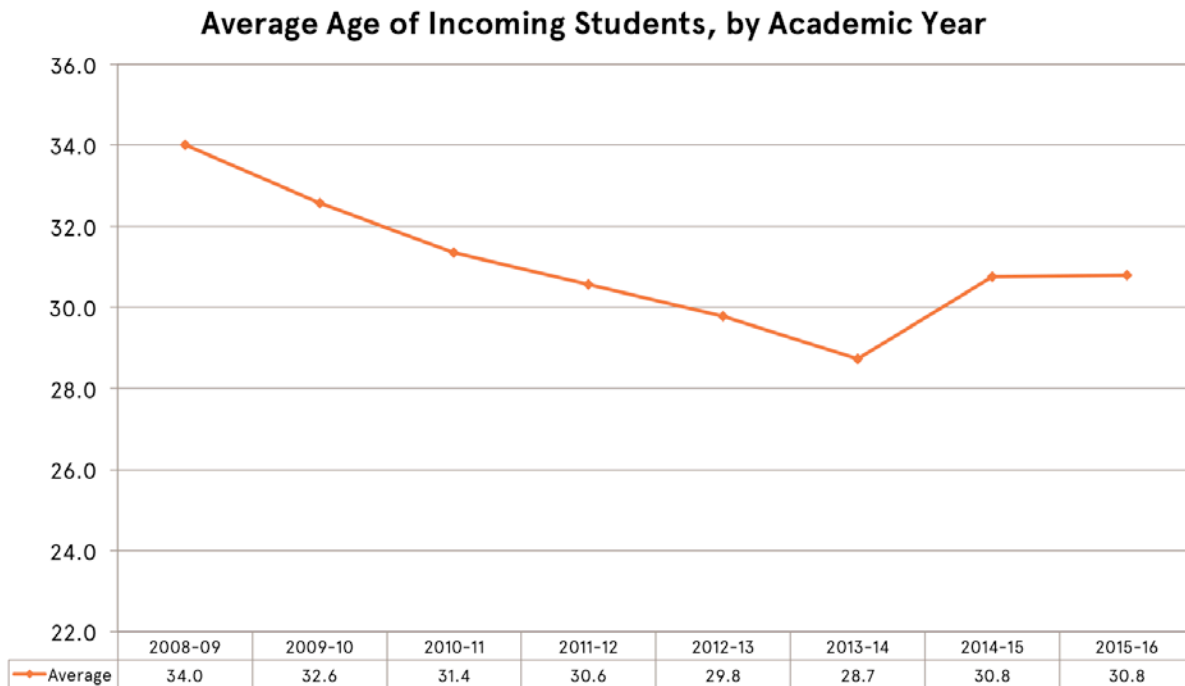
Ethnicity (N=157)	N	%
White	103	65.6%
Minority	26	16.6%
<i>Asian</i>	<i>9</i>	<i>5.7%</i>
<i>Black/African-American</i>	<i>9</i>	<i>5.7%</i>
<i>Hispanic</i>	<i>7</i>	<i>4.5%</i>
<i>Other</i>	<i>1</i>	<i>0.6%</i>

International	14	8.9%
Undeclared	14	8.9%

Diversity: Age

Other measures of diversity include age, gender, location, and educational background of applicants. In terms of age, the student population has gotten younger over the past eight years from an average age of 34 in 2008-2009 to an average of 30.8 in 2015-2016.

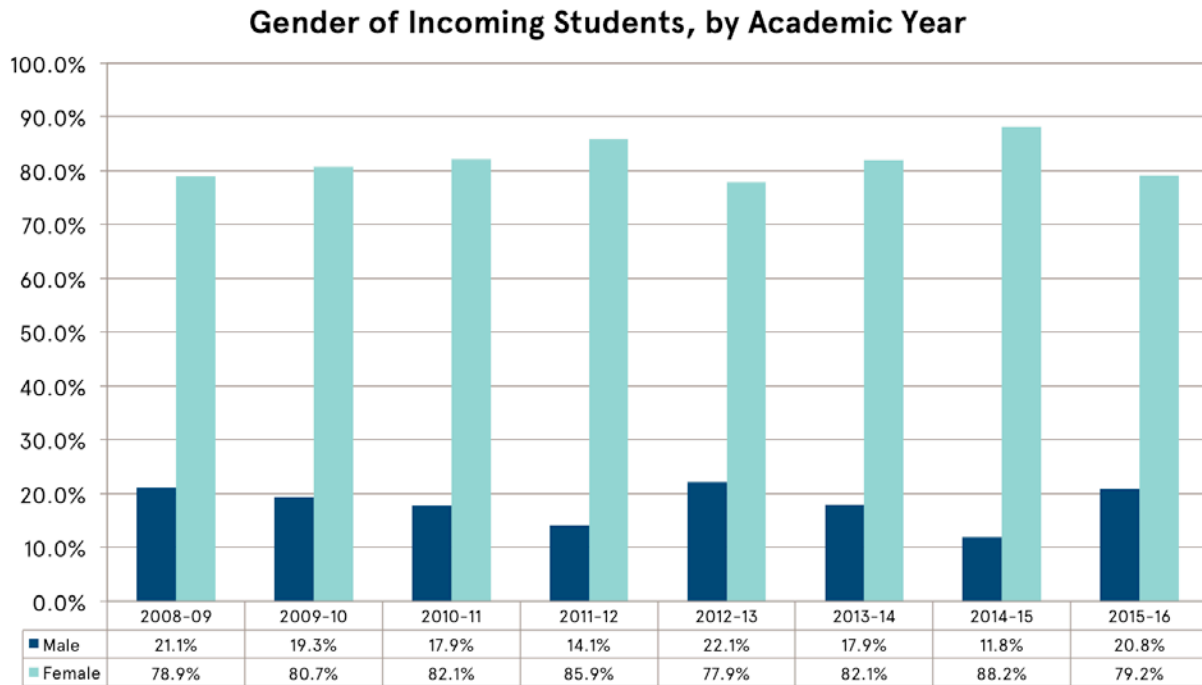
Figure 8. Average age of incoming MSLIS students, 2008-2016



Diversity: Gender

The gender breakdown of incoming MSLIS students has remained relatively constant over the past eight years, with women making up around 80% of incoming cohorts. A gender breakdown of the incoming class is presented in Figure 9.

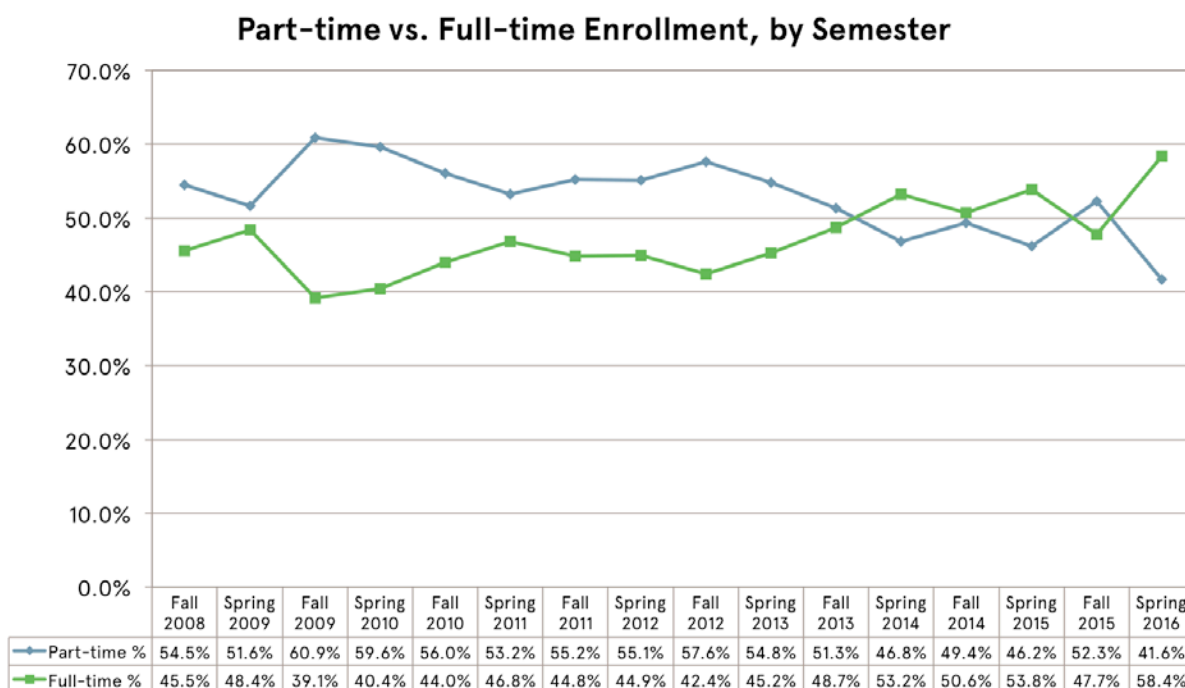
Figure 9. Gender of incoming MSLIS students, 2008–2016



Diversity: Full- and Part-time Enrollment

Since fall 2008, an average of 47% of MSLIS students were enrolled on a full-time basis (at least 9 credits). Notably, we have seen a recent increase in full-time enrollment since spring 2014, with an average of 52.8% of MSLIS students studying full-time (Figure 10).

Figure 10. Percent of MSLIS students enrolled full- and part-time since, fall 2008–spring 2016



Diversity: Geography

As a measure of geographic diversity and the populations served by the MSLIS program, we monitor students' locations at the time of application. Of the 154 applicants to the MSLIS program in 2015–2016 for whom we have data, almost half (46%) had home addresses in New York state, about 8% were international, and the remainder hailed from various states throughout the U.S. These figure are consistent with historical trends in the past eight years.

Table 27. MSLIS applicants by region, academic year 2015–2016

Region	N	%
Northeast	94	61.0%
West	20	13.0%
South	15	9.7%
Midwest	13	8.4%
International	12	7.8%
TOTAL	154	

Diversity: Educational Background

To track educational diversity, we also collect data on students' academic backgrounds at the time of their application. About two-thirds of MSLIS applicants in the 2015–2016 academic year held undergraduate degrees in arts or humanities, which is typical of the

student body as a whole. About 20% have social science backgrounds, with education, LIS, STEM, and other/interdisciplinary degrees making up the rest of applicants. Overall, applicants had undergraduate degrees from 130 different institutions.

Table 28. MSLIS applicants by undergraduate degree, academic year 2015–2016

Undergraduate major	N	%
Arts/Humanities	106	67.5%
Social Science	30	19.1%
LIS	6	3.8%
Education	4	2.6%
STEM	4	2.6%
Other/Interdisciplinary	7	4.5%

IV.2: CURRENT AND EASILY ACCESSIBLE INFORMATION

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

Everyone who makes an inquiry about the MSLIS is mailed a copy of the Pratt's Graduate Bulletin describing the Institute's degree programs, minors, and other study options. The website also provides academic program information including academic offerings, curricula and graduation requirements, expected learning outcomes, faculty, and course descriptions. The official degree program information is obtained from Pratt's enterprise system, ensuring that it is accurate and up to date. The Offices of the Registrar, Provost, and Admissions review the information frequently and work closely with the Communications and Publications Department making sure that appropriate changes are reflected in the print and online materials. Prospective students can readily access information about various Pratt resources as well. The admissions page on the Institute's website presents a range of useful information regarding support services, housing, student life opportunities, and other resources that may be helpful to determine fit. Prospective and current students can easily access information on the cost of attending Pratt and tools, such as the Net Price Calculator, to assist with tuition planning on the Financial Services website. Moreover, information regarding retention, graduation, and accreditation is available on the Web.

School Website and Social Media

Current, accurate, and easily accessible information about our programs is available to the public on Pratt's website. Our graduate bulletin and Student Handbook are print resources that contain much of the same material, but our website is the most comprehensive resource. On the site, specific information on admissions, degree programs and requirements, curricular resources, certificates, concentrations, scholarships and grants, practicum and internships, international programs, e-Portfolios, and faculty and staff bios.

While we do not explicitly measure student satisfaction with the School website, one participant in the recent MSLIS Student Focus Group expressed displeasure with the website because they had difficulty finding information relevant to their interests when applying to the program. This sentiment was supported by anecdotal data collected by program faculty when speaking to students about their experience browsing the website as prospective students. Although the Pratt website had recently undergone extensive revision under the guidance of the branding agency Ologie, it did not alter the School's portion of the Pratt website beyond cosmetic changes. This feedback, plus the School's introduction of three new master's programs over the past two years, prompted us to reconsider the information architecture of the School website to streamline and clarify access to information about all of the School's programs (including the MSLIS). Working collaboratively with program faculty, staff, and students, the School's revised website launched in summer 2016. This redesign features rewritten and streamlined text content that is more attuned to mobile web users, new photography to add visual interest, and additions of new content that currently don't exist online (e.g., information on advising). It is hoped that this redesign will significantly enhance the website for all parties interested in information about the School, including current students, prospective students, alumni, employers, and others.

Pratt Institute uses the Moodle learning management system (LMS) to support courses and intra-Institute communication. All Pratt courses have an LMS page; community members can also request LMS pages for Institute-wide committees. Pratt community members can also use Pratt Commons, which is an online space where any Pratt community member can create groups and work collaboratively. These tools are supported by IT and used by all at Pratt. At the School of Information, we also communicate with students through listservs, including our Google Group. All members of the SI community are welcome to join this list, which includes students, faculty, alumni, employers, and community partners. Additional announcements are posted through social media, including Facebook, Twitter, and Instagram; as of this writing, the Pratt School of Information Facebook page has more than 797 likes and a reach of greater than 2,500 users, @PrattInfoSchool on Twitter has 1,273 followers, and @PrattInfoSchool on Instagram has 195 followers. Lists and social media accounts are managed by faculty and staff.

Graduate Bulletin

The Pratt Institute Graduate Bulletin contains information about the School's mission and detailed descriptions of the degrees offered, including dual degree and advanced certificate offerings. Specific to the MSLIS degree program, the bulletin offers a breakdown of course

requirements, information about Advanced Certificate programs including program goals and required courses, program-level learning outcomes, information about the e-Portfolio requirement, and admissions procedures. Summer programs abroad, internship and practicum opportunities, and fellowships and scholarships are also described.

In the Graduate Bulletin, students can also find Institute policies, including academic integrity, financial aid, registration, grading, and student life. Graduate bulletins are available on campus in both Manhattan and Brooklyn and students may request a copy by mail. In accordance with Pratt's sustainability initiative, students are directed to the web site, where all the same information is available.

Student Handbook

Pratt's student handbook also contains information about the academic integrity policy, the academic calendar, and contact information for various campus offices providing student support. Every new student is given a handbook, which also doubles as a planner, during orientation, and they are available throughout the year in departmental offices and through Student Services.

Support for Policies and Procedures

While the whole of this report demonstrates the School of Information's unified support for policies and procedures, there are several highlights worth mentioning here. The systematic planning process, particularly the involvement of the Dean, Faculty Council, and the LIS-PC ensures the quality and consistency of policies and procedures. Student organizations, in particular, SILSSA, help validate the impact of these policies and procedures on the student experience. Finally, through surveys and focus groups, data are collected that demonstrate the effectiveness of policies and procedures and help determine when they need revision. This continuous commitment to the planning process helps ensure commitment to the School's mission and vision.

IV.3 ADMISSIONS PROCESS AND STUDENT SUCCESS

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

Admissions Standards and Procedures

Information on admissions standards and procedures are available in the Graduate Bulletin and on the Institute's web site. Admissions requirements are further explained through open houses and recruitment sessions, where one-on-one advisement with School faculty and staff is available. The School of Information office and program coordinators are available to answer questions about the application process through email, over the phone, and in-person meetings by appointment.

All students submit an application online (<http://www.pratt.edu/apply>), including a non-refundable application fee. The Admissions Committee, consisting of the MSLIS program coordinator, the Dean of the School of Information, and the Advisor for Academic Programs, evaluate each application. Rather than score applications on a rubric, we consider a number of qualitative factors including essays, interviews, and recommendations from previous employers. While the School values academic achievement, in order to build a diverse and inclusive environment, we use multiple criteria to evaluate entering students. By considering multiple data points, we are better able to look holistically at applicants toward recruiting and retaining a student body capable of meeting the challenges of the MSLIS coursework and who will succeed in the field. All applicants must submit the materials detailed below:

- All applicants to graduate programs at Pratt must have received a bachelor's degree from an institution in the United States that is accredited by a recognized regional association, or have been awarded the equivalent of the bachelor's degree from an international institution of acceptable standards by the term in which they plan to enroll;
- Electronic copies of transcripts of all college must be submitted through Pratt's CollegeNet Admit online system, official transcripts and must be submitted via post to verify authenticity, and international students must have all transcripts officially translated into English—both the unofficial and the English translated version must be submitted;
- Two letters of recommendation are required from employers, professors, or others qualified to judge the applicant's potential for graduate study;
- An applicant's statement of purpose should discuss his or her career goals and interests in a chosen area of study, and reasons for applying to the program;
- The Graduate Record Exam (GRE) is not required for the MSLIS but students applying to the dual-degree with Art History must take the GRE to meet requirements in the Department of History of Art and Design and the School may request that applicants take the GRE when it is judged from a review of the application that there is some question as to academic ability;
- TOEFL score, Pearson, or IELTS score is required for international applicants whose native language is not English; Institute-wide, the minimum required TOEFL score is 79 (Internet), IELTS score is 6.5, and PTE is 53 and the MSLIS program requires at least a TOEFL score of 82, IELTS score of 6.5, or PTE of 53; and
- An interview may be required; when candidates live a distance from New York and a personal interview is not feasible, a phone or Skype interview is used, and application

to the Library Media Specialist (LMS) program requires an interview with the LMS Program Coordinator, which can be a Skype interview.

Applicants to the MSLIS program tend to have a background of high academic achievement. For instance, the average undergraduate GPA of accepted applicants for the past academic year (2015–2016) was 3.42 (compared to an average GPA of 2.99 of rejected applicants). In addition, nearly one quarter of applicants in the last admissions cycle held a graduate degree; several held more than one graduate degree.

Table 29. Degrees held by MSLIS applicants, Academic Year 2015–2016

Degrees held	N	%
PhD	2	1.3%
JD	5	3.2%
Master's	30	19.1%
Bachelor's only	124	79.0%

We interpret these data to show that applicants to Pratt’s MSLIS program are a self-selecting group of high academic achievers. This interpretation is further supported by the high caliber of work that students produce during their time at Pratt, as indicated by their strong GPAs, publications, conference presentations, and high employment rate, which is detailed in section IV.4 below. It is worth noting that entering students who may not be as academically strong still succeed in their studies, and Pratt makes every attempt to nurture their talents and provide academic supports as needed. This is primarily achieved through faculty working one on one with students through their course projects and assignments. Supplementary services, such as the School’s tech tutor and the Institute’s Writing Center, are also made use of when needed.

Applicants with an undergraduate GPA of less than 3.0 must provide evidence of their ability to perform graduate-level coursework. In cases such as these, the admissions committee must take the applicant’s entire file into account. To augment this file, they may request a telephone or in-person interview, and/or completion of the Graduate Record Exam (GRE). Evidence of ability to complete graduate-level coursework could include excelling in relevant professional experience (e.g., as articulated in employer recommendation) and/or success with graduate-level coursework. For example, from fall 2016, 7.6% of admitted students had a GPA between 2.8 and 3.0. These students were able to satisfy the admissions committee’s concerns by providing evidence of their ability to perform graduate-level course work through means such as those mentioned.

Applicants may apply for non-matriculated status and take up to 6 credits. All files are maintained with consideration for applicant’s privacy, per FERPA.

Applications have been accepted throughout the year on a rolling basis, meaning students may choose to begin their studies in the fall, spring, or summer, although most students begin in the fall. This policy was changed fall beginning 2016 by the Vice President for Enrollment, so that SI applicants will follow the Institute's application deadlines. Students may choose to be admitted into a particular program of study, but the majority select a course of study once they have matriculated. In fall 2016, 81% of incoming students are enrolled in the general MSLIS. Specialized programs begin with smaller enrollments. For example, 8% of incoming fall 2016 students are enrolled in the MSLIS and the History of Art and Design dual degree program. However, many students pick a concentration or certificate program in their first year of study, as indicated in the Programs of Study section below.

Student Completion Rate

The MSLIS program has a high retention rate. For instance, 147 students were enrolled in fall 2015, five of whom completed the MSLIS at the end of fall semester, the other 142 (97%) returned in the spring 2016 semester. This retention rate is actually slightly higher than the past two academic years, both of which saw retention rates of 92% between the fall and spring semesters.²⁸ The number of students who did not return includes those who have either taken a leave of absence (up to one year), or completely withdrawn from the program.

While there is no prescribed length of time for completing the MSLIS, the average time to completion is two years. Many students work while completing their MSLIS and this may add additional time to their course of study. From 2008-2013, nearly 60% of students completed the program in two years or fewer and more than 80% completed the program in three years or fewer. Overall, 90% of all incoming students successfully completed the MSLIS program (see Table 30).

Table 30. MSLIS graduation rates since 2008

Academic Year	Graduating in two years or fewer	Graduating in three years or fewer	Total Graduation Rate
2008-2009	53.7%	78.9%	86.8%
2009-2010	56.9%	85.1%	94.5%
2010-2011	61.3%	84.5%	90.5%
2011-2012	58.6%	82.0%	90.6%
2012-2013	63.1%	86.1%	91.0%

²⁸ For 2014-2015, 183 of 199 (92%) eligible students were retained between the fall 2014 and spring 2015 semesters. For 2013-2014, 204 of 222 (92%) eligible students were retained between the fall 2013 and spring 2014 semesters.

TOTAL	58.3%	83.1%	90.6%
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Student Success

MSLIS students are not only academic achievers, they are also active and engaged members of the LIS community, both locally and nationally. Student success is measured in multiple ways, and beyond grades, we consider job placements and student and alumni publications and awards as significant measures. The following examples of student success demonstrate that MSLIS students realize the School's mission and vision both in classrooms and in their careers through participation and building community. Below we list a few of these measures, which will be further explored in subsequent sections.

Academically, MSLIS students graduate with high GPAs, and many graduate with academic honors. We interpret this to indicate a high level of engagement with their coursework and a motivation to learn. Relatedly, students tend to perform well on e-Portfolios, the capstone assessment required for graduation. See Standard IV.4 for a more descriptive account of the e-Portfolio process and student outcomes data.

Perhaps the most significant measure of student success is our student employment data, detailed in the Placement section of Standard IV.1. Alumni in significant positions in New York are often invited back to speak in MSLIS courses, which creates a network of alums that offers support to recent graduates who are on the job market and builds community within the profession in New York. Our high number of placements in libraries and archives (76% of reporting students in an alumni survey of 2014 graduates) indicates that SI is educating the next generation of LIS professionals. The other 25% who are working in diverse fields ranging from industry to non-profits also indicates that the SI curriculum can support a range of interests.

In addition to academic measures and job placement, we also look to external indicators of student success. While students often publish and present work with faculty, many MSLIS students and alums are also submitting their work individually for publication and conference presentations. For example:

- Bardoff, Corina (2015). Homelessness and ethics of information access. *The Serials Librarian* 69(3): 347-360. (Originally written for LIS-611: Information policy, FA15);
- Chedraui, C. I. (accepted). Screen Cultures: On Archiving, the Collective Memory, and the Mainstream Cinematic Culture. *Review of Arts and Humanities*. (Written for LIS-651 Information Professions, fall 2014);
- Hatoum, S. (2015, July 27). Go Set a Watchman: By the Numbers. *Library Journal*. Retrieved from <http://lj.libraryjournal.com/2015/07/books-media/go-set-a-watchman-by-the-numbers;>
- Shaw, Jodi (2015). Here Come the Bicycles! The Rise of New York City's Bicycling Infrastructure. *DttP: A Quarterly Journal of Government Information Practice and Perspective*, 43(4), 8-14. (Written for LIS-613: E-government Information and Users, fall 2014); and

- Okoro, N. (2014). Student Satisfaction and the Completion of Academic Tasks. To be published in *the Proceedings of the 6th Qualitative and Quantitative Methods in Libraries International Conference (QQML 2013)*, 27-30 May, Istanbul, Turkey. (The paper is based on students' work for the LIS-630 course).

MSLIS students also win awards from major organizations and publications in the field, many having to do with leadership. Recent examples include:

- James Adams: ALA 2016 Emerging Leader;
- Nik Dragovic: ALA 2015 Emerging Leader;
- Dalia Levine: Library Journal 2013 Movers and Shaker; and
- Houda El Mimouni: fall 2013 METRO Innovative Internship Program.

IV.4 ADVISING AND STUDENT PROGRAMS OF STUDY

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

Programs of Study

Students have a diverse range of interests that are satisfied by the School of Information's program offerings. As mentioned in Section II, students may choose from a number of joint degrees, certificate programs, and program concentrations. Because the School does not require that students formally declare an area of study, we rely on self-reported data collected on the Graduating Student Survey.²⁹ According to these data (see Table 31), the three most common areas of study are Archives (56%), User Experience (34%), and Rare Books and Special Collections (30%). Note that the percentages do not add up to 100% since students may pursue more than one area.

Table 31. Students' self-reported areas of study, summer 2015–spring 2016

Area of Study	%
Archives	55.7%
User Experience (UX)	34.3%
Rare Books and Special Collections	30.0%
Museum Libraries	28.6%

²⁹ The question regarding students' areas of study was added to the Graduating Student Survey in summer 2015. Since that time, we have collected data on students' chosen areas of study from 70 out of 74 graduates (95%).

Digital Humanities	25.7%
Art History (dual degree)	15.7%
Data Analytics, Research, and Assessment (DARA)	10.0%
Libraries and Academic/Research Contexts (LARC)	7.1%
Literacy, Education and Outreach (LEO)	7.1%
School Libraries (Library Media Specialist)	7.1%
Digital Art and Information (dual degree)	5.7%

Formally, students' areas of study are also measured through their completion of advanced certificates. In 2015–2016, more than one-third of graduates were awarded an advanced certificate with their MSLIS degree (25 out of 70; 35.7%), a sharp increase from the previous academic year (30 out of 110; 27.3%). Consistent with the data above, most certificates are granted in the area of Archives. New certificates in Digital Humanities and User Experience were added in the 2015–2016 academic year in response to student interest as demonstrated through the data above and course enrollments in these areas.

Multifaceted Evaluation of Student Work

The School of Information evaluates MSLIS student work in many different ways. Our face-to-face educational model and faculty-led areas of study mean that students receive feedback on a regular basis, both formally and informally, as part of our educational culture.

The School of Information follows the Institute's grading policies and policies related to academic standing. Information on academic standing and Pratt's grading policy can be found on the web and in the Graduate Bulletin. The Institute has an academic integrity policy that can be found online and is also reiterated in the Graduate Bulletin. All faculty at the School of Information include information about Pratt's policies related to academic work on their syllabi.

All faculty articulate their standards of excellence for work in their courses by including a grading scale in syllabi and indicating the value of individual assignments. Within their classes, students are also encouraged to reach out to faculty for feedback on assignments or help with project work. This consistent communication helps faculty better understand student needs and to respond accordingly at the course level. By meeting in person weekly with courses and holding office hours, faculty offer students opportunities for assessment throughout the semester, rather than just at midterm and finals.

Unique course offerings and research opportunities are also available for MSLIS students. Some students pursue independent study, for credit, in a student-driven, faculty-supervised project. Independent study is an opportunity for students to work closely with

faculty on a research project and receive consistent feedback and assessment through meetings, writing assignments, and in some cases, conference proposals and presentations. The School also offers a Practicum course and Student Teaching course, both of which provide feedback both from a site supervisor who oversees students as they work in the field, and the course instructor who leads regular seminars on campus and uses the supervisor's feedback and their own in determining a course grade.

At the program level, all MSLIS candidates must submit an e-Portfolio, the program's direct measure of student learning. Students curate e-Portfolios by aligning exemplar projects from their MSLIS coursework with the program's SLOs. The MSLIS Graduating Student Survey includes several questions related to the e-Portfolio process. As shown below in Table 32, the vast majority of students feel that their e-Portfolios are assessed fairly.

Table 32. MSLIS student perceptions of e-Portfolio assessment, 2013-2016

	2013-2014	2014-2015	2015-2016	Overall
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that feedback from their advisor improved their e-Portfolio	88.9% (N=54)	92.1% (N=89)	96.0% (N=50)	92.2% (N=193)
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that their e-Portfolio was assessed fairly	100.0% (N=55)	95.7% (N=92)	100.0% (N=59)	98.1% (N=206)

Also at the program level, students may be nominated by faculty or self-nominate their work for #infoshow, the School of Information's end of year showcase of exceptional student work. Since #infoshow coincides with graduation in spring, presentations are given to the entire School of Information community, including family members, potential employers, and other stakeholders. It is not only an opportunity to receive feedback on student work, but is also a celebration of student excellence.

By providing students multiple modes of feedback, the School uses student assessment as a tool to help students achieve their goals and experiment in the field as they prepare for their careers.

Academic Advising

Newly admitted students receive advising on their first semester courses from the Assistant to the Dean for Academic Programs. Based on information from their applications, all students are assigned a full-time faculty advisor by the Assistant to the Dean for Academic Programs prior to beginning their first semester.

Faculty advisement is an opportunity for students to build rapport with faculty members; as such, students are free to seek academic counsel from any full- or part-time faculty member. The School office collects and shares the office hours of both full- and part-time faculty to facilitate these conversations. Full-time faculty send an email introduction to all their advisees during the first month of each semester encouraging them to seek advisement. The School office also supports advisement by encouraging students to contact their advisors during the preregistration advisement period. As mentioned previously, students often select a concentration or decide to pursue a certificate after their first semester; at this time, students may request a change of advisors based on this shared interest. All advisor switches must be made through the Dean's Assistant for Academic Programs, and both advisors involved in the switch must agree to the change. According to data from the Graduating Student Survey, MSLIS students generally feel supported by their faculty advisors though there is definitely room for improvement.

Table 33. MSLIS student perceptions of academic advisement, 2013-2016

	2013-2014	2014-2015	2015-2016	Overall
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that faculty provided helpful academic advisement	70.0% (N=60)	84.5% (N=84)	81.6% (N=49)	79.3% (N=193)

The School is currently exploring ways to improve student's academic advising experience, including more closely examining the way students are assigned an initial faculty advisor and gathering student feedback on what types of academic advisement would be most useful.

The second role of faculty advisors is to support students through the e-Portfolio development process. Advisors recommend that students take an e-Portfolio workshop, which explains how to curate course projects that represent the MSLIS learning outcomes and provides technical instruction on the Mahara, the e-Portfolio platform supported by the Institute (although students may choose an alternative platform with their advisor's permission). Students are encouraged to meet with faculty advisors to discuss their e-Portfolio development in their second to last semester, and again in the last semester to finalize details. Using the rubric developed by the LIS-PC, faculty advisors assess their students' e-Portfolio, providing scoring and comments that are analyzed by LIS-PC as part of our systematic planning process. In this area, MSLIS students feel well supported by their faculty advisor; notably, e-Portfolio advisement has shown increasing levels of satisfaction over time as faculty have become more comfortable and familiar with the process.

Table 34. MSLIS student perceptions of e-Portfolio advisement, 2013-2016

	2013-2014	2014-2015	2015-2016	Overall
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that meeting with their advisor prior to e-	87.8% (N=49)	93.7% (N=79)	97.9% (N=47)	93.1% (N=175)

Portfolio submission was helpful				
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that feedback from their advisor improved their e-Portfolio	88.9% (N=54)	92.1% (N=89)	96.0% (N=50)	92.2% (N=193)

Placement Assistance

Job opportunities are circulated frequently by faculty and staff on the School's listserv and discussed in one-to-one advising sessions. In addition, Pratt's Center for Career and Professional Development (CCPD) helps students transition from education into the workforce by providing information and services that enhance their professional development, employability, and enterprise/entrepreneurship skills. CCPD offers career and internship counseling, access to a job/internship database, career meet-up events with industry representatives, on-campus interviewing, and a career resource library. It also assists students with resume and cover letter writing, portfolio development, grant writing, exhibition strategies, and financial literacy. Further, CCPD supports alumni by providing industry mentoring, professional development workshops, entrepreneurial support, and lifelong job search support. New this year, CCPD's Manhattan Mornings brings industry leaders to offer a unique perspective on new and innovative industry practices. In 2015-2016, the programs in this series focused on the topic of data—big data, data science, analytics, and related areas. Manhattan Mornings are held the first Wednesday of each month.

With that said, data from the Graduating Student Survey shows that many MSLIS students feel that the program does not adequately support their career planning needs (see Table 35).

Table 35. Perceptions of MSLIS career planning, 2013-2016

	2013-2014	2014-2015	2015-2016	Overall
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that their career planning needs were addressed by the program	69.6% (N=56)	58.5% (N=102)	60.3% (N=58)	62.0% (N=216)

Sample comments from the Graduating Student Survey:

- "There was a gap in the career development office and this program, maybe because of the distance from the main campus." (Summer 2014);
- "Outside of the School list-serve that posts job openings (which is great), I don't feel like the program offers much in the way of career planning. I attended a workshop offered by the Pratt career center during my first semester, and it was not helpful. They mostly covered things like how to write a cover letter and create a resume, which I learned in undergrad. Should have been more tailored to graduate students,

- most of whom already have jobs so [they already] have resumes.” (spring 2015); and
- “Would love to have a dedicated career services professional, as the general campus career office services were not really relevant enough for graduate career advice and placement.” (spring 2016)

To address these concerns, the LIS Program Coordinator and the Dean are working with the Institute’s Center for Career and Professional Development to, first, strengthen the existing career services to make them more applicable to MSLIS students and, second, improve outreach to MSLIS students and increase awareness of the available services. On August 17, 2016, the Dean and LIS program coordinator met with the Director of CCPD and its liaison to the School to discuss issues identified by students and ways to address them.

IV.5 STUDENT PARTICIPATION AND OPPORTUNITIES

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

Students in the MSLIS program have a variety of channels, both formal and informal, for providing feedback on School and Institute policies, as well as forming organizations and participating in student activities. The face-to-face nature of the program places students in direct contact with faculty, staff, and other students several times a week—offering myriad opportunities for communication and information sharing. Formally, students have representation on the School’s Faculty Council through the School Student Association’s President, and on the Institute’s Student Government Association (SGA). The School’s student organizations also host a wide range of events, and students have the ability to form new organizations, which are eligible for SGA funds.

Students also have the opportunity to provide feedback through SILSSA, the School’s student association. General SILSSA meetings are announced via the listserv, SILSSA website, and social media, and provide students an open forum in which to raise questions, concerns, and suggestions. Minutes of these meetings are maintained in SILSSA’s archive, forming a record of student concerns over time.

Student Organizations and Activities

Currently, the School has six registered student organizations, which are eligible to apply for SGA funds for events, conference travel, and other initiatives. These student organizations are listed below, along with their characteristic activities.

- The School’s Student Association and Pratt Student Chapter of the American Library Association: convenes meetings with other student group leaders; acts as liaison to Pratt SGA; maintains a shared calendar of events; provides student travel awards for ALA conferences; prepares a toolkit for new student orientation; coordinates the

annual #infoshow of student work; maintains social media, websites, and newsletters with information for students; sponsors events, such as visits to the Library of Congress and other sites; and maintains a public presence at <http://silssa.prattsi.org>. This past year, the Student Association was selected as a runner up for ALA Student Chapter of the Year and praised for its “financial health and leadership.”

- The Student Chapter of the Association for Information Science and Technology (ASIS&T) offers free events that represent the many facets of information technology across multiple fields. For several years, the ASIS&T chapter has hosted Speakeasies, which invite full- and part-time faculty to share their in-progress research with students. The Chapter maintains a public presence at <https://asistpratt.wordpress.com>.
- The Student Chapter of the Society of American Archivists (SAA) provides workshops, lectures, group meetings, guest speakers, and field trips pertaining to archives, special collections, and museums. The chapter was selected ASIST as the student chapter of the year in 2015 and again in 2016. The Chapter maintains a public presence at <https://prattsaa.wordpress.com>.
- The Student Chapter of the Special Libraries Association (SLA) organizes tours, workshops, professional, and social events for students interested in special libraries. Last year, the SLA chapter provided an award covering the conference fee for SLA-NY 2015. The Chapter maintains a public presence at <https://prattsla.wordpress.com>.
- The UX/IA Student Group, chartered in fall 2013, hosts speakers, workshops, and portfolio reviews for students interested in the area of user experience. More information is available at <http://ux.prattsilts.org>.
- The Beta-Phi-Mu Theta Chapter Honor Society, founded in 1962, is the oldest chapter in the New York area. It has more than 500 members, many still in the metro area, and supports students through its Rhoda Garoogian Memorial Scholarship; offers lectures and activities of interest to members and colleagues; and sponsors a mentoring program enabling alumni to contribute their expertise fostering networking and camaraderie through an annual reception and other social activities. The Chapter maintains a public presence at <http://www.bpmtheta.org>.

Officers of these organizations are elected according to the governing documents of each group, which also detail requirements for meetings, elections, and other procedures. Each year, SILSSA prepares an annual report on student activities, which is archived by the SILSSA faculty advisor and serves as an important form of institutional memory across changes in officers.

More than 75 student-led events were held in the past academic year, ranging from lectures and workshops to tours and social events. A breakdown of event by organization and type is given in Table 36 below.

Table 36. Student organization events, 2015–2016

Group	General Meetings	Lectures & Panels	Workshops	Social Events	Tours	Other
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SILSSA	9		2	5	3	4
ASIS&T	8	9	1			
SAA	5	1		1	6	
SLA	6	3	3		3	
UX/IA	2	4	5		1	

The School currently supports its student organizations through student activity fee funds. In the past, Presidents and Vice Presidents of these organizations each have received \$2,500 in fall semester and in spring semester, and the Secretaries and Treasurers each have received \$1,500 in fall semester and in spring semester. Support for student officers have been reduced due to reductions in endowed funds allotted to schools in light of increased funds for merit scholarships for entering students. With changes in the use student activity fee for graduate students, funds for student activities such as presenting at conferences will now be distributed by the Provost's office based on student application.

Students have the opportunity to form new organizations according to procedures specified in Pratt's Registered Student Organization Handbook, which is updated annually. New organizations require: at least five members (four of them must be officers); a faculty advisor; that they not replicate an existing organization; and being open to all Pratt students. All organizations are required to have a constitution and bylaws on file with the Office of Student Involvement and adhere to all policies and procedures in place at the Institute. The most recent student organization to be registered was the User Experience/Information Architecture (UX/IA) student group in 2013.

Participation in student groups may take many forms, including attending single events (workshops, lectures, field trips), going to regular meetings, and running for leadership positions in student organizations. According to data from the past three academic years, more than half of MSLIS graduating students (56%) participate in student groups. While this rate may seem low, it should be considered in context: approximately half of the students enrolled in the MSLIS program at any given time are part-time students, and many have full-time jobs. While every effort is made to schedule events at days and times conducive to as many students as possible (including some weekends), many students are unable to attend due to scheduling conflicts and other time commitments. With that said, the vast majority of students who do participate in student groups report that it had a positive impact on their academic experience.

Table 37. MSLIS student perceptions of involvement in student groups, 2013–2016

	2013–2014	2014–2015	2015–2016	Overall
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that their involvement/participation in student groups had a positive	85.3% (N=34)	82.8% (N=58)	92.9% (N=28)	85.8% (N=120)

impact on their learning experience				
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Further, the Student Focus Group held in spring 2016 revealed the high value students place on student groups. Students found these groups particularly helpful in guidance on course selection and for networking purposes. This supports our claim that the community building aspect of Pratt's face-to-face program is crucial to student success.

Student Surveys

SILSSA conducts an annual satisfaction survey of student activities, which includes questions on frequency of participation, what types of events students would like to see, and how they should be publicized. This feedback is incorporated into current event planning and procedures. For example, in the most recent SILSSA survey (2014–2015), students reported schedule conflicts as the main reason (91.7%) they are unable to attend events. Accordingly, most events are now scheduled during the 40-minute break between afternoon and evening classes, to ensure maximum attendance. Events are also rotated throughout the week (Monday through Thursday) to accommodate students taking courses on different days. In that same survey, only a fraction of students (8.3%) reported being unaware of events. The vast majority of students (96%) asked that information on events be circulated on the School's listserv, as well as fliers (40%), websites (24%), and social media (16%). Current publicity practices follow these suggestions.

IV.6 SYSTEMATIC EVALUATION OF STUDENT ACHIEVEMENT

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

As described in Standard I.1, the LIS Program Coordinator and LIS Program Committee are responsible for MSLIS program planning and assessment, which includes systematic evaluation of student achievement at both the program and course levels.

Program-Level Student Evaluation

E-Portfolio Assessment

As described in Standard I.1, the MSLIS e-Portfolio is a direct measure of student learning; that is, it is the vehicle through which students demonstrate to the program and the field their competence with the five MSLIS program-level student learning outcomes (SLOs). To satisfy the e-Portfolio requirement and earn the MSLIS degree, students must achieve at least "Competent" on all SLOs; otherwise, students are required to revise and resubmit their e-Portfolio until they meet the requirements.

The e-Portfolio has been a graduation requirement for all incoming students since fall 2012. Since then, 224 students have successfully passed the requirement and earned the MSLIS degree; as shown in the table below, the vast majority of students (70.1%) pass on their first attempt.

Table 38. MSLIS e-Portfolio passing rates, 2013-2016

	2013-2014	2014-2015	2015-2016	TOTAL
Students passing the e-Portfolio on their first attempt	74.3%	66.0%	72.1%	70.1%
Students passing the e-Portfolio on their second attempt	22.7%	33.0%	26.2%	28.1%
Students passing the e-Portfolio on their third attempt	3.0%	1.0%	1.6%	1.8%
Overall pass rate	100% (N=66)	100% (N=97)	100% (N=61)	100% (N=224)

To assist with program planning, the LIS-PC examines the assessment data about e-Portfolio submissions that did not meet the requirements to identify possible areas of improvement. Table 39 below shows data for the 68 e-Portfolio submissions from the past three years that were assessed as “Needs Work” by faculty advisors because they did not meet the requirements for one or more program-level SLO. Note that percentages do not add to 100% since submissions could require revisions on more than one SLO.

Table 39. MSLIS e-Portfolio submissions assessed as “Needs Work,” 2013-2016

	2013-2014 (N=17)	2014-2015 (N=33)	2015-2016 (N=17)	OVERALL (N=68)
Submissions not meeting the Research SLO	17.6%	42.4%	41.2%	35.8%
Submissions not meeting the Communication SLO	11.8%	42.4%	29.4%	31.3%
Submissions not meeting the Technology SLO	52.9%	54.5%	35.3%	49.3%
Submissions not meeting the User-Centered Focus SLO	23.5%	57.6%	47.1%	46.3%
Submissions not meeting the Reflective Practice SLO	35.3%	42.4%	70.6%	47.8%

There are many reasons why an e-Portfolio did not meet the requirement. To contextualize the above data, the LIS-PC added a feature to the e-Portfolio submission system in 2014-2015 that required faculty advisors to indicate how a student modified their e-Portfolio to earn a passing grade. By examining these data, the LIS-PC can better understand why students are unable to meet the requirements and develop more targeted strategies for advisement and workshop instruction.

As shown in Table 40, more than half of e-Portfolio resubmissions from the past two years required students to revise their reflective text and/or professionalism (i.e., proofreading or other related edits). This finding prompted the LIS-PC to examine the e-Portfolio workshop curriculum and other associated content and to consider ways to provide better instruction to students on how to write more effective reflective text about their e-Portfolio projects.

Table 40. Reasons for e-Portfolio revision, 2014-2016

Reason for Revision	%
Improved reflective text/professionalism	53.1%
Selected different project	15.9%
Other	15.9%
Completed In-progress project	12.4%
Worked to enhance different project	2.7%

Finally, data from the past three years show that the vast majority of graduating students feel that e-Portfolio workshops are helpful, that it was easy to find course projects to include in their e-Portfolio, and that the e-Portfolio demonstrated the full depth and breadth of their MSLIS education.

Table 41. Perceptions of the MSLIS e-Portfolio process, 2013-2016

	2013-2014	2014-2015	2015-2016	Overall
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that the e-Portfolio workshop was helpful	81.6% (N=49)	89.8% (N=88)	91.5% (N=59)	88.3% (N=196)
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that it was easy to find project to put into their e-Portfolio	86.4% (N=59)	86.0% (N=100)	86.9% (N=61)	86.4% (N=220)
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that their e-Portfolio demonstrated the depth and breadth of knowledge gained	84.5% (N=58)	84.5% (N=97)	89.7% (N=58)	85.9% (N=213)

at Pratt				
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Graduating Student Survey, Alumni Survey, and Student Focus Groups

Two surveys, administered three-times per year, assess student perceptions of various aspects of the program. They are:

- The Graduating Student Survey, which provides an opportunity for students to reflect on their MSLIS experience on topics including the e-Portfolio process, curriculum, faculty, and overall satisfaction with the program. Upon submission of the e-Portfolio in their final semester, each student is sent a link to the Graduating Student Survey, which asks for feedback on the e-Portfolio, curriculum, faculty, facilities and resources, and overall learning experience. Faculty and staff follow up with students who have not completed this survey before graduation, and our effective response rate is 100%; and
- The Alumni Survey, which is administered nine months following graduation and asks similar questions about program satisfaction, as well as their current employment or further studies. Over the past two academic years (2013–2014 and 2014–2015), the Alumni Survey was sent to 217 MSLIS graduates and received 104 responses (48% response rate).

Data from these surveys are made available to the LIS Program Committee, School Curriculum Committee, and Faculty Council through the Data Sharing System and are used in systematic decision-making on issues that impact the student experience. This process is described in detail in Chapter I. An example of this process at work is described earlier in this chapter where the LIS program coordinator brought the issue to the attention of the Dean and the Faculty Council that there was room for improvement in helping students address their career planning needs, as evidenced through the Graduating Student Survey (see Table 35 and related comments). The decision that was reached by the Faculty Council through consensus was that both the Dean and the LIS program coordinator would setup meetings in academic year 2016–2017 to forge stronger relationships with the Center for Career and Professional Development (CCPD). At a minimum, these activities would result in CCPD's services (such as resume and cover letter writing assistance) be more actively advertised and used by SI students. Other examples of this process at work are threaded throughout this Self-Study, such as the example in Chapter 2 of using student feedback from the Graduating Student Survey and Student Focus Group to drive the decision to offer more technology courses.

According to the Graduating Student Survey and Alumni Survey, students are satisfied with their MSLIS education. As the tables below show, each year students indicate increasing satisfaction with the program, and an overwhelming majority would recommend the

program to a friend. These figures are comparable to leading LIS programs and,³⁰ importantly, are consistent across the Graduating Student and Alumni surveys, showing that positive perceptions of Pratt are maintained after graduates enter the workforce.

Table 42. Perceptions of MSLIS program quality by graduates and alumni, 2013–2016

	2013–2014	2014–2015	2015–2016	Overall
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that Pratt offered a quality program that prepared them to work in the information professions	86.5% (N=74)	83.3% (N=102)	89.5% (N=57)	85.8% (N=233)
Alumni who <i>strongly agreed</i> or <i>agreed</i> that Pratt offered a quality program that prepared them to work in the information professions	79.5% (N=44)	84.8% (N=46)	*	82.2% (N=90)

** The Alumni Survey is sent nine months after graduation so data is not yet available for 2015–2016.*

Table 43. Percent of graduates and alumni who would recommend Pratt's MSLIS, 2013–2016

	2013–2014	2014–2015	2015–2016	Overall
Graduating students who would recommend Pratt to a friend, family member or colleague interested in pursuing a MSLIS	87.7% (N=73)	82.4% (N=102)	89.5% (N=57)	85.8% (N=232)
Alumni who would recommend Pratt to a friend, family member or colleague interested in pursuing a MSLIS	84.1% (N=44)	89.4% (N=47)	*	86.8% (N=91)

** The Alumni Survey is sent nine months after graduation so data is not yet available for 2015–2016.*

When looking at these data more closely, just 16 respondents (6.9%) to the Graduating Student Survey and five respondents (5.5%) to the Alumni Survey both disagreed or strongly disagreed that the MSLIS was a quality program and would not recommend Pratt to a friend, colleague, or family member. Of the respondents who provided an explanation for their

³⁰ As one example, the University of North Carolina School of Information and Library Science reported that 85% of students were satisfied with their overall education and 93% would recommend UNC SILS to others (Source: UNC SILS 2014 ALA Program Presentation, p. 144).

recommendation, the only evident trend was that respondents' responses were highly personalized and based on individual factors. We will continue to monitor these responses over time to see if any persistent trends emerge, but overall these numbers suggest that both students and alumni have positive perceptions of Pratt's MSLIS program.

In addition to the above surveys, the School began conducting biennial Student Focus Groups in spring 2016 to explore issues in greater depth than survey questions allow. In spring 2016, an outside consultant conducted a focus group with eight MSLIS students. Students were asked to comment on the student learning experience, curriculum, career support, and the future of the program and the profession. Overall, perceptions of the MSLIS program were very positive, with participants citing the quality of the faculty, the School's institutional connections, and the future-oriented curriculum as the program's biggest strengths.

Course-Level Student Evaluation

Student Course Evaluations provide both quantitative and qualitative feedback on courses and instruction. The standard Pratt form includes 30 questions related to: course delivery; expectations, feedback, and evaluation; and assessment of learning, as well as three open-ended questions about the best features of the course and suggestions for improvement. Evaluations are administered anonymously in class sessions during the last weeks of each semester and recorded by the School office. Numerical summaries and written responses are sent to instructors following the grading period, made available to the School's Curriculum Committee and Faculty Council through the Data Sharing System, and filed on reserve in the Library for students who wish to consult them.

Analysis of course evaluation data from the past three years (2013-2016) shows that MSLIS students have positive perceptions of the program's curriculum and instructors.

Table 44. Snapshot of student course evaluation data, 2013-2016

Question	2013-2014	2014-2015	2015-2016*	Overall
The course improved my understanding of the subject matter.	3.71	3.69	3.71	3.70
I would recommend this course to another student.	3.50	3.51	3.67	3.53
I would recommend this instructor to another student.	3.59	3.64	3.68	3.63

Note: 1=Strongly disagree, 4=Strongly agree

** 2015-2016 only includes data from fall 2015; data for spring 2016 is not yet available*

STANDARD V: ADMINISTRATION AND FINANCIAL SUPPORT

The overarching values and academic principles that guide the School's administration reflect Pratt's institutional culture and the School's mission, vision and goals that emphasize: democratic principles, diversity, academic freedom, shared governance, helpfulness, open communication, transparency, individual difference, community engagement, and participation.

School of Information goals supporting these values include:

- School Goal #5: To foster a culturally responsive learning environment that builds individual and community strengths;
- School Goal #9: To cultivate collaborative relationships with cultural institutions and other organizations that expand research and learning opportunities;
- School Goal #10: To participate in and contribute to the profession, School, and Institute through faculty and student involvement; and
- School Goal #13: To practice transparency and openness in our communications and planning.

Administrative Structure

Overall, the School's administrative structure is similar to that of the other schools, which is established by the Institute, and each school has equal representation in the Institute's governance and related activities and functions. As the Institute's organizational chart in Figure 11 below shows, all academic units report to the Provost and have good lines communication with the Vice Presidents, which are necessary for specific matters. For example, in March 2016 the Dean and full-time faculty met with Joe Hemway, Vice President for Information Technology, on matters concerning the School's technology support. As a result of this meeting, the issues we raised—many of which came out of a student focus group led by Dr. Dan O'Connor of Rutgers School of Communications and Information—are being addressed. We regularly consult with the Vice President for Admissions on recruitment and enrollment strategies and work with Institutional Advancement communications staff on messaging and marketing programs.

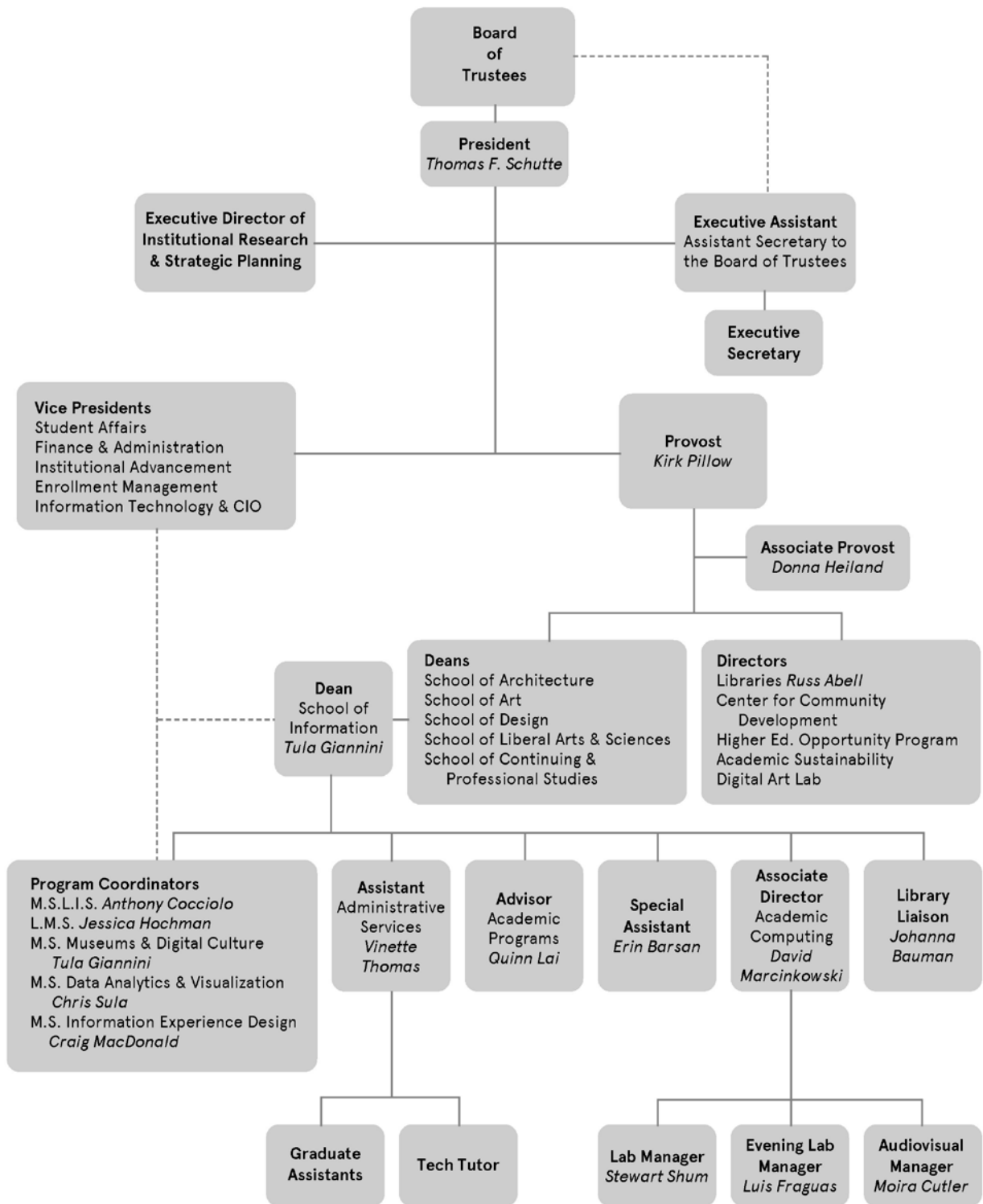


Figure 11. Pratt Organization Chart, focusing on SI.

Note: Solid lines show reporting structure; dash lines show SI roles and relationships; SI Dean along with all school deans report to the Provost but is shown separately to articulate this.

A Period Marked by Change

The period of change that began in 2014 with the aim of transforming the School to the School of Information coincided with significant change in the Institute's administration. By fall 2015, the School was fortunate to have garnered the support of a new provost, associate provost, Vice President for Finance and Administration, and Vice President for Institutional Advancement. This has meant that the School's relationship to the Institute in terms of its reporting and working relationships has not only held steady but has improved. We now enjoy enthusiastic support of the administration as well as working with an administration that understands and appreciates the field of information. We are taking advantage of fresh opportunities to establish new relationships that are already reinvigorating and expanding our interaction and integration with the Institute to the benefit and enrichment of all of our programs.

Another key aspect of SI's transformation is our increasing productivity in research and projects which threads across all programs and curriculum, so that students are regularly engaged in research and in this regard, we are recognized as leaders in research at Pratt which now ties to our current initiative in establishing a PhD program.

Shared Governance

Shared governance is a hallmark of the Institute and by extension of the School of information. At SI, shared governance is practiced through faculty, staff and administration working together to build an inclusive educational community that respects academic freedom and democratic principles toward achieving the School's mission and vision. The School operates within the established framework of the Institute's shared governance structure, including its policies and procedures, as well as its own systematic planning process. Key documents of the Institute that articulate its governance structure and influence its policies and procedures include:

- By-Laws of Board of Trustees (available on [accreditation website](#));
- By-Laws of the Faculty Senate (available on [accreditation website](#));
- The Faculty Union Contract (available on [accreditation website](#));
- The Institute's organization and reporting structure as shown in its organizational chart (see Figure 11);
- Guidelines and standards of Middle States Accreditation (Pratt's last Middle States report available on [accreditation website](#));
- Institute and federal rules and regulations of employment under which the Institute is an equal opportunity employer;
- Guidelines and regulations from New York State Education Department (NYSED);
- Guidelines and standards from National Association of School of Art and Design (NASAD) (Pratt's last NASAD report available on [accreditation website](#)); and
- Guidelines and standards from several specialized accrediting agencies including the American Library Association (ALA) and The Council for the Accreditation of Educator Preparation (CAEP) (Pratt's last report on teacher education accreditation, then through TEAC, is available on [accreditation website](#)).

Through this framework the Institute promotes a model of shared governance that is broadly inclusive, collegial, socially responsible, and culturally responsive. The School of Information, as a full participant in the Institute's shared governance, models its internal systematic planning structure so that it connects seamlessly with that of the Institute as is consonant with the parent institution in all matters. Within the School's governance, faculty, staff, and students each make important contributions and work together as appropriate and needed, in a collegial manner through various committees, such as the Faculty Council and student associations. A list of School committees and their membership lists from academic years 2013-2014 through 2016-2017 are included in Appendix V.1. Overall, the School's systematic planning process facilitates shared governance and represents all stakeholders of the Pratt community and external stakeholders both local and global including alumni, information practitioners, cultural and social institutions and the information field at large.

Communications and Transparency

The School's administration has at its disposal a number of ways to communicate with and inform the SI community of news, meetings, activities, events and the like, through Listservs, Facebook, Twitter, websites, Town halls, and others channels of communication which are shared by the members of the community. Further, the Institute has developed its own channels of communication including *Inside Pratt*, *Prattfolio*, the Academic Forum, Pratt Commons, Pratt Institute Website, and their own social media channels. Regular use of such channels is used to advance School Goal #13, "to practice transparency and openness in our communications and planning."

V.1 AUTONOMY

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

The School of Information, home to the Master of Science in Library and Information Science, is one of the six schools at Pratt Institute. The others are: School of Art, School of Design, School of Architecture, School of Liberal Arts and Sciences, and School of Continuing and Professional Studies. Each of the schools offer distinct programs. SI is proud to be among Pratt's distinguished schools, as we strive for academic excellence and ensure that we achieve our goals within the general guidelines and with the support of the Institute. In terms of assuring the intellectual content of our programs, for faculty appointments, promotion, tenure and student selection, SI acts with a high level autonomy through its systematic planning process facilitated by its committees, policies and procedures. When SI decisions and or actions affect other academic units, or when budget and finance are involved, the School must seek the approval of the Provost who in turn seeks approval on

such matters with the President and the Board of Trustees. This institutional linkage is reflected in our systematic planning process.

At Pratt, each of the schools enjoy autonomy as distinct self-governing academic units within the Institute. As with all the academic units at Pratt, the School of Information has autonomy in academic matters including the structure and intellectual content of its programs and curriculum. At the School level, a faculty search committee leads the search process and makes recommendations to the Dean, while the faculty peer-review committee makes recommendations to the Dean for promotion and tenure. These are forwarded to the Provost. The School establishes admissions criteria and manages the evaluation and selection of students being accepted to the program. The evaluation of student work and learning outcomes, assessment of programs and curriculum and all related matters are within the purview of the School. At the same time, these functions operate in a consultative and collegial manner within the Institute's administrative framework. Working closely with the Provost's office, the Dean meets with the Provost every other week to discuss and consult on plans, issues, budget and other pertinent matters and shares that information with the Faculty Council. The Institute provides the resources and administrative support needed to ensure that the School of Information meets its program objectives. This is detailed in section V.5.

V.2: INSTITUTIONAL REPRESENTATION AND PARTICIPATION

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

The School of Information is a full participant in Pratt's system of shared governance through faculty, staff, and student representation on Institute councils and committees, Faculty Senate, and Faculty Union, all of which act as advisory and policy making bodies that meet regularly. Further, the School of Information is equally represented in matters of budget and facilities.

Representation on Institute Committees: Dean and Faculty

The Dean is a member of a wide variety of committees at the Institute, including:

- Provost's Council;
- Strategic Planning Committee;
- Budget Advisory Committee, 2012-2016;
- Senior Staff (Chaired by President and includes all Vice Presidents);
- Academic Affairs Committee to the BOT, 2013-2015; and
- Pratt Shows Committee, Institutional Advancement.

As Table 45 below indicates, SI faculty and staff are widely represented on committees around the Institute.

Table 45. SI faculty on Institute-level committees

Institute Committees	School of Information Faculty/Staff Member
Academic Honesty Curriculum Development Committee	Jessica Hochman
Academic Initiatives Committee	Cristina Pattuelli
Academic Programs and Policies Committee	Anthony Cocciolo Chris Sula
Academic Senate	Chris Sula
Associate Provost Search Committee	Chris Sula
Chair's Council	Jessica Hochman
Director of Educational Technology Search Committee	Anthony Cocciolo
Director of Study Abroad Search Committee	Tula Giannini Quinn Lai
Distinguished Teaching Award Committee	Irene Lopatovska Monica Maceli Cristina Pattuelli
Education Programs Accreditation Committee	Jessica Hochman Tula Giannini
Faculty Development Fund	Irene Lopatovska Monica Maceli Cristina Pattuelli Chris Sula
Governance Committee	Chris Sula
Pratt Library, Head of Public Services Search Committee	Anthony Cocciolo
History of Art and Design Department Chair Search Committee	Cristina Pattuelli
Information Technology Lab Manager Search Committee	Anthony Cocciolo
Institute-wide Curriculum Committee	Johanna Bauman Anthony Cocciolo Jessica Hochman
Institutional Dialogues Committee	Debbie Rabina Chris Sula
Pratt Institute Board of Trustees Development Committee	Anthony Cocciolo Tula Giannini
Spatial Analysis and Visualization Institute Working Group	Chris Sula
Study Abroad Risk Management Committee	Quinn Lai
Student Affairs Committee	Chris Sula

Technology Advisory Committee	Anthony Cocciolo Craig MacDonald Cristina Pattuelli
Technology Trainer Search Committee	Anthony Cocciolo
Vice President for Finance and Administration Search Committee	Chris Sula Tula Giannini

Student participation in policy-making bodies

SI students are represented by the Graduate Student Association (GSA), which represents all graduate students at the Institute. The President of the GSA is elected by the graduate student body and serves on the Institute's Strategic Planning committee and Academic Affairs Committee to the BOT. SI students have a voice in policy-making and governance through membership in the SI Student Association, and student chapters of ALA, SAA, SLA, and ASIS&T. These student groups work with the Vice President and Office for Student Affairs on matters of student policies and procedures. Graduate student activities fees support planned activities of the SI student associations. Beginning fall 2016 there will be increased support for academically focused student activities, in particular, research, presenting conference papers, and publication of peer-reviewed journal papers.

Enhancing the Intellectual Environment Through Interdisciplinary Interactions

Pratt's Education Programs Collaborate, LMS and Art and Design Education (ADE)

In 2004, we established a collaborative relationship with the Department of Art and Design Education by which Pratt's two education programs (ADE and LMS) work jointly on curriculum development and accreditation with CAEP. Since 2007, Jessica Hochman, PhD in Philosophy and Education, has served as the coordinator of the School Library program and has led this collaborative work, which includes sharing the pedagogical 9-credit core, NYSED required workshops, and meeting accreditation standards through CAEP. Dr. Hochman works closely with the Acting Chair of ADE, Dr. Heather Lewis, who is also the Director of the Institute's Assessment and Learning Initiative, to assess and improve the education programs at Pratt. The LMS curriculum is currently under review and being revised with the aim of preparing both school and public librarians for P-12 teaching and learning focusing on literacy and pedagogy and technology.

Dual- Master's with Digital Arts

In 2008, we introduced a dual-master's program with the Department of Digital Arts (DDA), MSLIS, and MFA DDA, working with the Peter Pachén, Chair of DDA. Graduates of this program have enjoyed excellent career success. The program received a commendation for "innovation" from the COA of National Association of Schools of Art and Design (NASAD): "The Commission commends the Institution for its leadership in the emerging fields of digital arts and information technology, and for its cross-disciplinary deployment of existing programs."

Dual-Master's with History of Art and Design

SI offers a dual-master's program with Department of History of Art and Design (MSLIS and MS HAD). We work closely with the Chair of HAD to review and update the curriculum, develop new courses and enhance the interdisciplinary aspects of the program. For the 6-credit thesis required by HAD, students may choose to do an interdisciplinary thesis between art and information. For fall 2015, we revised the Advanced Certificate in Museum Studies, which can be completed within the MSLIS, so that the certificate's 15 credits are equally shared between SI and HAD. We added new courses that replaced courses no longer offered, which added curriculum emphasis to conservation, curation and exhibition. One such course, Curating Culture: A History of Museums, Collecting and Display replaces HAD-560 Museology.

Brooklyn Law School (BLS)

SI offers two joint degrees with BLS: the MSLIS and JD, and MSLIS and LL.M, Information Law and Society, for which we collaborate with Janet Sinder, Director of the BLS Library. Although currently lacking enrolled students, we anticipate that as New York's economy improves so will enrollment and the job outlook for law schools and law librarianship. This, in combination with the School's recent curriculum development relating to information policy, politics and society, has the potential to spark interest and improve these programs.

For the School's five master's and two dual-degree programs, we have a total fall 2016 enrollment of 182 as follows:

Table 46. Student enrollment across all SI programs – fall 2016

Program	Enrollment
MSLIS	124
MS Museums and Digital Culture (introduced fall 2016)	21
MS Information Experience Design	10
MS Data Analytics and Visualization (introduced fall 2016)	3
MSLIS and MS History of Art and Design	19
MSLIS and MFA Digital Arts	3
MSLIS with LMS (Library Media Specialist)	2

Program Initiatives in Progress

SI and Pratt's Spatial Analysis and Visualization Initiative (SAVI)

In April 2016, SAVI launched its newly renovated facility occupying the entire lower level of the ISC building on the Brooklyn campus. Since 2012 SAVI has provided Pratt faculty and students the digital tools, technology and software for multidisciplinary approaches to mapping, data analysis, and visualization, and at the same time, SI has been developing programs and curriculum in these emerging areas which set the stage for SI/SAVI collaboration. With encouragement from the Provost, we are in the early stages of working with SAVI's Director, Jesse Braden—a leader in this area—on developing a 15-credit Advanced Certificate in Spatial Analysis and Visualization which includes a post-bachelor's option that allows students holding a bachelor's degree to complete the certificate as a separate program. Some of the program's courses will be offered in the SAVI lab.

PhD Program in Information

Included in the Strategic Initiatives Plan and the Institute Strategic Plan, 2012–2017, include work on the PhD program, currently in progress, led by the SI PhD Committee composed of Dean Giannini, and Professors Lopatovska and Sula. The required Concept Proposal has been drafted and is under review by the Associate Provost and Provost.

V.3: EXECUTIVE OFFICER AND LEADERSHIP

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

Leadership Style and Accomplishments

Tula Giannini was appointed to the position of Dean of the School of Information in 2005 after first serving as Acting Dean from 2004–2005. She came to Pratt in 1998 as an Associate Professor and received tenure on the faculty in 2003, and promotion to full Professor in 2010. She leads through a process that inspires, motivates, and invites participation and inclusion and is thus consonant with a community based on shared governance. She takes a creative and innovative approach to her work and promotes a vibrant dynamic school community so essential to progress and improvement. Her record of achievement demonstrates these qualities and includes, for example, the introduction of programs and activities implemented by way of IMLS partnership grants with leading institutions that served to advance the quality and depth of the School's academic standing. These are summarized in Table 47.

Giannini leads by example through her work across teaching, research and service. Since 2004, she has taught LIS-698 Practicum/Seminar which she has developed both in terms of institutional site partners and number of students participating, from 3-6 per semester in 2004, to 15-25 currently. She has maintained a sustained record of research and publication that, between 2013-2016, has included eight peer-reviewed published papers and numerous conference papers and presentations. She developed a diverse range of programs that advance studies in libraries, archives, and museums, including: Advanced Certificates in Archives (2004), in Museum libraries (2005), and in Conservation and Digital Curation (2016); a dual-master's with the Department of Digital Arts (2008); the School's international programs in London with King's College's Department of Digital Humanities, and in Florence with the College of Art and Design through the Studio Art Centers International (SACI); and most recently the Master of Science in Museums and Digital Culture. At the same time, Giannini continually works to recruit and retain a culturally responsive talented and creative faculty of high academic quality that is productive across teaching, research, and service, and to recruit a diverse talented student body. She nurtures an intellectual environment, and mentors faculty to help them achieve their best work and to engage in projects with New York's academic and information communities. She introduced a model of programmatic organization by which each full-time faculty takes the lead in an area of the curriculum based on his or her expertise and which serves to motivate faculty to be creative and innovative leaders in the School and the information field, to collaborate and use teamwork for program improvement.

Giannini strongly supports faculty-student projects and learning interactions and supports research across the curriculum. Students are encouraged to participate in student governance as well as associations and activities related to the profession. Through this work and other endeavors including building relationships, formal partnerships and collaborative projects, her contributions speak directly to the stated mission and goals of the School.

Leadership Skills

As the School's executive officer, Giannini possesses the leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment necessary to fulfill the responsibilities of the position. This is borne out by her qualifications and record of accomplishments during her tenure as dean and presented here.

Giannini's academic qualifications are comparable to those required of the faculty. She holds a PhD from Bryn Mawr College, an MLS from Rutgers University, and a BM and MM from the Manhattan School of Music. She came to Pratt with extensive leadership experience, including: Director of the Talbott Library, Westminster Choir College; Head, Collection Management, Adelphi University; Curator of Musical Instruments, Library of Congress; and full-time tenure-track faculty member at Catholic University, leading their program in archives, rare books, and special collections.

Through the Dean's leadership, the School has increased its visibility and standing in the Institute, and its recognition for academic excellence. By extension, the School's higher

profile has led to more opportunities for collaboration with other units. The Dean also enhances the School's position in the Institute as a member of the Provost's Council, a body that takes up a range of topics and issues related to academic matters including planning, policy and budget, and by serving an annual term on Senior Staff, chaired by the President. She has also served on search committees for administrative positions including provost and associate provost, Vice President for Finance and Administration, Vice President for Institutional Advancement and Vice President for Information Technology and Chief Information Officer. Giannini works closely with the Vice Presidents to increase awareness of and lobby for the School's needs, and to ensure that the School's efforts are aligned with the Institute mission and goals.

Leading Change

Working closely with faculty and other stakeholders, Giannini led the plan to transform the School for the 21st century in the digital age which saw the renaming of the School to School of Information, and the introduction of new cutting-edge programs detailed in Chapter I, that have already brought growth in our student body and increased our collaboration with the Institute, including with the Spatial Analysis and Visualization Initiative (SAVI) for a new advanced certificate program in Spatial Data Science and Design, and with Franklin Furnace, a cultural organization resident on the Brooklyn campus, around photography conservation, exhibition, and artists' books.

During the period of time that SI has been working on its Strategic Initiatives Plan, several LIS Schools and programs continued a national trend of changing their names: University of Arizona, University of Illinois, McGill University, Université de Montréal, Rutgers University, San Jose State University, and the University of Tennessee. Coinciding with this, in 2014 Dean Giannini served as Co-Chair of the ALISE Council of Deans, Directors and Chairs, and also as Chair of the ALISE Committee on Accreditation Reform in Education. These positions provided ample opportunity for in-depth discussions on this trend with Council members and the ALISE Board, showing that most schools had changed their name to reflect and respond to the increasing diversity, scope, and depth of their programs across the information field, as is the case with Pratt SI. This rationale for changing the name of the School was mirrored in discussions with Pratt's administration, including the President and Provost, the Executive Director of Strategic Planning and Institutional Research, Vice President for Enrollment, and SI faculty. The change of name was approved by the Pratt Board of Trustees. We note that the name of our MSLIS degree has not changed, although many schools have changed the master's in LIS to a Master of Information, with Rutgers being the most recent example. There are no plans to change the name of Pratt's MSLIS. In sum, a combination of internal and external factors was considered in the name change.

Improvements that Support Academic Quality and Diversity of Student Body

Our enrollment management plan is developed by working with Judith Aaron, Vice President for Enrollment, who sets the enrollment policies and procedures across all programs at the Institute. Working within the Institute framework, Giannini works with Aaron to develop plans that meet the needs of the School of Information, which includes enrollment goals and

addresses any enrollment issues that may emerge. To address the reduction in student enrollment in the MSLIS program, Aaron and Giannini worked together to make significant changes that increased student support and encourage full-time study, which serves to recruit and retain the best students while providing consistency with Institute-wide policies and procedures.

The plan includes the following: Beginning in fall 2015, merit scholarships awarded to entering students became renewable for the second year of study, thus doubling the merit scholarship award. The merit scholarship for tuition was increased so that awards range from 25% to 50%, and some 70% of entering students receive merit scholarships. In accordance with Pratt's policy on scholarship eligibility, students are required to be enrolled full-time (minimum of 9 credits) to receive scholarship funding. While SI was exempted from this policy over the past several years, admissions and enrollment data indicated that we would see higher acceptance rates by adhering to this policy focusing on full-time study and increased scholarship awards. As a result, scholarships for the top-ranked applicants have been increased so that a higher percentage of the best students can enroll.

Other changes that are being rolled out in fall 2016 include offering courses during the daytime, which had only been offered in the afternoon and evening. This enables students to choose to complete their master's studies as daytime students, which Aaron's research indicates is more appealing to international students.

Lastly, the School is engaging in and looking to engage in more outreach and marketing efforts. For example, professors such as Cocciolo (full-time faculty) and Soehner (part-time faculty) hold student-alumni receptions at professional conferences (SAA and ARLIS/NA annual meetings, respectively), which help maintain the presence of the School at the annual meeting, and opens up opportunities for potential students to engage with these professors to find out more about the program. The program is also considering marketing efforts through other venues, such as the Idealist Graduation Fair, or through advertising such as the Princeton Review and Peterson Guide.

Taken together, these changes significantly improve the School's enrollment outlook and the quality and diversity of entering students. For example, international applicants who prefer daytime programs and outstanding students who come from lower income groups should be more attracted to attending SI because of these changes.

A Leader and Equal Among Deans

In terms of Dean Giannini's standing in the Institute, she is on equal footing and status among the Institute's deans including salary, authority, and participation in Institute governance, and thus meets ALA Standard V.3 requiring that the executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. Giannini is the only dean that holds the rank of full professor and the only dean that teaches regular credit courses, thus making her eligible to serve on the Faculty Senate. She has set a high bar for increasing SI resources, having raised about \$2.8 million in

grants, of which the lion's share went to support students for scholarships, practicum stipends and conference attendance. Work carried out by students for IMLS projects is exemplified by Project CHART which resulted in the Brooklyn Visual Heritage Website, for which students digitized and provided access to some 14,000 historic photographs of Brooklyn. See: <http://brooklynvisualheritage.org/>

IMLS grants initiated and awarded for program development and student support 2005-2015 are shown below in Table 47:

Table 47. IMLS grants received.

Dates	Grant Project	Partner Institution(s)	No. students	Award
2005–2008	GATEWAY: Graduate Archives Training Education: Work and Information	Brooklyn Historical Society	30	\$591,206
2008–2011	M-LEAD I: Museum Library Education and Digitization	Brooklyn Museum	30 plus 34 with supplemental funding	\$946,325
2010–2013	CHART: Cultural Heritage, Access, Resources, and Technology	Brooklyn Museum, Brooklyn Public Library, Brooklyn Historical Society	18	\$971,407
2012–2015	M-LEAD II: Technology web online	Brooklyn Museum, Frick Collection, Museum of Modern Art	15	\$261,967
	Totals		97	\$2,771,105

We are gratified that we have continued our formal partnerships established through the IMLS grants. Importantly, we have continued to support the two-semester practicum/internship model developed in collaboration with our IMLS partners by way of our current fellowship program which has expanded our number of partner institutions to 12 (see “Fellowships” on [accreditation website](#)).

Further, the programs developed through the IMLS grants: Advanced Certificate in Archives with Brooklyn Historical Society (BHS); Advanced Certificate in Museum Libraries with Brooklyn Museum Libraries and Archives (BM); and the concentration in Digital Cultural Heritage with BHS, BM, and Brooklyn Public Library (BPL), have been sustained and continue to develop. Students who were SI fellows have been recognized as “rising stars” in the field. For example, in August 2016 METRO announced the three winners of their fellowship competition and two were recent SI graduates: Katherine Martinez who was an SI Fellow at the Guggenheim Museum; and Karen Li-Lun Hwang, an intern at NYPL labs (see “METRO Fellows 2016” on [accreditation website](#)).

External Partners

As can be gleaned from the above table, our IMLS grants were instrumental in developing program relationships with external Institutions. We have continued to build working partnerships with external cultural institutions (libraries, archives, and museums) that enrich the educational opportunities for our students for practicum, internships, and professional positions.

Fellowships

An important development stemming from these efforts is the School of Information's fellowship program that Giannini introduced in 2014. The program supports students for two-semester practicum/internships in collaboration with 11 museum and library partners (the Metropolitan Museum of Art, the Frick Art Reference Library, the Museum of Modern Art, Brooklyn Museum, the American Museum of Natural History, the Guggenheim Museum, the Whitney Museum, Columbia University Libraries, Brooklyn College Library's Archives and Special Collections Conservation Lab, and Brooklyn Historical Society).

Partners provide students the exceptional opportunity to work in best-practices institutions with expert professionals. Each institution identifies specific projects and activities that strongly support the fellow's learning. Fellowships are awarded on a competitive basis.

Practicum Partners with NYC Institutions

The Practicum program designed by Giannini according to norms established by NYSED and in line with general practices of LIS schools, supports both experiential learning and socialization with the field of information. The practicum is discussed in more detail in Chapter II's section on experiential learning.

V.4: ADMINISTRATIVE STAFF

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

The School of Information benefits from a talented dedicated staff who provide services across a number of offices in the Manhattan building. The key SI staff members working in the SI office on the 6th floor are: Vinette Thomas, MSLIS, Assistant to the Dean for Administrative Services; Quinn Lai, MSLIS, MS, Advisor for Academic Programs; and Erin Barsan, MSLIS, Special Assistant to the Dean, all of whom are assisted by several MSLIS graduate assistants, including a tech tutor. David Marcinkowski, Associate Director of Academic Computing, and his staff located on the 5th floor, fulfill the School's needs for computing services which includes the SI's specialized labs, seminar/lab classrooms, the

conference room, and the cyberspace zone, and also provide printing services, including posters and 3D printing. Other student services are provided by Sonia Chestnut, Student Financial Services Counselor, for federal financial aid, and the Pratt Manhattan Library located on the 4th floor.

Staff Serving the School of Information

Vinette Thomas, Assistant to the Dean for Administrative Services, MSLIS (Pratt)

The Assistant to the Dean for Administrative Services is responsible for managing the School of Information Office. This includes: coordinating and supervising daily operations; supervision of one administrative assistant; and the hiring, training and scheduling of graduate assistants. Her responsibilities include the following:

- **Budget Oversight:** Oversees budget expenditures, including: payment of bills; budget and expense transfers; and initiating orders through the ESM purchasing system and independent vendors;
- **Hiring:** Coordinates the hiring process for all School of Information graduate assistants through the Student Employment Office, and of all School of Information Faculty through the Institute's Human Resources office. This includes verifying employment eligibility by reviewing proper documentation;
- **Course Scheduling:** Responsible for the management of the master's course scheduling process. Facilitates between faculty and the Registrar to finalize each semester's offerings prior to publication;
- **School of Information Event Coordination:** Principle planning of the following annual events: new student orientation, graduation celebrations, information sessions, and alumni events at ALA and other conferences; and
- **Professional Activities:** Represents the School of Information as an Executive Board Member of Beta Phi Mu International Library and Information Studies Honor Society and provides organizational leadership as the staff advisor to the local Theta chapter.

Quinn Lai, Advisor for Academic Programs, MSLIS (Pratt), MA in Jewish Studies (Jewish Theological Seminary)

The Advisor for Academic Programs is responsible for student related matters at the School of Information in the areas listed below and reports directly to the Dean of the School of Information. Quinn Lai assumed the position of Advisor for Academic Programs in 2008 and his responsibilities include:

- **Admissions:** Conducts a preliminary review of applications, prepares them for Admissions Committee review, processes admissions decisions, as well as collects and maintains data on admissions, enrollment, and demographics for the School of Information;
- **Advisement and Registration:** All entering students are advised on their areas of study, interests, and course selection prior to the start of their first semester at the School of Information by the Advisor. Students are also introduced to Pratt Institute's online registration and academic planning portal, MyPratt;
- **Scholarships, Fellowships and Awards:** Oversees the administrative aspects of

scholarship, fellowship, and award disbursement at the School of Information while coordinating with the Financial Aid Office;

- Graduation: Is responsible for running audits on graduating and continuing students, awarding certificates, scheduling e-Portfolio instruction workshops, and ensuring that the e-Portfolio requirement has been met and entered into the records of graduating students;
- Study Abroad: Administers the various aspects of the School of Information's summer study abroad programs (London and Florence) such as recruiting, course registration, and liaising with partner institutions and administrative offices at the Institute, as well as maintaining study abroad program budgets;
- Grants: Manages the administrative and fiscal aspects of grants awarded to the School of Information for special programs or to faculty for research. Past grants include Projects M-LEAD I, M-LEAD II, and CHART, the Goethe-Institute Research Grant, and the OCLC Research Fellowship; and
- Data Collection: Information and demographic data on admissions, enrollment, and graduation are collected and maintained by the Advisor for annual reporting purposes to ALA, ALISE, and the School of Information's Curriculum Committee;
- Student Affairs: Together with Institute offices such as Health and Counseling, the Bursar and Registrar's Offices, International Affairs, as well as Disability Services, the Advisor advocates on behalf of students in matters pertaining to academic and student affairs.

Erin Barsan – Special Assistant to the Dean, MSLIS (Pratt), Part-time

The Special Assistant to the Dean works closely with School of Information faculty and staff to provide assistance in a range of tasks and projects and reports to the Dean directly. Barsan assumed this role in October 2015 and her responsibilities include, but are not limited to:

- Gathering data and other necessary sources of evidence for accreditation purposes;
- Emailing prospective students and responding to any inquiries they may have;
- Assisting with updating and editing School of Information web content;
- Liaising with program coordinators to update the School of Information Graduate Bulletin; and
- Designing posters, flyers, web content, and other promotional materials.

Decision-Making Process

Within the institutional framework, the School uses effective decision-making processes that grow out of and are guided by its mission, vision, and goals, and its systematic planning process which promotes consensus building, teamwork, transparency, and participation in the School's engaged community of shared values. The School's decision-making processes are evaluated regularly at our annual retreat where they are reviewed, discussed, and updated, or changed as deemed necessary. This often is tied to Institute changes in policy and procedures or new needs that might arise in with respect to the academic programs.

A key aspect of SI's decision-making process, especially for higher-level decisions, is consensus building, which promotes discussion, data analysis, stakeholder feedback, and environmental scans. Depending on the matter under consideration, decision-making can take place at the level of the School, Provost, President, and/or Board of Trustees. This generally depends on the procedures and policies in place that are applicable. Further, and in many instances, decisions made by the School's Faculty Council are in fact decisions on recommendations to an Institute Committee or the Provost. Importantly, the faculty engages in SI decision-making to the full extent possible under the Institute governance structure, thus sharing governance and information so that no unit functions as a silo.

Over the course of academic year 2015-2016, in order to accommodate and better support our new degree programs, the School's administrative structure was modified around a more distributed model that calls for full-time faculty to take on new roles and responsibilities as program coordinators. This gives full-time faculty greater voice in decision-making on matters related to program development. Already we have observed improvement in communication and outreach to our stakeholders and better-articulated data collection. Another positive outcome is that beginning fall 2016, full-time faculty will be receiving a program coordinator stipend which goes to increase faculty and program support (see organizational chart in Figure 11).

Decision-making processes are also informed by research on practice, stakeholder feedback and by the Board of Advisors. The Board was recently reformed with the idea of bringing together a small group of recognized LIS leaders to bring their insight and professional expertise to the School's decision-making and plans for the future.

Members of SI's BOA are all leaders in LIS recognized internationally and currently hold significant executive positions that demonstrate the highest level of leadership. As such, the Board is well positioned to advise the School on matters of key importance. The Dean and faculty make recommendations for membership, and are in agreement that the BOA should be a small group made up of leaders in the field. The Dean invites those recommended and agreed upon to join. There are no term limits.

Members are:

- Jim Neal, President-elect ALA, 2001-2014, Vice President for Information Services and University Librarian at Columbia University;
- Dianna Marcum, Managing Director of ITHAKA; formerly, Associate Librarian of Congress, and President of the Council on Library Resources;
- Lisa Rosenblum, Chief Librarian, Brooklyn Public Library;
- Nate Hill, Executive Director, Metropolitan New York Library Council;
- Carol Mandel, Dean of Libraries, New York University;
- Mark Hedges, PhD, Director, and Senior Lecturer, Department of Digital Humanities, King's College London; and
- Jonathan Bowen, Fellow British Computer Society (FBCS), Fellow Royal Society of Art (FRSA), British computer scientist, Emeritus Professor at London South Bank University, member, accreditation board for BCS.

Recent discussions with BOA members provide feedback on the School's new directions and plans. We were gratified to see that BOA members responded with enthusiasm and felt that our programs reflected the latest trends in LIS education and in the information professions. For example:

- Dr. Hedges Mark whose area of research is digital archives, libraries, and digital curation, emphasized diversity of programs and being agile in terms of making needed changes given the rapid advance of digital technology and media, and noted that our processes and programs reflected these values;
- Carol Mandel spoke of the new service areas at NYU's Bobst Library, which feature information experience, data analytics, GIS, digital humanities, and digital scholarship. These areas have attracted heavy use by both students and faculty. Mandel was very impressed by the School's programs in these areas and by their early adoption. She noted that the library was having difficulty in finding librarians with the skill sets required in data, DH, and GIS, but was pleased that the library had recently hired two Pratt SI graduates for full-time positions in UX;
- Jim Neal concurred with Mandel on the importance of supporting users in digital scholarship and emphasized the importance of digital humanities services having introduced a digital humanities center at Columbia University's Butler Library;
- Lisa Rosenblum pointed to key skill sets needed by public librarians focused heavily on teaching and learning in libraries, particularly around visual and digital literacy. She thought that our program was taking a leadership role by offering curriculum that prepares librarians to be effective in teaching and technology, especially since BPL is having difficulty finding librarians with these skills for their K-12 programs and was thus hiring New York state-certified teachers;
- Nate Hill, a Pratt graduate, highlighted the fact that he often engages Pratt faculty for METRO workshops on cutting-edge and emerging areas of the information field, such as data analytics, UX, and digital archives, and encourages us to keep on this productive path moving forward; and
- Jonathan Bowen brings insight to accreditation methods and relationships between computing, information science, and the arts, and supports the School's interdisciplinary approaches.

V.5: FINANCIAL SUPPORT

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

As described in Chapter I, the School's parent institution provides sufficient financial support for the School of Information through a process that enables us to continually improve and develop our programs. The Dean consults with faculty and staff to analyze

budget needs and priorities that will impact how the budget is allocated. Budget decisions are guided by the School's mission, vision, and goals, and its systematic planning process ensures that faculty, students and staff are engaged in the process. Coming out of this of this process, budget priorities and needs are identified with an overall focus on academic quality and excellence in teaching and learning. Such priorities include faculty travel to conferences to present papers, instructional supplies to support classroom teaching with specialized software, and student events and activities that enhance student experience such as the annual #infoshow. The School's facilities fees budget supports updates and improvements for the seminar/lab classrooms and specialized labs. Budget lines for faculty and curriculum development support curriculum and program development and improvement. For budget year 2016-2017, based on this process, the position of full-time faculty program coordinator was established, providing \$7,500 stipend for the coordinator of each master's program. This also strengthens SI's shared governance and improves communication across programs while better articulating their needs.

2008, the year the School was last accredited, was the year of the crash in financial markets causing a fiscal downturn that severely impacted higher education, the repercussions of which continue to impact enrollment. To thrive in this challenging environment, the School was fortunate to be able to steadily improve and progress using a combination of careful management of its regular budget and pursuing funded projects. Adopting a strategy of "selected excellence," a model adopted by Bryn Mawr College, we focused our efforts on building programs around our students' interests and curricular strengths in libraries, archives, and museums. To put this strategy in motion, we were successful in securing new sources of funding through the IMLS for innovative partnership projects that supported program development and student scholarships for tuition, internship stipends, and learning materials. IMLS grants also helped to build strong partnerships with NYC's libraries and museums (e.g., BPL, NYPL, Brooklyn Museum), which expanded educational resources for our programs. In essence, NYC's cultural institutions became our extended campus, providing experiential learning, mentoring, and supervision of projects designed for our students. Thus, we were doing more for less, and at the same time, we saw significant improvement in the academic quality, student learning outcomes, and excellent success rates of our students obtaining professional positions after graduation.

From 2010 to present, faculty and staff have received cost-of-living increases and generous stipends to support program development in their areas. Our budget covers graduate assistants to work with faculty on research and teaching.

Over the past several years, the School's budget in terms of salary, fringe, and other than personal services (OTPS) has remained relatively steady. On the other hand, as a private non-profit educational institution, Pratt's income is heavily dependent on tuition funds. So, while the size of our faculty and staff has not grown, the number of students enrolled in the School has decreased as part of a downward enrollment trend across the vast majority of LIS programs as evidenced by ALA-COA Trend Summaries. Consulting with other deans and directors and looking at their actions over the past few years in response to this trend reveals that schools have diversified their programs to reflect developments in the

information field and the broader range of interests of their students. Most schools tie the negative enrollment trend to the economy and job outlook for libraries. ALA statistics for 2013-2014 show the total loss to LIS school budgets was about \$55 million. Despite difficult times beginning in 2013, we have been fortunate to enjoy continued support from the Institute as a measure and demonstration of their confidence in the academic quality of our programs.

Table 1 shows that, over the past five-year period, our income has been relatively steady despite the dramatic drop in enrollment from 2013, the year we were placed on conditional accreditation status, to 2014. Our target for MSLIS enrollment is to reach a steady state of about 150 students by 2018. Viewing MSLIS enrollment in the context of all of our master's programs, we aim to reach about 250 students across all programs by 2018. We can see from the table that this level of enrollment represents the School's average over the past six years (283), a level which has been effectively supported by the School's average income over these same years. Besides income, the School's faculty, staff, facilities, library, and academic computing have well-supported our programs and have steadily improved over this period, while enrollment, income, and resources remain in alignment and continue to give strong support to our programs assuring that we meet our MSLIS goals and learning outcomes and maintain high academic quality overall.

For the reasons outlined above, we recognized the need for new strategic thinking by which we could envision and initiate the changes that would position the School on a new path forward. With the Dean working with the faculty and the Institute, and engaging in extensive research including environmental scanning, interviews, and surveys, in 2014 the School introduced a Strategic Initiatives Plan, 2014-2017, for transforming the School for the 21st century information society for today's digital world that builds on our strengths in curriculum, faculty, positioning in arts, humanities, and digital culture, and our conceptual model flowing from commonalities of knowledge and skills across galleries, libraries, archives, and museums (GLAMs), as included on the [accreditation website](#). To date, we are on target with the plan's timeline for programmatic change and improvement. Importantly, owing to the design of the School's structure for administration, programs, and curriculum, the MSLIS has benefited from these initiatives, particularly in terms of the depth and breadth of its programs, including specializations and certificates, more advanced courses for students to choose from, and an increasing number of courses that speak to emerging and trending areas of the field, such as digital humanities, user experience, information experience design, data analytics, information visualization, art documentation, and museums. The MSLIS fully prepares students for careers and leadership across GLAM institutions. We are already seeing positive outcomes from this approach. For example, our spring 2016 survey of graduates nine months out shows that 96% had professional positions, our highest percent ever. Since 2008, we have averaged 90%. This also shows that employers are seeking the knowledge and skill sets that our graduates acquire over the course of their programs.

V.6: DEAN, FACULTY, AND STAFF COMPENSATION

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

Salaries for School of Information dean, full-time faculty and staff represent national and state averages and those of the Institute. Salaries are reflective of their education, experience, responsibilities, and accomplishments. All full-time SI faculty at time of appointment held a doctorate, had higher education teaching experience, and a record of publication and presentation at conferences.

The Pratt Faculty Union Contract is important in determining full-time faculty salary, which sets minimum salaries as well as yearly increases. In general, the faculty Union Contract has set the yearly raise for faculty at 3% to 3.25%. Beyond these annual increases, faculty receive base pay increases when receiving tenure, or if the salary is below the minimum set forth by the faculty Union Contract. For this reason, Table 48 below includes average full-time faculty salaries based on having tenure or not, which is primary differentiator in faculty pay at Pratt.

According to Chronicle of Higher Education's databank from 2014, average faculty salaries for the state of New York were: Assistant Professor, \$70,000; Associate Professor with tenure, \$85,000; and Professor, \$123,000.³¹ Pratt is in alignment with these averages for Assistant and Associate Professor, but below for Professor. The reason is that the Faculty Union Contract does not have provisions for raises when faculty are promoted to Professor but rather sets yearly salary raises at 3% to 3.25%. The Dean's salary is comparable to the other Pratt deans, and above average of a school at the master's level.

Table 48. Average Full-time Faculty Salaries, 2013-2016

Rank	2013-2014	2014-2015	2015-2016
Untenured (Assistant or Associate Professor)	\$69,572	\$71,724	\$73,943
Tenured (Associate Professor or Professor)	\$85,277	\$87,914	\$90,633

³¹ Source: <http://data.chronicle.com/194578/Pratt-Institute/faculty-salaries/>

V.7: INSTITUTIONAL SUPPORT FOR FACULTY AND STUDENTS

V.7 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

The School enjoys a good degree of autonomy in how it formulates the use of its budget, which essentially is used to support academic quality and student learning outcomes. Responsibility for budget expenditure rests with the Dean of the School, who works closely with faculty, staff, and students to evaluate and assess educational needs. Along these lines, Dean Giannini has prioritized budget support for faculty research, travel to conferences, professional development, curriculum development, and faculty-student research projects. In terms of student support, we fund e-Portfolio workshops, fellowships for two-semester practicum/internships, the student #infoshow, and some activities organized by the Student Association. Academic student activities around professional practice such as presentations at conferences, and visits to libraries, archives, and museums are funded by Student Activities fees under the Office of Student Affairs. The School's budget line for "instructional supplies" supports specialized software and equipment for teaching and learning, such as Morae software for usability testing, Camtasia for Internet capture, SPSS for research, ATLAS.ti, and others. The School's facilities budget is used to purchase computer equipment and to update our seminar/lab classrooms and specialized labs to meet and support teaching and learning needs. This budget has averaged about \$60,000 per year.

Stipends

Faculty receive stipends for curriculum and faculty development and related research. These stipends are on average \$5,000 per year. Faculty support for research and publication is a high priority and reflects the School's emphasis on research, scholarship, and publication. A new addition to faculty stipends for fall 2016 is a \$7,500 stipend for full-time faculty who are program coordinators of a master's degree.

We note that support for SI has steadily increased since the rollout of the Strategic Initiatives Plan that more closely aligns the School with the Institute, and that is serving to build enrollment, and attracting new communities of students. Faculty frame their new "administrative" responsibilities as welcomed opportunities to be creative and innovative, to more fully engage with students in projects and research and to be recognized and rewarded for making meaningful contributions to the School that improve its academic quality and diversity.

Conference participation

The School supports faculty travel to conferences at which faculty are presenting a paper. Faculty research is also supported through the School's program of graduate assistantships. To date, we have been able to support all faculty requests.

Graduate Assistants

Full-time faculty, and part-time faculty with administrative responsibilities, may choose to engage a graduate assistant to assist with research, course activities, and faculty special projects. Graduate assistants have been earning \$12 per hour (going up to \$13 per hour in fall 2016) and can work up to 20 hours per week. The School receives a GA budget based a formula combining enrollment and credits delivered that supports about 20 GAs per year.

Student Support

Merit Scholarships

All applicants to Pratt's graduate programs are considered for a merit scholarship. Institute policy on these awards requires that students receiving merit scholarships are enrolled full time in their program, which means that they are taking a minimum of 9-credit hours. In fall 2016, we were fortunate that the Institute increased the School's merit scholarship funding so that, on average, applicants with a GPA of 3.9 and higher are awarded a 50% tuition scholarship, those with a GPA of 3.6 to 3.8 about 30%, and applicants with GPAs of 3.4 to 3.5 about 25%. These three categories account for about 75% of applicants. GPA is of course considered in the context of the entirety of the applicant's qualifications. We have already seen that additional scholarship funding and more students studying full-time, the academic level of our student body moves higher.

Continuing Scholarships

This Institute's policy on endowed funds is that 5% of interest earnings on restricted funds for the School are used for scholarship awards for continuing students in their second year of study. Each year, SI receives about \$150,000 in endowed scholarship funds. Scholarships range from \$2,000 to \$5,000 and are awarded for academic excellence and leadership. Over the past few years, the School received two large gifts that together equals about \$1,000,000, which increased our annual awards by about \$60,000.

Fellowships

The School's highly competitive fellowship program support students to carry out two-semester practicum/internships at our partner institutions. Fellowship students receive a \$5,000 tuition scholarship award. Currently we have 10 fellowship partners with NYC's leading best-practices institutions.

Student Activities Support

Students receive activities support through Pratt's Graduate Student Association under Student Affairs, which funds activities of the School's student groups: the SI Student Association, and student chapters of ALA, SAA, SLA, and ASIS&T. Activities include presenting papers at conferences, student trips to visit libraries, archives and museums, symposiums, career day, and other activities.

V.8: REVIEW OF ADMINISTRATIVE AND FISCAL POLICIES

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

SI's systematic planning process establishes the framework whereby faculty, staff, students, and community stakeholders are involved in the review and evaluation of the School's administrative and fiscal policies and financial support which provides that have regular input into making improvements and planning for the future. This ensures that we are meeting ALA Standard V.8. SI's yearly cycle of planning and evaluation, which takes into account our extensive data-gathering and in-depth data analysis, forms the basis by which we make recommendations for improvements and decisions on their implementation as well as what changes and new initiatives we plan for moving forward.

Over the past few years, the School has been and continues to be intensely involved in the process of transforming to a School of Information that thrives in the 21st century information society and today's digital world. To accomplish this, our work is guided by the School's systematic process for planning and evaluation. The review of our administrative and fiscal policies culminates at our annual faculty retreat where we bring to bear all faculty, student, staff, and stakeholder input gathered over the course of the academic year while also taking into account and incorporating changes in Institute administrative and fiscal policies. The retreat is used to make decisions for improvements and change and plans for the future.

Most significantly, our administrative structure now includes program coordinators for each degree program. The MSLIS program coordinator works with the MSLIS program committee on program evaluation and assessment and reports on its finding and recommendations to the Faculty Council for review. The Council may approve these or seek further consultation with stakeholders and or data gathering. Where appropriate, the Dean will consult with the Provost and report back to the Council.

The School's review of its administrative and fiscal policies in the first instance ensures that they align and reflect the Institute's which are regularly reviewed by the Academic Policy Committee (APC), a Faculty Senate committee established by the Senate Bylaws. Senate bylaws were recently reviewed and revised, and subsequently approved by the Board of Trustees on March 9, 2016, effective July 1, 2016. The APC has broad faculty representation (see Senate Bylaws on the [accreditation website](#)). Once a new or updated policy is approved by the APC, the committee makes a recommendation on that policy to the Provost, who after careful review makes his recommendation to the President. Following the President's review in consultation with administrative officers, the policy is submitted to BOT for review and final decision. All schools are obligated to adhere to policies approved by the BOT.

Fiscal policy review is carried out by the Vice President for Finance and Administration, Cathleen Kenny. She presents her findings and recommendations to the Senior Staff committee chaired by Pratt's President, members of which include the Vice Presidents, the Provost, a Dean, and the Senate President. Final approval of new or updated policies are approved by the President and BOT. The School must conform to the Institute's fiscal policies and procedures which each school manages online using Institute software.

Thus, all schools operate under the same set of policies. In sum, the School's administrative and fiscal policies are established through Institute-wide processes, and all schools are equally bound to follow these. The Institute's process, which cannot contravene the Faculty Union Contract, is distinguished by a spirit and process of shared governance and broad representation. Decisions grow out of the Institute's administrative process of evaluation leading to recommendations that begin at various levels of the Institute so that faculty, staff and students are able to engage in the process based on their Institute roles, responsibilities, and relationships. Final decisions on Institute policy recommendations are made by the BOT. Importantly, each school has equal representation in this process at all levels and members of faculty serve on BOT committees and on the full board. Schools are provided ample opportunity to present their recommendations and proposals, and make a convincing case and present supporting evidence. Often, the Provost's office makes suggestions for improvements, which gives the School a chance to review and resubmit recommendations and proposals.

We are gratified to report that SI's recommendations and proposals made during the academic year 2015-2016 for the following academic year, encompassing academic programs, administrative policies and fiscal support, were approved by the Provost and Board of Trustees, and are being implemented. These are described throughout the Self-Study.

STANDARD VI: PHYSICAL RESOURCES AND FACILITIES

In the year 2000, Pratt purchased a historic building located at 144 West 14th Street in the Chelsea neighborhood of Manhattan. Following the total renovation of the building that is today the Pratt Manhattan Center (PMC), in 2002, the School of Information relocated to PMC making its home on the 6th floor. This marked a new beginning after being located on Pratt's Brooklyn campus for 112 years. PMC is being continually updated and improved to positively impact the MSLIS program, and provides for a functional, attractive and convenient learning environment for students and faculty that enables research, teaching, service, consultation, communication, and effective administration of the School.

All SI courses are offered at PMC with no courses offered on the Brooklyn campus. Students have the option to avail themselves of the full resources and services of the Brooklyn campus, which is an approximately 35-minute subway ride from PMC. However, as all services and resources needed for successful completion of the MSLIS program are offered from PMC, traveling to Brooklyn is optional.

VI.1: PHYSICAL RESOURCES, FACILITIES AND OBJECTIVES

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

School-wide goals that are particularly salient in driving the development and improvement of physical resources and facilities include:

- School Goal #2: To sustain excellence in face-to-face teaching;
- School Goal #3: To provide experiential, participatory, and interdisciplinary learning opportunities that challenge students creatively, critically, and ethically;
- School Goal #4: To foster a culturally responsive learning environment that builds individual and community strengths; and
- School Goal #11: To enhance teaching and learning with excellent facilities and resources.

SI is committed to excellent physical resources and facilities, as solidified in School-wide Goal #11, "To enhance teaching and learning with excellent facilities and resources."

Development of physical resources and facilities is also motivated by Goals #2, #3 and #4, which emphasize the Institute and School values of community building, engagement, and experiential learning in a culturally responsive environment. In sum, our facilities are designed and planned to support teaching and learning within a participatory, face-to-face environment.

School-wide goals are advanced through planning and investing in our physical facilities at PMC to ensure it meets the School's needs for education, teaching, and research. To achieve this, we work collaboratively with the Institute, and in particular with the offices of facilities and information technology. PMC is where the School is headquartered and serves

as the hub of School activity. It is the place where all classes occur and where all SI faculty and administrative staff have their offices. Each spring, the Dean and faculty work with academic computing and PMC facilities to assess and discuss improvements, taking into account stakeholder feedback, and make decision on work to be done. This annual process for facilities improvements is supported by the SI's facility fees budget which averages about \$60,000 per year. Other SI budget lines can be used as well to improve facilities.

Feedback from students on PMC overall is positive. For example, when asked in the Graduating Student Survey if "Pratt provided a physical environment conducive for my learning," 81% agreed or strongly agreed that it did.³² In the comments from the survey, students indicate an interest in making incremental improvements to the physical space, such as ensuring a comfortable temperature year around.

Owing to a \$5 million gift from Sondra and David S. Mack, the Pratt Manhattan Center—now named after the donors—has launched a project led by architects Cooper Robertson, to redesign the building's 1st floor and lower level with the aim of better serving the Institute's needs for teaching, learning and community building. Dean Giannini is representing the School on the Pratt Manhattan Users Group committee which brings together representatives of the departments and schools housed in the building. The committee is also consulting with their stakeholders, including students, faculty, and alumni. This redevelopment will not directly impact the 6th floor, where the majority of the SI's operations occur. However, as leased retail space is converted to space for Institute-activities, this redevelopment will be advantageous to the students and faculty of the Institute since there will not only be more square footage at their disposal than before, but the space is being constructed and reconfigured to improve the academic environment. The architectural plan currently in development features a public entrance to a street level public art gallery for museum quality shows, a gallery for student, and a public café with light food options, which was sought after by students in the graduating student survey. A redesigned entrance will provide access to the academic floors of the building. A key aspect of the project is to improve Pratt's sense of community and outreach.

Although School of Information faculty and students have access to all of the physical resources and facilities of Pratt Institute's 25-acre campus in Brooklyn, this study will focus on the physical resources and facilities available at PMC as these are specifically customized and built out for SI students, faculty, and staff.

VI.2: FUNCTIONAL LEARNING ENVIRONMENT

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

³² 167 respondents, March 2014 through February 2016

The PMC building is open to students and faculty Monday through Friday, 7:30 AM to 1 AM, and from 8 AM to 11 PM on the weekend. The building also has on-site security 24 hours a day, seven days a week. The PMC comprises seven floors and a basement, with the 6th floor dedicated exclusively to the School of Information. On the 6th floor, there are nine classrooms, six faculty offices, an administrative suite, restrooms and a common lounge area with computers, which is sometimes referred to as the “Cyberspace.” Although other spaces in the building can be used by SI faculty and students, places that are used often include spaces on the 5th floor, which has eight computer labs and one open computer lab. Other relevant spaces include the Pratt Manhattan Library on the 4th floor. The 2nd floor is distinguished by having a large lecture hall, exhibit/lounge space, student break area, and most prominently, the PMC Gallery that features major shows open to the public. Photographs of relevant physical spaces are shown in Appendix VI.1, with floor plans shown in Appendix VI.2.

During the building’s aforementioned open hours, all 6th floor classrooms are available to students and faculty by request, including on weekends, for their research, teaching, service, consultation, and communication needs. The only time that a space would not be available to a student or faculty is if a SI class is scheduled in the room. Faculty, students, and staff are able to book rooms by making a request at the frontdesk of the SI office, or by telephoning or emailing the office (si@pratt.edu). SI office staff then book rooms via enterprise-wide room scheduling software (25Live). Although classes and meetings from other departments sometimes occur on the 6th floor, School of Information meetings and events have priority for all rooms on the 6th floor. SI office staff—particularly Assistant to the Dean Vinette Thomas—is able to reconcile any room scheduling conflicts. The SI office and Vinette Thomas also handle scheduling of other spaces in the building, such as rooms on the 2nd and 5th floors.

Instructional Facilities: Classrooms and Lab Facilities

All classrooms have been continually refreshed and updated since their initial rollout in 2002 based on stakeholder feedback, particularly that of faculty, in order to make them useful for meeting curricular needs and subsequent course-level student learning outcomes. All classrooms are outfitted with an instructor computer workstation with LCD projectors, built-in sound systems, and the ability to connect projector and audio to external computers. Noteworthy instructional facilities include:

- PMC 602 “Research Seminar Lab” – This room includes several computers, instructor workstation with LCD display, and a large conference table suitable for seminar-style classes or group meetings. This room is increasingly used as a room for faculty research projects when classes are not being held there. For example, Profs. Debbie Rabina and Emily Drabinski (part-time faculty) have been using the room and its computers to do coding of transcripts using ATLAS.ti (qualitative research tool). The LinkedJazz team, led by Prof. Pattuelli, often meets in the room. Faculty schedule use of the room around its use for official SI courses so that course scheduling is not impacted;
- PMC 606 “Cultural Informatics Lab” – This room is used for technology intensive

classes, such as Information Technology, Web Development, and Knowledge Organization, and it has 23 computers and four instructor display screens;

- PMC 608 “iLab for Digital Culture” – This room is often used for classes in the archives and special collections area, and includes a cabinet for securing rare books and special collections that are used in class projects. The room also includes film scanners, a book scanner used in the class “Projects in Rare book digitization,” shelves of archival supplies, as well as computers for operating the specialized equipment;
- PMC 609 “Information Experience Lab” – This room is used extensively for the Information Experience courses, such as Information Architecture and Interaction Design, Usability, and other classes. It enables a lecture/lab setup so an instructor can give a lecture, but then student can move into computer-based work;
- PMC 610 “Conference Room” – This classroom is used for classes that are more seminar-like in format, such as ones that are discussion based. It features a large conference table with two instructor workstation displays;
- PMC 611 “Digital Archives and Media Lab” – This room includes eight dual-boot Macintosh computers and equipment for digital reformatting of audio and video media, which are often used in LIS-668 Projects in Moving Image and Sound Archives;
- PMC 612 “Social Informatics Lab” – This room includes several Macintosh computers, and, like PMC 609, enable a lecture/lab teaching environment. It includes software for data analytics/research using statistical and content analysis (e.g., Techsmith’s Morae software);
- PMC 613 – Includes Dell computers in a lecture/lab configuration;
- PMC 213 “Lecture Hall” – This large lecture hall seats 140 people, and the seats can be removed for other kinds of large events, such as the annual graduation party;
- PMC 5th Floor Computer Labs – An additional eight computer lab classrooms are available on the 5th floor for technology-intensive classes; and
- PMC Open Lab – This is a computer lab that is open to all Pratt Institute students, and is open during the semester Monday through Friday, 8 AM to 10 PM and Saturday and Sunday, 9 AM to 5 PM.

Research Facilities

When faculty engage in research projects they are able to use their office space and the faculty lounge area in room 604, as well as reserve classrooms for research projects. For example, PMC 602 is increasingly used as a room for faculty research projects (e.g., meeting with research team members, using computers to do data analysis).

Administrative Facilities

Administration of the School is carried out from the administrative suite (PMC 601), which has offices for the Dean, Assistant to the Dean for Academic Programs, Assistant to the Dean for Administrative Services, and Special Assistant to the Dean, as well graduate assistants. The suite is open to all Monday through Thursday, 9 AM to 7 PM, and on Friday 9 AM to 5 PM.

Faculty Offices

Full-time faculty occupy offices 603 (one faculty), 604A (two faculty), 604B (two faculty), 604C (two faculty), 604D (one faculty). Part-time visiting faculty use room 607 that has four workspaces with computers. Faculty can meet with their advisees or other students in their offices, or with the faculty lounge area in room 604.

Common Areas

The “Cyberspace” is the common area on the 6th floor, which includes seven Macintosh computers, soft seating, and tables for working or meeting. It is designed for multitasking, so that students can work individually, in teams, sit at computers or roundtables, enjoy food and beverages, or just study or relax before class.

VI.3: INFORMATION RESOURCES AND INFORMATION TECHNOLOGY

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

The School of Information’s students and faculty benefit from the PMC having WiFi throughout the building. In conjunction with this, students have excess to a wealth of information resources and services offered by Pratt online. This is reinforced by the abundance of computer labs and other working spaces. Students generally access these services and resources via SI’s facilities on the 6th floor.

Library and information technology resources and services are accessible at both the Manhattan and Brooklyn campuses. Although, as described above, the Manhattan campus is the primary physical home of the program, students and faculty may take advantage of both campuses’ offerings.

Library Resources and Services

The mission of the Pratt Institute Libraries is to provide outstanding service and access to a resource-rich environment that facilitates critical thinking and creative teaching and learning in the Pratt community. In fall 2014, in an effort to support this mission in the wake of new programs and developing technologies, the Libraries undertook a Strategic Plan for 2014–2017. The outcome of the plan seeks to maximize the Libraries’ support to students, faculty, and staff across both campuses and to strengthen its role as the intellectual and informational hub for the Institute.

Students and faculty of the School of Information have equal access and privileges to both the PMC Library and the Brooklyn campus main library. The main campus facility houses the general collections, rare book and special collections, the visual and multimedia resources collections, and the Institute’s archives; the PMC Library houses print and serials collections supporting the seven programs run at the Pratt Manhattan campus.

Collections

Together, the collections of the Libraries are focused around the history, theory, criticism, and practice of architecture, fine arts, and design, liberal arts and sciences, and library and information science. The collections encompass more than 373,631 volumes of print plus electronic materials, including rare books. The Libraries have active subscriptions to nearly 500 periodicals and more than 70 electronic databases, including a subscription to EBSCO e-Books that encompasses more than 130,000 items. The Libraries' visual and multimedia resources collection contains more than 40,000 digital images, 6,600 video recordings, as well as nearly 150 items of circulating equipment, including external DVD drives, 16mm and video projectors, laptops, digital video and still image cameras, light kits, tripods, and audio recorders. Through the Libraries' subscription to Artstor Digital Library and Alexander Street Press, the Pratt community also has access to more than two million images and 50,000 streaming videos, respectively. Selection of new materials is informed and guided by the Libraries' Collection Development Policy (last updated in 2013) and the process is overseen by the Collection Development Committee. The annual collections budget for the Libraries, excluding serials and electronic resources, which will be outlined more clearly below, is approximately \$95,000, \$13,000 of which is earmarked for the School of Information.

Taken together with the strong holdings in library and information science housed in the Pratt Manhattan Campus Library and outlined below in more detail, the breadth and depth of the Libraries' collections pertaining to the history of art, museums, and digital arts and new media provide excellent support for the dual degrees in History of Art and Digital Arts offered as part of the MSLIS program.

Staffing and Services

The Libraries are overseen by Russ Abell, Library Director and SI alumni 2008, who reports to the Provost and is a member of the Provost Council. The staff comprises 16 professional staff and faculty members (all holding MLIS degrees and seven holding faculty status), 11 full-time and three part-time support staff, and 14 full-time equivalent part-time student workers. Ongoing support to the libraries is provided through Pratt's operational and capital budgets, grants, and donor support. The department has well-articulated policies and procedures with regard to its services and operations and is guided by the Library Management Team, which meets biweekly.

Faculty librarians and administrators with MLIS (or equivalent) degrees serve as liaisons to academic departments and programs. The SI's liaison is Johanna Bauman, PhD, MLS, who also teaches the course Visual Resources Management, is responsible for selecting LIS materials in consultation with SI faculty. The Libraries are represented on committees across the campus to ensure that library resources, services and facilities are meeting academic needs. In addition, library faculty members hold positions in the Academic Senate and the Faculty Union Executive Committee, giving them a broad view of learning resources needs. The liaisons serve as the primary contact for acquisition requests from faculty and departments.

Services include in-person and virtual reference assistance, research skills workshops, course reserves, and interlibrary loan assistance. Library liaisons also assist teaching faculty and their students in their assigned programs by holding tailored library instruction sessions.

Employment Opportunities for Students

In addition to providing students with the resources they need for their studies, the ain Library and the PMC Library offer employment opportunities to students in the School of Information in the form of graduate assistantships. These graduate students play a vital role in the day-to-day operations of the Libraries, working with full-time staff to cover public services points, enhance the Libraries' online presence through social media and LibGuides, develop exhibitions and book displays, give tours and instruction, provide cataloging and metadata services for print and non-print collections, and actively engage with the institutional archive, developing finding aids and assisting in the organization of the archives. The Libraries continue to work with the School of Information to ensure that these positions are dynamic and continue to provide students with hands-on experiences that will augment their academic training and guide them on their path to becoming active professionals in the field.

Pratt Manhattan Campus Library (PMC Library)

The PMC Library serves the seven programs housed at PMC, including the School of Information. The Library encompasses 14,000 square feet and houses nearly 21,000 volumes, 3,092 of which are periodicals. These include a reference section, current and bound print serials, and a special collections cage.

The majority of materials in the PMC Library have been purchased to support courses in the School of Information, and searching the 020 Library and Information Sciences Dewey call number range reveals that more than 8,600 of the nearly 18,000 non-serial volumes housed in the PMC Library and 2,800 of the 3,092 current and bound periodicals support the programs of the School of Information. This already high percentage of more than 50% including both periodicals and non-serial volumes does not account for monographs that are regularly used by SI faculty and students that are outside of the Library and Information Sciences classification, such as 000 Computer Science, Information, and General Works (395 titles), 320 Political Sciences (60 titles), and 340 Law (153 titles).

Searching on the 020 Library and Information Sciences non-serial titles alone reveals that 38% of the collection in this call number range dates from 1990 to the present, 52% dates from 1960-1990, and 10% dates from before 1960. The percentage of titles from related classifications such as Computer Science, Information, and General Works is 82%, a reflection of the expansion of the field outside of the traditional disciplinary boundaries of library science. Moreover, the number of publications available through databases and print and electronic journals, as outlined below, accounts for much of the recent scholarship in the field.

In the PMC Library, faculty and students may access WiFi. The Library also maintains nine public access terminals, a scan-to-print station, a conference room, and an array of seating

options. During the fall and spring semesters, the PMC Library is open 72 hours per week; in the summer months the hours are set to 56 per week. In 2014 as part of the preparation for the Strategic Plan, the Libraries collaborated with Student Affairs to conduct a survey of student satisfaction with Library. This survey revealed that of the students based at PMC more than 70% were either very satisfied or moderately satisfied with the Library's hours.

The PMC Library staff consists of one administrator with an MLIS degree reporting to the Head of Public Services, one full-time support staff, and an average of 1.5 full-time equivalent part-time graduate assistants most of whom are enrolled in the School of Information.

Databases

The Libraries spend \$275,800 annually on more than 70 databases. A complete listing of these resources can be found on the Articles and Databases page on the Libraries' website ([see accreditation website](#)). The extensive and varied assortment of databases available supports the SI curriculum in two ways. Firstly, by providing students with content-based resources they need for their information science curriculum and research needs. Secondly, because it exposes students to a wide variety of databases in all subjects and enables them to experience firsthand the types of resources they may have a hand in creating and provisioning in their future professional careers.

Those following databases and resources were purchased directly to support the School of Information's MSLIS program or per request by the faculty: ACM Digital Library; Emerald Library Information Science and Knowledge Management Collections; Guide to Reference; Library, Information Science & Technology Abstracts (LISTA); Library Literature and Information Science Full Text; Library Literature & Information Science Retrospective (1905-1983); PsycINFO; PsycARTICLES; ScienceDirect; Scopus; and Social Explorer.

Other resources heavily used by SI students and faculty and indirectly support the curriculum are: JSTOR; Social Sciences Full Text; Ulrichsweb; and Lynda.com, which offers tutorials in the areas of art, design, business, and technology.

Additional databases of note that support the interdisciplinary nature of the School of Information's dual-degree program in art history are: Art and Architecture Archive; Art Source; ProQuest Art, Design, and Architecture Collection; Artstor; Arts:Search; askART; and the Berg Fashion Library.

Journals

The Libraries' entire budget for direct subscriptions to print and online journals is \$125,000. These direct subscriptions are supplemented by access to journal articles through the databases subscriptions noted above, as well as a subscription to Taylor & Francis Online, which includes 60 titles classified as Information Science. Nearly \$27,000 of the funds allocated for direct subscriptions go to support the School of Information curriculum for 81 active subscriptions, more than half of which are available electronically. The print versions of these journals are generally bound and made accessible at the PMC library; older issues

of some of the less frequently used journals are moved to the Brooklyn campus library to make space for newer, more relevant materials.

In the 2014 article "Core Journals in Library and Information Science: Developing a Methodology for Ranking LIS Journals," Judith M. Nixon evaluated and ranked 82 titles according to their relevance for information science professionals publishing in the field. The Libraries have direct subscriptions to all but one of the top tiered titles identified in this study. (The exception is available through database subscriptions.) These include: Aslib Proceedings (through database subscription); College & Research Libraries; Collection Management; Government Information Quarterly; Information Technology and Libraries; The Journal of Academic Librarianship; Journal of Documentation; Journal of Information Science; Journal of the American Society for Information Science and Technology; Journal of the Medical Library Association; Library Collections, Acquisitions, and Technical Services; Library & Information Science Research; Library Journal; Library Quarterly; Library Resources & Technical Services; Library Trends; Libri; Reference & User Services Quarterly.

In the category of 37 second tiered journals (two of which are open access) the Libraries directly subscribe to eight and provide access to 16 others through its electronic databases and e-Journal subscriptions, for a total of 24 out of 35 subscription-based journals. This list includes: Canadian Journal of Information and Library Science; College & Undergraduate Libraries; The Electronic Library; Information Processing & Management; Information Research; Informing Science; Interdisciplinary Journal of Information, Knowledge, and Management; Interlending & Document Supply; International Journal of Information Management; Issues in Science & Technology Librarianship; Journal of Education for Library and Information Science; Journal of Engineering Education; Journal of Information Technology; Journal of Librarianship and Information Science; Journal of Scholarly Publishing; Knowledge Quest; Law Library Journal; Libraries & the Cultural Record; Library Hi Tech; Online Information Review; portal: Libraries and the Academy; Program: Electronic Library and Information Systems; Reference Services Review; Restaurateur; The Serials Librarian; Serials Review.

The Libraries directly subscribe to all six third-tier, non-peer reviewed, subscription-based journals identified in the study: American Libraries Magazine; College & Research Libraries News; Information Outlook; Online: Exploring Technology & Resources for Information Professionals; Public Libraries Magazine; School Library Journal.

The dual-degree program with art history is further supported by subscriptions to the leading journals on art librarianship: Art Documentation; Art Libraries Journal; and Visual Resources. Through numerous subscriptions to journals in the areas of art and design, history, and digital and computer arts, moreover, these programs receive significant content-based support.

Resources Through Consortia, Interlibrary Loan, and ConnectNY

In addition to Pratt's collections, students and faculty have access to the vast resources of the New York City public research libraries and to collections in other academic institutions

through consortial agreements and interlibrary loan (ILL). The Libraries are engaged in resource sharing through the Metropolitan New York Library Council (METRO) and participate in the Academic Libraries of Brooklyn (ALB), a consortium of nine academic libraries, which give students open access to other member libraries. Finally, the partnership with the Brooklyn Law School gives students in that dual-degree program access to the Brooklyn Law School's library.

In August 2015, the Libraries joined forces with ConnectNY, a consortium of independent academic institutions in New York State, through which faculty and students have direct access to more than eight million books in 18 libraries and approximately 50,000 additional e-Books. Books can be requested directly through the ConnectNY union catalog and are delivered to either the Brooklyn or Manhattan libraries generally in less than a week. Since August of 2015, Pratt faculty, staff, and students have borrowed 496 titles through this service. In the next year, the Libraries will be rolling out an additional document delivery feature that will allow faculty and students more immediate access to articles through the ConnectNY interface.

Through the Libraries' participation in the OCLC Worldshare platform all borrowers in good standing are permitted to submit 20 ILL requests per week for books, dissertations, periodical articles, and multimedia resources. The average turn-around time for ILL requests in the 2014-2015 and 2015-2016 fiscal years has been between seven and eight days with a 98% fulfillment rate. In 2014-2015 1,112 requests were received; in 2015-2016, after the introduction of ConnectNY, ILL requests went down to 813 requests, a logical result of the introduction of the new service which provides more seamless access to materials from other libraries.

Access to Information Resources

The Libraries provide 24/7 off-campus and on-campus access to its library catalog (PrattCat), electronic databases, and other electronic resources through the Libraries' website, which also provides extensive information regarding resources and services offered. The Libraries currently use Innovative's Millennium integrated library system (ILS) to manage acquisition, cataloging, and online catalog access and are migrating to its latest Sierra product at the conclusion of the 2016-2017 academic year. As part of this effort the Libraries are seeking to enhance, expand, and further facilitate access to its electronic journal and e-Book collections, as well as developing an interface that will allow patrons to request materials from either of the Libraries and have them delivered to their preferred campus location.

Information Technology

The Institute and School of Information offer significant technology resources to students, faculty and staff. The IT department is responsible for refreshing hardware and software equipment in classrooms, labs, and offices. Software is refreshed yearly in classrooms, labs, and offices. In the summer, classroom and lab software is refreshed, and software in office computers is refreshed throughout the year. Hardware across classrooms, labs, and offices is refreshed every three to five years to coincide with the expiration of hardware warranties.

A detailed explanation the services offered can be found in the Technology Resources section of the Pratt Institute's website. A summary of key offerings, building on the previous descriptions of physical space and technologies, will follow.

Technology Services at PMC and SI

PMC provides a variety of information technologies aligned with the needs of faculty, students, and staff, and also is home to numerous technology facilities in support of teaching and research activities. These fall into four distinct categories: general computer lab classrooms, specialized computer lab classrooms, technology-enhanced classrooms, and open lab spaces. Computer lab classrooms are used for classes requiring computer technology in the curriculum and contain multiple computers for this purpose, general labs offer a robust software package to support the varying curriculum we support, whereas specialty labs go beyond this software package, supporting a variety of more specific software and hardware geared to very distinct curriculum needs, and technology-enhanced classrooms are traditional classrooms containing presentation technology for the teacher including a single computer, VHS/DVD deck, and ability to connect a laptop. Open labs are available for students, faculty, and staff to utilize during our normal hours of operation to complete course assignments or individual projects.

Wired and wireless network access is available throughout the building. Most of SI's classes are held in one of our many seminar classrooms on the 6th floor which includes seminar/lab classrooms, (PMC 611, 612, and 613), the conference room (PMC 610), or in one of our specialized labs (PMC 606, 608, 609 and 602), all of which are equipped with the latest computers (both Mac and PC) and other digital technologies. Specific information technology configurations, which illustrate the up-to-date nature of the classroom technology, is included in appendix VI.3.

Faculty and staff are supplied with computer equipment suitable to carry out their work effectively. Upon hiring, faculty may choose their desired equipment based on their unique needs (e.g. preferred operating system, hardware requirements). All faculty, staff, and lab equipment is regularly replaced on a replacement schedule.

The School of Information provides a cohesive package of software in support of student, faculty, and staff needs. Lab computers used by students is described in appendix VI.4 and lists the software installed on these machines which reflect the diversity of projects undertaken, from creating information visualizations to editing video or running a usability study.

Faculty and staff are provided with the administrative software bundle listed in appendix VI.4; additional software as needed for research and teaching activities may be requested through the department.

Division of Information Technology Services

Pratt Institute's Information Technology division offers services and support to the entire Pratt community, and in particular, to the facilities and resources dedicated to the School of Information that address the needs of our faculty, students, and staff, including: School and personal accounts and passwords, email, information systems, phone, Internet and network, technology purchases, help services, web tools, and teaching and learning tools and technologies. Pratt IT handles all VoIP phone service as well as WiFi and data connections throughout campus.

The Pratt Service Desk's mission is to develop and sustain the IT services and infrastructure that most effectively support the people, mission, and institutional goals at Pratt Institute. Pratt's Service Desk offers all levels of support for Pratt faculty, staff, and students. The Service Desk is certified for repairs in Apple and Dell products, as well as HP and Lenovo laptop computers. The Service Desk's walk-in facility provide services to faculty, staff, and students, including: free virus protection for personal Mac and Windows computers; academic or discounted pricing of assorted technology through our partnerships with Apple and Dell; warranty work on computers covered by the original the manufacturer's warranty by Apple and Dell-certified staff; and advice on other personal technologies. Service desk locations exist on both the Manhattan and Brooklyn campuses and are open Monday through Friday 9 AM to 5 PM, as well as being available by phone and email.

Pratt Institute recognizes the need to offer the newest technology and has well-equipped computer labs to fit the needs of each student and his or her major. The labs are updated with the latest hardware, software, and specialized printing to aid students in their creative processes. Students have full access to knowledgeable and courteous lab staff during their time utilizing any lab resource. In addition to the Manhattan facilities, described above, School of Information students have access to labs and services provided by the Brooklyn campus including:

- Digital Output Center, Pratt's centralized output area for color laser, professional photo, and large format printing and plotting;
- Engineering Computer Lab (EDS), which offers an assortment of computer services and contains four Mac and three PC classrooms each with 18 workstations;
- Foundation Media Lab, which offers three classrooms with 60 Macintosh workstations that directly support the Foundation Department's 4D Design curriculum;
- Higgins Hall Labs, a two-classroom lab with workstations loaded with advanced software that allows users to create myriad CAD and 3D models and designs;
- Machinery Computer Lab (MCC), which has two Mac and two PC classrooms that offer students the ability to create a full range of communications design projects; and
- Satellite Labs across campus, which offer an assortment of computer services

The Department of Educational Technology teams up with faculty and staff to foster best practices for teaching and learning at Pratt. They offer classes and workshops, a web-based

e-Portfolio system, Pratt's Learning Management System (LMS), and Faculty Technology Studios. The Faculty Technology Studios offer the following services to faculty:

- Learning Management System (LMS) – Store and reuse course materials, create interactive learning activities, devise discussions of lessons and outside sources, give assessments, and take surveys;
- E-Portfolio – Through e-Portfolio students and faculty store and develop their body of work. Creative and flexible, this space was designed for the Pratt community as a place to collect assignments as well as personal work;
- Instructional Support – Workshops, consultations, walk-ins, collaborative meetups, handouts, tutorials, and brown-bag lunches;
- Planning and Design – Course planning, content development, blogs and wikis, virtual galleries, and online portfolios; and
- Media Production – Video capture and editing, podcasting, web development, image editing, scanning, VHS to DVD conversion.

VI.4: ADDITIONAL SERVICES

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

As detailed in the previous section, a significant level of support, services and facilities are provided to faculty, staff, and students, sufficient for the level of use required. In addition to high level of support provided by the School's facilities and resources, many other programs and services are available to Pratt students at the Institute-level. A summary of these services will follow.

The Division of Student Affairs provides programs and services that promote student personal and professional development, fosters a campus environment that is conducive to student learning, and advocates for and supports students as they meet the challenges of the Pratt experience. Notable services provided include: the Writing and Tutorial Center (WTC), the Center For Career And Professional Development (CCPD), Counseling and Medical Services, and the Disability Resource Center (DRC). More details regarding these offerings will follow.

Writing and Tutorial Center (WTC)

The Writing and Tutorial Center (WTC) is a multifaceted writing lab that is available to all Pratt students on both a walk-in and scheduled basis. The aim is to provide academic support for all Pratt students. The WTC caters to all academic levels. The WTC Writing Lab offers seven Macs, six PCs, scanning, and printing, with a lab monitor to provide assistance if needed. Programs available are: Microsoft Word, Excel, and Powerpoint, QuickTime, Real Player, Windows Media Player, and Adobe Flash Player. Tutoring is available as a weekly

appointment or on a walk in basis. The WTC is open Monday to Thursday, 10 AM to 8 PM, and Friday, 10 AM to 5 PM.

Center for Career and Profession Development (CCPD)

The Center For Career and Professional Development (CCPD) offers its resources and services to all students and alumni for life, helping students and alumni achieve their professional goals. The CCPD offers information resources, one-to-one and group career coaching, networking events with peers and industry professionals, and career development workshops. Typically, within an academic year, the CCPD will present more than 80 professional development programs under the following categories:

- Access events include networking, recruiting, and on-site visits to industry workplaces that give participants direct access to people, conversations, and opportunities;
- Career Prep sessions are workshops, skill-shares, information sessions, and hands-on demonstrations to build and perfect your career skills, from writing your first résumé and acing an interview to making the most of your internship or on-campus jobs and mastering the art of networking;
- Inside Track into Industry includes panels, roundtable discussions, and networking opportunities that provide in-depth knowledge about an industry; and
- Leadership and Innovation programs will help you discover new ways of envisioning your career by exploring how to become your own boss, using meditation to deepen your creative practices, and interacting with other leaders and innovators to inspire your own creative development.

Counseling Services

Counseling Services offers confidential counseling services to all enrolled Pratt students. All services are provided by licensed mental health professionals including psychologists and clinical social workers. Pratt also uses a consulting psychiatrist and psychiatric nurse practitioner to provide further evaluation for psychotropic medications when needed. The medical services at Pratt Health and Counseling are provided without additional charge to all students, regardless of insurance coverage, although students are responsible for lab fees not covered by their insurance. Medical services are provided by nurse practitioners and a Registered Nurse, and our consulting physician. Students are seen on a walk-in basis as well as by appointment. Medical services are provided in all aspects of primary care, including, but not limited to diagnosis and treatment of illnesses and injuries, reproductive health care, sports medicine, annual physicals, referrals to specialists, and nursing care. Appointments may be made with our nurse practitioners or doctor. A Registered Nurse is available throughout the day for walk-ins and emergencies on Monday through Thursday from 9 to 11 AM and 1 to 3 PM, and Fridays from 10 AM to 12 PM and 1 to 3 PM.

Disability Resource Center (DRC)

The mission of the Disability Resource Center (DRC), a part of the Office for the Vice President for Student Affairs, is to ensure that all students with disabilities can freely and

actively participate in all facets of Pratt life. To this end, the office provides and coordinates services and programs that support student development, enable students to maximize their educational and creative potential, and assist students to develop their independence to the fullest extent possible. Furthermore, the office's goal is to increase the level of awareness among all members of the Pratt community. The DRC has walk-in hours on Monday through Friday from 11 AM to 1 PM and 3 to 5 PM.

Reasonable accommodations are modifications or alterations within the classroom environment that are intended to provide equal access or to improve accessibility to physical, programmatic, and academic areas of the Institute and to "level the playing field" for students with disabilities. Reasonable classroom accommodations are determined by Section 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Amendments Act of 2008. Reasonable accommodations are determined by the current impact of a disability and are based on the documentation provided. Policies and procedures for obtaining classroom accommodations are available to students on the Accessing Disability Services page. The accommodations provided may include: alternative and electronic format, early registration, exams, extended time for written assignments, note-taking, preferential seating, recording lectures, assistive listening devices, sign language interpreting, and real-time captioning.

The director of the DRC, in conjunction with Pratt's Facilities Department, addresses the structural accessibility needs of students, faculty, and staff. The Pratt Manhattan Center, the primary home of the MSLIS, is fully accessible, including an all-gender-accessible restroom on every floor. There is a computer lab within the Disability Resource Center accessible to those students registered with the DRC office. The computers are equipped with state-of-the-art assistive technology solutions, from voice recognition systems, screen readers, and screen enlargers to voice input technology and read-and-write programs. There is also a printer and scanner available for student use. The DRC computer lab helps students with disabilities to learn about new technologies and programs and to become adept users of assistive technologies. Also within the lab is a resource library that includes books and DVDs on disability-related issues, skill building, tools for enhancing creativity, and other subjects of interest to students. These books are available to be read in the office, or can be borrowed with permission from the DRC staff.

The Disability Resource Center can provide individualized sessions with a Learning Specialist to those students who would benefit from additional support. Learning Specialists provide academic coaching and counseling. Academic coaching and counseling involves regular one-on-one meetings between the Learning Specialist and the student. Students meet with a Learning Specialist in order to evaluate individual learning goals and to develop and monitor progress toward appropriate goals. Goals can include developing better study strategies, improving performance, and/or discussing methods for making conscious and informed decisions that will help optimize the educational experience. Other topics that can be discussed during Learning Specialist sessions include: effective time management and organization skills, learning strategies and study skills, and personal management techniques

such as self-care, motivation, and attitude. Throughout the year, the DRC offers workshops on topics from self-advocacy to study skills and time management.

Communications Technology Managed by School

The School also provides a number of electronic communication outlets for students, faculty, alumni, and employers. First, the School provides the following three Google Groups (listservs):

- prattinfoschool – School-wide group (students, faculty, alumni, open);
- prattinfoschoolfaculty – Faculty-only group; and
- pratt-institute-mslis-stakeholder-group – MSLIS Stakeholders (select list of employers and alumni interested in providing feedback on the School).

The Google Groups are used to replace the listservs that were hosted by Pratt IT. Google Groups offers several advantages over the old listserv software, such as providing more options for receiving messages. All members of the Groups can broadcast messages to their respective groups.

In addition, the School manages a Facebook, Twitter, and Instagram accounts that present information relevant to current students, alumni, prospective students, and others, and recognizes achievements of students, alumni, and faculty. The Google Groups and social media outlets are managed by Prof. Cocciolo with regular contributions from other faculty and staff.

VI.5: PHYSICAL RESOURCES, FACILITIES AND SYSTEMATIC PLANNING

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

As specified in our systematic planning process, we gather data from faculty, staff, and students through surveys, questionnaires, and focus groups. These include numerous questions oriented towards eliciting feedback regarding facilities and resources that are used to assess the effectiveness of various aspects of the facilities. The results of this process are presented at Faculty Council meetings for discussion and decisions on recommendations. The Dean discusses these recommendations with the appropriate Institute offices such as Facilities and Information Technology.

Over the past few years, SI has redesigned its classrooms to reflect faculty pedagogy characterized by an iterative process of lecture, discussion, and application which has fully replaced lecture-style classes. We now have two types of classrooms: seminar/lab classrooms in which students use a range of hardware and software, and specialized labs, such as the Information Experience Lab, iLab for Digital Culture, and the Cultural Informatics Lab.

Additionally, in response to emergent faculty needs for research and teaching activities, a variety of new software and hardware were purchased and implemented over the past eight years. Notable highlights include a web development software for a new course in web development in PMC 606, moving image and sound digitization hardware and software in PMC 611, information design and user experience tools for PMC 609, and rare book digitization hardware for PMC 608, among others.

Facilities have been updated based on both student feedback and with regard to furthering School Goal #5, “To foster a culturally responsive learning environment.” For example, one student indicated a “need to implement gender-neutral restrooms” (fall 2015). This need was recognized not only at the School-level, but also Institute-wide. Gender-neutral restrooms were implemented Institute-wide by providing select gender-neutral bathroom facilities, including such facilities on each floor of the Pratt Manhattan Center.

Overall, the data (see Table 49) indicate that students are generally satisfied with their access to information resources but that there is room for improvement when it comes to technology resources and the physical environment.

Table 49. Student perceptions of Pratt facilities and resources, 2013–2016

	2013–2014	2014–2015	2015–2016	Overall
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that they had access to information resources that supported their learning outcomes	89.0% (N=73)	94.1% (N=102)	94.7% (N=57)	92.7% (N=232)
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that the technology resources (computer labs, technology-enhanced classrooms, computer software) met their educational needs	85.3% (N=75)	82.8% (N=99)	76.8% (N=56)	82.2% (N=230)
Graduating students who <i>strongly agreed</i> or <i>agreed</i> that Pratt provided a physical environment conducive to learning	75.0% (N=76)	82.4% (N=102)	81.0% (N=58)	79.7% (N=236)

These two themes—better access to technology and improvements to the physical space—have also been evident the open-ended comments to the Graduating Student Survey. Some representative comments include:

- “The computer lab is kind of a mess. The printers are constantly malfunctioning and the student workers in charge of troubleshooting are consistently surly and not

- helpful.” (fall 2014);
- “The sound proofing could be better between floors and classrooms at PMC.” (spring 2015);
- “The rooms on the 6th floor of 144 West 14th Street are incredibly warm.” (spring 2015);
- “While the program did offer a physical space for student interaction and study, some of the building utilities need to be addressed. The classrooms are almost always either extremely hot in temperature, or freezing (not in between).” (fall 2015); and
- “IT responsiveness on campus is a huge challenge for instructors and students. Several of my classes were hampered by inconsistencies in the behaviors and performance of available computers.” (fall 2015)

To address issues with technology services available to SI faculty and MSLIS students, the Dean and four faculty who teach technology-rich courses had a two-hour meeting with Pratt’s Vice President of Information Technology, Joe Hemway, on March 24, 2016, to discuss ways that technology services could be improved. The productive meeting resulted in a number of key steps that the IT department committed to take to ameliorate these concerns and a promise to better monitor and evaluate their service offerings with the goal of enhancing services in the future. Anecdotal comments from the Dean and faculty indicate that this meeting had a positive effect on IT services, and the School is looking forward to enhanced IT services in the 2016-2017 academic year. The Dean and LIS Program Coordinator will continue to monitor data on IT services and will request additional meetings with the Chief Information Officer as needed.

To address issues with the physical facilities, we have identified specific issues described by students. These include variable temperatures in classrooms and inconsistent WiFi access.

³³ These are longer-term issues related to the architecture of the building that the School is working to address. The Dean primarily works to address these issues by bringing findings from such analysis to key Institute leaders, contractors, and groups (Pratt’s Chief Facilities Officer, Pratt’s Chief Information Officer, PMC’s architectural firm, PMC User Group committee, etc.). The work from such efforts is ongoing.

Other issues are easier to address, such as student requests for more comfortable seating better suited to adult learners. Relevant students comments included:

- “The chair/desk units crammed into the computer lab classrooms are uncomfortable.” (fall 2015);
- “Better chairs than the elementary school chairs in the classrooms, large tables may be better.” (fall 2015);
- “Classroom chairs are uncomfortable for three hour seminars and the attached

³³ The building temperature is controlled by a centralized HVAC, and students report that they are sometimes too hot or too cold. Faculty report classroom temperature issues to the SI office, who contact building staff to make HVAC adjustments.

writing area is too small.” (fall 2015);

- “Tables are more conducive to learning than desks.” (spring 2015); and
- “Need to get rid of those tiny desk—they do not provide adequate support for those who need more than a piece of paper sized desk that isn't even at a right angle.” (spring 2016)

This feedback resulted in redesigns of several classrooms over the past year to include bigger tables (completed for rooms 602, 608, 613) rather than small chairs with built-in writing surfaces. Plans are underway to implement similar seating changes in rooms PMC 611 and 613.

In sum, the ongoing systematic planning process continues to drive positive improvement to facilities and resources.

SUMMARY

STANDARD I: MISSION, GOALS, AND OBJECTIVES

SI operates under a systematic planning process that constantly drives the School's cycle of assessment and improvement of the MSLIS. This planning process is guided by School-wide goals and program-level learning outcomes, and involves data collection and analysis from all stakeholders that the program seeks to serve. Through committees such as the Faculty Council, Curriculum Committee, Peer Review Committee, and LIS Program Committee, faculty, students, and administrators work together to implement and analyze data from stakeholders (e.g., surveys, focus groups, statistics, environmental data) and make decisions on implementing needed improvements. Opportunities for further assessment and deliberation on analyzed data, as well as verifying that School-wide goals are being met, are made possible through the Annual Retreat.

Assessment of student learning is the cornerstone of the systematic planning process. Students demonstrate their competency in the five program-level learning outcomes by way of an e-Portfolio capstone project that is evaluated by faculty and acts as a direct assessment of student learning. Feedback on this process is used to further drive improvements to the program.

The School's systematic planning process, as well as its goals and program-level learning outcomes, act in concordance with Institute's own planning processes, goals, and strategic plan. Both the School of Information and Pratt Institute are fully committed to further developing and enhancing the MSLIS program, and look forward to educating another 125 years of LIS students.

Next Steps:

- Continue implementing the next phase of its strategic initiatives plan (specifically, building the PhD program); as, on May 18, 2016, Thomas Schutte, President of Pratt, announced that he would be stepping down at the end of the academic year, 2016-2017, the Institute's next strategic planning process, and by extension SI's, would be put on hold during the search process and await appointment of a new president to begin fall 2018; and
- Continue implementing the annual cycle of our systematic planning process and annual review of all the School's programs while also considering moving the Annual Retreat to September instead of May so that full data from the spring semester is available.

STANDARD II: CURRICULUM

The curriculum is developed with respect to School-wide goals and program-level learning outcomes. Its development is driven by data collection and analysis from a variety of stakeholders and sources, including employers, statements of professional associations, feedback from students and alumni, and faculty research and publications.

The Dean and faculty develop proposals for curriculum changes, which can include new/revised courses, concentrations, advanced certificate, and even new degrees. These proposals are reviewed by the School Curriculum Committee which ensures that proposals are based on an analysis of evidence demonstrating the need for the curriculum and that the proposal indeed responds to it. This evaluation is followed by a review by the Dean, Institute Curriculum Committee, and Provost.

The curriculum is concerned with recordable information and knowledge, as well as all curriculum facets mentioned in the standards, as evidenced through course and program-level learning outcomes. The program allows students to develop coherent programs of study through the use of program concentrations and advanced certificates, through work on the e-Portfolio, and through working with faculty advisors.

The program provides for exceptional experiential opportunities through collaboration with NYC GLAMs, among other types of organizations, as well as interdisciplinary opportunities. The curriculum is delivered face to face in its entirety from our Manhattan location, with no plans to offer courses online or elsewhere.

Next Steps:

- Continue to review the MSLIS core curriculum, with an emphasis on strengthening external validity, conduct a comprehensive review of the MSLIS core in 2016–2017 that will incorporate the biennial Employer Focus group (scheduled for fall 2016), which will emphasize the foundational knowledge and skills for library and information science professionals, and a special Faculty Council session dedicated entirely to the MSLIS core and, over the course of the academic year, the LIS Program Committee will synthesize relevant literature and data collected from environmental scans to develop a proposal for revising the MSLIS core with an expected completion data for the proposal in summer 2017; and
- Continue to explore ways to enhance students' technology skills with newly-created new courses over the past three years and a newly-brought on board professor to lead the technology curriculum.

STANDARD III: FACULTY

The full-time and visiting part-time faculty are amply capable of delivering a program that satisfies its learning outcomes as well as School-wide goals. Full-time faculty carry out the major share of teaching, research, and service activities of the program, and all have earned doctorates. Part-time faculty are expert practitioners in their fields and continually enrich the program. The priority of recruiting and retaining excellent faculty is captured in School-wide goals.

Faculty are appointed, reappointed, and promoted through an organized and explicit process that takes into account the needs of the field and school and the accomplishments of the specific faculty member. All faculty are qualified to teach their respective areas, are effective teachers, are active in professional organizations, and are skillful users of

technology. All full-time faculty have a sustained record of scholarship and publication, relevant experience, maintain close relationships with the field, and demonstrate skill in academic planning and assessment.

Faculty workload is dictated by the Pratt Faculty Union Contract, which takes into account time needed for teaching, research, professional development, advisement and service. Faculty are assigned courses and other assignments based on their competencies and interests, and are regularly reviewed through a variety of channels, including by the administration and School Peer Review Committee.

Next Steps:

- Continue building the full-time faculty, including pursuing the possibility of adding a new faculty line in 2016-2017; and
- Continue outreach activities to visiting part-time faculty to ensure they have everything needed to be successful teachers.

STANDARD IV: STUDENTS

The School has well-articulated goals and procedures for student recruitment, admission, financial aid, and placement that help build a high-achieving and diverse student body.

Students have excellent opportunities to enhance their total learning experience, such as through involvement in student associations.

Students are assessed regularly for meeting the course-level learning outcomes as demonstrated through course projects and assignments. Students are assessed for meeting the program-level learning outcomes before graduation through the e-Portfolio capstone project. Data and feedback from assessments of student work are fed into the systematic planning process that drives improvement to the MSLIS program.

Lastly, the School makes available current, accurate, and easily assessable information to students and the public through its publications and websites.

Next Steps:

- Address declining enrollment and applications to the MSLIS program and monitor changes to see if they are making an impact, continue recent initiatives to increase scholarship money, offer more fellowship opportunities, and schedule courses to accommodate more full-time students, and begin exploring other outreach and marketing efforts (Idealist Graduation Fair, Princeton Review, Peterson Guide);
- Investigate moderate satisfaction with academic advisement to better understand student expectations and how it can be improved; and
- Improve satisfaction with career planning by increasing collaboration with the Center for Career and Professional Development.

STANDARD V: ADMINISTRATION AND FINANCIAL SUPPORT

The MSLIS is an integral and distinct program within Pratt Institute, which traces its roots to 1890 when Pratt Institute first began offering courses in book cataloging and library economics. The School of Information, as well as the Dean, faculty, and students, are on equal standing with their counterparts across the Institute.

Since 2005, the School has been led by Dean Tula Giannini, who has raised the stature and better aligned the School with the rest of the Institute, and has raised significant funds for the School, among other accomplishments.

Pratt Institute supplies ample funding to run the MSLIS program, compensate its employees, fund travel and research, and otherwise ensure the School goals and program learning outcomes are met.

The School's administration, policies, and fiscal policies are situated within the framework of the Institute processes, which are regularly reviewed, monitored, and improved upon as needed through its shared governance structure.

Next Steps:

- Continue to pursue additional funding for the School in addition to already-received additional financial support for faculty coordinators, look to increase this funding to support faculty travel, curriculum development, and special projects, and further pursue a submitted request to the Provost for a new full-time faculty line for the School of Information, which is under consideration; and
- Continue to seek additional administrative support. Specifically, we are aiming to convert the part-time "Special Assistant" position to a full-time position.

STANDARD VI: PHYSICAL RESOURCES AND FACILITIES

Pratt SI has been headquartered at the Pratt Manhattan Center (PMC) for nearly 15 years after residing on Pratt's Brooklyn campus for 112 years. PMC is being continually updated and improved to positively impact the MSLIS program, and provides for a functional, attractive, and convenient learning environment for students and faculty that enables research, teaching, service, consultation, communication, and effective administration of the School.

At PMC, students have access to library resources and services, modern computers, media production facilities, and accommodations for study. All services are accessible, useful, and open during daytime and evening hours.

The School regularly assesses physical resources and facilities through our systematic planning process that takes into account a wide variety of stakeholder feedback. Through these means, we are confident that PMC will continue to be a welcoming and useful place for students to learn and earn their MSLIS.

Next Steps:

- Continue to make improvements to IT infrastructure and support to address issues identified by students; and
- Continue to make improvements to classroom facilities to improve the learning environment including, in summer 2016, rolling out A/V updates to PMC 610 (conference room), equipment for Moving Image and Sound Archiving for PMC 611, and refreshing computers in PMC 613, plans to refurnish room PMC 609, and ground-level renovations to PMC that are currently under design and receiving feedback from stakeholders.

ADDENDUM: RESPONSE TO INFORMATION REQUEST FROM OFFICE OF ACCREDITATION

On August 24, 2016, the PAC received an email message from the Office of Accreditation that asks the following:

As part of the comprehensive review, COA will be looking for the following information and the impact on the program: explanations of the declines in faculty size and enrollment (and how the enrollment management plan and faculty resource plan address these issues).

To address the first question about faculty size, please see page 68, which explains that the full-time faculty size has remained steady since Spring 2012 at nine faculty (which includes the Dean, who is a tenured full professor). In the 2015 statistics, we reported eight full-time faculty as one full-time faculty was on sabbatical for that academic year (Cristina Pattuelli).

To address the second question about enrollment, please see pages 93-101 for statistics on current enrollment, pages 132-133 for plans to increase enrollment, and page 141 for target enrollments for the MSLIS program and total SI enrollment.

Please do not hesitate to contact us if you have any further questions.