Pratt Institute
School of Information

Master of Science in Library and Information Science

Self Study

August 6, 2024

Pratt

Required Information

Institution: Pratt Institute

Chief Executive Office: Frances Bronet, President

Chief Academic Officer: Donna Heiland, Provost

Regional Accreditation: Middle States Commission on Higher Education

Status of Regional Accreditation: Accreditation Reaffirmed in 2024

Organizational Unit: School of Information

Organizational Unit Head: Anthony Cocciolo, Dean

Degree: Master of Science in Library and Information Science

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

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Glossary of Abbreviations

ACRL   Association of College & Research Libraries
ALA   American Library Association
ALISE   Association for Library and Information Science Education
ALSC   Association for Library Service to Children
APC   Academic Policy Committee [of the Academic Senate]
ARLIS   Art Libraries Society of North America
ARPT   Appointment, Reappointment, Promotion and Tenure
ASIS&T   Association of Information Science & Technology
AY   Academic Year
CBA   Collective Bargaining Agreement
CC   Curriculum Committee [of the School of Information]
CCPD   Center for Career and Professional Development [Pratt Office]
DEI   Diversity, Equity and Inclusion
FY   Fiscal Year
GIS   Geographic Information Systems
GSEF   Graduate Student Engagement Fund
HAD   History of Art and Design [Department]
ICC   Institute Curriculum Committee
IT   Information Technology
LAC   Learning/Access Center [Pratt Office]
LIS   Library & Information Science
MSLIS   Master of Science in Library & Information Science
PALA   Pratt ALA Student Chapter
PLO   Program-level student Learning Outcome(s)
PMC   Pratt Manhattan Center
PRC   Peer Review Committee
RSO   Registered Student Organization [at Pratt Institute]
RUSA   Reference & User Services Association
RWW   Resilience, Wellness and Well-being [Pratt Office]
SAA   Society of American Archivists
SI   School of Information [at Pratt Institute]
SLO   Student Learning Outcome(s)
UFCT   United Federation of College Teachers
UXPA   User Experience Professionals Association
VMG&I   Vision, Mission, Goals and Indicators
YALSA   Young Adult Library Services Association

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Introduction

Using the Self-Study

Pratt's Self-Study is organized according to the 2015 Standards of Accredited Programs. We do not have a special area of emphasis and are striving for succinctness and pointing readers to relevant evidence available in the appendices, which are numbered in the Index of Appendices.

Self-Study Development Process

At a fall 2022 meeting of the Faculty Council, the school's primary shared governance body, Dean Anthony Cocciolo announced the formation of the ALA Accreditation Task Force whose major responsibility would be participation in the creation of the Self-Study and welcome the External Review Group to campus in fall 2024. To that end, all full-time faculty were provided an invitation to join the committee, and an invitation was circulated to all part-time faculty. Additionally, an invitation for a student member who was early-on enough in their program so that they could participate in the entire self-study was completed. The membership of the ALA Accreditation Task Force is:

- Dean Anthony Cocciolo (Chair of ALA Accreditation Task Force)
- Prof. Irene Lopatovska (Full-time faculty)
- Prof. Cristina Pattuelli (Full-time faculty)
- Prof. Leanne Bowler (Full-time faculty)
- Prof. Shawn(ta) Smith-Cruz (Part-time faculty)
- Quinn Lai (Assistant Dean)
- Meredith Brull (Assistant Director, Academic Programs & Services)
- St John Karp (MSLIS student)

Based on discussions at the first meeting of the task force in January 2023, the following individuals have focused on drafting the following chapters of the Self-Study:

- Standard I. Systematic Planning - Cocciolo and Lopatovska
- Standard II. Curriculum - Bowler and Pattuelli
- Standard III. Faculty - Lopatovska and Smith-Cruz
- Standard IV. Students - Lai, Brull and Karp
- Standard V. Administrative, Finances, and Resources - Cocciolo and Lai

In preparation for the plan for the Self-Study, the committee assembled in the Spring of 2023 to review the evidence available for each standard and make adjustments as necessary. After the meeting of the ERP Chair and the COA director on October 6th, 2023, the committee convened on October 12th to kick-off the writing of the draft Self-Study. The draft Self-Study was completed in April 2024, and then reviewed by Associate Provost Chris Sula and Director of Academic Assessment Denise Shaver, before being submitted to COA and the ERP chair on May 28, 2024. ERP Chair Laura Saunders and COA Interim Director Linda Lysoby met with Dean Cocciolo on June 11, 2024 to discuss feedback from the ERP on the Draft Self-Study. That feedback has been incorporated into the Final Self Study as described in Appendix 111.

Brief Organizational Orientation

Pratt Institute was created by its founder Charles Pratt in 1887 to provide practical education to a rapidly industrializing nation. In addition to creating Pratt Institute, Charles Pratt also created the Pratt Institute Free Libraries, which provided free library services to the Brooklyn public. As there was a need for training the persons who would work in these free libraries, Pratt began education for librarianship in 1890. In 1895, Mary Wright Plummer, who was a graduate of Melvil Dewey's class of 1888 from Columbia University, was selected to lead the school, which soon moved into a new library building in 1896, which continues to act as Pratt Institute's primary library. The School was first accredited by the American Library Association in 1924, and we are pleased to reach this 100 year anniversary of engaging in this work with ALA. You can learn more about the School's early history on its history webpage (Appendix 78).

In 2002, the School of Information relocated its headquarters from the Brooklyn campus of Pratt Institute, a 25-acre campus in the Clinton Hill neighborhood of Brooklyn, to Pratt Manhattan Center (PMC) in the Chelsea/West Village neighborhood of Manhattan. The school offers all of its academic programs primarily in-person at PMC, with no offerings on the Brooklyn campus. The only school-sponsored activity that takes place on the Brooklyn campus is new student orientation, which started during COVID-19 to take advantage of the outdoor space.

Pratt Institute is classified by the Carnegie Classification of Institution of Higher Education as "Special Focus Four-Year: Arts, Music & Design Schools." With a full-time faculty that teach three courses per semester, the School could more typically be considered a "teaching school." With that said, faculty also engage in high-quality research, and have

been recognized for this work through federal research grants and other sources of support.

Standard I: Systematic Planning

I.1 Vision, Mission, Goals in Annual and Long-term Planning

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

The MSLIS program at Pratt Institute is situated within its School of Information, which provides a Vision, Mission, Goals and Performance Indicators for the school which have direct impact on the MSLIS program. All of our programs within the School of Information, including the MSLIS, have their own program-level student learning outcomes (PLOs).

The School of Information and its MSLIS program are guided by the School's Vision and Mission, which are the following (Appendix [73](#)):

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.

The School of Information has twelve goals as well as Performance Indicators related to those goals which are assessed annually to ascertain the extent to which the school goals have been met (Appendix [60](#)). The twelve School goals are:

School of Information Goals
1. *To offer a current, forward-looking, and high-quality curriculum that supports academic inquiry and student learning.*

2. *To prepare students for a variety of careers in the information field through a range of graduate-level educational programs that challenge students creatively, critically, and ethically.*
3. *To sustain excellence in face-to-face teaching.*
4. *To enrich the student experience through experiential and project-based learning, international study, co-curricular and extracurricular activities, and one-on-one mentoring and advisement.*
5. *To support diversity, equity and inclusion.*
6. *To recruit and retain highly qualified students and support student wellness initiatives.*
7. *To cultivate qualified faculty members who engage in high-quality research, participate in scholarly activities, and/or are experts in their field of practice.*
8. *To maintain faculty and student service to the School, Institute, and information field.*
9. *To pursue internal and external funding for innovation in research, teaching, and/or learning.*
10. *To provide excellent facilities and resources that support our mission and practice environmental sustainability.*
11. *To practice transparency and openness in our communications and planning.*
12. *To ensure administrative effectiveness.*

Before diving deeper into how systematic planning happens at the School of Information, it is necessary to describe some relevant structures. The School's Faculty Council, which is the School's primary shared-governance body, reviews all major planning decisions, including those that relate to the accredited program, and provides recommendation to the Dean for enactment (Appendix 58). The Faculty Council addresses major school decisions, including strategic and operational planning, new/revised policies, updates to Vision, Mission and Goals and two-year course plan. Faculty Council voting members include all full-time faculty, one part-time faculty and one student representative. Full-time faculty members are de-facto members, and the part-time faculty and student representative are chosen in the spring semester through an election from their respective populations. Administrative members may participate as non-voting members, and the meetings are open to the community. The Faculty Council does not review curriculum; that is the role of the School Curriculum Committee that will be discussed in depth in Chapter II.

An important forum for decision-making with respect to annual operational planning and long-term strategic planning is the Faculty Council Annual Retreat, which occurs in the

first week of September each year. At this retreat, the Dean presents the Annual Assessment Report which uses data analyzed to ascertain the extent to which the School's goals have been met during the previous year.[1] A draft of the Operational Action Plan that includes initiatives intended to support meeting the School goals in the current academic year is also presented (Appendix 49 and 50). At the retreat, feedback is collected and updates are made to the Operational Action Plan, and the Dean seeks that it be recommended for approval by the Faculty Council. After being recommended, it is approved by the Dean who begins its implementation working with appropriate school committees, faculty and staff. Lastly, the Dean provides progress reports on the plan to the Faculty Council during its regular monthly meetings throughout the year.

In addition to reviewing and approving the Annual Assessment Reports and Operational Action plans, the Faculty Council also reviews, revises and reaffirms the School's Vision, Mission, Goals and Performance Indicators annually (Appendix 87).

Alongside the annual assessment and planning efforts that take place, the School of Information also plans and implements long-term strategic plans that are typically five years in length and are operated through the Faculty Council. The most recent Strategic Plan runs from 2019-2024, and will be discussed at more depth in this Self-Study, specifically section I.1.4 (Appendix 68).

Planning at the School of Information is broadly inclusive of all constituencies that the program seeks to serve. While the Faculty Council members have voting privileges that allow them to have a formal voice in moving forward major decisions or plans, the strong focus on collecting feedback from stakeholders and using them in the decision-making process helps ensure that all program constituencies have a voice in the process. For example, in the development of the 2019-2024 Strategic Plan, members of the School of Information community were able to provide feedback on the Draft Strategic Plan over the course of October and November 2019 through an Open Forum with the Dean,[2] through a Google Form widely circulated over listservs and social media–reaching both alums and employers–and through a print poster displayed in a prominent location (see Figure 1).

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[1] The Annual Assessment reports analyze a wide-variety of data, including course evaluations, graduating student surveys, alumni survey, faculty survey, portfolio assessments, employer survey, among other sources of data. More detail on data analyzed is discussed in section I.4.

[2] Evidence of this feedback session is included in the invitation to the session included in the October 2019 monthly newsletter (Appendix 61).

Figure 1. Student providing feedback on 2019-2024 Draft Strategic Plan via a poster and post-it-note in fall 2019

According to the December 2019 monthly newsletter (Appendix 61), we received 38 comments on the poster that was hung, 5 comments via a Google Form, as well as feedback at the Open Forum, which were factored into revisions to the plan. As included in the SI Strategic Plan, action items highlighted in rust red (action items #8, #11, #16, #19, #20, #32, #33) were the direct result of the feedback collected from October to November, 2019 (Appendix 68). Following the revisions based on feedback, the plan was recommended by the Faculty Council and approved by the Dean on December 5, 2019.

I.1.1 Continuous Review of Vision, Mission, Goals and Student Learning Outcomes

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

As mentioned earlier, the School of Information reviews, revises and reaffirms its Vision, Mission, Goals, and Indicators (VMG&I) annually at the Faculty Council retreat. With that said, the bulk of the text of the current VMG&I had been developed in 2015, and since that

time there was a growing recognition among members of the Faculty Council that a rewrite of the VMG&I was needed. For example, the current Mission references "the information society," which draws focus on how information and communication technology will transform society–a transformation that some may argue has already come to pass. Members of the Faculty Council sought a revised vision and mission that would draw on more contemporary concepts, such as a focus on information professionals contributing to a just and equitable society. At the 2023 Faculty Council retreat, Dean Cocciolo led the Faculty Council to adopt a plan for revising the VMG&I (Appendix 16). According to plan, we anticipate that we will have revised the VMG&I in academic year 2023-2024, including taking-in feedback and making revisions based on stakeholder feedback, and start with revised VMG&I in academic year 2024-2025.

Review and revision of Program-level student learning outcomes (PLOs) is guided by School Goal #1 "*To Offer a current, forward-looking, and high-quality curriculum that supports academic inquiry and student learning,*" as well as the performance indicator 1.2 that states that "*100% of courses and major curricular components (e.g., degrees, certificates, concentrations, student-learning outcomes) have been reviewed for quality in the past six years*" (Appendix 60). Therefore, the MSLIS PLOs are reviewed and revised at least once every six years; we have reviewed and revised them in 2018 and in 2023 (Appendix 20 and 18). The six-year clock helps ensure that they are continually reviewed and revised.

I.1.2 Assessment of Goals, Objectives and Student Learning Outcomes

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

As described earlier, the primary method we use to ascertain the extent to which our School goals are being achieved is through the development of Performance Indicators that are assessed annually through our Annual Assessment Reports (Appendix 60 and 49). While the Goals, Performance Indicators and Annual Assessment Reports are at the School-level, they readily impact the MSLIS program. The Annual Assessment Report breaks-out assessment data based on each M.S. program, including the LIS program, and thus enables the targeting of initiatives that look to address any issues identified with any single program. Any goal that is found to be insufficiently addressed (e.g., did not reach the target for all performance indicators) can have an action item developed in the Operational Action Plan to ensure that the goal is addressed in a subsequent academic year (Appendix 50). We will provide an example to show how this translates to activity to

improve the LIS program. In the 2021/2022 Annual Assessment Report, it was noted that for the LIS program for performance indicator 1.2 that its core curriculum and learning outcomes were last reviewed in 2017/2018 (Appendix 49). Specifically Goal #1 and Performance Indicator #2 are the following:

> *Goal 1: To offer a current, forward-looking, and high-quality curriculum that supports academic inquiry and student learning.*
>
> > *Performance Indicator 1.2: 100% of courses and major curricular components (e.g., degrees, certificates, concentrations, student-learning outcomes) have been reviewed for quality in the past six years*

While developing the Operational Action Plan for 2022/2023, and while not quite at six years but getting close, the Faculty Council believed it was time to undertake that work, and added action item #2 to the Operational Action Plan for 2022/2023 which was to review and revise the MSLIS core curriculum (Appendix 50). Beyond the six-year clock, reasons to begin the work of revising the LIS core curriculum included efforts underway at the time to redevelop ALA's Core Competencies for Librarianship and COA's Standards for Accredited programs, among other developments including the School and the Institute's commitment to diversify the curriculum as expressed in their respective strategic plans (Appendix 68, 74 and 40). Therefore, this example illustrates how the School-level assessment and action plan work to drive activity that keeps the LIS program up-to-date and forward-looking. At the end of the fall 2023 semester, the revision to the LIS core curriculum has finished and we look forward to offering more DEI-centered core courses to students starting in fall 2024 (Appendix 24).

With respect to student learning outcomes, the Annual Assessment Reports include information on the attainment of MSLIS student learning outcomes, particularly the percentage of students that pass the portfolio graduation requirement (Appendix 49). The MSLIS graduation portfolio requires that students create a portfolio with 3-5 projects that illustrate their achievement of the five program-level learning outcomes. Instructions on creating the portfolio are available on our website (Appendix 77). In the students' final semester, at least six weeks before graduation, the student submits their portfolio for assessment by their faculty advisor. Faculty advisors use a rubric to assess the portfolio (Appendix 14 and 15), and provide students with a "Pass" or "Needs Work," which is recorded in an online system. Pass indicates that the students have been scored as "competent" or "exemplary" for all five PLOs from the rubric. Any score of "Needs work" or "Unsatisfactory" on any of the PLOs will result in the student receiving a "Needs Work"

score, which will require the portfolio be resubmitted in order to graduate. Pass rates from 2013-2023 are included in Table 1, as well as the pass rates for students on their first attempt. If the student receives a "Needs Work," the faculty advisor provides details on what needs to change about the portfolio, such as selecting a different project, improving an existing project, improving the text accompanying the portfolio projects, among other options. Once a student passes their portfolio, their academic transcript is amended to reflect this which permits them to graduate so long as they have completed all the other graduation requirements, which include completing the 36-credits and within that the 12-credit core curriculum. Since we began requiring the portfolio as a graduation requirement in Fall 2012, all students have passed the portfolio graduation requirement after at most three submissions, with on average 87% passing on their first submission (per Table 1). Students are supported in their portfolio process through regular portfolio workshops as well as by individual faculty advisors.

Table 1. MSLIS Portfolio Overall Pass Rates and Pass on First Attempt Rates

Graduation Academic Year	Pass Portfolio Overall (Percentage of Students)	Pass Portfolio on First Attempt (Percentage of Students	*N* (Students)
2013/2014	100.0%	76.92%	65
2014/2015	100.0%	67.01%	97
2015/2016	100.0%	72.46%	69
2016/2017	100.0%	92.06%	63
2017/2018	100.0%	96.97%	66
2018/2019	100.0%	86.96%	46
2019/2020	100.0%	89.09%	55
2020/2021	100.0%	100%	38

2021/2022	100.0%	96.72%	61
2022/2023	100.0%	94.29%	70
Average	100.0%	87.25%	

I.1.3 Improvements based on Analysis of Assessment Data

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

Our annual assessment and operational action planning efforts help drive improvement to the LIS program. To illustrate this in practice, we will provide another example. In the Operational Action Plan for AY 20/21, an initiative was developed to study why LIS student response to the question "the course offerings aligned well with my professional goals" did not meet the target in the graduating student survey (Appendix 50). This need was surfaced by a Faculty Council member during the September 11, 2020 retreat, who noted that 76% of LIS students agreed or strongly agreed with the statement "the course offerings aligned well with my professional goals," however, the target for the question that had been set by the Faculty Council and had been in place for years was 85%. This target of 85% for the "course offerings" question is performance indicator 1.6, which is used to measure in-part the extent to which school goal #1 is being met: "To offer a current, forward-looking, and high-quality curriculum that supports academic inquiry and student learning."

To undertake this initiative, the LIS Curriculum and Teaching Lead at the time, Prof. Debbie Rabina, along with Dean Anthony Cocciolo, studied the qualitative feedback from the graduating student survey to uncover the reasons why this number may have declined during the 2019/20 academic year and presented their findings to the Faculty Council in 2021 (Appendix 75). This project led to curriculum revision in one course, offering an additional course that had not been offered, and doing additional data analysis and monitoring.[3] The response to that question has seen dramatic improvement: 94% of LIS students in 2022/2023 agreed or strongly that the course offerings aligned with their goals (Appendix 49), indicating that the actions taken and decisions made from the analysis of

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[3] Specifically, the course that was revised was INFO 647 Visual Resource Management and INFO 668 Digital Asset & Media Management was offered again after not being offered for some time.

assessment data help drive improvement to student satisfaction with the LIS program and effectively "closed the loop."

Direct measures of student learning, particularly through the portfolio, have been used to inform program improvement. For example, when revising the MSLIS program core curriculum in 2017, the ways in which students were meeting the "Technology" learning outcome was studied as part of that review process (Appendix 23). There was a concern that we were pushing students toward the "exemplary" score on the Technology PLO, which required that students "show understanding of one or more programming language" (Appendix 93). Looking at the ways that students were meeting that learning outcome, such as through the use of projects from the core INFO-654 Information Technologies course as well as electives, this informed the revision to this core Technology course. In particular, INFO-654 was revised to place a greater emphasis on "being able to help others" with technology, while still providing scaffolding for students in order to take more advanced courses in areas like web development, relational databases, and more. We do see more students passing their portfolio on their first attempt in recent years (e.g., it is in the ninety percentile in recent years where it was in the seventy percentile in its first years as seen in Table 1), which indicates that we are making curricular decisions—such as the revision mentioned here around the Information Technologies course—to help students meet the PLOs. This improvement can also be seen in Table 2, where 9 portfolios did not meet the Technology PLO in the 2013/2014 academic year—clearly higher than the other PLOs—but was only the issue one time in the 2022/2023 academic year, indicating that our curricular improvements have enabled our students to more readily meet the program-level learning outcomes.

Table 2. Number of portfolios not passing based on PLO: AY 2013/2014 vs. AY 2022/2023

Learning Outcome in 2013/2014	Research	Communication	Technology	User-Centered Focus	LIS Practice
Number of portfolios not reaching competency because of PLO	3	2	9	4	6
Learning Outcome in 2022/2023	Research	Foundations of LIS	Technology	User-centered focus	Ethical/Creative/ Critical Practice
Number of portfolios not reaching competency	1	2	1	1	2

because of PLO					

In addition to direct measures of student learning, a wide variety of indirect measures are used to assess the performance of the school and its MSLIS program through the annual assessment reports. The annual assessment reports include statistics on graduation rates and job outcomes (Appendix 49), and if any of these do not meet the indicator then an intervention can be planned for in the subsequent operational action plans (Appendix 50). We have summarized some of these recent statistics below in Table 3, which illustrate how we typically meet our self-imposed targets. The most notable exception would be during the COVID-19 pandemic, where job outcomes clearly suffered but then returned to their normal level soon thereafter.

Table 3. Indirect measures of student learning: graduation rates and job outcomes

Academic Year	Percent of alumni employed within 9 months of graduation (Target: 90%)	Percent of alumni report being on a career path consistent with their goals (Target: 80%)	Percent of students who graduate within three years (Target: 90%)
2022/2023	94.44%	94.12%	93.61%
2021/2022	100%	92.86%	94.44%
2020/2021	74.08%	80.00%	85.37%
2019/2020	100%	88.24%	88.24%
2018/2019	90.63%	89.66%	75.61%
2017/2018	93.94%	96.77%	87.50%
2016/2017	86.11%	79.31%	84.3%

I.1.4 Communication and Support from Parent Institution

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

Communication of planning processes are prioritized at the School of Information, and is in fact School Goal #11: "*To practice transparency and openness in our communications*

and planning." To that end, we post all of our assessments and planning documents on our "Planning and Assessment" webpage, which is available to program constituents and the general public (Appendix 44). From that webpage, you can find links to the long-term Strategic Plan (2019-2024) (Appendix 68), as well as the Vision and Mission statements (Appendix 73).

The School of Information Strategic Plan (2019-2024) includes 37 initiatives that are tied to five pillars of Pratt's Institute-wide Strategic Plan (Appendix 68): Academic Excellence; Student Success; Diversity, Equity and Inclusion; Civic Engagement; and Global Education. The Strategic Plan includes initiatives that require resources, and the Institute has been widely supportive of the School of Information's Strategic Plan and making those available. For example, the Institute supported the creation of an Archives and Cultural Heritage Lab, User Experience Lab, establishment of a postdoctoral fellowship, among other initiatives that required resources.

The School of Information and its MSLIS program are aligned with the parent institution. The mission of Pratt Institute is to:

> ### Pratt Institute Mission
> *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.* (Appendix 38).

The School of Information's mission echoes and aligns with Pratt's mission, such as its commitment to "educate creative, critical, and socially responsible professionals who participate in, contribute to, and improve the information society."

The School of Information's mission and goals indeed foster quality education. Beyond the mission's call to "educate creative, critical, and socially responsible professionals," the first four goals of the School reflect a school focused on activities that foster a quality and well-rounded education: curriculum, teaching, career preparation, presenting students with creative/critical/ethical challenges, experiential and project-based learning, international study, extracurricular activities, one-on-one mentoring and advisement.

Relatedly, the mission of Pratt Institute is strongly focused on its education program, reflecting an Institute that is primarily concerned with fostering quality education.

I.2 Student Learning Outcomes Development and Alignment with Field

I.2 Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:
I.2.1 The essential character of the field of library and information studies;
I.2.2 The philosophy, principles, and ethics of the field;
I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;
I.2.4 The importance of research to the advancement of the field's knowledge base;
I.2.5 The symbiotic relationship of library and information studies with other fields;
I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;
I.2.7 The role of library and information services in a rapidly changing technological society;
I.2.8 The needs of the constituencies that the program seeks to serve.

The MSLIS program-level student learning outcomes were revised in 2023 and in 2018 (Appendix 18 and 20). The 2023 revised program-level student learning outcomes (PLOs) take effect for students entering the program in Fall 2024 and after. They are the following:

> **MSLIS Student Learning Outcomes (Revised 2023)**
> - *Foundations of Library and Information studies* – *Apply core concepts and theories to information collection, organization and access in multiple environments.*
> - *User-centered services* – *Students can meet information needs of diverse user communities across multiple communication formats (e.g. oral, written, visual, interactive).*
> - *Technology* – *Students can select and apply tools and technologies used in the field to improve information functions.*

- **Research** – *Investigate information environments and users' needs, behaviors, and experiences through appropriate research methods and analysis.*
- **Ethical/Creative/Critical practice** – *Apply core ethical principles to professional practice, including the values of diversity, equity, and inclusion (DEI), and understand the broad impact of information on society. Students can raise critical questions about information, its production, dissemination, storage and preservation.*

The elements of standard I.2 are readily addressed by the PLOs, the majority of which is illustrated in Table 4.

Table 4. Mapping of MSLIS Program-level learning outcomes to Standard I.2 elements

	Foundations of Library and Information studies	User-centered services	Technology	Research	Ethical/ Creative/ Critical practice
I.2.1 The essential character of the field of library and information studies;	X				
I.2.2 The philosophy, principles, and ethics of the field;	X				X
I.2.4 The importance of research to the advancement of the field's knowledge base;				X	
I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;		X			X
I.2.7 The role of library and information services in a rapidly changing technological society;			X		

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

With regards to 1.2.3, or that the PLOs are developed with respect to statements from relevant professional organizations, we can confirm that such statements were used in the revisions in both 2023 and 2018 (Appendix 18 and 20). For example, in 2023, a subgroup of the LIS Core Review Taskforce reviewed the following statements in developing the proposed revisions to the LIS program-level learning outcomes:

- ALA 2015 and Draft 2022 Accreditation Standards
- ALA Core Competencies (2021 Draft)
- ALISE Position Papers and Policy Statements
- *Specialized - Youth & Children*:
    - Competencies for Librarians Serving Children Libraries (ALSC)
    - Young Adults Deserve the Best: Competencies for Librarians Serving Youth (YALSA)
- *Specialized - Archives & Special Collections & Art*
    - Guidelines for Graduate Programs in Archives (SAA)
    - Competencies for Special Collections Professionals (ACRL)
    - ARLIS Core Competencies
- *Specialized - Reference & Instruction*
    - Standards for Proficiencies for Instruction Librarians and Coordinators (ACRL)
    - Professional Competencies for Reference and User Services Librarians (RUSA)

With regard to standard I.2.5 ("The symbiotic relationship of library and information studies with other fields"), while the program-level learning outcomes are not explicit about this, in practice student portfolios often highlight the symbiotic relationship with other fields (Appendix 34). We do see in portfolios ones that address issues of history (e.g., archives often require providing historical context around a collection), the field of education (e.g., creating lesson plans for youth or children) and the technology field (e.g., using IT to make information accessible to a designated community). Appendix 34 includes some sample LIS student portfolios which illustrate this connection to other fields.

I.3 Value of Teaching and Service

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

School of Information goals incorporate the value of teaching and service to the field. For example, School Goal #3 is to "To sustain excellence in face-to-face **teaching**", School goal #9 is to "To pursue internal and external funding for innovation in research, **teaching**, and/or learning," and School goal #8 is to "To maintain faculty and student **service** to the School, Institute, and information field" (Appendix 60). Each of those goals include several performance indicators which are assessed annually to help ensure that these goals are being met.

For example, the data tied to the performance indicators around teaching reported in the Annual Assessment Reports look at class size, course evaluations, graduating student surveys and alumni feedback. Small class sizes are strategy to help foster a quality learning environment, and the following average class sizes are reported in the Annual Assessment Reports (Appendix 49) over the last several years include (see Table 5):

Table 5. Average class sizes 2018-2023

Academic Year	Number of students
2017/2018	11.99 students
2018/2019	12.13 students
2019/2020	10.98 students
2020/2021	11.81 students
2021/2022	12.44 students
2022/2023	11.89 students

I.4 Evaluation of Goals including those Served

I.4 Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly

stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.
1.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

The extent to which the School of Information meets its goals are evaluated annually through its Annual Assessment Reports (Appendix 49). Through the use of performance indicators and targets, we can identify areas in need of improvement (Appendix 60). The performance indicators rely on data collected from constituents in order to measure the extent to which the indicator has been met. The constituent groups include students, faculty, employers, and alumni. Data collected from constituents that are used in the annual assessments include:

- *Student Data:*
    - Graduate student survey administered 3-times a year
    - Course evaluations
    - Graduation portfolio pass rates
    - Fellowship data
    - Student group data
- *Alumni Data:*
    - Alumni survey administered 3-times a year, 9-months after graduation
- *Faculty Data:*
    - Peer Review Committee Survey (full-time faculty) administer each summer, including data on research and service
    - Curricular data including external partnerships, reviews of curriculum, and study abroad.
- *Employer Data:*
    - Employer survey administered each summer

A succinct example of how this constituent data is used in the evaluation of school goals is provided earlier in section I.1.3. To provide a further example of how our assessment and planning processes work to drive improvement to the school using analyzed stakeholder data, we will provide an example related to meeting School Goal #4, which is the following:

> *Goal 4: To enrich the student experience through experiential and project-based learning, international study, co-curricular and extracurricular activities, and one-on-one mentoring and advisement.*

To ascertain the extent to which goal #4 is being addressed, data related to the following indicators is analyzed annually and included in the annual assessment reports:

> *4.1 At least five courses per semester (fall and spring) include projects with external partners*
> *4.2 Internship course options are available to students every semester*
> *4.3 At least 10 fellowship opportunities are offered every academic year*
> *4.4 At least one study abroad course is offered every academic year*
> *4.5 At least 50 events are offered by SI office and student groups per academic year*
> *4.6 100% of students are assigned a full-time faculty advisor in their first semester*
> *4.7 At least 80% of graduates report seeking advising from their faculty advisor*
> *4.8 At least 80% of graduates who sought advising agree/strongly agree that their "faculty advisor provided helpful academic advisement"*

In the Operational Action Plan for 2022/2023 school year, it was noted that while the target of 80% for graduates believing that their faculty advisor provided helpful academic advisement was met with 81.6% (indicator 4.7), the percentage had been declining slightly each year since the 2016/2017 school year (Appendix 50). In order to address this decline, an action item was created to explore how advising could be supported. Discussions were held during the Faculty Council meetings throughout the fall 2022 semester, which led to the creation of the Faculty Advising Resource, which was recommended by the Faculty Council and approved by the Dean on January 26, 2023 (Appendix 56). The advising resource provided logistical advice about when to email advisees to maximize usefulness, how to support the relationship between the faculty advisor and students in situations when the advisor may not know the answer to a question, a sample letter faculty can use when emailing students, and a list of useful resources. Early data indicates that this effort is starting to pay-off: the percentage increased to 84.1% in 2022/2023 school year, reversing the aforementioned decline. While this advising resource will need to continue to be updated and discussed among faculty advisors, and the data from the survey continue to be monitored, this recent example does illustrate how analyzed stakeholder data is used in the planning process to drive intended improvement.

I.5 Evidence of Decision-Making and Evaluation

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

As described earlier, the Annual Assessment Reports are used to assess the extent to which the School is meeting its Goals and its Mission (Appendix 49). The Performance Indicators require the compilation of a wide assortment of data in order to assemble the report: from surveys of faculty, students, and alumni, to portfolio assessments, to course evaluations, among other sources of data (Appendix 60). This annual report drives the creation of the annual Operational Action Plans, which are reviewed and recommended by the School of Information Faculty Council and approved by the Dean of the School of Information (Appendix 50). Evidence of decision-making processes, such as recommendation by the Faculty Council for the Operational Action Plan, can be found in the Faculty Council Minutes (Appendix 87).

I.6 Results of Evaluation and Planning for the Future

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

The Operational Action Plans (Appendix 50) systematically use evaluation data from the Annual Assessment Reports (Appendix 49) in formulating action items and planning for the future. Figure 2 is an excerpt from the Operational Action Plan for academic year 2023/2024 which illustrates how this works in practice.

Initiative	In response to indicator	Task	Who Responsible In order of most responsible to least	Expected Delivery	Priority	Actual Delivery / Outcome / Update
Interactional Initiative *Major impact: Goal #4*	*4.4 Minimum number of study abroad courses offered every academic year* Target: 1 Actual: 0	6) Offer "Artist Archives: Rome/New York" (INFO 697) during Spring Break 2024 taught by Cristina Pattuelli.	Cristina Pattuelli, Dean	March 2024	Medium	Underway.
		7) Explore additional options for international study (e.g., other student communities, other models)	Dean, Faculty Council	May 2024	Low	

Figure 2. Excerpt from Operational Action Plan 2023/2024

As context for the figure above, the School of Information has the following goal and performance indicator related to international study:

School Goal #4: To enrich the student experience through experiential and project-based learning, international study, co-curricular and extracurricular activities, and one-on-one mentoring and advisement.

> *Performance Indicator 4.4: Minimum number of study abroad courses offered every academic year: 1.*

In the assessment of the 2022/2023 School year, it was reported that while the school had a goal for international study and the performance indicator that at least one study abroad course was offered, it in fact did not offer a study abroad course in 2022/2023 (zero courses reported).[4] This was not from a lack of trying: in fact, we had been planning a study abroad course for Spring break 2021 in Berlin with a faculty planning trip to Berlin in Spring Break 2020 that was halted due to the pandemic. With COVID receding, the School of Information was able to return to this goal and target, and was able to put a study abroad course on the Operational Action Plan for school year 2023/2024: "Artist Archives': Rome/New York," which includes five class sessions in New York City and a week-long class in Rome during Spring break 2024 taught by Dr. Cristina Pattuelli (Appendix 98). We anticipate that this course will enrich the LIS program, especially for archives students, and add an international perspective aligned with our School's mission to make "connections with the arts, culture, and technology." It will also satisfy the School's goal and target around international study.

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[4] Supporting study abroad is also a prominent facet of the Institute-wide Strategic Pan. In fact, "Global Education" is a pillar of the Institute's Strategic Plan.

Standard II: Curriculum

II.1 Goals and Objectives and Revised Regularly

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

As discussed in Chapter I.1 and I.2, the MSLIS program has program-level learning outcomes that build-upon the School of Information's Vision, Mission, Goals and Indicators (VMG&I). These foundational components that drive curriculum development are repeated below:

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
1. *To offer a current, forward-looking, and high-quality curriculum that supports academic inquiry and student learning.*
2. *To prepare students for a variety of careers in the information field through a range of graduate-level educational programs that challenge students creatively, critically, and ethically.*
3. *To sustain excellence in face-to-face teaching.*

4. *To enrich the student experience through experiential and project-based learning, international study, co-curricular and extracurricular activities, and one-on-one mentoring and advisement.*
5. *To support diversity, equity and inclusion.*
6. *To recruit and retain highly qualified students and support student wellness initiatives.*
7. *To cultivate qualified faculty members who engage in high-quality research, participate in scholarly activities, and/or are experts in their field of practice.*
8. *To maintain faculty and student service to the School, Institute, and information field.*
9. *To pursue internal and external funding for innovation in research, teaching, and/or learning.*
10. *To provide excellent facilities and resources that support our mission and practice environmental sustainability.*
11. *To practice transparency and openness in our communications and planning.*
12. *To ensure administrative effectiveness.*

MSLIS Student Learning Outcomes (Revised 2023)

- *Foundations of Library and Information studies* – *Apply core concepts and theories to information collection, organization and access in multiple environments.*
- *User-centered services* – *Students can meet information needs of diverse user communities across multiple communication formats (e.g. oral, written, visual, interactive).*
- *Technology* – *Students can select and apply tools and technologies used in the field to improve information functions.*
- *Research* – *Investigate information environments and users' needs, behaviors, and experiences through appropriate research methods and analysis.*
- *Ethical/Creative/Critical practice* – *Apply core ethical principles to professional practice, including the values of diversity, equity, and inclusion (DEI), and understand the broad impact of information on society. Students can raise critical questions about information, its production, dissemination, storage and preservation.*

The VMG&I, MSLIS program-level learning outcomes, MSLIS core curriculum, and elective courses are revised regularly to respond to the evolving nature and educational needs of

the information professions as well as stakeholder needs. For more details on the work on revising and updating the VMG&I, please see Chapter I.1.1.

As discussed briefly in Chapter 1, the MSLIS learning outcomes as well as the MSLIS core curriculum were revised during the 2022-2023 and 2023-2024 academic years and will take effect for students entering the MSLIS program in fall 2024 and after. The LIS core curriculum includes four 3-credit courses that are included in Table 6.

Table 6. Core Curriculum for MSLIS program (revised Fall 2023)

Course number and title	Course Description
INFO-601 Foundations of Information (3 Credits)	This foundational course focuses on the intersection of people, information, and technology and the theoretical and conceptual foundations of the information field. Students will be introduced to ideas and ethical and inclusive principles that will inform future specializations in their course of study and provide them with concrete strategies for ongoing professional growth and development in their area of interest. Through analysis of professional and scholarly discourse, students will practice expressing their points of view on issues vital to the field.
INFO-652 Reference and Instruction (3 Credits)	Librarians serve individuals and their communities by providing information sources and teaching users to navigate information environments. This course prepares students to work directly with users in a variety of formats, including in one-on-one interactions, in instruction-based interactions, and through information products such as digital tools. This course aims to prepare students for their role of providing communities with equitable information access and promoting justice by applying ALA standards, resisting censorship, rejecting neutrality, demystifying open, identifying place, interrogating the librarian standpoint, and responding to community needs.
INFO-653 Knowledge Organization (3 Credits)	This is an introductory course to key concepts, systems, and tools to organize, provide access to and share information resources. The course covers basic principles and applications of descriptive cataloging,

	classification, and indexing for physical and digital resources. Also covered are metadata, thesauri and emerging knowledge organization systems and practices, including linked data and social tagging. It will provide an introduction to the ways these systems are impacted by cultural biases which may require reparative or remediation work. The course provides the foundation for further studies in library, archive, and museum cataloging, reference, information retrieval, database management, and information architecture.
INFO-654 Information Technologies (3 Credits)	This course introduces core computing technologies, including hardware, software applications, Internet/web technologies, and assistive technologies. Topics essential to the work done by information professionals will be highlighted: web technologies, database concepts, markup languages, data management, and design and accessibility. Students will conduct frequent hands-on activities to acquire skills that are immediately applicable to working with information technologies. Students will critically assess information technologies, through the evaluation of technology-related current events and computing trends, including the potential for ethical, environmental, and/or societal impacts.

The revision of the MSLIS core curriculum and its learning outcomes was completed by the LIS Core Review Task Force, which undertook its work by synthesizing data from a wide variety of sources and stakeholders to arrive at revised core curriculum learning outcomes. Faculty on the committee broke into three groups to synthesize the following data (Appendix 24):

> ### Group 1 - Professional Organizations
> - *ALA 2015 Accreditation Standards*
> - *ALA 2022 Proposed Accreditation Standards*
> - *ALA Core Competencies (2021 Draft)*
> - *ALISE Position Papers and Policy Statements*
> - *Specialized - Youth & Children:*
>   - *Competencies for Librarians Serving Children Libraries*
>   - *Young Adults Deserve the Best: Competencies for Librarians Serving Youth*
> - *Specialized - Archives & Special Collections & Art*

- *Guidelines for Graduate Programs in Archives*
- *Competencies for Special Collections Professionals*
- *ARLIS Core Competencies*
- *Specialized - Reference & Instruction*
  - *Standards for Proficiencies for Instruction Librarians and Coordinators*
  - *Professional Competencies for Reference and User Services Librarians*

Group 2 - Employer Group / Research-in-the-Field Group / Other LIS Schools
- *Interviews with professionals (Spring 2022)*
- *Job Lob Analysis*
- *Relevant Literature from the field*
- *Employer survey derived from Alumni Survey*
- *Practicum site supervisor feedback survey*

Group 3 – Pratt Context, including Students and Alumni
- *LIS Graduate Student Survey*
- *LIS Alumni Survey*
- *Course Evaluations INFO 601, 652, 653, 654*
- *LIS Graduation Portfolios and Advisor Assessments*

Faculty worked in groups and wrote syntheses and proposed revised learning outcomes (Appendix 24). After discussions and edits, followed by further work at a School-wide DEI event dedicated to the LIS core curriculum (Appendix 74, page 23), the revised core curriculum learning outcomes and program-level learning outcomes were finalized by the LIS Core Review Task Force (Appendix 18 and 24). The major change made through the committee's work was ensuring that DEI was explicitly represented in the core curriculum as well as in the learning outcomes, helping make good on Institute's and the School's DEI commitment reflected in its Strategic Plans (Appendix 40 and 68). For example, the course INFO 653 Knowledge Organization student learning outcome #6 had an addition to the learning outcome that is underlined with a corresponding additional assignment added around reparative cataloging:

> *SLO #6. Critically analyze practices of classification and classification systems for different information environment, and recognize the ways that cultural biases impact and influence such systems.*

Faculty who leads and often taught the core courses worked to implement those learning outcome changes into syllabi. To formalize the changes to the curriculum, the proposed

curriculum including revised syllabi were submitted and approved by the School Curriculum Committee, Dean, Institute Curriculum Committee, and Provost (Appendix 4, "fall 2023" folder), as part of Pratt's normal curricular review process (Appendix 79).

In addition to the LIS core curriculum, there is a pool of 74 elective courses covering a wide range of subjects with introductory and advanced courses in targeted areas. An option of independent study is also offered (Appendix 6). A shared archive of all course syllabi is available to the SI community (Appendix 71). Individual courses are kept up-to-date by the instructors who review class readings and activities at each iteration to ensure relevance and currency. All courses are formally reviewed by the School Curriculum Committee on a six-year clock to ensure that no course has gone for more than six years without a formal review (Appendix 54 and 99).

II.2 Curriculum is concerned with

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

The curriculum addresses all of the elements described in Standard II.2 at the course level – via the MSLIS core (required) courses and electives – and at the program-level. At the course-level, the MSLIS core courses (INFO-601, INFO-652, INFO-653, and INFO-654) address all of the elements listed above, as shown in Table 7 below (Appendix 12 and 71).

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

Categories	INFO 601	INFO 651	INFO 653	INFO 654
Creation	X	X	X	X
Communication	X	X	X	X
Identification		X		X
Selection		X		
Acquisition		X	X	
Organization & Description	X		X	X
Storage & Retrieval			X	X

Preservation	X		X	X
Analysis	X	X	X	X
Interpretation	X	X	X	
Evaluation	X	X	X	X
Synthesis		X		
Dissemination		X		X
Management of Human and Information Resources	X		X	X

As well, the categories identified in Standard II.2 above are embedded in the program-level student learning outcomes, which are the foundation of the MSLIS curriculum, as shown in Table 8 below.

Table 8. Alignment between Student Learning Outcomes, the categories identified in Standard II.2, and the four core courses in the MSLIS program.

Student Learning Outcomes	Categories listed in Standard II.2	Core courses in the MSLIS curriculum
SLO1 Foundations of Library & Information studies: Students apply core concepts and theories to information collection, organization and access in multiple environments	All categories of Standard II.2 applied	INFO-601, INFO-652, INFO-656
SLO2 User-centered services: Students can meet information needs of diverse user communities across multiple communication formats (e.g. oral, written, visual, interactive).	Communication, Analysis, Evaluation, Interpretation, Synthesis, Dissemination	INFO-652, INFO-653, INFO-654
SLO3 Technology: Students can select and apply tools and technologies used in the field to improve information functions.	Creation, Communication, Organization & Description, Storage & Retrieval, Dissemination, Management	INFO-652, INFO-653, INFO-654

SLO4 Research: Investigate information environments and users' needs, behaviors, and experiences through appropriate research methods and analysis	Creation, Communication, Analysis, Interpretation, Evaluation, Synthesis, Dissemination	INFO-601, INFO-652, INFO-653
SLO5 Ethical/Creative/Critical practice: Apply core ethical principles to professional practice and understand the broad impact of information on society. Students can raise critical questions about information, its production, dissemination, storage and preservation.	Applied to all categories of Standard II.2	INFO-601, INFO-652, INFO-653, INFO-654

The curriculum
II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;
II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;
II.2.3 Integrates technology and the theories that underpin its design, application, and use;
II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;
II.2.5 Provides direction for future development of a rapidly changing field;
II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

The elements in Standard II.2 are addressed in the program-level learning outcomes, specifically as mapped in Table 9 below, with some elements straddling two PLOs:

Table 9. MSLIS PLOs mapped to Standard II.2

MSLIS PLOs to Standard II.2	II.2.1	II.2.2	II.2.3	II.2.4	II.2.5	II.2.6
Foundations of Library and Information studies – Apply core	X					

concepts and theories to information collection, organization and access in multiple environments.						
User-centered services – Students can meet information needs of diverse user communities across multiple communication formats (e.g. oral, written, visual, interactive).	X			X		
Technology – Students can select and apply tools and technologies used in the field to improve information functions.			X			
Research – Investigate information environments and users' needs, behaviors, and experiences through appropriate research methods and analysis.		X			X	
Ethical/Creative/Critical practice – Apply core ethical principles to professional practice, including the values of diversity, equity, and inclusion (DEI), and understand the broad impact of information on society. Students can raise critical questions about information, its production, dissemination, storage and preservation.				X		X

As is discussed in this self-study, students demonstrate their achievement of the program-level learning outcomes through the creation of the portfolio that is assessed by faculty advisors using a rubric (Appendix 14, 15 and 93). The ways that courses address the PLOs are mapped in Table 10 below (Appendix 12).

Table 10. Mapping of courses to PLOs (I=Introduce, D=Develops, M=Masters)**

Course	Foundations of Library & Information studies	User-centered services	Technology	Research	Ethical/Creative/ Critical practice
INFO-601 Foundations of Information	I	I		I	I
INFO-606-Digital Accessibility	I	M	D		I
INFO-607-Management and Leadership	D	D	I		D
INFO-608 Human Information Interaction	D	D	I	M	
INFO-609 Introduction to Spatial Thinking and GIS	I		D		
INFO-610 Introduction to Statistics			I	I	
INFO-611 Information Policies & Politics	I	I			I
INFO-612 Advanced GIS	D		M	D	
INFO-614 Interactive Web Mapping & Coding		I	M		
INFO-615 Spatial Statistics for GIS			M	D	
INFO-616-Programming Interactive Visualizations		I	M		I
INFO-619 Information & Human Rights	I	I			D
INFO-625 Management of Archives and Special Collections	I		I		I
INFO-628 Data Librarianship and Management	I		I		I
INFO-630 Research Design & Methods		D		M	D
INFO-631 Academic Libraries and Scholarly	I		I		
INFO-632 Conservation and Preservation	I	I	D		D
INFO-634 Conservation Lab	D		M		
INFO-635 Archives Appraisal, Acquisition & Use	I	I	D	I	I
INFO-636-Conversational User Experience Design		I	M	D	
INFO-637 Programming User Interfaces		I	M		D
INFO-638 Web Development	I		M		
INFO-639 Database Design and Development	I		M		
INFO-640 Data Analysis	I		D	D	D
INFO-641 Visual Communication & Information Design		I	I		

Course	Foundations of Library & Information studies	User-centered services	Technology	Research	Ethical/Creative/ Critical practice
INFO-642 Content & Information Strategy	D	I	I		
INFO-643 Information Architecture & Interaction Design	I	I	I		
INFO-644 Usability Theory & Practice	I	D		D	
INFO-645 Advanced Usability and UX Evaluation	D	M		M	
INFO-646 Digital Product Design		D	D	I	
INFO-647 Visual Resources Management	I	D	I		
INFO-648 Mobile Interaction Design		I	M	D	
INFO-649 Practical Ethnography for User Experience		D	I	M	
INFO-650 Speculative Design		D	D	D	D
INFO-651-Emotional Design		D	D	D	D
INFO-652 Reference and Instruction	I	I	I	I	I
INFO-653 Knowledge Organization	I	I	I		I
INFO-654 Information Technologies	I	I	D		I
INFO-655 Digital Preservation & Curation	I		D		
INFO-656 Machine Learning	I		M		
INFO-657 Digital Humanities	I	I	D	D	
INFO-658 Information Visualization	I	D	D	I	
INFO-659 Advanced Projects in Digital Humanities		D	M		
INFO-660 Collection Development	I	D	D		I
INFO-661 Art Documentation	D	D	D		I
INFO-662 Advanced Cataloging/Classification	D		M		
INFO-663 Metadata Design	I		M		
INFO-664 Programming For Cultural Heritage	I	I	M		
INFO-665 Projects in Digital Archives	I	D	M		D
INFO-666 Writing for Digital Experiences	I	I	D		I
INFO-667 Art Librarianship	I			I	
INFO-670 Linked Open Data for Libraries Archives and Museums	D	I	D	I	
INFO-671 Sustainable Interaction Design	I	M	D	D	D

Course	Foundations of Library & Information studies	User-centered services	Technology	Research	Ethical/Creative/ Critical practice
INFO-672 UX Design Systems		D	M	I	
INFO-673 Literacy & Instruction	D	M	D	I	
INFO-674 Genealogy and Local History	I	D		D	
INFO-675 Museum & Library Outreach	D	D	I		
INFO-676 Programming, Resources & Services for Early Childhood	D	M	D		I
INFO-677 Literature & Literacy for Young Adults	D	D	I		D
INFO-678 Growing Up Digital	I	D	D	I	I
INFO-679 Museums and Digital Culture: Theory and Practice	I	D		D	I
INFO-680-Extended Reality: User Experience for AR/VR	I		M	I	
INFO-681 Community Building & Engagement	I	D	D	D	
INFO-682 Projects in Information Experience Design		D	M	D	
INFO-683 Museum Digital Strategy: Planning and Management	I	D	D	D	
INFO-684 Museum Information Management: Collection Cataloging & Digital Technology	I		D		
INFO-685 Digital Analytics: Web, Mobile and Social Media		I	M	D	
INFO-686 Animals and Experience Design		M	D	I	M
INFO-689 Rare Books & Special Collections	D	I	I		D
INFO-693 Audience Research & Evaluation	I	D		D	
INFO-696 Advanced Projects in Visualization		I	M		I

** In developing this curriculum map, we have used the Drexel University's Curriculum Mapping definition for the scale (https://drexel.edu/institutionalresearch/resources/curriculum-mapping), which we have included below:

> **Introduce (I):** *Students first learn about key ideas, concepts or skills related to the outcome.*
> **Develop (D):** *Students gain additional information related to the outcome. They may start to synthesize key ideas or skills and are expected to demonstrate their knowledge or ability at increasingly proficient levels.*
> **Master (M):** *Students are expected to be able to demonstrate their ability to perform the outcome with a reasonably high level of independence and sophistication.*

We will provide an example to provide some color to the meaning of the above tables. A project that is often found in the MSLIS portfolios, which highlights the learning that occurs around the importance of serving underserved populations, are the reference letters to incarcerated persons. As a course project in INFO 652 Reference and Instruction, students will respond to information requests from incarcerated persons through a collaboration with New York Public Library's Correctional Services department. In the portfolio, students show the received letter, the transmitted letter, and include their process they used to identify the appropriate information that the person needed. This assignment not only provides a real-world experience to the student, it helps address an information need, and helps teach the importance of serving users no matter their station in life. More details on this project can be found in the 2015 articles by Profs. Debbie Rabina (now retired) and Emily Drabinski (now at Queens College) in *Reference & User Services Quarterly* (Appendix 102). This project proudly continues to this day in INFO 652 Reference and Instruction. Within the MSLIS core curriculum which every MSLIS student must take, this is the only course with an external partner project. However, there are other courses with external partner projects that can be taken as electives, which will be discussed in the next section.

II.3 Coherent Programs of Study

II.3 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster the attainment of student learning outcomes. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

The School's curriculum is distinguished by a strong four-course core curriculum and diverse array of pathways, which offers students flexibility to meet their personal and professional goals. Students may choose to follow a specific program concentration, an advanced certificate or create an individualized program of study in consultation with their faculty adviser (current advisor/advisee list in Appendix 2). They are also encouraged to consult current syllabi (Appendix 71) and a projected two-year course schedule to aid their planning (Appendix 1).

Program Concentrations

The extensive course offerings and the flexibility of the curriculum enable students to chart an individualized program of study tailored to their own educational objectives. The MSLIS program offers five program concentrations that were last revised in 2018 (Appendix 17). Program concentrations help them with course selection to shape their course of study, and are informal in nature as they do not prescribe specific courses to ensure the concentration is complete. Program concentrations include:

- Archives, Special Collections, Rare Books and Digital Curation
- Research and Data
- Information Services, Organization, Management and Use
- Learning, Literacies, and Communities
- Technology and Interfaces Design and Development

The course recommended for each program concentrations are included below in Table 11.

Table 11. Program concentrations with recommended courses for each

Archives, Special Collections, Rare Books, and Digital Curation	Information Services, Organization, Management, and Use	Learning, Literacies, and Communities	Research and Data	Technology and Interfaces Design and Development
INFO 625 Management of Archives & Special CollectionsINFO-632 Conservation and Preservation INFO-634 Conservation Lab INFO-635 Archives Appraisal, Acquisition, & Use INFO-655 Digital Preservation & Curation INFO-665 Projects in Digital Archives	INFO-607 Management and Leadership INFO-609 Introduction to Spatial Thinking and GIS INFO-611 Information Policies & Politics INFO-613 Government Information: Sources, Access, and Democracy INFO-628 Data Librarianship and Management INFO-647 Visual Resources Management	INFO-619 Information & Human Rights INFO-631 Academic Libraries and Scholarly Communication INFO-673 Literacy & Instruction INFO-675 Museum & Library Outreach INFO-676 Early Childhood Programming, Resources, and Services	INFO-612 Advanced GIS INFO-615 Spatial Statistics for GIS INFO-630 Human-Centered Research Design & Methods INFO-640 Data Analysis INFO-656 Machine Learning INFO-657 Digital Humanities	INFO-606 Digital Accessibility INFO-614 Interactive Web Mapping & Coding INFO-616 Programming Interactive Visualizations INFO-636 Conversational User Experience Design INFO-637 Programming User Interfaces

Archives, Special Collections, Rare Books, and Digital Curation	Information Services, Organization, Management, and Use	Learning, Literacies, and Communities	Research and Data	Technology and Interfaces Design and Development
INFO-667 Art Librarianship INFO-689 Rare Books & Special Collections	INFO-660 Collection Development INFO-662 Advanced Cataloging/Classification INFO-663 Metadata Design INFO-670 Linked Open Data for Libraries, Archives, and Museums INFO-674 Genealogy and Local History INFO-683 Museum Digital Strategy: Planning and Management INFO-684 Museum Information Management: Collection Cataloging & Digital Technology	INFO-677 Literature & Literacy for Teens INFO-678 Growing Up Digital INFO-679 Museums and Digital Culture: Theory and Practice INFO-681 Community Building & Engagement	INFO-658 Information Visualization INFO-659 Advanced Projects in Digital Humanities INFO-661 Art Documentation INFO-685 Digital Analytics: Web, Mobile and Social Media INFO-693 Audience Research & Evaluation INFO-696 Advanced Projects in Visualization	INFO-638 Web Development INFO-639 Database Design and Development INFO-641 Visual Communication & Information Design INFO-642 Content Strategy INFO-643 Information Architecture & Interaction Design INFO-644 Usability Theory & Practice INFO-645 Advanced Usability and UX Evaluation INFO-646 Digital Product Design INFO-648 Mobile Interaction Design INFO-649 Practical Ethnography for User Experience INFO-650 Speculative Design

Archives, Special Collections, Rare Books, and Digital Curation	Information Services, Organization, Management, and Use	Learning, Literacies, and Communities	Research and Data	Technology and Interfaces Design and Development
				INFO-651 Emotional Design INFO-664 Programming for Cultural Heritage INFO-671 Sustainable Interaction Design INFO-672 UX Design Systems INFO-682 Projects in Information Experience Design INFO-680 Extended Reality: User Experience for AR/VR

As we discuss in this self-study, our curriculum is reviewed on a six-year cycle to ensure that no curriculum goes for more than six-years without a formal review. For this reason, the MSLIS program concentrations–last reviewed in 2018–are now due for a review, which we anticipate we will plan for in the 2024/2025 school year.

Advanced Certificates

The MSLIS degree can be completed while earning any of the six advanced certificates listed in Table 11 below. Advanced certificates are 12 to 18 credits and live within the students' 36-credit MSLIS degree, and they offer specialized knowledge and skills for a particular domain. The certificates have courses that must be completed in order to receive the certificate, and the certificates have sequences of required and elective courses. Once enrolled in the MSLIS program, students declare their intent to complete an Advanced Certificate, and then it is added to their progress toward their degree and is

recorded on a student's transcript. Sample student degree progress screens available online to students on the OnePratt intranet are included in Appendix [43].

Table 12. Advanced Certificates for the MSLIS Program

Archives, Advanced Certificate	The 18-credit Advanced Certificate in Archives prepares students to become archivists. Archivists collect, manage, preserve, and provide access to records with enduring value, including records created by individuals, families, and organizations, in analog and digital formats. Archives serve as memory institutions for culture and support scholarly, historical, legal, genealogical, and personal research.
Conservation and Digital Curation, Advanced Certificate	The Advanced Certificate in Conservation and Digital Curation (12 credits) allows students to develop knowledge and skills in conservation and digital curation for both paper-based and digital materials. Elective courses are available around topics such as performing hands-on conservation treatments, art documentation, visual resource management, digital asset management, linked open data, and digital archives. Various fieldwork opportunities are also available, such as through our Fellowship program. Note that this 4-course program is intended to teach complementary skills to library and museum professionals and is not intended to train conservators who need further education in chemistry and related fields.
Children's and Young Adult Library Services, Advanced Certificate	The goal of the Advanced Certificate in Children & Young Adult Library Services (12-credits) is to prepare MSLIS students to work with young people in the contemporary public library. Students who complete this advanced certificate will have the skills, knowledge, and cultural competencies needed to develop and implement inclusive and creative library services for children and youth. The certificate will offer the option for MSLIS students to select one design or arts-oriented course to complete the program, in order to gain hands-on,

	practical experiences with Creative Making, which is a major activity in library service to children and young adults, often expressed through arts and crafts in library programming, library maker spaces, and teen tech and media centers in public libraries. Focusing as it does on the role of community values, cultural sensitivity, and inclusive and accessible services, the certificate will set the stage for diversity, equity, and inclusion (DEI).
Digital Humanities, Advanced Certificate	The 12-credit Advanced Certificate in Digital Humanities teaches students how to apply emerging technologies to traditional areas of humanistic inquiry. Since much of this work is situated within academic libraries and cultural heritage institutions, the program emphasizes the special role of information professionals in supporting digital humanities research, teaching, and professional activities.
Spatial Analysis and Design, Advanced Certificate	This 12-credit Advanced Certificate program offered by the School of Information in collaboration with Pratt's Spatial Analysis and Visualization Initiative (SAVI) is designed for students who wish to pursue careers in the rapidly emerging field of spatial analysis and visualization. Throughout the program, students explore and analyze spatial data, develop technical mapping skills, and learn to apply visual design principles to their research output.
User Experience, Advanced Certificate	The 12-credit Advanced Certificate in User Experience (UX) teaches students how to design and evaluate digital interfaces (e.g., websites, software products, and mobile/tablet applications) from a user-centered perspective, with an emphasis on understanding users and their contexts and applying that knowledge to make digital tools more user-friendly and engaging. Through their coursework, students build a digital portfolio demonstrating their preparedness to do practical UX work in a variety of roles and settings.

Advanced Certificates are also revised regularly according to the six-year cycle of curriculum review (Appendix 54). The Advanced Certificate in Archives was revised in 2019 to bring it into closer alignment with the Society of American Archivists Guidelines for Graduate Programs in Archival Studies, as well as student and alumni feedback, and ensure that students in that program learn the knowledge and skills to be an archivist (Appendix 4, "fall 2019" folder).

We are also pleased to be able to create new Advanced Certificates. In fall 2024, we will launch the Children's and Young Adult Library Services Advanced Certificate (Appendix 4, see "spring 2024" folder), which helps create coherence for students interested in working with children and young people in a public library setting, and has been approved through the Institute channels and New York State Education Department.

Cooperative Degree Programs

The School offers a MSLIS/MA History of Art and Design dual-degree program that prepares students for careers in art librarianship, art archives, museum archives, and art-focused roles in academic libraries. This program is 60-credits, with half taken in the School of Information and the other half in the Department of History of Art and Design (HAD) (Appendix 30). Students typically complete this program in 3 years, and are required to complete both a thesis for HAD and an MSLIS portfolio.

Interdisciplinarity

The School of Information Strategic Plan, as well as the Institute's Strategic Plan, have made a call for more work in the area of interdisciplinary program development (Appendix 39 and 68). To address these calls for more interdisciplinary opportunities for LIS students, the LIS program was revised in 2021 to allow MSLIS students to complete one graduate course outside of the School of Information (Appendix 4, see "spring 2021") within their 36-credit program. In addition, students can complete any INFO course to satisfy their electives, which include LIS-specific courses (e.g., Youth, Archives, Conservation, etc.) but also in UX Design, UX Research, Data Analytics, and Museum Studies.

Research Opportunities

Students have ample opportunity to engage in Research in the MSLIS program. "Research" is one of the five program-level learning outcomes of the MSLIS program, and students engage in a research project in their first course at the School of Information: INFO 601 Foundations of Information. The research completed in INFO 601 is library

research, with opportunities to engage in empirical research in elective courses, such as in INFO 630 Human-Centered Research Design and Methods. As research is a learning outcome, all students will have at least one research project in their graduation portfolio (Appendix 34). Also, as shown in Appendix 52, while INFO 601 Foundations of Information has supplied 62 of the 161 research projects included in portfolios starting in fall 2019, a wide-variety of other classes have also supplied a research project. In fact, 27 other courses have been used to satisfy the Research SLO, which indicates the widespread opportunity for research in the MSLIS program (Appendix 43).

Experiential Opportunities

The MSLIS program places high-value on experiential opportunities, which are in fact part of School Goal #4: *"To enrich the student experience through **experiential and project-based learning**, international study, co-curricular and extracurricular activities, and one-on-one mentoring and advisement."* As experiential learning is valued, courses that collaborate with an outside organization are collected each year and recorded in the Annual Assessment Reports (Appendix 49). For example, in recent annual assessment reports, LIS-specific courses included students working on experiential projects with outside groups, including:

- INFO 625 Management of Archives and Special Collections – Pratt Institute Archives
- INFO 652 Reference and Instruction - New York Public Library - Correctional Services Department
- INFO 665 Projects in Digital Archives - Lesbian Herstory Archives
- INFO 647 Visual Resource Management - Bard Graduate Center

For example, in INFO 665 Projects in Digital Archives, students team up with an archive to convert a difficult-to-access analog collection into a digital archive, and present it to users online. In recent years, the course has worked most frequently with the Lesbian Herstory Archives in Brooklyn, NY. This has the advantage of providing students the opportunity to work with unique collections, experience realistic challenges, connect theory to practice, and also help move forward the objectives of the local community archive. The digital product of those students' work can be found at herstories.prattinfoschool.nyc. Other courses such as INFO 625 Management of Archives and Special Collections have included an experiential component. For example, in this course students have been collaborating with the Pratt Institute Archives to process archival collections (e.g., creating finding aids), such as the records of the School of Information, which also allows for the connection of

theory to practice and gain familiarity in working with twentieth century organizational records.

In addition to courses that build an experiential component into the course, we also offer a fellowship program, where students work on a project with an institution for an entire academic year, and have the option of receiving academic credit for it through our course INFO 698 Practicum/Seminar. Students who do not take INFO 698 are required to present their fellowship project at InfoShow, the annual showcase of student work (Appendix 91). Students receive funding from Pratt's endowment and spend-down gifts to undertake the fellowship, which increases each year and was $7,450 in AY23/24 (Appendix 94). Fellowships offered during the 2023/2024 academic year include the following, and fellowships specifically for LIS students are *italicized*:

- Met Museum Data Analysis & Visualization for Collections Information Fellowship
- Pratt Center Mapping, Data Analysis & Visualization Fellowship
- MoMA UX Research Fellowship
- Met Museum Digital Product Design Fellowship - 2 Fellowships
- *Brooklyn Public Library Children's/Young Adult Services Fellowship*
- *Brooklyn Public Library Center for Brooklyn History User Services Fellowship*
- *New York Public Library Digital Archives & Preservation Fellowship*
- *Lesbian Herstory Archives Fellowship*
- *MoMA Library Fellowship*
- *Met Museum Watson Library Fellowship - 2 Fellowships*
- *Frick Library Fellowship - 2 Fellowships*
- *Franklin Furnace Fellowship*
- *MoMA Linked Open Data Fellowship*
- Whitney Museum Collection Information & Data Fellowship
- Lincoln Center for the Performing Arts Digital User Experience Fellowship
- *Hauser & Wirth Institute Archives Fellowship*

II.4 Statements by Relevant Professional Organizations

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

The LIS program's curriculum is designed and updated with respect to statements of knowledge and competencies developed by relevant professional organizations, as discussed in Chapter I.2 and II.1. During AY 2022/2023, the LIS Core Review Task Force

conducted a detailed review of the four core courses in order to update the specific learning outcomes for each course and bring the syllabi up to date, the previous review having occurred in 2017 (Appendix 24 and 23). The first step in the process was to read and synthesize the relevant documentation, seeking to answer the question, "What knowledge and skills are essential?" A key source in this evidence review were the competency standards articulated by professional organizations, including ALA, ALISE, ALSC, YALSA, ACRL, ARLIS, SAA, and RUSA. Further, it also synthesized statements such as the 2021 draft of the Core Competencies for Librarianship, noting the new sections on social justice and diversity, equity, and inclusion. As a result of this review, the learning outcomes set out in the syllabi for the four core courses were revised in Fall 2023, with relevant additions related to DEI (Appendix 24).

Students can demonstrate professional competencies in areas of concentration. 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. Table 12 below, copied from the program revision documentation, illustrates the alignment between these SLOs and SAA's guidelines (Appendix 4, "fall 2019" folder).

Table 13. Alignment between the Archives Advanced Certificate, revised in 2019, and the 2016 SAA Guidelines for Graduate Programs in Archival Studies

Certificate SLOs	Alignment with SAA Guidelines (2016)	Required courses that address
● Explain the social and organizational function of archives, and how it differs from and intersects with libraries and museums.	Knowledge of Archival Material and Functions: The Nature of Records and Archives.	INFO 625 Management of Archives & Special Collections
● Use knowledge of core archival principles and practices, such as collection development, appraisal, donor relations, arrangement and description, legal/ethical issue resolution, access/reference, preservation,	Knowledge of Archival Material and Functions: Selection, Appraisal & Acquisition Knowledge of Archival Material and Functions: Arrangement & Description	INFO 625 Management of Archives & Special Collections INFO 632 Conservation & Preservation

instruction/outreach/advocacy and management/administration.	Knowledge of Archival Material and Functions: Preservation Knowledge of Archival Material and Functions: Reference and Access Knowledge of Archival Material and Functions: Outreach, Instruction, and Advocacy. Knowledge of Archival Materials and Functions: Management and Administration	
● Process an archival collection and use archival descriptive standards, specifically DACS and EAD.	Knowledge of Archival Material and Functions: Arrangement & Description	INFO 625 Management of Archives & Special Collections
● Implement digitization of analog collections and management of born-digital materials.	Knowledge of Archival Material and Functions: Digital Materials Management	INFO 665 Projects in Digital Archives INFO 655 Preservation & Digital Curation
● Discuss trends in the field of archival practice and archival studies and place in historical context.	Knowledge of the Profession: History of Archives and the Archives Profession.	INFO 625 Management of Archives & Special Collections
Demonstrate critical thinking about the role of archives for sustaining personal, social and public memory.	Contextual Knowledge: Legal and Financial Systems Contextual Knowledge: Social and Cultural Systems Knowledge of the Profession: Ethics & Values Knowledge of the Profession: Records and Cultural Memory	INFO 625 Management of Archives & Special Collections INFO 635 Archives Appraisal, Acquisition & Use

Other areas of study address professional competencies as well. For example, the new Advanced Certificate in Children's and Young Adult Library Services, which is being introduced in fall 2024, references the core-competencies for librarians serving children and youth in public libraries highlighted by the Association for Library Service to Children (ALSC) and the Young Adult Library Association (YALSA) (Appendix 4, see "spring 2024" folder). The Advanced Certificate in Children's and Young Adult Library Services addresses diversity, equity, and inclusion, community engagement and partnerships, a deeper knowledge of the pedagogy of informal learning, especially in the areas of STEAM and digital/data literacy, as well as hands-on, practical experience integrating materials and technologies into library programming for young people – themes reflected in the ALSC and YALSA standards.

Students also demonstrate competencies developed by professional organizations at the course level. For example, all students are required to take INFO-652 Reference and Instruction, where they develop competencies captured in RUSA's Professional Competencies for Reference and User Services Librarians. The course INFO 676 Services for Early Childhood directly refers to ALSC standards in the syllabus (Commitment to Client Group, Programming Skills and, Outreach and Advocacy).

II.5 Curriculum Evaluation

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

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

Curriculum review and assessment is a collaborative effort between the School-wide Curriculum Committee (CC), the Curriculum and Teaching Leads, task forces assembled for major curriculum updates–such as revisions to the MSLIS core curriculum and program-level learning outcomes–and the Dean and Assistant Dean (Appendix 80 and 82). The evaluation of curriculum is driven by the Pratt's Curricular Review Policy and well as the Academic Assessment Policy (Appendix 79 and 100). We will provide more detail on the Curriculum Committee below.

CC Composition

The CC functions as a standing committee that follows a peer review model, recognizing the central role of faculty in assessing and revising curricula and providing

recommendations to the dean for implementation (Appendix 80). The voting members consist of a minimum of four SI full-time faculty members currently teaching credit-bearing courses and one part-time SI faculty member with at least two semesters of teaching experience. The Dean, as an ex-officio member of the committee, is included in committee communications and receives all materials submitted to the CC for review. The CC composition, including the Chair (or two Co-Chairs), is elected annually, and voting members serve one-year terms, renewable indefinitely, with the option for a half-year term in cases of sabbaticals or leaves.

CC Functions and Processes

The committee meets monthly to ensure continuous planning and improvement of the curriculum through the following functions:

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 by employing systematic data collection and analysis.
3. Prepare an annual report (summary) on activities, to be delivered at the annual retreat.
4. Maintain a digital archive of activity documentation.
5. Review one-sixth of all curriculum each year to ensure that no curriculum has gone more than six years without being reviewed.

The CC is charged with reviewing all proposals related to credit-bearing courses, degree programs, and degree program concentrations offered within the School of Information. The committee holds monthly meetings during the academic year, with meeting schedules synchronized with the Institute Curriculum Committee (ICC) calendar (Appendix 99). The CC, led by the committee chair, submits an Annual Report to the Faculty Council at the Annual Retreat (held annually in September) that contains a summary of all committee activities and recommendations as well as references to relevant meeting minutes (Appendix 53). The report provides a record of committee's decisions, where decisions are supported by evidence and other commentary in the meeting minutes (Appendix 99).

Regular Reviews of the Entire Curriculum

The curriculum as a whole is systematically reviewed by the CC on a six-year cycle and recommendations are brought to the Dean, who notifies instructors about revisions to be implemented, if necessary. The need for the six-year review is driven by the following School goal and indicator connected with curriculum (Appendix 60):

1.2 100% of courses and major curricular components (e.g., degrees, certificates, concentrations, student-learning outcomes) have been reviewed for quality in the past six years.

CC Annual Reports (2016-2022) provide evidence of work done to keep the curriculum up-to-date, presenting the committee's main areas of focus for the curriculum review and improvement along with data collected that support its work (Appendix 53). The ongoing review of the entire curriculum began as the five-year plan (2017-2022) to review the entire curriculum, including every course (Appendix 22). This work was completed in 2022, and the review cycle has begun anew on a six-year cycle running from 2022-2028 (Appendix 101). The status of each curriculum component is monitored by the Dean in the Curriculum Review Status tracking document to ensure that no curriculum goes more than six years without review (Appendix 54). The course review forms are available in Appendix 99.

New/Revised Curriculum Proposals

In addition to the regular review of the entire curriculum that is conducted by the CC, the CC also reviews all proposals for new or revised curriculum. Any faculty member may submit a curriculum proposal. 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 Course Evaluations, Portfolio rubric data[5]
- Alumni: from the MSLIS Alumni Survey;
- Employers: from the Employer Survey;
- 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) (Appendix 99 and Appendix 87).

If the CC votes to recommend a proposal (new course, degree program, or program concentration), it moves on to the Dean for review. Proposals for required courses, as well

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[5] Raw survey results are available for on-site inspection by ERP; many relevant survey statistics are reported in the Annual Assessment Reports (Appendix 49) and MSLIS Key Statistics webpage (Appendix 13).

as degree and certificate programs, are reviewed by the Institute Curriculum Committee (ICC), composed of faculty and administrators from across the Institute. All proposals advance to the Provost, and, if needed (i.e., for new or substantially revised degree programs), to the New York State Education Department (NYSED). Approved proposals are processed by the Registrar.

New Course Offerings

To keep the course offerings innovative and topical and to address potential gaps in the curriculum, new courses are proposed by full and part-time faculty. When faculty submit new course proposals, they must also explicitly describe how the course contributes to the five MSLIS program-level student learning outcomes. All this supporting evidence is documented in the curriculum proposals and is discussed and taken into consideration at CC meetings (Appendix 99). Many new courses begin as Special Topic courses (courses coded as INFO 697). After three iterations, special topic courses that have been deemed valuable will be regularized according to the process detailed above (see Appendix 54 for a list of course additions and regularization).

Curriculum Evaluation based on Assessment of Student Achievements

Input from current students, alumni, practicum supervisors, and other practitioners inform course revision and the introduction of new courses. Faculty members receive direct feedback on content and instructional methods through online student course evaluations conducted at the end of each course. Aggregate results for each course, reviewed by individual faculty responsible for the course and the Dean, serve as valuable tools for making continuous improvements. Courses that receive low scores are further examined to identify issues involved, including overlapping and thus redundant content or the need to be more challenging. Aggregate course results are also accessible to the student community and can be consulted in the Pratt Manhattan Center 4th floor library.

Portfolio

A graduating Portfolio is required for all students, to be completed during the final semester in their program (Appendix 77). Assessment of the portfolio is guided by the five program-level learning outcomes identified in the MSLIS Portfolio Assessment Rubric, which was updated in 2023, 2018, and 2014 to coincide with updates to program-level learning outcomes (Appendix 15, 14, 93). The successful completion of the Portfolio serves as a source of evidence for the appraisal of individual student learning, as well as an indicator of curricular strengths, and a guide to making improvements to the MSLIS program. As the annual assessment reports detail, all students have passed the Portfolio

graduation requirement after at most three submissions which tells us that students achieved the learning goals for the MSLIS (Appendix 49). The School has analyzed the courses that supply MSLIS Portfolio Projects, which offers a window on students interests and which courses most directly address the Program-level learning outcomes (Appendix 52). Sample student portfolios can be viewed in Appendix 34.

Involvement of Constituents - Students, Alumni, and Employers

Upon revising or reviewing curriculum, stakeholder feedback is gathered and consulted to inform revisions and decision-making and is explicitly documented in proposals for curriculum changes. For example, in revising the MSLIS core curriculum in 2022-2023, there was an extensive examination of student course evaluations, graduating student surveys, alumni surveys, portfolio data and analysis of job data from employer sites (Appendix 24). A similar strategy that analyzed stakeholder data to inform revisions to the MSLIS core curriculum was also employed in the 2017 revision (Appendix 23). Other major curriculum changes, such as the revision of the Advanced Certificate in Archives, made extensive use of alumni and student feedback in addition to incorporating the SAA's Guidelines for Graduate Programs in Archival Studies (Appendix 4, "fall 2019" folder).

In addition to curriculum proposals that explicitly address feedback from stakeholders, the school also holds town halls twice a year where the Dean provides updates to the community and takes in feedback, providing another venue for community members beyond surveys. The need for these twice-a-year town halls is driven by the following school-goal and indicator (Appendix 60):

> *Goal 11. To practice transparency and openness in our communications and planning.*
>
> > *Indicator 11.2. Events are held to inform the SI community of planning and decision-making and solicit feedback*

II.6 Decision-making Process with Respect to Curriculum

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

Decision-making with respect to curriculum involves in all cases in the Curriculum Committee, and the minutes of that committee reflect the decisions of that committee (Appendix 99). Before Fall 2023 and in addition to the minutes, decisions were reflected

in PDF-based curriculum tracking sheets, which illustrate the decision-making steps from Author, to Curriculum Committee, to Dean, to Provost, to Registrar, as shown in Figure 3

Office of the Provost
REVISED PROGRAM   Application Tracking Sheet

Proposed Course Number: *(if applicable)*	Proposed Course Title or Program Title: **M.S. Library and Information Science**	
Primary Author *Name and Signature:*	**Chris Sula**	Date:
Dept. Curriculum Committee's Review *Name and Signature:*	**n/a**	Date:
Chairperson's Review *Name and Signature:*	**n/a**	Date:
School Curriculum Committee's Review *Name and Signature:*	**Irene Lopatovska**	Date: Feb. 25, 2021
Dean/Director's Review *Name and Signature:*	**Anthony Cocciolo**	Date: 2/25/2021
Office of Provost received on:		
Notification sent to ICC on:		
ICC comments received by Provost on: *(ICC review and comment only considered for new & revised programs and courses that impact program curricula)*		
Institute Curriculum Committee Review : Damon Chaky		Date: 5-April-2021
Provost Approval:	Donna Heiland	Date: 5/7/21
Acad. Affrs. Comm/BOT approval received on: *(new programs only)*		
NYSED approval (when applicable) received on:		
Sent to Registrar on:	Colleague Entry on:	

below.

Figure 3. Curriculum Tracking Sheets (pre-Fall 2023)

In Fall 2023, Pratt's Provost and Registrar's Office rolled out Coursedog, an online system for curriculum review workflow that automatically syncs with Pratt's student information system, Ellucian's Colleague. Today, the decision-making steps are reflected within Coursedog's interface, as shown in Figure 4.

Figure 4. Course revision proposal in CourseDog for INFO 653, which illustrates the decision-making and approval at various levels

In addition to the Curriculum Committee's decisions reflected in Coursedog, they are also reflected in meeting minutes (Appendix 99) and annual reports (Appendix 53), and communicated to the Faculty Council each month by the chair of the curriculum committee (Appendix 87).

As discussed in this chapter, evidence of the evaluation of the curriculum happens during the annual review of the entire curriculum that helps ensure no piece of curriculum goes for more than six years without being reviewed (Appendix 22, 101, 99). Evaluation also occurs at the stage when new or revised curriculum are proposed (Appendix 4 and 99). Committees, such as the LIS Core Review Task Force convened during AY 2022/2023 and 2023/2024, create evidence of curriculum evaluation which is eventually submitted to the Curriculum Committee for review alongside proposed changes to curriculum (Appendix 23, 24, 18, 20).

In the annual assessment reports (Appendix 49), the status of curriculum review is evaluated each year connected with the following school goal and indicator:

Goal 1: To offer a current, forward-looking, and high-quality curriculum that supports academic inquiry and student learning.

Indicator 1.2 100% of courses and major curricular components (e.g., degrees, certificates, concentrations, student-learning outcomes) have been reviewed for quality in the past six years

In the annual assessment report for the 2022/2023 school year, it was noted that "100% of all courses reviewed by CC since 2017. SI Curriculum Review Tracking Sheet provides status of all review and revision work. All degrees reviewed within last 6 years. Only advanced certificate not reviewed since 2017 is the Advanced Certificates in Digital Humanities" (Appendix 49). The review of the Advanced Certificate in Digital Humanities has been delayed since the lead faculty on that certificate has moved into a new role in the Provost Office, and we anticipate being able to conduct that review soon as we have new faculty in that area able to review it.

II.7 Results of Evaluation Used to Improve the Program

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

Results of evaluation are used to inform the revision of curriculum at both the macro level, such as at the level of program-level learning outcomes and core curriculum, and also at the micro-level, such as at the level of revising a course. As examples, we will recap the revision process of the MSLIS core curriculum and program-level learning outcomes, and provide a micro example: the revision of Management and Leadership course

Revision of MSLIS Program-level Learning Outcomes and Core Curriculum

As previously outlined in Chapter I and elaborated upon in Chapter II.1, the MSLIS core curriculum and its associated learning outcomes underwent recent revisions which were based on analysis of data. Throughout the academic years of 2022-2023 and 2023-2024, the LIS Core Review Task Force engaged in analyzing data and revising learning outcomes and the four core courses, as outlined in Appendix 24. For example, faculty on the task force reviewed outcomes from the portfolio process, graduating student surveys, statements from the field, among other sources of evidence, in informing the revision of the learning outcomes for the core courses, the program-level learning outcomes, and ultimately the revisions to the core course syllabi (Appendix 18, 24 and 4, "fall 2023" folder).

Redesign of Leadership and Management Course

All curricular decisions at the School of Information are based on an analysis of data, which is very much a part of the School's culture. A particularly noteworthy example of how analysis of data is factored into the revision of elective courses is the work undertaken by Prof. Irene Lopatovska for revising the Management and Leadership course. The School has traditionally had difficulty getting students to enroll in a management and leadership course, and there was a belief among the faculty such as Lopatovska that more work needed to go into identifying why this was the case and how a course could be developed that would indeed address the needs and interests of the study body. Therefore, Prof. Lopatvoska requested a fellowship at Pratt's Center for Teaching and Learning to undertake the research needed to better understand this and redevelop the management and leadership course (Appendix 104). Once the fellowship began, she conducted an extensive literature review and surveyed — through an analysis of syllabi and textbooks—management and leadership topics currently taught in ALA accredited master's programs and iSchools in the U.S. Data was then collected through 95 online polls and 13 interviews to understand the needs and expectations of various stakeholders, including students, information professionals, academics, and administrators. An initial draft of the syllabus was made available to the SI community for public comments. The results of the study informed decisions regarding scope and content of the course. They were also shared with the broader professional and academic community through scholarly dissemination at the 2023 ASIS&T conference (Appendix 105). The revised Management and Leadership was offered in Spring 2023 with six students registered and received positive recommendations from students in the course evaluation.[6] While this process has not fixed every problem–notably the problem of getting students to want to explore management and leadership–we are confident that we have created a strong course and look forward to offering the course again in the Fall '24 semester.

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[6] Course evaluations are available for on-site inspection.

Standard III: Faculty

III.1 Introduction to Full-Time and Part-Time Faculty

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

Full-time Faculty

In alignment with the School of Information's mission to "educate creative, critical, and socially responsible professionals who participate in, contribute to, and improve the information society" (Appendix 73), full-time faculty prepare students to meet five MSLIS Student Learning Outcomes (Appendix 18) represented broadly in the core courses as well as program areas of specialization. Full-time faculty responsibilities include teaching, research/publications and service and extend to student advisement and mentoring, developing courses that support and enhance curriculum, serving on the School and Institute committees and making external professional and research connections.

Information provided in Table 14 lists the School of Information full-time faculty who teach courses in the LIS program, and illustrates diversity of faculty specialties in teaching and research. Additionally, the majority of service to the School and the Institute is carried by full-time faculty, as evidenced by the ratio of full-time v part-time faculty representatives in various committees (e.g., SI Faculty Council Bylaws in Appendix 58, SI Curriculum Committee Bylaws in Appendix 80, memberships in SI Faculty Search Committee in Appendix 76, and reports of institutional committee memberships found in faculty CVs-Appendix 57). Full time tenured or tenure-track faculty also serve as students' primary academic advisors, as well as supervisors of their culminating Portfolio experience and independent studies.

Table 14. Full-time faculty research/teaching/advising expertise and educational background

Name, Faculty Rank (Year of Appointment)	Qualifications: degrees, areas of study and institutions	Courses Taught 2017-2023*	Areas of Curricular Expertise and Research Specializations**
Current Faculty (Fall 2023)			
Leanne Bowler, Prof. (2018)	Ph.D., Information Studies; M.Ed., Educational Psychology; MLS, McGill University	INFO 676: Early Childhood; INFO 678: Growing Up Digital; **INFO 601: Foundations of Information**; INFO 673: Literacy & Instruction	Young Librarianship; Public Libraries; Reference and User Services; Foundational principles, ethics and values; Information Literacies; Critical and inclusive pedagogy; Instructional methods; Learning outcomes assessment
Filipa Calado, Asst. Prof. (2024)	Ph.D., English Literature, CUNY Grad Center MA, English Literature, University of Maryland	**INFO 601: Foundations of Information**; INFO 664 Programming for Cultural Heritage	Digital Humanities; Queer Studies; Critical Race; Critical Pedagogy
Kathy Carbone, Asst. Prof. (2023)	Ph.D.,Information Studies, UCLA; MLIS, Kent State University; MA, Dance & Music, Ohio University	**INFO 601: Foundations of Information**; INFO 625: Management of Archives & Special Collections	Foundational principles, ethics and values; Contemporary art practice and archives; Archives and human rights; Forced migration, art, and memory; Participatory archiving; Digital community archives; Social Justice; Organization of Recorded Knowledge and Information
Sai Shruthi Chivukula,	Ph.D., Technology/Ethi	**INFO 601: Foundations of Information**; INFO	Human-Computer Interaction (HCI); User Experience Design; Ethics and

Asst. Prof. (2023)	cs & Values in HCI Practice, Purdue University	643: Information Architecture/ Interaction Design; INFO 697: Special Topics: Ethics in Technology & Design	Values; Social Justice; critical qualitative research; Research and Evidence-based Practice
Anthony Cocciolo, Dean (2009)	Ed.D., MA, Communication, Media, & Learning Technologies Design, Teachers College Columbia University	INFO 625: Management of Archives & Special Collections; INFO 665: Projects in Digital Archives; INFO 668: Projects in Moving Image & Sound Archives	Archives, physical and digital collections, collection management and curative practices; information computing and technology; moving image and sound archives
Rachel Daniell, Postdoctoral Fellow (2022)	Ph.D., Anthropology, CUNY; MS, Data Analytics & Visualization with Certificate in Spatial Analysis & Design, Pratt Institute; MA, Liberal Studies-International Studies, CUNY	**INFO 601: Foundations of Information**; INFO 619: Information & Human Rights; **INFO 654: Information Technologies**	Foundational principles, ethics and values; Legal frameworks and advocacy; Social Justice; Data analysis and visualization, GIS
John Lauermann, Assoc. Prof. (2022)	Ph.D., MA, Geography, Clark University	INFO 609: Intro to GIS; INFO 699: Independent Study	Technological Knowledge and Skills; Spatial analysis; GIS; data visualization; organization and representation of recorded knowledge and information; Information Resources

Ashley Lee, Asst. Prof (2024)	Ed.D., M.Ed., Hardvard University; MA English Literature, University of Toronto	**INFO 601 Foundations of Information**; INFO 681 Community Building & Engagement	tech/AI & civil society; social media; youth digital activism; networked social movements; surveillance; privacy; digital repression
Irene Lopatovska, Prof. (2010)	Ph.D., Information Science/Decision making, Rutgers; MS, Information Sciences, University of North Texas	**INFO 601: Foundations of Information**; INFO 607: Management & Leadership; INFO 608: Human Information Interaction; INFO 630: Human-Centered Research Design; INFO 640: Data Analysis; INFO 699: Independent Study	Foundational principles, ethics and values Research methods, techniques and design; Management and administration; Lifelong Learning and Continuing Education; Data Analytics; Human Information Behavior
Craig MacDonald, Assoc. Prof. (2013)	Ph.D., Information Studies, Drexel; MS, Applied & Mathematical Statistics, Rutgers	INFO 643: Information Architecture/ Interaction Design; INFO 644: Usability Theory & Practice; INFO 646: Digital Product Design; INFO 682: Projects in IXD; INFO 699: Independent Study	User Experience; Usability; Information Architecture and Design; Understanding and assessing the information needs of a community
Monica Maceli, Assoc. Prof. (2014)	Ph.D. Information Studies, MSIS, Information, Systems, Drexel	**INFO 654: Information Technologies**; INFO 638: Web Development; INFO 639: Database Design & Development; INFO 697: Special Topics: Rapid	Technological knowledge and skills; Web Design; Database Design; Technology to support access and delivery of information, services & resources

		Prototyping & Physical Computing	
Cristina Pattuelli, Prof. (2005)	Ph.D., Information & Library Science, UNC Chapel Hill; Dottore in Cultural Heritage Studies, University of Bologna	**INFO 653: Knowledge Organization**; INFO 661: Art Documentation; INFO 670: Linked Open Data; INFO 698: Practicum/Seminar	Knowledge Organization; Cataloging, Metadata, Indexing, and Classification standards and structures; Research; Lifelong Learning and Continuing Education;Linked Open Data, Cultural Heritage
Nancy Smith, Asst. Prof. (2019)	Ph.D., Human-Computer Interaction Design, Indiana University; MA, Media Studies, The New School; MFA, Creative Writing, University of San Francisco	**INFO 601: Foundations of Information**; INFO 641: Visual Communication & Information Design; INFO 643: Information Architecture/ Interaction Design; INFO 650: Speculative Design; INFO 671: Sustainable Interaction Design	Foundational principles, ethics and values; relationship between digital technologies and the environment; sustainability; environmental justice; animal-computer interaction; speculative design; ethical and cultural considerations of technology; existing and emerging technologies
Chris Alen Sula, Assoc. Prof. (2011), also Associate Provost for Academic	Ph.D., Philosophy, M.Phil. CUNY Graduate Center	**INFO 601: Foundations of Information**; INFO 657: Digital Humanities; INFO 658: Information Visualization; INFO 659: Advanced Projects in Digital Humanities; INFO	Foundational principles, ethics and values; Information philosophy and theory; Visualization, Digital Humanities, Data analytics; Emerging formats and genres of information resources

Affairs (2023-current)		696: Advanced Projects in Visualization; INFO 681: Community Building & Engagement	
Full-time faculty who taught between Fall 2017 and Spring 2023			
Tula T. Giannini, Professor, Dean (1998-2021)	PhD, Musicology, Bryn Mawr College; MLS, Rutgers	INFO 698: Practicum/Seminar; INFO 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; Technological Knowledge and Skills; Emerging formats and genres of information resources
Jessica Hochman, Asst. Prof. (2011-August 2018)	Ph.D., Philosophy & Education; MA, Instructional Technology & Media, Teachers College Columbia University	INFO 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; Reference and User Services; Technological Knowledge and Skills
Debbie Rabina, Prof. (2007-August 2023)	Ph.D. Information and Library Studies, Rutgers; MLS Hebrew University	INFO 611: Info Policies & Politics; INFO 613: Govt Info Sources/Access; INFO 631: Academic Libraries and Scholarly Communication; INFO 619: Information & Human Rights; **INFO 652: Reference & Instruction**	Information Resources; Reference and User Services; Policy; Legal Frameworks; Ethics; Social Justice; Scholarly Communication

Elena Villaespesa (2018-2022) changed to part-time in fall 2022	Ph.D., Digital Heritage, School of Museum Studies, University of Leicester (UK); MA, Arts Management, Universidad Carlos III, Madrid (Spain)	INFO 644: Usability Theory & Practice; INFO 645: Advanced Usability/UX Evaluation; INFO 683: Museum Digital Strategy; INFO 685: Digital Analytics	Technological Knowledge and Skills; Digital strategy; data analytics; user experience research; Research and Evidence-based Practice; Emerging formats and genres of information resources

* Core courses in MSLIS program are bolded

**Majority of the areas of faculty expertise in research and teaching align with core competencies outlined in the 2023 ALA Core Competencies of Librarianship:1. Gateway Knowledge; 2. Information Resources; 3. Lifelong Learning and Continuing Education; 4. Management and Administration; 5. Organization of Recorded Knowledge and Information; 6. Reference and User Services; 7. Research and Evidence-Based Practice; 8. Social Justice; 9. Technological Knowledge and Skills. Additional areas of expertise are also included.

At the time of writing this self-study, we were in the process of searching for a full-time faculty member (Appendix 89) to replace retired faculty member Debbie Rabina. Unfortunately, the search was not successful, and we hope to broaden the search and try again in the AY 2024-2025 school year.

In terms of faculty who have left the full-time faculty, they have either a) retired (in the case of Giannini and Rabina) or b) were interested in full-time work opportunities not as full-time faculty but did continue to teach at SI part-time (in the case of Hochman and Villaespesa).

Part-time Faculty

Part-time faculty teach a wide range of courses which draw upon their expertise, areas of specialization, high-level positions and professional accomplishments (part-time faculty CVs can be found in Appendix 57). Part-time faculty add significantly to the richness of the course offerings and the scope and depth of the MSLIS program.

Based on the student evaluations of part-time faculty courses, part-time faculty bring strength and practical focus to the curriculum (see on-site course evaluations).

Many part-time faculty have long-standing relationships with the Program and bring diverse professional experiences into the curriculum. Here are a few examples:

- *Bree Midavaine,* Visiting Assistant Professor since 2016, is a Taxonomist at the Philadelphia Museum of Art, teaches INFO 653 Knowledge Organization and specializes in Data Librarianship, taxonomies, ontologies, cataloging and metadata

- *Shawn(ta) Smith-Cruz,* Adjunct Assistant Professor since 2018, is an Associate Dean for Teaching, Learning, and Engagement at New York University Division of Libraries, teaches INFO 652 Reference and Instruction and specializes in Critical Race Theory, its intersections with queer narrative formation, indigenous epistemologies, ancestral connection, and black lesbians' herstories and spaces.

- *Nick Dease,* Assistant Professor and User Experience Librarian at Pratt Institute from 2018-2023, taught INFO 606 Digital Accessibility and INFO 654 Information Technologies and specialized in reference, instruction, digital humanities, and technological knowledge and skills.

- *Philip Sutton,* Visiting Assistant Professor since 2019, is a Reference Librarian at New York Public Library, teaches INFO 674 Genealogy & Local History and specializes in reference and instruction, patron services, and genealogy and local history research

- *Meg Wacha,* Visiting Assistant Professor since 2021, is the Scholarly Communications Officer, for the United Nations Dag Hammarskjöld Library, formerly a Scholarly Communications Librarian at CUNY, teaches INFO 654 Information Technologies, INFO 652 Reference and Instruction, and INFO 631 Academic Libraries and Scholarly, and specializes in equitable access to information and publishing systems and open research and scholarly communications initiatives.

- *Diana Pan,* Visiting Assistant Professor since 2021, is a Chief Technology Officer for MOMA, teaches INFO 654 Information Technologies, and specializes in technological knowledge and skills.

- *Claudia Berger,* Visiting Assistant Professor since 2023, is a Pratt MSLIS alum and Digital Humanities Librarian at Sarah Lawrence College, teaches INFO 659 Advanced Projects in Digital Humanities, and INFO 657 Digital Humanities, and specializes in new approaches to digital humanities research, physical data visualizations and digital environmental humanities.

Over the years, SI continues to leverage its connections to the leading information organizations of the greater New York City area to recruit and retain talented professional non-tenure-track faculty who complement the teaching specializations of the full-time faculty as evidenced in the faculty CVs (Appendix 57).

Full-time to Part-Time Teaching Ratios

Our performance indicator for full-time to part-time teaching ratio is that full-time faculty teach greater than 50% of the courses, which is measured annually and reported in our annual assessment reports (Appendix 49). Our full-time to part-time faculty ratio per academic year is included in Table 15.

Table 15. Full-time to Part-time Teaching Ratios

Academic Year	% of Courses Taught by Full-time Faculty
2023/2024	41.29%
2022/2023	40.00%
2021/2022	46.76%
2020/2021	44.64%
2019/2020	50.00%
2018/2019	51.6%
2017/2018	55.4%
2016/2017	65.9%

As you can see above from Table 15, we have been challenged in the last four years to reach our target of greater than 50% of courses taught by full-time faculty. The drop in courses taught by full-time faculty can be attributed to a number of factors, including reduced teaching loads for phased retirement, faculty gaining tenure and then being able to take 1-year or half-year sabbaticals, new full-time faculty teaching a reduced load (e.g., new FT faculty teaching a 2-2 load), full-time faculty course releases to engage in activities like service, research and administrative work, and unplanned full-time faculty departures or retirements. For example, the COIVD-19 pandemic promoted some faculty to decide to retire earlier than expected, disrupting plans that were made before the pandemic.

We have responded in our Annual Operational Action Plans of not meeting this goal by planning for the hiring of additional full-time faculty (Appendix 50). For example, in our Operational Action Plan for 2020/2021 school year, we included an action item to hire an additional full-time faculty. However, that plan was postponed because of the financial constraints stemming from the COVID-19 pandemic. Fortunately, we were able to add that action item to the 2021/2022 Operational Action plan, and was able to successfully hire Dr. John Lauermann.

In the Operational Action Plan for AY 2022/2023, we created an action item to hire two additional full-time faculty, and we were able to successfully hire three faculty: Drs. Shruthi Chivukula, Kathy Carbone, and Gopinaath Kannabiran. Dr. Kannabiran is not continuing on with the school in the 24/25 school year, but both Profs. Carbone and Chivukula will transition from teaching two-courses per semester to three-courses, helping address reaching the greater than 50% goal.

In the Operational Action Plan for AY 2023/2024, we created action items to replace Prof. Debbie Rabina, which was a position we viewed as very much supporting the LIS program, as well as hire a full-time faculty as part of Pratt's First Cluster Hire, "Diverse Voices Create Just Futures" (Appendix 109). We were not able to hire a replacement for Rabina (two finalists came to campus and both were offered the position, but both took options elsewhere), we were able to fortunately hire two candidates from the cluster: Drs. Ashley Lee and Filipa Calado. We are planning to try again and search for Rabina's replacement in AY 2024/2025, as well as search for the position occupied by Prof. Kannabiran.

Another initiative underway to increase the full-time faculty is rehoming faculty from other departments at Pratt who would like to teach at the School of Information and have the expertise to do so. Prof. John Decker, who is an art historian (Ph.D. University of California, Santa Barbara) and completed the M.S. Data Analytics and Visualization degree offered by SI, is starting to teach a full-time load (3/3) in the School of Information beginning in Fall '24. In January '25, it is anticipated that he will present a request and related packet to officially "re-home" to the School of Information, which will be reviewed by the School of Information Peer Review Committee and Dean. If successful, he will be officially "re-homed" to the School of Information in Spring '25. It is anticipated that his expertise in art history will help support our students interested in art and information, such as the dual-degree students, and his extensive administrative experience (he chaired the Department of History of Art and Design for six years) will be a strong asset to the school.

Given the two full-time faculty searches expected to take place in AY 2024/2025, and that we have our second-year faculty transitioning to full teaching loads, and we have a re-homing application underway, we anticipate being able to close the gap and reach the >50% ratio by fall 2026, barring any unexpected faculty departures. We will continue to monitor our ratios through our annual assessment reports assembled each summer, and continue to request positions and hire for them to reach our goal of greater than 50% of courses taught by full-time faculty.

III.2 Supporting Excellence through Appointments and Promotions

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

The School puts high priority on recruitment, retention and promotion of full-time and part-time faculty who engage in high-quality teaching and research, and actively serve the Institute and/or the larger professional community. The School and the Institute offer various opportunities to encourage and support faculty teaching, research and service endeavors. This chapter outlines processes, procedures and resources that support faculty excellence.

Appointment, Reappointment, Promotion, and Tenure Process

The School's Peer Review Committee on Appointment, Reappointment, Promotion, and Tenure (PRC for ARPT) operates within and conforms to the process for faculty actions established by Pratt's Collective Bargaining Agreement (CBA) between Pratt Institute and the United Federation of College Teachers (UFCT) (Appendix 3). In accordance with the terms of the article 16.2 of the contract, the 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" (Appendix 3, p. 9). Thus, the School of Information has its own Peer Review Committee (PRC), and PRC guidelines (Appendix 63) for evaluating faculty's teaching, research, and service in support of the School's goal to "cultivate qualified faculty members who engage

in high-quality research, participate in scholarly activities, and/or are experts in their field of practices" (goal #7, Appendix 60).

For appointments to full-time faculty, a Faculty Search Committee is formed (Appendix 103). At the Faculty Council meeting, the Dean recruits members to be on the committee and works with that committee to establish the basic contours of the position based on the school's needs. The Faculty Search committee refines the position description, and the Dean, Provost and Human Resources approve it before the search can commence. Candidates must hold a doctorate in information science or a related field. Through working with HR, the committee 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, curriculum vitae, research statement, teaching statement, DEI statement and list of three professional references. 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 also conduct a teaching demo with a group of students. 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 Dean calls all references in connection with a full-time faculty job offer (Appendix 103).

All Part-time faculty opportunities are advertised through the "Working at Pratt" webpage and LinkedIn, and where appropriate through electronic lists, other social networks like X, and professional Slack channels. Guided by the Part-time Faculty Administrative Guidelines, which is a School-level policy (Appendix 64), all open part-time faculty positions must be advertised in order to create a pool of candidates, and at least two candidates must be interviewed for an open position.[7] This guideline was created out of the belief, as stated in the guideline itself, that "creating a diverse candidate pool for any given teaching assignment is highly advantageous" (Appendix 64). This guideline and strategy were recommended by the Faculty Council and approved by the Dean in 2019 as

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[7] The exception is for emergency cases where a faculty has to be replaced within 8-weeks before the start of the semester.

a way to promote hiring of a diverse faculty. Candidates for part-time faculty positions are interviewed by the Dean or Assistant Dean, and included in the interview where appropriate is a full-time faculty member who teaches in a related area who can provide advisory feedback. Successful job candidates are offered the position and appointed by the Dean.

Per PRC guidelines (Appendix 63): "Part-time faculty members must hold a Master's degree for at least two years, and must have current and significant professional experience in their area of teaching." All part-time faculty are appointed at the rank of Visiting Assistant Professor and have an opportunity to advance their Status and Rank (described below).

Recent appointments of the full-time and part-time faculty illustrate program's commitment to excellence:

- *Full-time:* Dr. Leanne Bowler, a renowned expert in youth programming and librarianship, joined Pratt in 2018 as a full-time Associate Professor. In recognition of Dr. Bowler's professional excellence and experience (she already held a tenured Associate Professor position at the University of Pittsburgh), she was promoted to the Full Professor with tenure in 2021.
- *Full-time:* Dr. Kathy Carbone joined the Program in 2023 as a full-time Assistant Professor. Dr Carbone enriches the special collections/archives program concentration with her unique teaching and research experience that bridges art, design and archival fields.
- *Part-time:* Shawn(ta) Smith-Cruz joined the program in 2018 as a Visiting Assistant Professor. As an associate dean in Teaching, Learning, and Engagement at NYU Libraries, Smith-Cruz teaches INFO 652 Reference and Instruction. Since joining the program, she was able to advance her academic rank and status to Adjunct Assistant Professor in 2021.
- *Part-time:* Kyle Triplett has joined the program in 2013. As a Rare Books Librarian at New York Public Library, Mr. Triplett teaches INFO 689 Rare Books & Special Collections, and specializes in reference and instruction, rare books and archives. Since joining the program, he was able to advance his academic rank and status in 2020 to Adjunct Associate Professor.

Full-time faculty who seek reappointment, promotion or tenure submit the following documentation to the PRC (see Appendix 63 for PRC guidelines): curriculum vitae, course

syllabi, evidence of research, teaching and service activities, and additional materials at faculty's discretion. At tenure and promotion to full professor, external letters evaluating the candidate are required. 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 prepares their recommendation with the individual faculty member. The PRC and the Dean recommendations are then forwarded to the Provost, who provides a recommendation. Final determination is made by the Board of Trustees based on recommendations, enrollment trends, distribution and budgetary considerations.

Part-time faculty are able to apply to the change of status from Visiting to Adjunct after four semesters of teaching at Pratt, which if granted allows them to teach more and entitles them to certain benefits like health insurance. Part-time faculty who has long-term appointments at the School may apply to the change of rank from Assistant to Associate to Full professor. Similarly to the full-time faculty applying for the change of rank and/or status, part-time faculty need to submit to PRC evidence of effective teaching, areas of expertise mapping to multiple areas of curriculum at SI, as well as scholarly and/or professional activity, and continued commitment to Pratt Institute. Evidence of commitment may include school or Institute committee membership, attendance at the School's meetings and events, professional collaboration with SI faculty and students, significant curriculum development, and other forms of service.

Encouragement of Excellence in Teaching, Research and Service

The Institute and the School support excellence in teaching and provide support for curricula development and related projects. As part of the Institute-wide faculty orientation, new faculty are introduced to Institute teaching resources. Pratt's Center for Teaching and Learning (Appendix 28) offers support to faculty in the forms of guides, resources, public events/workshops, and fellowships that allow faculty to have a semester-long course release for new course development or other curricular initiatives. A recent example of such a fellowship resulted in a completely revised INFO 630: Management and Leadership course by Dr. Lopatovska, who also shared her course development experiences at the recent ASIS&T 2023 conference (Appendix 104 and 105). The mentoring by peer faculty is another avenue available to help faculty hone their teaching, research and service paths within the School, and to ensure that they are on track with

meeting expectations for their academic tank, status and professional development. In AY 2023/2024, Pratt's Provost Office started a formal peer mentoring program as a pilot, where faculty across the Institute volunteered to either be a mentor or be a mentee. In that school year, we had two faculty acts as mentors and two junior faculty were mentees. From the evaluation from its pilot year, both mentors and mentees had a high-degree of satisfaction with the program (Appendix 110).

In order to support faculty research, the Institute offers grants from the Academic Senate's Academic Initiatives Fund and Faculty Development Fund (Appendix 26). Examples of recent awards to the LIS faculty include Faculty Development grants to Dr. Cristina Pattuelli to support the project "E.A.T. as Semantic Graphs: Mining the Experiments in Art and Technology Archive" (2023) and Dr. Monica Maceli for "Making Outside the Makerspace: Applications of Single-Board Computers and Microcontrollers in Libraries" (2021). The Institute supports multi-disciplinary research and community partnerships through its Office of Research and Strategic Partnerships, including its Research Yard facility that brings together research across Pratt at the Brooklyn Navy Yard (Appendix 90).

The School supports faculty research in several ways:
- The School's Faculty Innovation Fund offers grants to support junior faculty in establishing their research agenda, and senior faculty who seek external funding. Separate funding from the School is often available to cover smaller research expenses (e.g. participants' compensation) (Appendix 59)
- The School allocates funds for graduate assistants who help faculty with their research while gaining valuable professional experience and skills.
- The School offers several labs where faculty can conduct research studies, often as part of their courses.
- Faculty are encouraged to share their research and strengthen their professional networks by attending professional conferences (at least one conference per academic year is funded by the School).

New full-time faculty in their first-year of a full-time appointment have lower service expectations and a reduced teaching load, teaching two courses in the Fall and Spring semesters instead of the required three, giving them time to develop their research agenda.

Faculty engage in service at the School, the Institute and professional community levels. Examples of the School-level faculty service include participation in Faculty Council, Curriculum Committee, Peer Review Committee, DEI Committee, Admissions Committee, task forces like the ALA Accreditation Task Force, and New Faculty Search Committees. Examples of the Institute-level faculty services include participation in the Academic Senate, Institute Curriculum Committee, senior administrative searches, and other committees. Significant service commitments to the School or the Institute (i.e., LIS Curriculum and Teaching Lead, Academic Senate officer, Faculty Development Fund committee chair) are compensated by course release or a stipend. Part-time faculty are compensated for their time serving on School or Institute committees (e.g., see Bylaws of Committees in Appendix 58, 80, 55, 47) through stipends. The School covers full-time faculty membership fees in two professional organizations and conference attendance expenses as a way to support faculty's service to the larger professional community.

Provision of a Stimulating Learning and Research Environment

Evidence of the School's success in providing a stimulating environment for learning and research is described in many places throughout this document. Here, we include evidence coming from the graduating student and alumni surveys (from Annual Assessment Report 22/23, Appendix 49).

Overall, 87% of LIS student respondents (*N*=55) believed that the program provided a learning environment conducive to learning. 89% percent of participating LIS students agreed or strongly agreed that the School's communication platforms were effective in providing information about events and activities that enriched their experiences, and 95% of respondents also indicated that the School offered a quality program that prepared them to work in their chosen profession. Similar trends are reflected in the alumni survey, with 100% of respondents (*N*=13) agreeing that the quality program prepared them for their chosen profession. A few comments from anonymous participants attest to the stimulating learning environment offered by the LIS program (form the Graduating Student Survey AY 21/22, available for on-site inspection)

- *I think that for an LIS degree, Pratt is a great place to get it done. I enjoyed the student body, and had some amazing professors during my time here, and feel pretty prepared to go into the field.*
- *Pratt is a very connected place. Being taught by working professionals meant that I was learning from people who actually knew about the current state of the field.....*

Additionally, the strong and connected alumni network helped me build up professional connections.

Student research is encouraged and supported in LIS courses. Evidence of student research can be found in student participation in the end-of-the-year student conference, InfoShow (Appendix 91), their course projects in their Portfolios and student publications and presentations (usually announced in the School's Newsletters, Appendix 61). Evidence of research that students conduct individually or in collaboration with faculty can be traced in their scholarly publications, for example [student names in bold font]:

- **Pickering**, G. (2023). "Harmful to Minors": How Book Bans Hurt Adolescent Development. *The Serials Librarian*, 1-14. https://doi.org/10.1080/0361526X.2023.2245843
- Lopatovska, I., **Arora, K., Fernandes, F. V., Rao, A., Sivkoff-Livneh, S., & Stamm, B.** (2022). Experiences of the Ukrainian adolescents during the Russia-Ukraine 2022 War. I*nformation and Learning Sciences, 123*(11/12), 666-704.
- Bowler, L., **Wang, K.,** Lopatovska, I., & Rosin, M. (2021). The Meaning of "Participation" in Co-Design with Children and Youth: Relationships, Roles, and Interactions. *Proceedings of the Association for Information Science and Technology, 58*(1), 13-24.

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 Chapter IV), facilities and technology (see Chapter V), among other means.

III.3 Support for Faculty Diversity, Equity, Inclusion

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

The School of Information and Pratt Institute have policies and procedures for recruiting and retaining faculty from diverse backgrounds. The School of Information Strategic Plan, under the DEI pillar of the Strategic Plan, created initiative #34, which was to "Make significant efforts to make new faculty hires from underrepresented minorities, as well as retain them" (Appendix 68). To undertake this work, a plan was developed, which included

components for both full-time and part-time faculty (Appendix 68). For part-time faculty, it included creating large applicant pools through robust advertising (Appendix 64), ensuring a DEI question is asked at interviews to ensure that applicants are committed to supporting a diverse, equitable and inclusive environment, among other facets. For full-time faculty, the plan required that Search Advocates were used, which are Search committee members who are charged with the role is to "ensure there is no bias in the recruiting process and candidate selection" through activities like ensuring the applicant pool includes diversity, checking the questions being asked interviewees for bias, ensuring job ads use inclusive language, among other aspects (Appendix 103 and 45). Also required is that a DEI statement is included for all candidates, which carries through to reappointment and promotion requests. The Peer Review guidelines for Appointment, Reappointment, Promotion and Tenure (Appendix 63) adopted a requirement in 2022 that require all applications for faculty appointments and promotions to include statements about addressing aspects of diversity, equity, and inclusion in their work (noted in Operational Action Plan 22/23 in Appendix 50).

Pratt's Office of Diversity, Equity and Inclusion has worked closely with Pratt's Human Resources to implement elements of Pratt's DEI Strategic Plan (Appendix 40), which one of its major subcomponents is "Recruiting and Hiring Diverse Faculty & Staff." Results to date include targeted diversity advertising through HERC and LinkedIn, appointing a Talent Acquisition Manager, and hosting the workshop "Equitable and Inclusive Practices for Faculty and Staff Recruitment."

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. The Institute provides a mandatory training session for members of the Institute Search Committees, which include reading and watching the resources from the Higher Education Recruitment Consortium (HERC) (Appendix 5).

III.4 Faculty Competencies

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

The courses taught by faculty are based on a combination of curricular needs and teaching competencies of the individual faculty members. Table 14, presented earlier, shows the close alignment of the courses taught by individual faculty with their respective areas of curricular expertise and professional knowledge.

The School's faculty has a high level of technological knowledge that they incorporate into teaching and research activities. Most instructors make course materials available to students through Pratt's learning management system, Canvas. Faculty use a variety of means to communicate with students and to promote course-related discussions, including blogs, 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 and inform the development of new courses, for example:

- INFO-609 Introduction to GIS (taught by Dr. Lauermann)
- INFO 638 Web Development and INFO 639 Database Design and Development (taught by Dr. Maceli)
- INFO-656 Machine Learning (taught by Amir Imani), Visiting Assistant Professor and full-time Data Scientist at Google).
- INFO-670 Linked Open Data for Libraries, Archives, and Museums (taught by Dr. Cristina Pattuelli)

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. Full-time faculty undergo a teaching demonstration during their on-site visits to verify teaching capacity.

Effectiveness in teaching is assessed by the Peer Review Committee (PRC) and the Dean through a review of student course evaluations, faculty teaching statements, and syllabi

and other instructional materials provided. The PRC and/or the Dean offer specific recommendations to faculty who need to improve teaching based on the aforementioned evidence.

Students and alumni generally provide positive feedback on the quality of teaching. For example, the Annual Assessment report for AY 22-23 (Appendix 49) illustrates that 97% of students agree or strongly agree that the "program faculty are effective teachers". From that same annual assessment report, qualitative feedback indicates that students report a variety of beneficial learning experiences that specifically mention teaching, such as the following:

- *I found all of my professors to be engaged, supportive, and knowledgeable.*
- *I have experienced a number of excellent faculty members like Prof. Rabina, Lopatovska, Cucchiara, Cocciolo, Soehner and Lewis. They made a difference in my academic and professional interests and knowledge.*
- *The Faculty at Pratt are really supportive, helpful and subject matter experts. I will miss them!*

Additional evidence of teaching effectiveness can be found in the course evaluations.[8] Note that the School of Information makes available its course evaluations to the student community via binders in the 4th floor Pratt Manhattan Library.[9]

The School faculty members are very active in professional organizations. A complete list of faculty memberships is included in their CVs (Appendix 57). A few examples will illustrate this point:

- Cristina Pattuelli serves on the advisory boards for LINCS: Linked Infrastructure for Networked Cultural Scholarship, funded by the Canada Foundation for Innovation (2020-present) and for UMBRA Search African American History Project at University of Minnesota Libraries' Archives and Special Collections (2017-present). She has been a regular member of the International Conference on Dublin Core and

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[8] Course evaluations are available for on-site inspection

[9] Note that we have not received requests from students to put these evaluations online, and since the program is heavily face-to-face, we believe that having them available in-print via a library reading room is a way to make this sensitive information available with less risks of them being used in unconstructive ways.

Metadata Applications since 2008. She also served on the planning committee for the Fifth International Linked Open Data for Libraries, Archives and Museums (LODLAM) Summit, The Getty Center, Los Angeles (2020).

- Chris Sula co-chaired 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 Alliance of Digital Humanities Organizations (ADHO), Data Science Association, Data Visualization Society (DVS), Design Justice Network, and HASTAC (Humanities, Arts, Science, and Technology Alliance and Collaboratory).

- Monica Maceli is an active member of the American Association of University Professors (AAUP), the Association for Computing Machinery (ACM) the ACM Council on Women in Computing (ACM-W) and the ACM Special Interest Group on Computer-Human Interaction (SIGCHI)

- Jennifer Swan has served as committee chair for the Young Adult Library Services Association (YALSA) Award for Excellence in Nonfiction for Young Adults (2011-2012)
and is an active member of the American Library Association, American Association of School Librarians, Association for Library Service to Children, and Hudson Valley Library Association.

III.5 Faculty Scholarly Contributions to the Field

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

The School-wide goal #7 conveys the importance of cultivating "qualified faculty members who engage in high-quality research, participate in scholarly activities, and/or are experts in their field of practice" (Appendix 73). The faculty is expected to engage in "persistent scholarly activity" (Section 3.b of the SI PRC APRT Guidelines, Appendix 63) and is meeting this requirement by producing at a minimum one journal article and one conference paper each year. Most of the full-time faculty are exceeding these minimal requirements by producing high-quality scholarly work and disseminating through high quality journals and conferences covering a wide range of information field areas. Several

examples of such publications (some co-authored with students) are included here:

- Bowler, L., Lopatovska, I., & Rosin, M.S. (2023). Teen-adult interactions during the co-design of data literacy activities for the public library: Insights from a natural language processing analysis of linguistic patterns. *Information and Learning Sciences.* Vol. ahead-of-print No. ahead-of-print. https://doi.org/10.1108/ILS-06-2023-0076
- Sula, C.A. & Berger, C. (2023). Training information professionals in the digital humanities: An analysis of DH courses in LIS education. *College & Research Libraries, 84*(5), https://crl.acrl.org/index.php/crl/article/view/26030/33944
- MacDonald, C. M., Sosebee, J., & Srp, A. (2022). A framework for assessing organizational user experience (UX) capacity. *International Journal of Human–Computer Interaction, 38*(11), 1064-1080. https://doi.org/10.1080/10447318.2021.1979811
- Maceli, M. (2022). "Tinkering is underrated": Librarians' use of single-board computers and microcontrollers outside of makerspaces. *Library Hi Tech*, https://doi.org/10.1108/LHT-11-2021-0378
- Bowler, L., Aronofsky, M., Milliken, G., & Acker, A. (2020). Teen engagements with data in an after-school data literacy programme at the public library. In *Proceedings of ISIC, the Information Behaviour Conference*, Pretoria, South Africa, 28-1 October, 2020. Information Research, 25(4), paper isic2015. Retrieved from http://InformationR.net/ir/25-4/isic2020/isic2015.html (Dr. Bowler's h-index 21, 1570+ citations)
- Lopatovska, I., Griffin, A. L., Gallagher, K., Ballingall, C., Rock, C., & Velazquez, M. (2020). User recommendations for intelligent personal assistants. *Journal of Librarianship and Information Science, 52*(2), 577-591. (Dr. Lopatovska's h-index 19, 1796+ citations)
- Maceli, M. G., & Yu, K. (2020). Usability evaluation of an open-source environmental monitoring data dashboard for archivists. *Archival Science, 20*, 347-360. (Dr. Maceli's h-index 10, 323+ citations)

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 (see Appendix 61). Selected examples of these recognitions include:

- 2020 New York Archives Week award for Archival Achievement for the Linking Lost Jazz Shrines Project, a collaboration between the Semantic Lab and the Weeksville Heritage Center, part of the Andrew W. Mellon Foundation, Collections as Data Grant (Cristina Pattuelli)
- Fulbright Scholar Grant for 2019, the United States Department of State and the J. William Fulbright Foreign Scholarship Board (Irene Lopatovska)
- 2019 Emerald Literati Awards - Outstanding Author Contribution for 'Tech-Savvy Librarian versus (Library) Technologist: Understanding the Future Role of Librarians in Technology Practice' (Monica Maceli)

The faculty regularly seeks and sometimes receives external funding for research. A few examples of recent externally-funded projects include:

- Cristina Pattuelli, The METRO Equity in Action Grant to support a project of the Semantic Lab at Pratt and the Asian American Arts Centre to ensure continued online access to resources documenting AAAC's work. 2022.
- Leanne Bowler, Principal Investigator. Co-Principal Investigators: Mark Rosin, Irene Lopatovska. National Science Foundation (NSF). Advancing Informal STEM Learning. 2020-2022. Title: Data Literacy with, for, and by Youth: Exploring How Teens Co-Design After-School Programs as Sites of Critical Data Practice. $299,995.00
- John Lauremann, Principal Investigator. National Science Foundation (NSF). 2021. Title: The Impact of Super-Gentrification on Neighborhood Composition. $156,761

As recognized experts in their research areas, the faculty serve as reviewers for journals, conferences, and funding agencies, and are frequently involved in organizing professional events, for example:

- Leanne Bowler serves on the steering committee for The Information Seeking in Context Conference Series.
- Irene Lopatovska co-chaired the program of the ACM Conference on Human Information Interaction and Retrieval (CHIIR) in 2020 and short paper track in 2023.
- Cristina Pattuelli served on a planning committee of the Fifth International Linked Open Data for Libraries, Archives and Museums (LODLAM) Summit, The Getty Center, Los Angeles. February 3-4, 2020 and as co-chair of the Fourth International Linked Open Data for Libraries, Archives and Museums (LODLAM) Summit, Fondazione Cini, Venice, Italy, June 28-29, 2017.

- Nancy Smith has served as a planning committee member for the HASTAC Conference (Humanities, Arts, Science, and Technology Alliance and Collaboratory) since 2020.
- Chris Alen Sula served as Conference Chair for HASTAC's "Critical Making & Social Justice," June 8–10, 2023, and has served on the steering committee for NYC Digital Humanities Group (NYCDH) since 2013.
- John Lauermann has organized 15 conference sessions to date for the American Association of Geographers.
- Craig MacDonald has recently served on conference and program committees for *iConference* and the *EduCHI Symposium* on HCI Education.
- Monica Maceli served as program chair for the 2021 IS-EUD Doctoral Consortium and has served on program committees for Cultures of Participation in the Digital Age (CoPDA) and the International Symposium on End User Development (IS-EUD) since 2013.

Complete information on individual faculty can be found in faculty CVs (Appendix 57) and faculty's personal websites.

III.6 Faculty Contributions to the Program Content and Quality

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.

Table 14 presented earlier displays the different academic institutions from which the faculty have received their degrees and shows the relationship between their research focus (and, by extension, their principal publishing areas) and their teaching. The expertise of full-time faculty covers a diverse range of topics including digital humanities, archives management, data science, knowledge organization, usability, youth librarianship, cultural heritage studies, 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 57 (faculty CVs) 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 accomplish the program goals (Appendix 60).

Faculty members maintain relationships with the field through participation at professional conferences, interactions with local, national, and international colleagues in the field and in related disciplines, service to professional organizations, consulting for information institutions and projects, and in other ways discussed in Section III.5 (and Appendix 57). All faculty have the necessary background and institutional support to be effective teachers. Since the faculty teaching is intertwined with faculty research interests, many faculty collaborations with external professional communities 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 external professional field are listed below:

- INFO 652: Reference and Instruction and the New York Public Library - Jail & Prison Services Department (ongoing)
- INFO 647: Visual Resources Management and Bard Graduate Center (Fall 2022)
- INFO 665: Projects in Digital Archives and Lesbian Herstory Archives (Fall 2021, Spring 2022)
- INFO 644: Usability Theory and Practice and Pratt Libraries (Fall 2020).
- 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.

Additional examples of faculty internal and external collaborations can be found in SI Annual Reports (Appendix 49).

Skill in Academic Planning and Assessment

Faculty skills in academic planning and assessment are evident through systematic planning processes described in Chapter I. The faculty are key stakeholders in developing new Vision, Mission and Goals for the School, the MSLIS program Student Learning Outcomes, and actively participate in the School's committees and processes to ensure ongoing systematic program planning and assessment (see Chapter I). In working with the School Curriculum Committee and dean, the faculty identify courses that are no longer

useful, design new courses, and revise courses to increase their value in the education of information professionals (see Chapter 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 (e.g., see MSLIS program revisions in Appendix 17, 18, 20, 23, 24 and Operational Action Plans in Appendix 50). Chapter 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 offerings, 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 experienced 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 (Appendix 91). InfoShow is part of Pratt Shows, the Institute-wide showcase of student work which includes the Fashion Show and Design Show.

Throughout an academic year, the School's student organizations offer a myriad of diverse and stimulating events under the mentorship 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). Students participate in faculty research as well as conduct research on their own. Examples of student research can be found in the Chapter IV: Students.

Student organizations will be discussed in more detail 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 (PALA, faculty advisor Dr. Leanne Bowler), the Society of American Archivists (SAA, faculty advisor Dr. Anthony Cocciolo), the Association for Information

Science and Technology (ASIS&T, advisor Dr. Irene Lopatovska), and Pratt UXPA Student Association (faculty advisor Dr. Craig MacDonald). Student organizations sponsor tours, speakers, panel discussions, and other events.

In addition, the intellectual environment is enriched by the events and activities organized by the School of Information's DEI committee. Recent events have included talks, workshops field trips to exhibitions to cultural organizations, and walking tours (Appendix 74).

Diversity of Full-time Faculty

The School of Information has endeavored as part of its Strategic Plan to improve the diversity of the full-time and part-time faculty (Appendix 68). In Table 14, we present the race, gender, and national origin of our full-time faculty. In 2023/2024, the School of Information was part of the Institute's first cluster hire "Diverse Voices Creates Just Futures," an initiative to hire and support five diverse, tenure-track full-time faculty from across the Institute (Appendix 109). While the plan was for the School of Information to hire one faculty, it was very fortunate to be able to hire two faculty: Dr. Ashley Lee and Dr. Filipa Calado. The ability to hire two excellent candidates is encouraging for our future prospects in being able to recruit diverse individuals to the School in future searches.

Table 16. Race, Gender and National Origin of Full-time Faculty

Title	Race	Gender	National Origin
Assistant Professor	Latinx	Female	USA
Assistant Professor	White	Female	USA
Assistant Professor	Asian	Female	India
Assistant Professor	Asian	Female	Canada
Assistant Professor	White	Female	USA
Associate Professor	White	Male	USA
Associate Professor	White	Male	USA

Associate Professor	White	Female	USA
Associate Professor	White	Male	USA
Dean	White	Male	USA
Postdoctoral Fellow	White	Female	USA
Professor	White	Female	Canada
Professor	White	Female	Ukraine
Professor	White	Female	Italy

In our search for our LIS faculty candidate to replaced retired Professor Debbie Rabina in AY 23/24, we invited Vivian D'Andrade, the Director of Diversity, Equity and Inclusion at Pratt, who reports to the Vice President of DEI at Pratt, to be on the search committee as a non-voting member to provide advice and help support the DEI components of the search. As she was new to Pratt and part of her job was helping recruit a diverse faculty, she was happy to join the committee. Unfortunately, the search brought two candidates to campus (we were hoping for three or four), and did not result in a hiring. Before undertaking our next year in AY 24/25, we are planning to take some time at our retreat to discuss what worked and what didn't in our efforts to recruit a diverse and talented faculty pool. Initial thoughts on why this search was not a success was that the position was too narrow and tried too much to fill the specific gap left by Rabina.

III.7 Faculty Assignments

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

Faculty workload for instruction, research, and service is described in the Pratt Faculty Union Contract and Peer Review Committee Guidelines (Appendix 3 ands 63). 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. For example, many of our students are interested in archives, and we were pleased to hire full-time faculty Dr. Kathy Carbone, who began in Fall 2023

and is an expert in the intersection of archives and art. This hire also connects with the School's mission to "lead the information field, through teaching and research, in making connections with the arts, culture, and technology" (Appendix [73]).

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. New full-time faculty in their first year have a reduced teaching load of two courses in the fall and spring semesters. Faculty who are working on funded research, or undertaking special work tasks such as accreditation, may receive course release. Such adjustments are arranged between the faculty member and the Dean. Faculty agree individually to supervise an Independent Study course (INFO 699). The Institute administration suggests that faculty supervise no more than one to two Independent Studies per year, and CBA article 20.8 limits faculty to no more than seven per semester. The maximum teaching load for part-time visiting faculty is 50% of a full-time teaching load which is determined by the Pratt Faculty Union Contract.

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 Portfolio requirement, each full-time faculty is responsible for evaluating the quality of their advisees' Portfolio projects.

Service and Professional Development

Each faculty member 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, MSLIS Program Committee, New Faculty Search Committee, and others described in Chapter I). Examples of the Institute-level faculty services include participation in the Academic Senate, Institute Curriculum Committee, Faculty Development Fund Committee, Distinguished Teacher Award Committee, Strategic Planning Committee, Board of Trustees Committees, and

others, can be found in Faculty CVs (Appendix 57), which include the institute-committees for which faculty serve.

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

Part-time faculty are represented in SI and Institute-wide service, so as to hold a diverse array of representation on committees and support the distribution of service. Part-time faculty members are stipended for their service on committees. For example, while full-time faculty and staff are not compensated for being on the DEI committee, part-time faculty on the committee may receive a stipend equivalent to the stipend provided by the Faculty Council part-time faculty member (Appendix 73); PT faculty received a $1,200 stipend ($600 in fall and spring) for the 23/24 academic year, with the expectation that they would serve for the entire academic year. The PT faculty representatives are full voting members on the committees in which they serve. Interested PT faculty representatives self-nominate in an election held over email for the position to be selected, solely by the PT faculty. Their statement of interest exclaims why they would like to be the PT faculty representative of the particular committee, shared in the electronic ballot to an audience of PT faculty. When there is a single nomination, the individual is automatically elected to the position.

Breakdown of Time Spent on Teaching, Research and Service

We'd don't have formal data gathered on the percent breakdown faculty spend on research, teaching and service. We do however expect that these percentages will shift throughout the trajectory of a full-time faculty's professional life. For example, new faculty in their first few years may spend a great deal of time dedicated to teaching, especially creating lecture materials and other activities, and would have few service expectations. In these early years, a 60% teaching, 20% service, and 20% research would seem about right. However, once faculty get more comfortable with their teaching, and are only making updates to existing courses, they will start to have more time to dedicate to research, which will be especially important for their tenure case, and will start to see the expectation that they start serving on committees. Finally, post-tenure faculty do see their service expectations start to increase, such as the need to chair committees at the school, Institute, and in professional circles, serve as Curriculum and Teaching Leads, among other service work that requires them to lead committees and not just serve on them. As

faculty reach near retirement, they may be doing less work in the research area, and spending significant amounts of time with service, which is perfectly acceptable so long as everyone contributes meaningfully to the life of the school, the Institute and the profession. Of course, this may vary based on the individual faculty members' passions and interests at any given point in their career.

III.8 Procedures for Systematic Evaluation of Faculty

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

Faculty are reviewed in multiple ways and on an ongoing basis. Policies and procedures governing these reviews are described in the expectations for the faculty are outlined in the Peer Review Committee (PRC) guidelines for Appointment, Reappointment, Promotion and Tenure (ARPT) and the Union contract (Appendix 3 and 63). Tenure-track faculty are formally reviewed for reappointment in their third and fifth years and reviewed for reappointment with tenure in their seventh year. In the fifth-year reappointment, tenure-track faculty can also apply for the promotion from Assistant to Associate Professor. In these reappointments, faculty prepare dossiers that document their accomplishments and innovations in the areas of research, teaching and service. The PRC reviews dossiers who make a recommendation to the Dean, who reviews and makes a recommendation to the Provost, who reviews and makes a recommendation to the President and Board of Trustees. The final decision rests with the Board of Trustees.

For tenure and promotion to full professor, external reviewer letters are required, hence involving other academics in the process. Letter writers must hold the same rank or higher as the rank the applicant is applying for (e.g., an Associate professor or higher and hold a doctoral degree in order to review an application for promotion to associate professor).

Faculty teaching is assessed by students at the end of each course. Student assessments of faculty are reviewed by administration at the end of each semester and by the PRC as part of the ARPT process. If major issues with the faculty teaching are identified via the course evaluation, the Dean reaches out to the faculty to notify them of the concern expressed by students, point out major themes expressed by students, and begins a

dialog on the ways to address them in the future, such as through a meeting or through email exchange.

For transparency, aggregate results of student evaluations are available to all FT faculty and staff in a shared folder as well as available to the entire Pratt community via binders in the 4th floor library.

III.9 Explicit evidence of ongoing decision-making

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

SI Faculty Promotion Packets and Letters (2016-current) document the faculty-produced dossiers and the recommendations made to individual faculty cases at various levels, including the PRC-level, Dean-level, Provost-level, and BOT-level which makes the final decision. [10] A confidential spreadsheet managed by the dean tracks faculty needing or undergoing interventions to improve teaching, including the plan to address the teaching issue. [11]

As our annual assessment process looks at a wide variety of data, including course evaluation data, there is always an "intervention to improve teaching" action item in the annual operational action plan (Appendix 49 and 50). While the interventions do typically work, since there are always new faculty coming into the school, there is often a need to engage in interventions each semester to help improve teaching.

Student evaluations are requested from students at the end of each semester. As mentioned above (III.4, III.8) student evaluations provide evidence of student perceptions of faculty teaching. Student evaluations are also used as a data source in the annual assessment reports that are completed each year.

Additional documentation related to decision-making is found in PRC minutes.[12] Decision-making processes are guided by PRC guidelines (Appendix 63), which charges the School of Information Peer Review Committee to anonymously collect data annually from all full-time faculty members about their scholarly activities as part of the School's assessment

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[10] SI Faculty Promotion Packets and Letters (2016-current) available on-site only

[11] Teaching interventions spreadsheet is available for the ERP on-site only.

[12] Peer Review Committee (PRC) minutes are available for the ERP on-site only.

process. Any additional data to substantiate faculty evaluation is also guided by PRC guidelines. The chair of the PRC reports aggregate statistics to the Dean, who includes them in the annual assessment reports (Appendix [49]).

III.10 Evaluation of faculty are used to improve program

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

The evaluation of the faculty by the PRC, Dean, Provost, are used in the reappointment and promotion process of faculty. This process helps ensure the School employs high-quality faculty who are committed to research, teaching, and service and driving the curriculum and teaching within the MSLIS program. In rare cases, when a tenured faculty member's competence or adherence to duty has been compromised, and when interventions have failed, the administration can employ the provision in the Union contract 28.12, which enables the Provost to assemble a committee to evaluate the faculty member's competence. In cases such as this, materials like syllabi, class observation, course evaluations, electronic recordings, interviews with faculty and students, comparisons to professional standards, and other relevant information, can be used in evaluating the faculty's ability to perform their job functions (Appendix [3]). The union contract helps ensure that high-quality faculty receive employment assurances and enables them to keep doing their work uninterrupted, while clause 28.12 helps ensure that students have competent and effective faculty with a means for removing faculty who are no longer effective.

Standard IV: Students

IV.1 Academic and Administrative Policies

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

The School of Information and its MSLIS program are guided by School-wide goals that drive student recruitment, admission, retention, financial aid, and career services. These specifically are:

> *School Goal #2 - To prepare students for a variety of careers in the information field through a range of graduate-level educational programs that challenge students creatively, critically, and ethically.*
> *School Goal #5 - To support diversity, equity and inclusion.*
> *School Goal #6 - To recruit and retain highly qualified students and support student wellness initiatives.*

The School of Information has few school-level policies, as most policies that affect students are made at the Institute-level. The School-level policies can be found in Appendix 64, while the Institute-level student policies can be found in Appendix 92.

For School-level policies, they are drafted and recommended to the Dean for enactment by the SI Faculty Council, as described in its Bylaws (Appendix 58), which includes a voting student representative. For Institute-level policies, there are distinctions for academic policies versus non-academic policies. For non-academic policies, the Senior Staff of the Institute creates and manages those through a consultative process, which includes working with deans, chairs, faculty, Student Government Association (SGA), Academic Senate through its Academic Policies Committee (APC), and other parties as needed. For academic policies, they are drafted by the Office of the Provost and reviewed by the Academic Senate's Academic Policy Committee. More details on these processes

are in the Faculty Handbook, Academic Senate webpages, and SGA web pages (Appendices [29], [41], [26]).

In the area of admissions, recruitment, retention, and financial aid, the School has been guided by its School-wide goals in developing plans and structures for addressing this critically important area. The major plans and structures are a) the School of Information 2019-2024 Strategic Plan, b) the Admissions Committee, and c) the DEI Committee (Appendix [68], [47], [55]).

The School of Information Strategic Plan 2019-2024 operationalized the Institute-wide Strategic Plan for the School, and responded to the DEI pillar of the Institute's Strategic Plan among other pillars (Appendix [68] and [40]). A particularly important action item from that plan was action item #33:

> *Create DEI committee to develop plan around DEI at SI. Develop strategies to enhance DEI, such as using endowed and other scholarship funds for new students to increase racial diversity across all M.S. programs. Consult with the Office of DEI as needed.*

This action item led to the creation of the DEI Committee (Appendix [55]). The DEI Committee created strategies to recruit and admit students who reflected the diversity of North American communities (e.g., see page 33 of Appendix [68]), which fed these strategies into the Admissions Committee (Appendix [47]). A major activity of the Admissions Committee is the development and maintenance of a rubric that is used for providing scholarships (Appendix [47]). The way that the scholarship rubric works is that it assigns points to applicants based on several criteria, including factors like being from a historically underrepresented background. The top 25% applicants receive a 50% tuition scholarship (the high scholarship category), the next 25% receive a medium scholarship, the next 25% receive a low scholarship, and 25% receive no scholarship.[13] In recent years, the committee has also been allowed to give out 80% scholarships to three of the highest scoring applicants. The scholarships automatically renew for the 2nd year of study. On average MSLIS students receive a 20% discount on their tuition via these two-year scholarships, based on fall 2023 calculations.[14]

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[13] The School of Information Scholarship Rubric is available to the ERP for on-site inspection.

[14] Discount rate from the fall 2023 graduate student profile sheet from Admissions office, available for on-site inspection.

Recruiting a diverse student body requires getting out to as many prospective students as possible, connecting with them and giving them an opportunity to learn about the program. In order to do this, the Dean runs monthly information sessions online and at Pratt Manhattan Center (Appendix 7), and the School also runs advertisements on social media channels to provide ways for prospective students to learn about the program (Appendix 48). As shown in Table 17, Table 18 and Table 19 below, from 2013-2022, enrolled students were on average 29 years old, 82% female, and the majority Caucasian, from the Northeast United States and with an undergraduate major in the Arts and Humanities.[15] This indicates that there is still much opportunity to greater diversify the student body.

Table 17. Gender, average age and origin region of enrolled students in LIS program by entering year.

ENTERING ACADEMIC YEAR	AGE (AVG)	FEMALE (%)	MALE (%)	NORTH-EAST (%)	WEST (%)	SOUTH (%)	MID-WEST (%)	INTL. (%)
2013/2014	31	82.6%	17.4%	84.2%	2.6%	3.4%	7.8%	1.7%
2014/2015	31	88.0%	12.0%	84.0%	1.3%	4.0%	8.0%	2.6%
2015/2016	30	79.3%	20.6%	77.6%	7.9%	6.3%	3.1%	4.7%
2016/2017	30	74.1%	25.9%	79.2%	6.8%	8.6%	3.4%	1.7%
2017/2018	28	93.4%	6.5%	80.4%	6.5%	6.5%	4.3%	2.1%
2018/2019	27	76%	24%	72%	10%	8%	4%	6%
2019/2020	27	82.7%	17.3%	80.8%	5.8%	7.7%	3.8%	1.9%
2020/2021	28.5	79.7%	20.3%	85.9%	7.8%	4.7%	1.6%	0.0%
2021/2022	27.8	87.3%	12.6%	76%	7%	8.4%	4.2%	4.2%

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[15] These tables are also included on the MSLIS Key Statistics webpage (Appendix 13).

ENTERING ACADEMIC YEAR	AGE (AVG)	FEMALE (%)	MALE (%)	NORTH-EAST (%)	WEST (%)	SOUTH (%)	MID-WEST (%)	INTL. (%)
2022/2023	27	83%	16.9%	83.1%	6.7%	6.7%	3.3%	0%
Average	28.7	82.6%	17.4%	80.3%	6.2%	6.4%	4.4%	2.5%

Table 18. Breakdown by race and international status of enrolled students

ENTERING ACADEMIC YEAR	WHITE	AFRICAN-AM.	HISPANIC	ASIAN/PI	NATIVE AM.	OTHER	UD	INTL.
2013/2014	75.6%	6.1%	5.2%	6.1%	0.0%	0.0%	5.2%	1.7%
2014/2015	81.3%	10.6%	0.0%	5.3%	0.0%	0.0%	0.0%	2.6%
2015/2016	65.0%	9.5%	7.9%	11.1%	0.0%	1.5%	0.0%	4.7%
2016/2017	81.0%	5.1%	5.1%	5.1%	0.0%	0.0%	5.1%	1.7%
2017/2018	67.4%	6.5%	0.0%	8.7%	0.0%	0.0%	8.7%	2.1%
2018/2019	72%	4.0%	2.0%	14.0%	2.0%	0.0%	0.0%	6.0%
2019/2020	65.4%	9.6%	13.5%	7.7%	1.9%	0.0%	0.0%	1.9%
2020/2021	79.6%	14.0%	3.1%	1.5%	0.0%	1.5%	0.0%	0.0%
2021/2022	73.2%	5.6%	4.2%	12.7%	0.0%	0.0%	0.0%	4.2%
2022/2023	72.9%	5.1%	10.2%	10.2%	1.6%	0.0%	0.0%	0.0%
Average:	73.3%	7.6%	5.1%	8.2%	0.6%	0.3%	1.9%	2.5%

Table 19. Undergraduate Major Area by Entering Year

MAJOR AREA / ENTERING ACADEMIC YEAR	2020/2021	2021/2022	2022/2023	2023/2024	AVERAGE
Architecture & Design	0.0%	1.3%	0.0%	1.7%	0.8%
Arts & Humanities	68.4%	68.0%	56.3%	61.0%	63.4%
Business & Economics	1.8%	1.3%	1.6%	1.7%	1.6%
Education & General Studies	1.8%	0.0%	4.7%	0.0%	1.6%
Engineering & Technology	0.0%	0.0%	7.8%	1.7%	2.4%
Environmental Studies	3.5%	1.3%	0.0%	1.7%	1.6%
Languages & Cultural Studies	0.0%	4.0%	1.6%	8.5%	3.5%
Mathematics & Statistics	0.0%	1.3%	0.0%	0.0%	0.3%
Media & Communication	7.0%	9.3%	6.3%	5.1%	6.9%
Natural Sciences	1.8%	0.0%	3.1%	0.0%	1.2%
Physics & Astronomy	0.0%	0.0%	0.0%	1.7%	0.4%
Psychology & Cognitive Sciences	0.0%	4.0%	1.6%	1.7%	1.8%

MAJOR AREA / ENTERING ACADEMIC YEAR	2020/2021	2021/2022	2022/2023	2023/2024	AVERAGE
Social Sciences	15.8%	9.3%	17.2%	15.3%	14.4%

The School has partnered with organizations also interested in diversifying the field. For example, in 2022 the School received a $280,000 gift from the Hauser & Wirth Institute to support full scholarships for two BIPOC students interested in pursuing careers in artist archives and enrolled in the dual-degree MSLIS and MA History of Art and Design (Appendix 21). The School also created the Audre Lorde Justice Endowed Scholarship with funding from alum Mariame Kaba (MSLIS '22) to help support a scholarship for a student working at the intersection of archives and social justice (August 2023 School newsletter in Appendix 61).

For this self-study, we did take a look at the impact of implementing our scholarship rubric, which was first created in spring 2020 and used for scoring applicants applying to the fall 2021 class. Table 20 below shows the number of historically underrepresented applicants (black, Hispanic, and Native American), number admitted, scholarship amounts award, number of enrolled, and the conversion from admitted student to enrolled students. While there has been a trend toward awarding greater scholarship funds to historically under-represented applicants, it doesn't necessarily translate into converting those admitted students into enrolled students. For example, we were surprised to find that even a full tuition and fees scholarship to an applicant in the dual-degree MSLIS + MA History of Art and Design did not yield an enroll because of the high costs of relocating and living in New York City. Thus, while allocating greater scholarships to historically underrepresented applicants has been a strategy employed, unless it includes full wrap-around support (tuition, fees, and housing), it is not entirely effective. This is a finding that can be discussed within the Admissions Committee to further explore the goal of diversifying the student body.

Table 20. BIPOC applicants, scholarship funds awarded, and conversion to enrolled students

Academic Year	# of historically under-represented applicants	Admitted	Awarded	Enrolled	% admitted that enrolled

23/24	28	28	$196,000 + 3 full-scholarships to MSLIS with funding from donor	11	39.28%
22/23	31	30	$365,500 + 2 full scholarships to dual-degree with funding from donor	12	40.00%
21/22	19	19	$209,000	9	47.36%
20/21	28	27	$199,500	9	33.33%
19/20	23	20	$183,500	11	55.00%
18/19	15	11	$60,000	2	18.18%
17/18	15	15	$66,000	6	40.00%
16/17	15	14	$54,900	6	42.85%
15/16	18	15	$37,400	11	73.33%

Supporting the career goals and aspirations of the MSLIS student body, and connecting it with practical application, is a high priority at the School of Information. A major and unique program is the School of Information Fellowship program, which uses funds in Pratt's endowment, as well as draw-down gifts and occasional government grants, to pay students to work on a year-long fellowship project with a NYC cultural institution, and get paid for it (Appendix 94). The priority the School places in this program is expressed in the Strategic Plan as well as the annual assessments of the school goals (Appendices 68 and 49).

The Institute has also developed policies that support the needs of the student body, often at the behest of faculty and students from the School of Information. One such important policy is the Part-time Study with Scholarship policy, which allows students to petition to retain their two-year admissions scholarships and study part-time in their second year (Appendix 25). Before the adoption of this policy, students were required to study full-time (3-courses per semester) in order to have a scholarship, and this policy allows for more student flexibility, such as needed for work or personal reasons.

IV.2 Current, Accurate, and Accessible Information

IV.2 Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward achievement of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating

student performance, assistance with placement, and other policies and procedures. The program demonstrates that it has procedures to support these policies.

Up-to-date and easily accessible information about the Pratt Institute's MSLIS program is available both to students and the general public on the School of Information's website (Appendix 44). The "Key Statistics" page (Appendix 13) is updated at the conclusion of each academic year and documents the program's progress towards its goals and objectives. This documentation includes metrics on enrollment and retention, graduation, job placement, students' career goals, program-level learning outcomes assessment through portfolios, student satisfaction, and demographics. The extent to which these metrics meet the School of Information's goals is evaluated each year at its annual retreat and an action plan formulated to ensure goals are being addressed. The resulting annual assessment reports are also publicly available from the School of Information website on the "Planning and Assessment" page (Appendix 49).

For example, the MSLIS Key Statistics webpage (Appendix 13) includes the graduation and retention rates, which are repeated below in Table 21 and Table 22. They indicate that MSLIS program enrolled 65 new students each academic year since 2013 and retains on average 94% of those students between year one and year two. From 2008-2022, on average 89% of students completed the program, with an average of 57% completing within two years or fewer.

Table 21. Retention Rates 2013-2023

ENTERING ACADEMIC YEAR	NEW ENROLLMENT (*N STUDENTS*)	RETENTION RATE (%)
2013/2014	115	79.1%
2014/2015	75	93.3%
2015/2016	63	96.8%
2016/2017	58	96.5%
2017/2018	46	95.6%

ENTERING ACADEMIC YEAR	NEW ENROLLMENT (*N STUDENTS*)	RETENTION RATE (%)
2018/2019	50	96.0%
2019/2020	52	95.2%
2020/2021	64	95.3%
2021/2022	71	98.5%
2022/2023	59	98.3%
Average	**65**	**94.0%**

Table 22. Graduation Rates 2008-2022

ENTERING 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%
2013/2014	52.1%	66.9%	91.0%
2015/2016	63.0%	92.9%	94.8%

ENTERING ACADEMIC YEAR	GRADUATING IN TWO YEARS OR FEWER	GRADUATING IN THREE YEARS OR FEWER	TOTAL GRADUATION RATE
2016/2017	58.4%	64.1%	81.1%
2017/2018	64.4%	82.2%	88.8%
2018/2019	46.4%	73.2%	75.0%
2019/2020	39.2%	88.2%	98.0%
2020/2021	53.8%	96.7%	n/a
2021/2022	63.4%	n/a	n/a
Average	56.5%	81.7%	89.3%

The Pratt Institute Graduate Catalog (Appendix 30) contains descriptions of the curricula offered by the School of Information. These descriptions include the MSLIS program's course and credit requirements and student learning outcomes. Faculty and their qualifications are available on the School of Information's website (Appendix 44).

General application requirements for graduate programs as well as departmental requirements specific to the MSLIS program are available on the School of Information website (Appendix 44) under "Application Requirements" and "Graduate Departmental Requirements". Information on the availability of financial aid is also listed on the website under "Finance Your Education" including breakdowns of the cost of attendance and the cost of living, details of scholarships and loans, student employment opportunities, and tuition payment plans. Graduate students are assigned a financial aid counselor (Sonya Chestnut based on the 7th Floor of Pratt Manhattan Center) and given details about financial aid programs such as the Free Application for Federal Student Aid (FAFSA).

Criteria for evaluating student performance are detailed in the Pratt Institute Graduate Catalog (Appendix 30) under the heading "Registration and Academic Policies". These criteria include academic integrity and grading requirements, and more detailed criteria

on a course-by-course basis are available in the School of Information Syllabi Archive (Appendix 71). The grading scales of individual courses in the MSLIS program are consistent with those of the Institute (Appendix 95).

Prospective students can find information about placement assistance on the Pratt Center for Career and Professional Development (Appendix 27) and the School of Information Jobs and Careers webpage (Appendix 96).

Pratt Institute Policies (Appendix 32) detail other institutional policies that apply to the MSLIS program such as policies on attendance, public health, and field trips. Where applicable information is given about the procedures to support those policies, as in the case of the Institute's academic assessment policy which outlines the Institute's academic principles, staff and faculty roles, planning, assessment, and curricular review.

IV.3 Admissions Standards and Procedures

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

The SI Admissions Committee is the primary shared governance group responsible for admissions standards at the School of Information, which maintains the application requirements and ensures the consistent application of admissions standards (Appendix 47 and 88). It is either chaired by the Dean or the dean's designate, which in recent years has been the Assistant Dean Quinn Lai, and members are drawn from the full-time and part-time faculty. The Admissions Committee makes recommendations to the Dean (Anthony Cocciolo), who enacts them through working with the Assistant Dean (Quinn Lai), Assistant Director of Academic Programs and Services (Meredith Brull), and staff in the Admissions Office, including the Vice President of Admissions and Enrollment (Rick Longo), Director of Admissions (Natalie Capannelli), and others as relevant, such as graduate admissions counselors (Brian Mulroney).

The Admissions Committee develops and maintains the SI Scholarship Rubric, which is consistently used to score all applications to the MSLIS program.[16] While the Scholarship rubric is primarily used to assign scholarships as described in section IV.1, its criteria are factors in informing decisions to admit or deny a student. For example, factors it looks at are 1) interests and professional goals, 2) creativity and communication in assembling the statement of intent, 3) evidence of civic engagement, 4) undergraduate GPA, and 5) references letters and reference survey responses. For example, low scores on these criteria may lead an applicant to be denied admission, whereas a high-score may lead someone to be admitted with a substantial scholarship.

The scoring of each application is completed by one person on the committee, such as the Assistant Dean, and rubric scoring with admit/deny decisions are reviewed by the Dean before decision letters are sent out.

The School of Information's standards of admission are applied consistently and the evaluation process for each student is documented in the MSLIS Admissions Files.[17]

IV.4 Coherent Plan of Study, Multifaceted Evaluation and Guidance

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

Programs of Study

The School of Information provides MSLIS students with a "Yearly Plan of Study", which serves as a sample degree plan for students who are enrolled full-time (Appendix 30). Students are offered a wide variety of options to specialize and tailor their MSLIS degree to their individual interests. More specifically, students can choose to pursue one of five different program concentrations, which allow them to informally focus their course selections to a particular academic area of interest within the field. Students can also complete any one of our six Advanced Certificate programs. Advanced Certificates are designed to be completed simultaneously alongside the MSLIS degree program and each have their own set of course requirements (Appendix 44). If students wish to pursue art

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[16] SI Scholarship rubric is available to the ERP for on-site inspection.

[17] The MSLIS Admissions Files (2015–present) are available to the ERP for on-site inspection.

and design librarianship, we also offer a dual-degree program with the History of Art and Design department. Through this program, students earn both the MSLIS and the MA in History of Art in an average of three years of full-time study (Appendix 30).

Each year students are asked to self-report on the area(s) of study that they pursued in the program through the MSLIS Graduating Student Survey. As shown in Table 23, the survey results from 2019-2023 indicate that the most popular areas of study are "Archives, Special Collections, Rare Books and Digital Curation", followed by "Information Services, Organization, Management & Use" and "Learning, Literacies, and Communities". Note that students may check multiple areas, which highlights how students may chart their own path based on their particular interests.

Table 23. Students' self-reported areas of study, 2016-2023

Area of Study	2019-2020 N=55	2020-2021 N=36	2021-2022 N=56	2022-2023 N=67
Archives, Special Collections, Rare Books and Digital Curation	74.6%	41.7%	67.9%	65.7%
Information Services, Organization, Management & Use	30.1%	41.7%	41.1%	32.8%
Learning, Literacies & Communities	27.3%	55.6%	30.4%	26.9%
Research & Data	16.4%	19.4%	26.8%	25.4%
Technology Interfaces Design & Development	12.7%	11.1%	14.3%	10.5%
None	3.6%	5.6%	7.1%	6.0%
Other	7.3%	13.9%	3.6%	11.9%

Multifaceted Evaluation of Student Work

Student achievement is evaluated at both the course level and the program level. At the course level, students can access the syllabus archive, which contains all course syllabi dating back to 2011. The syllabus archive provides students with information about course expectations and indications for how each assignment will be evaluated (Appendix 71). All

instructors are expected to use the Course Syllabus Template when creating a syllabus for their course. The template is maintained by the Office of the Provost and requires that all syllabi contain a section dedicated to "Assignments", which are directly related to explicitly stated "Student Learning Outcomes" (SOLs). For each assignment, instructors are required to detail the criteria that will be used to evaluate the quality of a student's work (Appendix 95).

At the program-level, student learning is evaluated through their Portfolio, which must be assessed and approved by a student's faculty advisor in order to graduate. Faculty advisors use a rubric in order to evaluate portfolios (Appendix 14, 15, 93). Students Portfolios features 3-5 projects that demonstrate that they have met the five program-level learning outcomes. [18] Students can find a number of different resources on the SI website to help them prepare their portfolios for submission (Appendix 77), which also includes the portfolio assessment rubric. The School also hosts workshops each semester on preparing portfolios (Appendix 97). The percentage of students who pass the portfolio requirement each year—or in other words, the percentage that meet the program level SOLs each year—is listed in the SI Annual Assessments Report (Appendix 49). Since the Portfolio was implemented in 2012, all students have passed the portfolio graduation requirement after at most three submissions, with the vast majority passing the requirement on their first submission.

Advising and Counseling

All LIS students are assigned a staff advisor and a faculty advisor. The staff advisor for the LIS program is the Assistant Director of Academic Programs and Services (Meredith Brull). The Assistant Director of Academic Programs and Services provides first-semester course advising to all incoming students, including approving course registration worksheets.

In addition to the staff advisor, all students are assigned a full-time faculty advisor prior to the start of their first semester. These assignments are made available to students through the Advisor/Advisee List, which can be accessed on our Advising website (Appendix 46 and 2). The Advisor/Advisee List is also posted outside of the School of Information Office so that students can access it while at the Pratt Manhattan Center.

Full-time faculty advisors are encouraged to follow the recommendations within the SI Faculty Advising Resource (Appendix 56), which outlines strategies for conducting useful

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[18] Portfolio assessments with rubric scores are available to the ERP for on-site inspection

and constructive advising appointments with their advisees. It is recommended that full-time faculty advisors email their advisees at least once a semester (preferably a week before the new course schedule becomes available), inviting students to sign up for an advising appointment. During these appointments, faculty advise on course selection for the upcoming semester and invite their advisees to discuss their interests and career goals as they relate their program of study.

Full-time faculty advisors also advise on Portfolio preparation. In the first semester, students are advised to meet with their faculty advisor to share their professional goals and build a rapport. In their second or third semester, we recommend that students attend a Portfolio workshop, which is typically led by LIS alumni. At the start of the final semester, students are encouraged to meet with their faculty advisor in order to finalize the projects that they will include in their Portfolio before submitting it for evaluation (Appendix [77]).

Placement Assistance

Students receive academic advisement from faculty advisors, and career advisement both from faculty as well as Pratt's Office of Career and Professional Development. For more details, please see section IV.4.

IV.5 Student Participation in Total Learning Experience

IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:
IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;
IV.5.2 Participate in research;
IV.5.3 Receive academic and career advisement and consultation;
IV.5.4 Receive support services as needed;
IV.5.5 Form student organizations;
IV.5.6 Participate in professional organizations.

IV.5.1 Policy Development

The environment at the School of Information fosters student participation in the development of SI policies in both formal and informal ways. Formally, SI students elect a student representative to serve as a voting member on the Faculty Council each academic

year (Appendix 58). In this role, the student representative is able to make recommendations and provide feedback on major SI decisions, which include the formulation, modification, and implementation of School-level policies. All student representative comments and recommendations are recorded in the SI Faculty Council Minutes (Appendix 87). In this role, the student representative also serves as a member of the Space and Technology committee, where they can make recommendations on how to improve the space provided to students at PMC. This might include making recommendations for updating computers, and raising awareness about a myriad of different issues students experience in their classrooms, such as issues with AV and heating and cooling (Appendix 66).

Student representation on the Faculty Council and the Space and Technology committee is consistent with goal #8 in the SI Annual Assessment Report stating, "To maintain faculty and student service to the School, Institute, and information field." The Annual Assessment Report collects information about the service that Pratt students perform, such as serving on the Student Government Association (SGA). The results from the 2022-2023 Annual Assessment Report indicate that two students at SI were involved in institute-level service, which exceeded the goal by one student. Additionally, through the 2022-2023 Annual Assessment Report, it is clear that SI met its goal of having three students involved in School-level service, outside of participation in student groups (Appendix 49). Students can be involved in the governance of the Institute through Student Government Association and Committees of the Board of Trustees (Appendix 41 and 81).

IV.5.2 Research

Students have ample opportunity to engage in research. As discussed in Chapter II.3, research is part of the formal curriculum, and is included in the MSLIS core curriculum (INFO 601 Foundations of Information), as well as a program-level learning outcomes. As mentioned in that chapter, 27 other courses in addition to INFO 601 Foundations of Information have supplied projects that were used in portfolios to satisfy the "Research" PLO (Appendix 52).

Other opportunities to engage in research beyond the formal curriculum include being hired as a Graduate Assistant to work with faculty on research. Typically, a full-time faculty will have a graduate assistant working 20 hours a week during the fall and spring semesters, and some hours in the summer as well. There are also opportunities to work in school-based and Provost-based research centers, such as the Semantic Lab (school-based) and the Spatial Analysis and Visualization Initiative (Provost-based) which typically

involve students in research-intensive activities. In FY 2022/2023, $210,028 was spent on graduate assistant funding in the School of Information, the majority of which is for students to work with faculty on research (Appendix 42). Graduate assistants in FY 2023/2024 are paid $19/hour, which typically goes up each year to stay ahead of NYC's minimum wage.

Lastly, graduate students at Pratt can apply for funding for research and creative projects through the Graduate Student Engagement Fund (GSEF) (Appendix 86). This fund can enable activities like presenting research at professional conferences and other activities that support student research. Closer to home, students can present their research–such as research from classes, independent studies, and internship sites–at InfoShow, the annual showcase of student work (Appendix 91).

IV.5.3 Academic and Career Advisement

Job and internship opportunities are posted frequently by faculty, staff and alumni on the School's email listserv. Students can also approach faculty or staff to seek advice and discuss their qualifications for any given position posted on the listserv. A comprehensive list of employment search sites can be found on the SI "Jobs and Careers" website. This resource organizes the employment search sites by three levels: regional, national, and international (Appendix 96).

At the Institute-level, students have access to a variety of services through Pratt's Center for Career and Professional Development (CCPD). Students can make individual appointments with career strategists, who specialize in reviewing resumes, cover letters, Linked-In profiles, and other professional materials. Career strategists can also help students navigate the job and internship search process and assist them in developing life and business plans. In an effort to make career support and advising accessible to students on the Manhattan campus, the School has arranged for a career strategist to visit Pratt Manhattan Center each Monday to meet with LIS students (Appendix 27). The School of Information has made a concerted effort to build a strong working relationship with CCPD. As a result, SI staff have collaborated with CCPD on a number of professional development events, placement events and workshops. The collaborations have allowed for the creation of career events that are designed with LIS students' needs and goals in mind, including a LinkedIn workshop, a salary negotiation workshop, a career fair and several virtual employer information sessions.

IV.5.4 Receive Student Services

Pratt offers a wide-range of student services through Pratt's Student Affairs division. For example, students have access to counseling and psychotherapy, with access to consulting psychiatry when needed (Appendix 36). Pratt also offers non-clinical options to help support students through its Office of Resilience, Wellness and Wellbeing, such as access to meditation, yoga, and other non-clinical ways to support student mental health (Appendix 36). Through the Student Support and Advocacy office, students in crisis can reach out to help provide support, and faculty/staff can reach out to this office if they believe a student is in crisis and needs support (Appendix 36). Pratt offers a retention and early alert system called StarFish where faculty and staff can flag a student who may be in need of support, such as failing to attend class and not being able to get in contact with the student, or the student exhibiting signs of a mental health crisis. Students can also use StarFish to access support. A screenshot of StarFish from a faculty-perspective is shown in Figure 5.
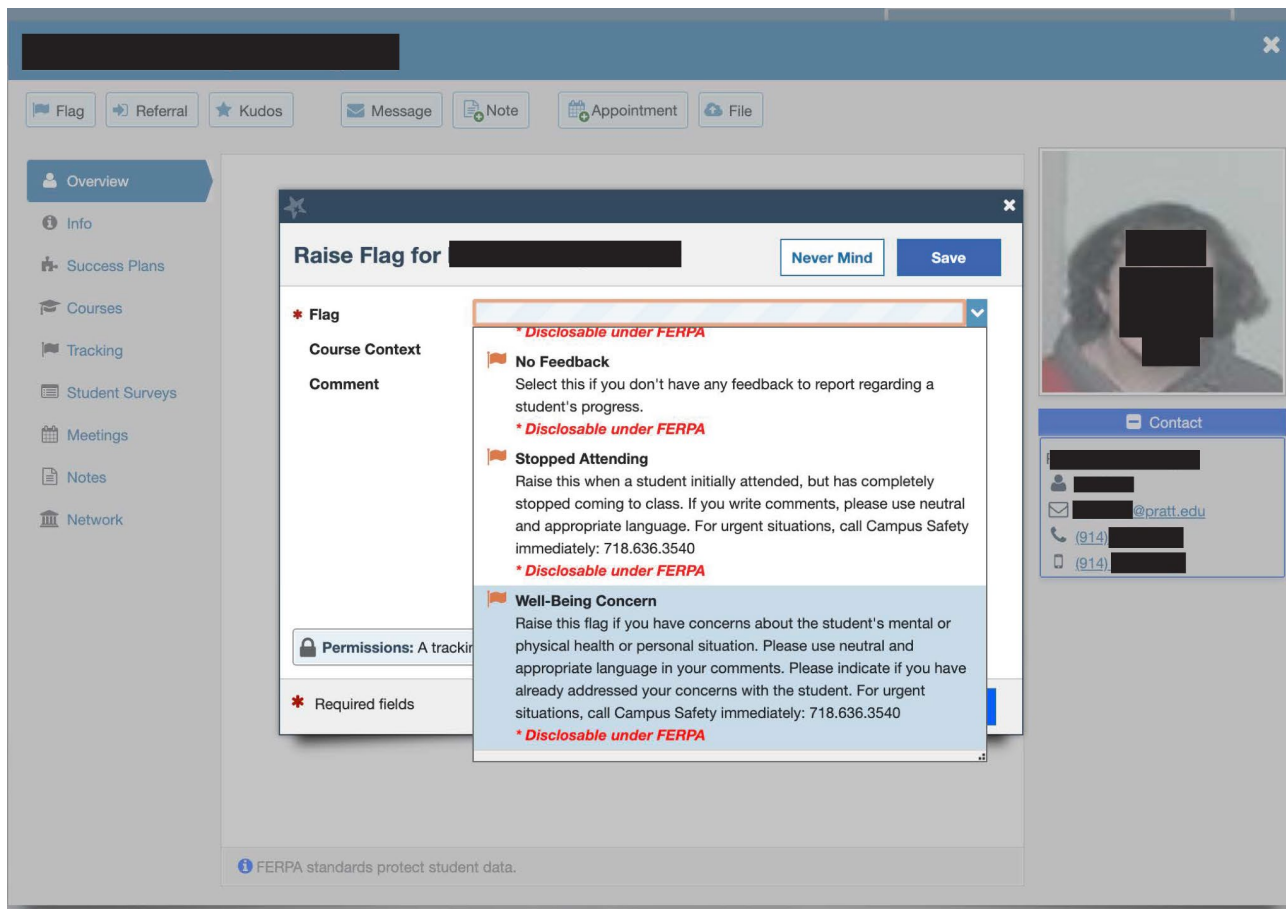
Figure 5. Screenshot of StarFish system which enables students to access services, and for faculty/staff to notify student support teams of a student in need. Personal information is redacted.

Other services offered by Pratt include a recreation center based on the Brooklyn Campus, Residence Life and Housing on the Brooklyn campus, health services that can provide a variety of medical services, the Learning/Access Center (LAC) to help support students in need of accommodations, a Student Success Center that provides tutoring, and a Writing Center for students who need help with their writing offered through the School of Liberal Arts and Sciences (Appendix 36). Additional discussion of these Institute-wide services to students can be found in our 2024 Middle States Commission on Higher Education Self-Study (Appendix 108), especially Chapter 4, which goes into more detail on these services and their evaluation.

IV.5.5 Form Student Organizations

Students are able to form student organizations. In the School of Information, the five active organizations are student chapters of national organizations, including ALA, SAA

and ASIST (Appendix 69). Registered Student Organizations (RSOs) are supported by the Office of Student Involvement in the Student Affairs Division, and they allow clubs/organizations to access funds for events, panels, tours, and more. Student organizations can learn how to access these funds and other resources from the Graduate Registered Student Organizations Handbook (Appendix 106). Student Involvement offers a system called Engage that is used by student clubs for promoting events, managing club membership, requesting funding, and managing documents (Appendix 36).

IV.5.6 Participate in Professional Associations

The School of Information encourages students to participate in professional associations. As the five student organizations are student chapters of national organizations, there is a natural connection to those national groups. Students can apply for funding through GSEF as discussed earlier to present research at conferences. While travel during COVID slowed down substantially, we do see student interest re-emerging of traveling to conferences. For example, we are expecting an officer from the SAA@Pratt (student chapter of the Society of American Archivists) will present a poster about the chapter's work at the annual conference in summer of 2024.

IV.6 Results of Evaluation Fed into Program Development

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

Regular review of policies and procedures as they relate to students is part of the regular review process at the School of Information, as will be discussed in more detail Chapter V. The review of policies and procedures are driven by the following School goal and indicator (Appendix 64):

> *Goal 11. To practice transparency and openness in our communications and planning.*
> > *Indicator 11.7 100% of School-level policies and guidelines, including fiscal policies, have been reviewed by the Faculty Council in the past five years*

The status of the review of each policy is included on the SI policies website and is available in Appendix 32. For example, as the Admissions Committee bylaws were last reviewed in 2020, we would expect that the Faculty Council would re-review the charge of that committee and its bylaws in 2025 at the latest. For more detail on the policy review and approval process at the Institute-level, please refer to Chapter V.2.

The major place where evaluation takes place is the annual assessment report and operational action planning process which takes place at the SI Faculty Council retreat. Please see Chapter I for more detail on this evaluation and planning process. A notable part of that process is the analysis of survey data from students, employers, alumni, and faculty, to plan future activities to support meeting the school's goals.

While there are many examples that we can point to how evaluating student achievement translates into program improvement, one example that we will provide is the 2018 review and revision of the MSLIS program-level learning outcomes (Appendix 20). While the 2023 revision of the MSLIS program-level learning outcomes were rather minor–specifically a small adjustment was made to more explicitly incorporate DEI–the 2018 revision was a more significant revision (Appendix 18). In the 2018 revision, a wide variety of data was analyzed, including MSLIS portfolios, graduating student surveys, faculty data collection, alumni surveys, analysis of statements from the professional field, among other sources of data (Appendix 20). One issue that was identified is that some of the core learning of the MSLIS program–specifically around the collection, management, and making accessible of information–was implied in the learning outcomes, but not explicit. Other areas– like Research, Communication, User-Centered focus–were explicit (Appendix 93). What this translated to in-practice was that we were receiving portfolios where that aspect–the actual skills to collect, manage, preserve and provide access to information–was not as strong as it could be. This was reflected in the courses that students used to support this portfolio. The course INFO 653 Knowledge Organization–a core course in the Library and Information Science program–was only used 67 times for students entering between Fall 2012 and Spring 2019, which works out to only 2.65% of projects used in portfolio were from this core course (Appendix 107). After the program-level learning outcomes were rolled-out in 2019, creating the Foundations of Information learning outcome which include aspects like the collection, organization, management, and making accessible of information, we see courses like INFO 653 Knowledge Organization occurring more frequently in portfolios: 6.6% of the time (Appendix 52). This has resulted in portfolios where students have to highlight a project that demonstrates their core skills in the area of information collection management, organization, management and use, helping ensure more comprehensive and complete portfolios.

IV.7 Systematic Evaluation of Student Achievement

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

Program-level Learning Outcomes Assessment

The Portfolio has been a graduation requirement for all incoming students since Fall 2012 and is a direct measure of student learning. It is the vehicle through which students demonstrate to the program and to the field their competence with the five MSLIS program-level student learning outcomes (SLOs). To satisfy the 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 Portfolio until all requirements are met (Appendix 77).

Faculty use an assessment rubric that is revised each time that the PLOs are revised (Appendix 15, 14, 93). PLOs are their respective rubrics have been revised in 2014, 2018, and 2023. Processes of revising the PLOs and rubrics are described in more detail in Chapter II.

An online portfolio workflow system developed in 2012 is used to track the students' submission as well as the courses that were used to supply the portfolio projects, as well as the advisor response, which includes the advisor's response and the portfolio rubric scores (see Figure 6). If a student receives a "Needs Work" and thus needs to resubmit the portfolio, the system also asks the advisor what has changed about the submission. Via email, students receive a message with the outcome of their submission which only includes "Pass" or "Needs Work - Revisions Required." Portfolio rubric scores are maintained for internal purposes but for the students' perspective the portfolio is a "Pass/Needs Work" activity. Students and faculty can find the portfolio assessment rubric on the MSLIS portfolio webpage (Appendix 77).

Pratt School of Information

Student Name: Sally Smith (sally@pratt.edu)
Portfolio URL: http://www.thinkingprojects.org
File Submission: 800270_ReflectiveText.pdf
Semester to Graduate: 2024 Spring
Comments from student:

Advisor Response: [Needs work ∨]

For record keeping, please indicate the scores the student received on the Portfolio Rubric. This data will not be displayed to the student.

Foundations of Library & Information studies: [3 - Competent ∨]
User-centered services: [2 - Developing, Revisions Required ∨]
Technology: [3 - Competent ∨]
Research: [3 - Competent ∨]
Ethical/Creative/Critical practice:

| ✓ |
| 4 – Exemplary |
| 3 – Competent |
| 2 – Developing, Revisions Required |
| 1 – Unacceptable, Major Revisions Required |

Additional Comments (these will be emailed

[Submit]

Figure 6. Screenshot of system for managing portfolio submissions and feedback

The information on submissions can be found via the administrative system, which provides a variety of reports and provides details on submissions (see Figure 7). Additional queries can be written against the database when needed.

Pratt School of Information

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Semester	Name	Email	Advisor	Advisor Response	Completed Exit Survey (Spring 2014 or after only)	Foundations of Library & Information studies SLO Score	User-centered services SLO Score	Technology SLO Score	Research SLO Score	Ethical/Creative/Critical practice SLO Score	Re-submission #	Resubmission: Foundations of Library & Information studies SLO: What Changed?	Resubmission: User-centered services SLO: What Changed?	Resubmission: Technology SLO: What Changed?	Resubmission: Research SLO: What Changed?	Resubmission: Ethical/Creative/Critical practice SLO: What Changed?	Foundations of Library & Information studies SLO Courses	User-centered services SLO Courses	Technology SLO Courses	Research SLO Courses	Ethical/Creative/Critical practice SLO Courses	Submission Date	Last Update
2024 Spring	Sally Smith	sally@pratt.edu	Anthony Cocciolo	Needs Work	N	3	2	3	3	3	0						23/SP-INFO-625-02	19/SU-INFO-698-01	23/FA-INFO-601-06	23/FA-INFO-606-02	23/FA-INFO-601-03	04/10/24 11:17 am	04/10/24 11:19 am

E-Portfolio URL: http://www.thinkingprojects.org

File Submission: 800270_ReflectiveText.pdf

Student Comments made during submission:

Advisor Comments made during Approval process:

Web Archive: Web archiving in progress

Figure 7. Screenshot of detail on each student portfolio submission

In appendix 34, we provide sample MSLIS portfolios with names redacted. We should note that Pratt IT does provide a system for students to compose their portfolios: Digication; however, students can use any website making tool that they choose. The advantage of Digication is that it has options to make the portfolio only accessible to a limited audience, such as a students' advisor. Some students want to limit the information about themselves available on the world wide web, and as a School we certainly respect that decision. For students who want to create a public website with their projects, they have the option of including a reflective text document with the submission which helps map the projects to the learning outcomes. This way, students don't need to include this information that is only specific to the assessment process. The aim is for the students to have a professional website that will help them on the career trajectory, but we recognize that this is not for everyone.

Course-Level Student Learning Outcomes Assessment

Each course in the School of Information has well defined course-level student learning outcomes that are consistent across all sections of that course (Appendix 71). Course-level student learning outcomes are a major focus of the curriculum review process–both for new courses as well as the regular review of existing courses–that takes place in the School Curriculum Committee (see Chapter II for more discussion). As is described in the Pratt Institute syllabus template (Appendix 95), faculty are instructed to "reflect the extent to which students have achieved the learning outcomes for the course" in the assessment. Students receive a letter grade for each course which corresponds to the assessment set forth in the syllabus for the course, and with respect to Pratt Institute's grading scale. During the regular course review process as discussed in Chapter II, the School Curriculum Committee checks syllabi to ensure that the course-level learning outcomes can be satisfied by the assignments and expectations laid out in the syllabus.

IV.8 Program Planning and Improvement

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

As detailed in Chapter I, we perform and analysis of data, including course evaluations, portfolio assessments, graduating student surveys, alumni surveys, among other sources of data, each summer and package them into our annual assessment reports, and then convene in the fall at the Faculty Council retreat to adopt a plan to address any issues that were identified using indicators to measure the success of meeting our goals (Appendix 49, 50 and 60). That assessment and planning activity–as well as the long-term Strategic Planning (Appendix 68)–have driven significant improvements in the program. For example, DEI is now thoroughly threaded throughout the MSLIS program: in the core curriculum, in the program-level learning outcomes, in the professional development activities for faculty offered through the DEI committee, the extracurricular activities organized by the DEI committee for students, the faculty appointment/promotion/tenure process, in the curriculum review process, among other areas (Appendix 18, 4, 39, 74). Through continuing to monitor the data around DEI through our annual assessment process, we are able to plan activities that improve the LIS program (Appendix 49 and 50).

Standard V: Administration, Finances, and Resources

V.1 Integral, Distinctive, and Autonomous

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

The 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 schools are: School of Art, School of Design, School of Architecture, School of Liberal Arts and Sciences, and School of Continuing and Professional Studies. An organization chart is included in the appendices that is helpful in illustrating the reporting relationships (Appendix 62)

The School of Information traces its roots back to 1890, a few years after the formation of the Institute in 1887, when Pratt began a library training program to educate the workforce of the Pratt Institute Free Libraries which were being erected across Brooklyn (Appendix 78). This training program evolved over the years, from a one-year certificate, to a Bachelors of Library Science, and eventually to a Master's program. The School of Information and its MSLIS program are integral because library science education has been a part of Pratt's educational programs for nearly its entire existence. The MSLIS program is also most distinctive within the Pratt context. Pratt is the only school in the Association of Independent Colleges of Art and Design (AICAD) with a School of Information or an MSLIS program. SI also works to integrate itself with Pratt through its vision and mission, which looks to make connections to "arts, culture and technology" (Appendix 73).

The School of Information has autonomy sufficient to assure the intellectual content of its programs. As outlined in Pratt Institute's Curriculum Review Policy, the Institute relies on the faculty to "ensure that all curriculum is aligned with the evolving standards of excellence of their disciplines and industries" and to academic leadership to ensure the

curriculum "reflects disciplinary excellence, national best practices, state and federal standards, and regional and specialized accreditation standards and requirements" (Appendix 79). Thus, the Institute has review structures in-place for curriculum such as the Institute Curriculum Committee, however, it relies on the faculty and leadership of the School of Information to assure the intellectual content of its programs, such as through the work of the School of Information's Curriculum Committee (Appendix 80).

The School of Information has sufficient autonomy with respect to the selection and promotion of its faculty. For searches for new full-time faculty, the School of Information establishes search committees where the majority of the members must be faculty from the School of Information per the Pratt Institute Faculty Handbook (Appendix 103 and Appendix 29). As seen in search committee membership for the last several years, typically all members of searches for faculty at the School of Information are members from the SI faculty (Appendix 76). These faculty-led committees make recommendations to the Dean on who is acceptable to be hired, and the Dean makes a selection. In terms of promotion of faculty, the School of Information establishes the expectations in the Peer Review Committee Guidelines (PRC) for Appointment, Reappointment, Promotion and Tenure (ARPT) (Appendix 63) as required by the Collective Bargaining Agreement (Appendix 3). The PRC for ARPT makes recommendations to the Dean on promotion, who then makes recommendation to the Provost, who then makes recommendation to the Board of Trustees. In cases of faculty selection or promotion, there have been no noted disagreements between the Dean-level decisions and higher-levels of the administration, such as the Provost or Board of Trustees, since the current Dean began service in 2017.

The selection of students is determined by the School of Information under the framework established by the School of Information Admissions Committee (Appendix 47). Thus, the School of Information is able to make student admissions decisions with autonomy.

The School of Information has several goals related to administration and resources. These include:

> *School Goal #10 - To provide excellent facilities and resources that support our mission and practice environmental sustainability.*
> *School Goal #11 - To practice transparency and openness in our communications and planning.*
> *School Goal #12 - To ensure administrative effectiveness.*

As described in Chapter I, the School of Information completes an annual assessment of all School goals and creates an annual Operational Action Plan to ensure goals are addressed (Appendix 49 and 50). One set of actions initiated over two academic years that can be found in the Operational Action Plans (specifically years 2020/2021 and 2021/2022) that required resources from the Institute was the reorganization of staff positions in the School of Information, including the creation of two new staff positions. This process created an Assistant Dean position as well as an Assistant Director of Academic Programs and Services positions, which were needed to grow the administrative support needed to accomplish the School's goals and "ensure administrative effectiveness" (School Goal #12). The Institute provided the resources to undertake this reorganization, and we are now better able to accomplish the School goals.

V.2 In Relationship to Comparable Units

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

School of Information faculty, staff and students have the same opportunities for representation on the institution's advisory and policy-making bodies as those of comparable units. These units include:

- Faculty and Student representatives on the Board of Trustees (Appendix 81)
- Faculty representatives on the Academic Senate, which advises the president, provost and Board of Trustees (Appendix 29)
- Faculty representative on the Academic Policies Committee (APC) which reviews and recommends academic policies (Appendix 26)
- Faculty representative on the Institute Curriculum Committee (ICC) which review and recommends major changes and additions to curriculum (Appendix 26)
- Faculty Union leadership position (United Federation of Collection Teachers Local 1460) (Appendix 3)
- Student representatives on Student Government Association (SGA) (Appendix 41)

- Dean of SI is on the Provost Council which advises the Provost along with all other school deans
- Dean of SI attends meetings of Senior Staff once per month with other school Deans

Several of these bodies specifically include graduate student representatives, such as the Board of Trustees and Student Government Association, which are sometimes occupied by School of Information students.[19]

The School of Information undertakes relationships with other academic units to enhance the intellectual environment and support interdisciplinary interaction. One of the most long-standing relationships is the relationship with the Department of History of Art and Design, which operates jointly with the School of Information the dual-degree MSLIS and MA History of Art and Design. Interactions among these two academic units include making joint admissions decisions on students entering into the dual-degree program as well as reviewing changes to the respective required curriculum (Appendix 4).[20] A more recent academic relationship that has been developed is with the Graduate Center for Planning and the Environment (GCPE) where faculty and staff worked together to revise the Advanced Certificate in Spatial Analysis and Design so that students in both the INFO school and GCPE could complete the certificate within their Masters programs (Appendix 4). This is a certificate that LIS students can take to enhance their GIS knowledge and skills.

Decisions related to funding and resource allocation are made on the same basis as comparable units. In the fall of each year, the Dean of SI submits a requested budget to the Provost that takes into account budget requests from all faculty and staff, as well as resources needed to support action items within the SI Strategic Plan and/or Operational Action Plans (Appendix 51, 68 and 50). Based on expected revenue, the Provost division receives an allocation and makes the allocation decision. Major initiatives from the SI Strategic Plan and Operational Action Plans have been allocated funding as needed, such as building of a User Experience Lab, establishment of a Postdoctoral Fellowship, and creation of new staff roles, we feel that the Institute provides the School of Information the resources it needs to succeed.

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[19] Student and faculty service to Institute committees are reported in the Annual Assessment Reports (Appendix 49).
[20] Admissions files are available for on-site inspection.

Budgets for Facilities fees, used to make improvements to the facility, and Graduate Assistant funding are allocated based on enrollment and collected student fees. This allocation is based on mathematical formulas tied to these variables and the same formula is used across all units, thus enabling a fair and transparent allocation process.

V.3 Administrative Head and In Comparison

V.3 The administrative head of the 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 administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

The administrative head of the LIS program is the Dean of the School of Information Anthony Cocciolo. The Dean of SI title, salary and status is similar to that of the other deans at Pratt Institute. Dean Cocciolo has served on the faculty since 2009, and was granted tenure in 2015, and thus has similar academic qualifications to the faculty. When transitioning from being a faculty member to the Interim Dean of the School in 2017, Cocciolo undertook academic leadership training such as those from the American Council on Education, and has engaged in further leadership development such as in-house professional development programs offered to Pratt academic leadership. Before Pratt, he was the Head of Technology for the Gottesman Libraries at Teachers College, Columbia University, where he also took professional development courses from the American Management Association.

The Dean of SI is appointed on 3-year terms, and faculty are surveyed every three years to collect feedback on the Dean's leadership, including areas such as leadership ability, administrative ability, and understanding of development in the field, among other factors. The Provost reviews this survey feedback when making a decision on reappointment. Additionally, the dean's performance is assessed annually, as with all administrative staff at Pratt. In the dean's 2023 performance evaluation, the Provost writes that "...Anthony is a colleague I value and trust – his astute judgment, honest communication of views, and always focused and productive work make him a pleasure to work with" and that he is "an effective Dean for SI, and does much to make the Institute as a whole stronger." [21]

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[21] Dean performance evaluations are available for on-site inspection.

V.4 Administrative Head and Environment

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

Dean Cocciolo has been effective in focusing the School of Information on achieving its Mission and Goals through the Annual Assessments and Operational Action Planning processes described in Chapter I (Appendix [73](#), [60](#), [49](#), [50](#)). Through leading the effort to create stable processes like the ones mentioned and solidifying structures like standing committees (e.g., the Faculty Council, DEI Committee, Admissions Committee, Space and Technology Committee), the School has been able to focus on its core work through stable systems (Appendix [58](#), [55](#), [47](#)).

As seen from the Dean's monthly newsletters, which started in July 2017, the Dean encourages an environment of engagement between students and the professional field (e.g., student news highlights student work at conferences, etc.) and promotes student interaction with other academic units.

V.5 Staff and Decision-Making

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

For each degree program, the Dean appoints a faculty Curriculum and Teaching (C&T) Lead to help support the program in specific matters: as the name indicates, in the areas of curriculum and teaching. The responsibilities of the Curriculum and Teaching Lead are the following (Appendix [82](#)):

A. *Lead the effort in keeping the curriculum of a degree program or significant curriculum area up-to-date and relevant, including the curriculum of portfolio workshops for degree programs.*

B. *Work with the administration to hire part-time faculty to teach courses relevant to the program or significant curriculum area, and provide counsel to part-time professors where appropriate.*

The long-time Curriculum and Teaching Lead was Prof. Debbie Rabina, and with the beginning of her phased retirement Prof. Irene Lopatovska was appointed the C&T Lead in Fall 2021. With regards to the LIS program, the C&T Lead will often work jointly and collaboratively with the Dean on activities like curriculum revisions to the LIS program (Appendices 17, 18, 20, 23, 24).

In addition to the LIS Curriculum & Teaching Lead, staff that support the LIS program include the Assistant Dean (Quinn Lai), Assistant Director of Academic Programs and Services (Meredith Brull), and Assistant to the Dean (Vinette Thomas). All staff CVs are available in Appendix 57. From the job descriptions for each of these positions, staff are required to support the School's vision, mission and goals (Appendix 67). Staff are evaluated annually by their supervisor to ensure they are meeting the SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) that have been collectively set by the employee and manager.[22]

The School of Information operates under a shared governance model that includes the Dean and the faculty. The primary vehicle to carry this model out is the Faculty Council, which requires that major school-level decisions are brought forward to a recommendation to the School before being approved by the Dean (Appendix 58). Decisions brought-forward for review include school-level policies, the two-year course plan, updates to Vision, Mission and Goals, Strategic Plans, and other important decisions that affect the School of Information (Appendix 87).

The major forum for decision-making is the Faculty Council annual retreat and the creation of the annual Operational Action Plan based on analysis of data presented in the Annual Assessment Reports (Appendix 50 and 49). A major decision made at the September 11, 2020 retreat was replacing the "Program Coordinator" model, which included program coordinators for each degree program, and replacing them with an Assistant Dean and Curriculum and Teaching Leads (Appendix 50). The program coordinator model was proving itself to be difficult to sustain, as many faculty did not want to take on the administrative responsibility, which was less than a department chair but fairly sizable administrative responsibilities. The Faculty Council made this recommendation on

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[22] Employee performance evaluations are available for on-site inspection.

September 11, 2020 (indicated in the Operational Action Plan for 2020/2021), leading to the establishment of the Assistant Dean position and hiring Quinn Lai into that role, establishment of the Curriculum & Teaching Leads, and eventually creating the entirely new position of Assistant Director of Academic Programs and Services who reports to the Assistant Dean. This new model, which was a decision made by the Dean with formal support from the Faculty Council, added more professional administrative support while allowing faculty to focus on aspects they care most about: curriculum, teaching and research.

V.6 Institutional Support

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

As indicated from the School of Information's budget (Appendix 42), the Institute provides the School with a level of support needed to carry out its goals and meets the standards set forth in these standards. The Institute has been supportive of the creation of new staff positions, such as the Assistant Dean and Assistant Director of Academic Programs and Services, as well as new faculty positions, such as the Associate Professor and Faculty Director of the Spatial Analysis and Visualization Initiative, which has added enormous support to GIS and spatial initiatives in the school, which benefits LIS students interested in working with spatial data. As described earlier, while most budgets at the School of Information are set by request via the Provost, other budgets like facilities fees–which are fees that can be used to enhance facilities as well as graduate assistant funding–are calculated based on enrollment. Since the School of Information has seen strong enrollment, with enrollment growth every year since 2016, it has seen continual increases in funding. This has allowed the upgrading of furniture and computers each year.

With regard to facilities, Pratt purchased 144 West 14th Street in Manhattan in 2000 and the School of Information moved its headquarters and operations there in Fall 2002 after the interior was completely redesigned to suit the needs of the units housed there (Appendix 78). PMC is a seven-story Renaissance Revival-style loft building built between 1895-1896 and designated as a landmark. The School of Information primarily operates

from the 6th floor of PMC, although it also has classes that occur on the 2nd, 7th and 5th floors.

In the years leading up to the pandemic, Pratt contracted with Kliment Halsband Architects to perform space renovations at Pratt Manhattan Center (PMC), which included bringing the art gallery on the second floor down to the street-level, bringing student services office to the 7th floor, renovating the lobby, among other changes (Appendix 83). The School of Information is fortunate to be able to operate from a historic building centrally located in Manhattan that has been renovated twice in 25 years!

As Brooklyn has become a more popular place to work, study and live, we have seen the movement of some academic departments that were housed at Pratt Manhattan Center relocate back to the Brooklyn campus. In addition, with the rise of online meetings stemming from the pandemic, we are happy to report that there is more than adequate space for students, faculty and staff to undertake their teaching, research and service at PMC.

V.7 Faculty and Staff Compensation

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

All faculty at Pratt are represented by the United Federation of College Teachers (UFCT) Local 1460, which enters into a Collective Bargaining Agreement (CBA) with the administration of Pratt Institute that addresses issues related to compensation, workload, work conditions, and more (Appendix 3). In the most recent union contract (2022-2027), faculty receive a 4% pay increase every year from 2022-2027, as well as semester off paid leave for new parents, among other additions. As part of the union contract, if a faculty member's compensation is not in alignment with their peers with respect to job title, education, and experience, they can receive an equity adjustment in compensation which is agreed upon between the union and the administration. Thus, the CBA looks to fairly compensate faculty in order to attract, support and retrain them.

Administrative staff, while not represented by a union, will typically receive a yearly pay increase.[23] In 2023, it was a 3% increase. When crafting job positions, the School of Information works with Human Resources including the Senior Compensation Analyst (Denise McMahon), to ensure that an appropriate salary range is arrived at based on job title, experience, and education. In job advertisements, all salary ranges are advertised as required by New York City and New York State law, thus helping to attract candidates and promote transparency.

V.8 Research, Professional Development and Travel / Student Financial Aid

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

Faculty and staff at the School of Information access financial resources for professional development and research-related travel by submitting a request in the late fall semester, which if approved for funding can be spent in the subsequent fiscal year that begins on July 1. The method to make requests is via the Budget Request Google Sheets (Appendix 51), which provides transparency to faculty and staff around how resources are allocated. A major source of funding for faculty research projects is the School of Information Faculty Innovation Fund, which can provide funding for research that can include summer stipends, consultants, student workers, among other funding needs (Appendix 59).

School of Information faculty are also eligible for Institute-level funding, including the Academic Senate's Academic Initiatives Fund and Faculty Development Fund (Appendix 26).

School of Information full-time faculty are eligible for leaves with pay the same as all other faculty at the Institute, which can include half-year sabbaticals at full pay and one-year sabbaticals with half-pay every six years. Typically, once receiving tenure, faculty at the School of Information will apply for a sabbatical in the fall of their first year with tenure, to receive it in that subsequent year. Leaves for sabbaticals, as well as other types of leaves

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[23] While there is a clerical union at Pratt, no staff in the School of Information are members since there are none who are designated as clerical staff.

such as medical leave or new parent leave, are governed like sabbaticals through the Collective Bargaining Agreement (Appendix 3).

Student Financial Aid is available to students at Pratt on the same basis as other graduate students at Pratt. The typical financial aid available to School of Information students includes, a) two-year scholarships given at the time of admissions, b) Fellowships to do one-year projects at NYC institutions made available from Pratt endowed and draw-down funds, and c) federal loans available to domestic students (Appendix 44).[24] Student financial services counselor Sonya Chestnut is based at Pratt Manhattan Center's 7th floor and is available to help students with financial aid questions and issues.

V.9 Physical and Technological Resources

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

The School of Information and its LIS program are somewhat unique in that they have always been 100% face-to-face. This, however, changed on March 11, 2020 when Pratt Institute's then Provost Kirk Pillow announced that in-person classes would halt and would resume online on March 30 because of the COVID-19 pandemic that was sweeping through New York City as well as other parts of the country and world. This decision was reinforced on March 20, 2020, when New York State Governor Andrew Cuomo issued Executive Order 202.6, directing all non-essential businesses to close in-office personnel functions in the state. More details on those changes stemming from the COVID-19 pandemic can be found in our 2021 Biennial Narrative Report (Appendix 84).

In the years following the onset of COVID-19, the School of Information has been returning to primarily face-to-face operations, with 86% of courses offered in-person in fall 2023, and 96% expected in fall 2024. With that said, the COVID-19 pandemic prompted the adoption of a wide-variety of online technologies which continue to be available to our online as well as in-person classes. This includes the adoption of Canvas as the learning management system, Zoom for online meetings, Miro for whiteboarding, as well as the use of Launchpad, which is a service provided to Pratt community members that allows them to run licensed software through a remote desktop connection hosted on Amazon servers.

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[24] The SI Scholarship Rubric is available for on-site inspection.

Thus, students with old computers can run the latest software without needing to download them. Pratt's Information Technology department provides technology-enhanced classrooms, online services like Canvas and Launchpad, and a help desk available via phone or email to provide support when needed (Appendix 36 and 72).

Once online courses were ubiquitous during the pandemic, and we started returning in-person, there was a need to determine what should happen in-person and what should happen online. Dean Cocciolo, in the March 2022 newsletter, proposed the following arrangement and asked the SI community for feedback on it (Appendix 61):

> ### Future of Online Learning at SI
> *As you may be aware, the School of Information did not offer any classes online until it was forced to in March of 2020. In school year 2020/2021, we offered the vast majority of our courses online as students and faculty were hesitant to gather in-person, especially before the widespread availability of vaccines. In this school year (2021/2022), we offered 55-70% of our courses in-person, and in the upcoming school year (2022/2023) we are planning to offer 80% in-person.*
>
> *During this time, we have collected information from students and faculty via specialized surveys about course delivery preferences, and have introduced questions to the graduation student survey about the future of online learning at SI. From this research, a view has emerged that we should retain 20% of our courses online for the long-term for courses where it works well (e.g., the work created by students is digitally-based), and that it should be concentrated in courses that students may take in their second-year of study where they may be balancing other commitments like internships, job hunting, and portfolios where some flexibility might be welcome. I welcome any thoughts about the future of online learning at the School of Information via email, office hours, appointments, or during our bi-annual SI Open Forum in May.*

The same proposal was brought forward to the Faculty Council in April 2022 (Appendix 87). While no vote was taken on the proposal, the general sense from the community as well as from the Faculty Council was that retaining a low-number of online courses for added flexibility in students' second year was welcome. This is the model that we have been working with since that time.

When courses are running in-person, faculty and students can come to the School of Information office for support, such as help with an IT issue, and office staff will call IT

support located on the 5th floor of Pratt Manhattan Center. The School of Information office is open until 7pm Monday through Thursday, and until 4pm on Friday, thus offering a place to bring any issues that may come up around using the space or technology for teaching, research or service (Appendix 70). The PMC IT Department has a professional staff member Christian Gonzaga (PMC Technology Manager Evening) staffing the IT department until 8pm each evening, which is helpful since courses run at the School of Information until 9:20pm each night Monday through Thursday. After 8pm, there are student workers available to assist with IT issues.

A major resource to support teaching at Pratt is its Center for Teaching and Learning, which provides workshops to faculty on Canvas and a wide range of topics designed to improve and enliven pedagogy (Appendix 28).

Beyond teaching, physical spaces can be readily booked for use in research and service projects. Students can visit, call or email the SI Office to make a booking, and faculty or staff can either self-book or visit the office for a booking (Appendix 70). When a technological resource is needed for a faculty research project, they can request funding for it through the normal budgeting process or through a program like the Faculty Innovation Fund, described in section V.8. Technical tools provided to SI faculty include Survey Monkey and Zotero storage space, beyond tools available to all Pratt faculty. For students, they can request funding for research projects via the Graduate Student Engagement Fund, and licenses for tools that we don't already have can be provided (Appendix 86).

V.10 Physical Facilities

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

School of Information facilities are convenient and functional for students and faculty. The School of Information is headquartered on the 6th floor of Pratt Manhattan Center where most of its courses take place, while also having courses that take place on the 2nd, 5th and 7th floors. Pratt Manhattan Center floors are organized in the following manner (Appendix 70 and 35):

- Basement - Facilities operations, storage, and retail tenant (Unity Jiu Jitsu Studio)

- 1st Floor - Exhibitions Department, Pratt Manhattan Gallery and retail tenants (E-nail and H&R Block)
- 2nd Floor - School of Continuing and Professional Studies and shared classrooms
- 3rd Floor - Associates Degree programs in the School of Art
- 4th Floor - Construction Management / Facilities Management in the School of Architecture
- 5th Floor - PMC Information Technology department
- 6th Floor - School of Information (classrooms, offices and labs)
- 7th Floor - Creative Enterprise Leadership department in the School of Art, shared classrooms and Student Services offices

A typical classroom configuration on the 6th floor of Pratt Manhattan Center enables flexibility, allowing students to move between lectures, to small group work, with Macintosh computers in the classroom or students can use their own laptops. White boards are featured in classrooms, as well as laser projectors. Located in the Chelsea/West Village neighborhood of Manhattan, field trips can be easily arranged to nearby libraries, museums, art galleries, and other cultural sites.

Collecting the needs of stakeholders and implementing changes to the spaces and technologies available to them are operated by the Space and Technology Committee, which is a subcommittee of the SI Faculty Council (Appendix 58). It prepares an annual SI Space and Technology Plan which looks to use facilities fees to make positive improvements to the space and technology (Appendix 66). In addition, long-term space and technology needs are articulated in the Strategic Plan (2019-2024) which address needs that cannot be readily addressed in a single year (Appendix 68). One such action item included in the Strategic Plan was the creation of the Archives and Cultural Heritage Lab (room 610), which was planned for during the development of the 2019-2024 Strategic Plan and opened in January of 2022. This space brought together equipment used for archiving projects, such as audiovisual and book digitization equipment, into a single space, thus offering students and faculty a room well-suited for a variety of archival projects. Consolidating equipment into this single room also freed-up space on the floor to enable the creation of the User Experience Lab (room 608) —also planned for in the Strategic Plan—which can be self-booked by students for research projects as well as UX projects (Appendix 70).

At Pratt Manhattan Center, there is a variety of informal spaces for students to gather, such as the renovated lounges on the 7th and 2nd floors, allowing communication beyond class time. There are also small rooms, not much bigger than a phone booth, that students

can use on the 7th floor for Zoom meetings or testing. While some spaces can be self-boked, many spaces at Pratt Manhattan Center can be booked by staff at the front desk of the School of Information Office. The School of Information office suite (room 601) enables the efficient and effective administration of the program, including private meeting spaces, storage, and equipment needed for running the School of Information.

V.11 Libraries, IT and Independent Study

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

School of Information faculty and students have wide access to information resources and services. The Pratt Institute Libraries is headquartered in a historic library building that was constructed in 1896 in the borough of Brooklyn; the School of Information was based from the third floor of that building from 1896-1974 (Appendix 78). The Pratt Institute Libraries also operates a satellite library on the 4th floor of Pratt Manhattan Center that has the majority of collections useful to School of Information programs. As of 2022, The Pratt Manhattan Center library includes 15,397 print books and 108 serials, and 76.77% of the key subjects of those collections are Library Science or Bibliography (Appendix 9). Collection development-wise, the Pratt Institute Libraries purchases $14,000 annually for books (in print or electronic) for the School of Information and spends $35,000 annually on serials. Institute-wide, the Pratt Institute Libraries spends $240,00 for one-time book purchases, $61,000 for eBooks, $325,000 for eJournals, and $529,000 for ongoing subscriptions (Appendix 9).

The Pratt Institute libraries services are used by the School of Information community widely. In 2022, this includes 13,733 physical circulations, 105,709 e-resource circulations, 3,004 reference interactions/transactions, 107 research consultations, and 3,003 virtual reference service (Appendix 9). Other services used include Interlibrary loan and instruction sessions (Appendix 9). The library is typically open 78.5 hours per week during the semester (Appendix 9), and the hours and services are widely publicized via the Libraries' website (Appendix 8).

Computers and other information technologies are widely available to students. The PMC Library technology includes public computers, scanners, printers, and assistive technology (Appendix 9). On the 6th floor of Pratt Manhattan Center, 67 computers are

available to students, faculty or staff spread across classrooms, labs and the lobby area of the floor called the InfoLounge (Appendix 72). Students can swipe into room 606 which includes 21 iMac computers or use the 5th floor open lab, both of which are open during the building hours: 1AM during the work week and 11PM on the weekend (Appendix 70). Services like Launchpad which were described in section V.9 are available 24 hours a day, 7 days a week. Students can also access computer labs on the Brooklyn campus if that is more convenient to them, which include 2D and 3D printing labs, among other options (Appendix 36).

Pratt has systems in place for independent study, which allows a student to work on a project that extends beyond what can be achieved in the existing curriculum (Appendix 6). The student prepares a proposal in conjunction with their faculty supervising the work, and various levels of approval are needed before the student is enrolled in INFO 699 Independent Study.

V.12 Staff in Libraries and IT

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

The Pratt Institute Libraries include knowledgeable staff, including 19 librarians with MSLIS degrees, 3 professional staff, 9 other paid staff, and 11 part-time student workers (Appendix 9 and 10). CVs of staff at the Pratt Manhattan Center library are included in Appendix 11. Staff are available via a variety of formats, including email, in-person at the reference desk or at instructional sessions, chat, Zoom, or other format as required. Working with the Learning/Access Center located in the Division of Student Affairs, the Pratt Institute libraries strives to make its collections accessible and provides assistive technology (Appendix 8). The Pratt Institute Libraries collaborate with the School of Information through a designated liaison. This person was Nick Dease (User Experience Librarian), who recently took a new position out of the state, and at the time of writing his position is being searched for. In the interim, the liaison role is being undertaken by Matthew Garklavs (Electronic Resources Librarian).

The Information Technology division and its submission at Pratt Manhattan Center offer services offered by knowledge persons at convenient times. Led by Matt Martin, Director

of Pratt Manhattan Technology Operations, the department includes specialists in infrastructure, AV technology, Macintosh computers and software, printing, among others (Appendix 37). The department leverages the expertise available within the IT department on the Brooklyn campus. CVs of PMC IT staff can be found in Appendix 85.

V.13 Systematic Planning and Policies and Resources

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

As described in Chapter 1, the Faculty Council operates the annual assessment and operational action planning process, as well as develops and implements the long-term strategic plans (Appendices 49, 50, 39). Within the context of this process, all policies are reviewed within a five-year window, as required by the following School goal and performance indicator (Appendix 60):

> *School Goal 11. To practice transparency and openness in our communications and planning.*
> > *Indicator 11.7. 100% of School-level policies and guidelines, including fiscal policies, have been reviewed by the Faculty Council in the past five years*

As indicated in the SI Policies inventory (Appendix 64), all school-level policies have been reviewed within the five-year window.

With respect to physical resource requirements, this is undertaken by a subcommittee of the SI Faculty Council named the Space and Technology committee, whose members include faculty, students, and administrators (Appendix 58). This annual assessment of resource needs is undertaken by this committee through developing the annual SI Space and Technology Plans (Appendix 66). Beyond the Space and Technology Committee, the SI Faculty Council also undertakes resource assessments through its annual Operational Action Planning process that uses data from the Annual Assessment Reports to drive decisions (Appendix 49 and 50), as well as undertakes long-term assessment of needs and action needed in preparing and implementing its Strategic Plan (Appendix 39). The Faculty Council membership includes all full-time faculty, and at least one part-time

faculty and student representative, as well as non-voting administrative staff (Appendix 58). As described in V.10, this planning process led to the creation of valuable resources to the School of Information community, including the Archives and Cultural Heritage Lab and User Experience Lab.

Our annual assessment reports indicate that we are meeting the needs of students with respect to facilities and resources. For example, the 2022/2023 Annual Assessment Reports that 98% of LIS students agree that "they had information resources that supported my learning outcomes", 95% agreed that the "technology resources available... met my educational needs", and 87% of graduates agreed that Pratt provided a "physical environment conducive to my learning" (Appendix 49). For these indicators, the targets set out by the Faculty Council are 90%, 90% and 80% respectively, which indicates that we have exceeded our targets. If these targets were not met, we would undertake work in our planning processes to ensure that they are met in the subsequent year.

V.14 Evidence of Decision-Making Processes

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

As all major decisions, including review and development of policies, annual operational action plans and long-term Strategic Plans, are operated through the Faculty Council's monthly meetings as well as annual retreat, the decisions can be found in the minutes as well as the documents the committee produces (Appendix 87). Relevant documents produced include:

- Annual Assessment Reports (Appendix 49)
- Operational Action Plans (Appendix 50)
- Space and Technology Plans (Appendix 60)
- Strategic Plan (Appendix 68)

The administration of the School is evaluated annually through the Annual Assessment Reports, especially with respect to School Goals 10, 11 and 12, and their related performance indicators. These are repeated below for emphasis (Appendix 60):

Goal 10. To provide excellent facilities and resources that support our mission and practice environmental sustainability.

Indicators:

1. *100% of funds for facility/resource improvements are allocated in alignment with School planning*
2. *90% of graduates agree/strongly agree that they "had access to information resources that supported my learning outcomes"*
3. *90% of graduates agree/strongly agree that "the technology resources available (computer labs, technology-enhanced classrooms, computer software) met my educational needs"*
4. *80% of graduates agree/strongly agree that "Pratt provided a physical environment conducive for my learning"*
5. *At least one initiative per academic year is initiated that enhances the school's environmental sustainability.*

Goal 11. To practice transparency and openness in our communications and planning.
Indicators:

1. *Stakeholder feedback is sought and documented for all major decisions, such as new or revised programs, policies, concentrations, scholarship opportunities, faculty hires, resources, and space*
2. *Events are held to inform the SI community of planning and decision-making and solicit feedback*
3. *All major decisions (new or revised programs, policies, concentrations, scholarship opportunities, faculty hires, resources, space) are announced publicly through the listserv, website, and/or social media, as appropriate*
4. *The School's vision, mission, and goals are published publicly on the website*
5. *Key School and program statistics are available publicly on the website*
6. *Faculty Council meeting dates, times, and agendas are announced to all faculty (full-time and part-time) and student representatives*
7. *100% of School-level policies and guidelines, including fiscal policies, have been reviewed by the Faculty Council in the past five years*
8. *Student representatives participate in all Faculty Council meetings*
9. *Bylaws for standing and ad-hoc committees are available for all members*
10. *90% of graduates agree/strongly agree that SI practices transparency and openness in its communications and planning*
11. *90% of graduates agree/strongly agree that SI's communication platforms are effective in providing information about events and activities that can enrich their experience*
12. *A two-year course planning schedule is available to current students*

13. *Course evaluations are available to current students*
14. *An archive of past syllabi is available publicly*
15. *Participate responsively to accreditation needs and produce high-quality information for accrediting bodies.*

Goal 12. To ensure administrative effectiveness.
Indicators:

1. *School financial needs are aligned with School goals and are expressed in the School's budget (proposed and actual budget)*
2. *All funds are spent in accordance with planned budget, Institute policies, and accounted for using standard accounting practices*
3. *All administrative staff participate in the performance evaluation process and are evaluated by their supervisor in accordance with HR policies*
4. *90% of graduates agree/strongly agree that the "SI office and its staff are responsive to needs/issues that I have brought to them"*

As our annual assessment reports indicate, we are meeting these goals and targets annually, and if a time does occur when an indicator is not met, we can develop actions in the plan for the subsequent academic year to ensure that it is addressed.

V.15 Evaluation and Planning for the Future

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

With regard to administration, finances, and resources, the School goals and indicators stress transparency and sustainability, among other factors, and these are measured annually through the annual assessment reports and are addressed for improvement through the operational action plans (Appendix 49, 50, and 60). For example, in order to meet the targets around Goal #11, *To practice transparency and openness in our communications and planning*, the Operational Action Plan for the 2017/2018 academic year established a number of systems that continue to persist to this day intended to promote transparency (Appendix 50). It calls for hosting "at least one Town Hall" with the community, which has evolved to a twice a year town hall to provide updates to the community from the Dean and an opportunity to take in feedback. That operational action plan also called for the establishment of formal bylaws for the Faculty Council, the making of financial information available to members of the Faculty Council at its annual retreat,

the review of School-level policies within a five-year window, expanded access to classrooms through unlocking and swipe access, formation of the Space and Technology committee, among other structures and procedures that are key to the effective administrative of the school (Appendix 50).

Environmental sustainability concerns begin to be expressed in the Operational Action Plan for 2018/2019 school year in response to the following School goal and indicator:

> *Goal 10. To provide excellent facilities and resources that support our mission and practice environmental sustainability.*
> 5. *At least one initiative per academic year is initiated that enhances the school's environmental sustainability.*

The action item created in the 2018/2019 plan was to ban bottled water for School of Information sponsored events, and instead rely on other methods such as paper cups and pitchers of water. As concerns grow over climate change, this small action item was the beginning of our concern with environmental sustainability; a concern that has grown and continues to shape the development of the School. We anticipate that as we undertake a revision to the vision and mission of the school during the 2023/2024 school year, concerns over environmental sustainability will be made even more explicit and will not be limited to school-operations but cut-across multiple elements of the school, such as in formal curriculum and beyond.

Summary

Standard I: Systematic Planning

The School of Information engages in systematic planning that leads to direct improvement to the MS Library & Information Science program. The school engages in an annual assessment process based on performance indicators that drives the creation of an annual operation action plans to help ensure school goals are addressed each year. This work culminates and is enacted upon at the annual Faculty Council retreat that happens each September. The School also engages in long-term, five-year strategic plans, with the most recent one being the 2019-2024 Strategic Plan.

Next Steps

- Complete the plan to revise the Vision, Mission, Goals and Indicators, receive community feedback as needed, and implement by July 2024.
- Perform the annual assessment and operational action planning process at the September Faculty Council retreat.
- Conclude the 2019-2024 Strategic Plan, and undertake a new Strategic Planning process in alignment with the Institute's process.

Standard II: Curriculum

The MSLIS program is continually updated based on assessment of data, which includes direct and indirect measures of student learning, such as graduation portfolios, stakeholder survey data, and other information sources. The MSLIS core curriculum was revised in 2017 and 2022-2023. The MSLIS learning outcomes were revised in 2018 and 2023. The MSLIS program concentrations were reviewed in 2018. The entire School of Information curriculum is reviewed on a six-year clock to ensure that no curriculum goes for more than six years without being formally reviewed. Assessment of achievement of program-level learning outcomes is demonstrated by a portfolio that students are required to submit in their final semester, and it is assessed by faculty advisors using an assessment rubric.

Next Steps

- Rollout the revised core MSLIS curriculum and program-level learning outcomes in Fall 2024 that more explicitly incorporates DEI.

- Continue the ongoing review of existing curriculum and new/revised curriculum at the School Curriculum Committee
- Review the MSLIS program concentrations, which were last reviewed in 2018, as the six-year clock on their formal review is approaching.

Standard III: Faculty

The School of Information has a research-active full-time faculty and a part-time faculty of expert professionals. Faculty are appointed and evaluated in alignment with Pratt's Collective Bargaining Agreement with the faculty union. The full-time faculty take on the major share of research, teaching, service, and part-time faculty complement the strengths of the full-time faculty.

Next Steps

- Engage in the search for a replacement for the LIS faculty line once occupied by Debbie Rabina.

Standard IV: Students

The School of Information enrolls a group of talented LIS students guided by its Admissions Committee. While in the program, students receive formal assessment at the course-level and the program-level through the portfolio process. Students are involved in shaping all aspects of their education, such as being voting members of important committees, through participation in surveys, and attending events like our semi-annual Open Forums.

Next Steps

- Continue to prioritize DEI in scholarship allocations to enable a diverse and inclusive student body.

Standard V: Administration, Finances and Resources

The School of Information and its MSLIS program have strong financial and physical resources in order to undertake its work. It has seen steady increases to budgets to correspond with its continued enrollment growth. The School is based at Pratt Manhattan Center, which has been renovated twice in 25 years and is conveniently located in the Chelsea/West Village neighborhoods of Manhattan. The School and its MSLIS program are

led by Dean Cocciolo, reporting to the Provost, who is supported by the faculty Curriculum + Teaching Lead, Assistant Dean, Assistant Director, and Assistant to the Dean.

Next Steps

- Undertake the next phase of long-term Strategic Planning, as the 2019-2024 Strategic Plan is soon ending, which will likely have new resource requirements needed to move the School and program forward.
- Continue to convene the Space+Technology Committee to drive improvements to space and technology available at Pratt Manhattan Center, and make space and technology improvements based on the planning from the next Strategic Planning process.