

Self-Study

University of Arizona

School of Information

Master of Arts in Library and Information Science

August 19, 2019

## **Required Information**

### **Unit Organized and Maintained for the Purpose of Graduate Education in Library and Information Studies**

School of Information

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

Master of Arts in Library and Information Science

The M.A. in LIS is a 37-credit-hour program. Students are required to complete three core courses covering foundations, research, and information organization; one course from each of four distributed-elective categories focused on different aspects of the library and information professions; four additional electives; a capstone internship; and a one-credit-hour ePortfolio. The requirements are designed to balance theoretical and practical knowledge and to encourage students to reflect on their learning as they progress through the program.

### **Parent Institution**

University of Arizona

### **Chief Executive Officer, University of Arizona**

Robert C. Robbins, President

### **Chief Academic Officer, University of Arizona**

Liesl Folks, Senior Vice President for Academic Affairs and Provost

### **College of Social and Behavioral Sciences**

John Paul Jones III, Dean

### **School of Information**

Catherine Brooks, Director

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

Higher Learning Commission

The University of Arizona has been accredited by the Higher Learning Commission since 1917.

### **Title and Version of the Standards Addressed in the Self-Study**

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

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## **Glossary of Terminology and Abbreviations**

ADA	American with Disabilities Act
AzLA	Arizona Library Association
AO	Arizona Online
CAPS	Counseling and Psych Services
D2L	Desire 2 Learn course management system
DigIn	Digital Information Management
DRC	Disability Resource Center
FERPA	Family Educational Rights and Privacy Act
GCC	Graduate Curriculum Committee
GPA	Grade Point Average
HSI	Hispanic-Serving Institution
IMLS	Institute for Museum and Library Services
SI	School of Information
ISTA	Information, Science, Technology and Arts
JD	Juris Doctor
KR	Knowledge River
LIO	Library Student Organization
LIS	Library and Information Science
LISO	Library and Information Student Organization
QM	Quality Matters
LSTA	Library Services and Technology Act
M.A.	Master of Arts degree in Library and Information Science
NDS	Non-Degree Seeking
ODL	Office of Digital Learning
OIA	Office of Instruction and Assessment
PCPL	Pima County Public Library
PLO	Public Learning Outcomes

RCM	Responsibility Centered Management
SBS	College of Social and Behavioral Sciences
SBSTech	Social and Behavioral Sciences Technical Services
SIRLS	School of Information Resources and Library Science
TCE	Teacher Course Evaluation
TED	Technology, Entertainment and Design
UA	University of Arizona
UASAA	University of Arizona's Society of American Archivists - Student Chapter
UITS	University Information Technology Services

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# Introduction

## Introduction

We begin our self-study report with respectful acknowledgement that the University of Arizona (UA) and its School of Information sit on land that has been occupied by Indigenous and Hispanic peoples for hundreds of years. In addition to its status as a land-grant university, UA has recently become an official Hispanic-Serving Institution (HSI). Through our mission and otherwise, we aim to continually reflect on the work we can do that furthers *positive social change that is rooted in the places where we live and that impacts the world*.

Situated in the desert region of southern Arizona, about 50 miles from the border with Mexico, UA was established in 1885. Today the university has more than 44,000 students and is ranked by *US News & World Report* among the top 50 public universities in the nation. UA is a member of the Association of American Universities, the 62 leading public and private research universities in the nation. UA brings in more than \$684 million in research investment each year and benefits the state with an estimated economic impact of \$8.3 billion annually.

The university's mission, vision, and core values provide the context for the School of Information.

### Mission

To improve the prospects and enrich the lives of the people of Arizona and the world through education, research, and creative expression.

### Vision

Through cross-cutting innovations distinctive to the University of Arizona, we will expand the student experience through engagement, advance knowledge through innovations in creative inquiry and collaboration, and forge novel partnerships to positively impact our community.

### Our Core Values

- **A Diverse and Inclusive Community:** People are the source of our strength. Their different perspectives, backgrounds and experiences make us stronger. We treat people with respect and share decision making to create a climate that supports the success of all who learn and work here.
- **Excellence:** We hold to the highest standards in all we do and we invest our resources accordingly.
- **Innovation and Entrepreneurial Action:** We explore new approaches, challenge the status quo, and foster creative endeavor.
- **Integrity:** We honor our commitments; take responsibility for our actions; are honest, fair and just in all we do; and stand to make informed decisions for the good of our community.
- **Partnerships:** We create synergies and expand opportunities through collaborative and interdisciplinary approaches. As Arizona's land-grant university, we embrace the opportunity to enable communities to share new knowledge to benefit Arizona and the world.

Table Intro.1: Fall 2018 University of Arizona Facts

<b>President</b>	Robert C. Robbins
<b>Senior Vice President for Academic Affairs and Provost</b>	Dr. Liesl Folks
<b>Carnegie Classification</b>	Very High Research Activity
<b>Student Population Fall 2018</b>	
Total enrollment	45217
Undergraduate	35233
Graduate	8334
First Professional	1650
<b>Program</b>	
Undergraduate	142
Masters	143
Doctoral	96
Specialist	4
Undergraduate Certificates	19
Graduate Certificates	90
<b>Colleges</b>	20
<b>Schools</b>	22
<b>Diversity (Students from minority backgrounds)</b>	
45217 student enrollment	52% of student body
7750 freshman enrollment	49% of freshman class

During the review period, the university has operated under 2 presidents and 2 five-year strategic plans. Dr. Ann Weaver Hart, the 21<sup>st</sup> president, served from 2012 to 2017, and the strategic plan

under her administration, Expanding Our Vision, Deepening Our Roots, is in [Appendix INTRO.A](#). Dr. Robert C. Robbins became the 22<sup>nd</sup> president in 2018, and finalized the new strategic plan at the end of that year. The current strategic plan, in [Appendix INTRO.B](#), includes 5 core elements, or pillars:

1. THE WILDCAT JOURNEY: Driving Student Success for a Rapidly Changing World

*UA will support a diverse and high potential student body, providing students with an integrated support ecosystem, the skills and mindsets to lead in the 4<sup>th</sup> Industrial Revolution Economy, and a degree that launches them to achieve their hopes and dreams.*

2. GRAND CHALLENGES: Tackling Critical Problems at the Edges of Human Endeavor

*UA will be a preeminent research institution that fully leverages 4<sup>th</sup> Industrial Revolution advancements to lead in the areas of space, natural and built environments, health, and humans & intelligent systems, and Data, Computing, & Network Science.*

3. THE ARIZONA ADVANTAGE: Advancing our Land Grant Mission to Drive Social, Cultural, and Economic Impact

*UA will become a leading HSI and AIANSI institution and arts and humanities destination that fully embraces collaboration to fuel social impact, cultural development, and economic growth.*

4. UA GLOBAL: Redefining International

*The UA will set the standard for a global university in the digital age.*

5. INSTITUTIONAL EXCELLENCE:

*Ensuring UA lives its values and innovative culture to enable an efficient, high performing academic and administrative enterprise.*

## College of Social and Behavioral Sciences

The School of Information is 1 of 18 academic units in the College of Social and Behavioral Sciences (SBS), “the People College.” Dr. John Paul Jones III has served as dean of the college since 2009; a biographical sketch of Dean Jones is in [Appendix INTRO.C](#). SBS enrolls more than 6,200 undergraduate students and the university’s top college in number of degrees granted. SBS is composed of 18 units:

- American Indian Studies
- Center for Judaic Studies
- Communication
- English
- Gender and Women’s Studies
- History
- Journalism
- Latin American Area Center
- Linguistics

Mexican American Studies  
Philosophy  
Political Economy & Moral Science  
School Middle E/N African Studies  
School of Geography and Development  
School of Anthropology  
School of Government & Public Policy  
School of Information  
Sociology

The M.A. in LIS is the largest of the 40 master's programs in SBS units. During the most recent academic year, the School of Information was home to 27% of the Native American and 17% of the Hispanic graduate students in SBS.

These relatively high percentages can be traced to the M.A. and particularly to the Knowledge River (KR) initiative, which has earned national recognition for preparing librarians and other information specialists to address the information needs of Latina and Native American populations. KR has remained a continuing commitment even as external funding options have shifted, and as the School of Information itself has undergone organizational change.

#### The School of Information

Since the last ALA accreditation review in the fall of 2012, the M.A. home department has undergone an organizational and physical shift. What was then the School of Information Resources and Library Science (SIRLS), offering a master's degree and a Ph.D. program, as well as a new undergraduate eSociety degree, has been expanded into what is now the School of Information, offering 3 undergraduate and 3 graduate degrees. The school was formed by a merger of 2 units on campus, SIRLS and the School of Information: Science, Technology and Arts. Post-merger, the School of Information now offers 6 degrees:

B.A. in Information Science and Arts,  
B.A. in Information Science and eSociety,  
B.S. in Information Science and Technology,  
M.A. in Library and Information Science,  
M.S. in Information, and  
Ph.D. in Information.

The School of Information also offers an undergraduate minor in Library Science, as well as a set of graduate certificates in:

Archival Studies  
Digital Information Management  
Instruction and Teaching for Librarians and Information Professionals  
Law Librarianship  
Legal Information and Scholarly Communication  
Medical and Community Health Information

The School of Information curriculum committee continually explores ways to increase enrollments in all programs, and the M.A.LIS in particular. For example, an innovative approach, the Accelerated Master's Program, is designed for exceptional undergraduate students to complete both the B.A. in Information Science and eSociety and the M.A. in LIS in as few as 5 years, or 3 years for students who transfer into the University in their Junior year.

As the external panel pointed out during our last accreditation review, SIRLS was housed in an outdated building that was difficult and expensive to retrofit with needed technology and that was too small for the growing faculty. With the transformation into the School of Information in 2015, we moved into a modern building that meets our technology and space requirements and is more centrally located on campus. Undergraduates and graduate students alike can access the building easily, or park temporarily nearby if stopping by for quick questions or short meetings.

Through most of the review period, Dr. P. Bryan Heidorn served as director of SIRLS and then, after leading the successful merger, as director of the School of Information. With his return to the faculty at the beginning of 2019, Dr. Catherine Brooks, who had led the successful establishment of the eSociety undergraduate degree and who had served as the associate director of the School of Information, became director after a vetting process involving faculty input run out of the offices of Dean Jones. The entire transformation – involving administrative leadership, faculty, curriculum, students, staff, and physical facilities – represents our response to the challenge of providing meaningful educational experiences to students entering a dynamic information-age professional environment.

The ever-increasing pace of technological innovation requires a well-educated workforce that understands theories and concepts and has the ability to apply knowledge. We have faculty and students engaged in research and education around all aspects of the library and information sciences without the constrictions imposed by disciplinary boundaries. The School of Information research profile includes artificial intelligence; data management and curation; computer vision; computer-mediated communication and learning; natural language processing; social networking; human computer interfaces; dark networks; computational art creation; eCommerce, eGovernment, and eHealth; computational music; library and information science; educational and entertainment technologies; and more. We are preparing our graduates to be doers, thinkers, solvers, and game-changers, not only regarding the problems and opportunities we see now, but also the myriad scenarios we cannot yet imagine but that are sure to arise during our students' lifetimes.

The School of Information mission and vision statements follow.

## **MISSION**

As Arizona's School of Information, we collaborate across disciplines, drive critical research and development, and educate the information intellectuals and professionals of tomorrow to further positive social change that is rooted in the places where we live and that impacts the world.

## **VISION**

The University of Arizona's School of Information is Arizona's School of Information; we are committed to advancing the field of Information in the 21<sup>st</sup> century through critical inquiry, inspiring education, and interdisciplinary service. We work at the intersections of people, information, and technologies. Our school deepens these intersections through attention to lands, societies, and knowledge systems within and beyond the Southwest borderlands in which we work, with cognizance of our responsibilities as member of the global community and inherent subjectivities tied to being human in today's information age and digital culture. We engage with diverse partners around the

globe breaking social and technical barriers to contribute to the flourishing of individuals and their communities. We are committed to equity based on sex, gender, race/ethnicity, sexual orientation, religion, ability, and other human dimensions.

SIRLS had goals and objectives prior to the merger, and the faculty approved them for the whole School of Information, with minor changes reflecting the significance of data as an information resource. The goals and objectives follow, and are also in [Appendix INTRO.D](#) for easy reference.

## **GOALS AND OBJECTIVES**

### **Goal**

#### **1. Education for the Information Professions**

##### **Objectives**

1.1. The School of Information degree programs provide education focusing on services and technologies for knowledge, information, and data creation, organization, management, access, and use in various settings and environments.

1.1.1. By the end of their program, students will demonstrate the competencies related to their area of study.

1.1.2. Graduates will be prepared to show accomplishment and leadership as their careers unfold.

1.1.3. The School of Information will recruit and retain faculty, both full-time and part-time, in sufficient numbers and with relevant expertise and commitment to teaching to support the achievement of the goals and objectives of the School of Information and the curriculum, including student achievement of learning outcomes.

1.1.4. The curriculum will reflect the interdisciplinary nature of the study of knowledge and information.

1.1.5. The curriculum will maintain quality and excellence in online, hybrid, and face-to-face courses, participating in review by peers, university resources such as the Office of Instruction and Assessment, and external review resources such as Quality Matters™.

1.1.6. The curriculum will address the needs of the program's constituencies, including students, alumni, and employers in the information professions.

### **Goal**

#### **2. Creation of New Knowledge**

##### **Objectives**

2.1. Faculty will conduct original scholarly inquiry and research related to knowledge, information, and data creation, organization, management, access, and use in a multitude of environments and cultural communities. Through the dissemination of their research, the faculty foster learning and dialogue about professional and societal issues important in the age of information.

2.1.1. Faculty hired on tenure track will be tenure-capable and will be supported in their efforts to achieve tenure.

2.1.2. Faculty hired on continuing track will be supported in their efforts to design and teach courses; provide service to the School of Information and its constituencies; and participate in professional activities.

2.1.3. Faculty disseminate the results of their work through presentations and publications in venues and locales appropriate to their research, scholarly, and outreach goals and objectives.

#### Goal

### 3. Commitment to Diversity and Inclusion

#### Objectives

3.1. The School of Information strives to foster diverse perspectives in its curriculum, research, and outreach and to provide inclusive opportunities for students, faculty and staff.

3.1.1. Diverse perspectives, including diverse multicultural and multiethnic perspectives, are represented in the curriculum.

3.1.2. The school strives to achieve diversity in its student body.

3.1.3. The school strives to achieve diversity in its faculty, both full-time and part-time.

3.1.4. The school strives to achieve diversity in its staff.

#### Goal

### 4. Service, Outreach, and Community

#### Objectives

4.1. The School of Information acts as a catalyst for enhancing knowledge and information resources, technologies and services in Arizona, the Southwest, the nation, and internationally through connections and interactions with communities, employers, and other constituencies interested in knowledge and information issues in a changing society.

4.1.1. The School of Information develops and maintains connections, interactions, and collaborations with local, state, and national library and information professional communities.

4.1.2. The School of Information develops connections, interactions, and collaborations with other disciplines and constituencies interested in knowledge and information issues in a changing society.

Operating in the context of a major public research Hispanic-serving university, a “people’s college,” and a School of Information, the M.A. program meets the ALA Standards for Accreditation of Master’s Programs in Library and Information Studies (2015) by:

- engaging in systematic planning to ensure that goals and objectives are being achieved
- offering a curriculum including theoretical and practical aspects of library and information science that prepares students for careers in libraries and other informative-intensive environments



- recruiting and retaining full- and part-time faculty committed to excellence in teaching, research, and service, as appropriate to their position
- providing policies and resources in support of student recruitment, retention, and achievement
- possessing the resources and autonomy to accomplish its goals and objectives

The following chapters take each of these in turn.

### **Supporting Material/Sources**

University of Arizona

<https://www.arizona.edu/>

College of Social and Behavioral Sciences

<https://sbs.arizona.edu/>

School of Information

<https://School of Information.arizona.edu/>

UA General Catalog

<https://catalog.arizona.edu/>

## **Standard I: Systematic Planning**

## Standard I: Systematic Planning

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### Introduction

At the School of Information (School of Information), the process of defining our mission, goals and objectives included all constituencies including students, community members, employers, alumni and our employees. As a School, we have aligned ourselves with the core mission and values of our host institution while at the same time adding to it in a relevant and appropriate way that satisfies the constituencies that our school serves.

The School of Information, including the ALA Accredited Masters of Library and Information Science (M.A. LIS) program, uses a continuous planning process. We coordinate our planning through 2 major University of Arizona Strategic planning initiatives that have emerged since our 2012 reaccreditation, though most of our discussion centers on the latest University Strategic plan (<https://strategicplan.arizona.edu>). That plan is centered around the 4<sup>th</sup> Industrial Revolution and is encapsulated in the phrase “Through the implementation of the Strategic Plan, UA will develop innovative, adaptive learners and disruptive problem solvers who are prepared to lead meaningful lives and improve society in the 4<sup>th</sup> Industrial Revolution Economy.” While not holding formal strategic planning roles for the University, faculty members Heidorn, Brooks, and others attended a series of ‘town hall’ style meetings about the “pillars” of that strategic plan. Though all pillars were shared in the Introduction, the pillar most relevant to this accreditation is “*The Wildcat Journey: Driving Student Success for a Rapidly Changing World*” because this pillar centers on students and educational outcomes.

Through strategic planning and an academic program review, also in coordination with our constituents, we have modernized our M.A. LIS. We have also established that degree program within a much larger and more stable School of Information where the M.A. LIS is the largest graduate program. The M.A. LIS is now visible across campus and seen as a cornerstone for the School of Information, a School considered critical in the University’s plans in the information economy of the 4<sup>th</sup> Industrial Revolution.

We have an M.A. LIS advisory committee composed of employers, alumni and students. [Appendix I.A](#) provides information about the M.A. Advisory Committee. This committee meets once or twice per semester during a typical year. In August 2018, we held a daylong and professionally facilitated strategic planning meeting. The M.A. LIS advisory committee was involved in that process. Library, museum, and archive communities participated actively in that strategic planning process as well. While membership has changed over the years as local librarians retire or as people change employment positions, a current list of strategic planning participants can be found in [Appendix I.B](#).

As mentioned in the introduction, we conducted a 3-year planning process that led to a merger between what was the School of Information Resources and Library Science (SIRLS) with the School of Information Science, Technology and Arts (SISTA). This began with university guidance and a year of discussions in academic year 2012 between the Director of SISTA, Paul Cohen and the Director of SIRLS Bryan Heidorn. Gail Burd, Senior Vice Provost, Academic Affairs, Teaching and Learning served to facilitate discussions. In 2013-2014, Dr. Ken McAllister from the College of Humanities became the strategic planning coordinator to form the new School of Information in the summer of 2015. We moved to our new facility, the Richard A. Harvill Building, in January of 2016.

In the 3 years since the merger, we have continued systematic planning in the curriculum and instruction committee. We have since given the M.A. LIS internship program more focus through the energy of a new hire, Dr. Diana Daly. We have also worked on greater integration of M.A. LIS classes into the new MS in Information, meaning that we can offer more open classes to the M.A. LIS students because we have sufficient class size. We also expanded offerings of some mixed graduate-undergraduate senior classes, which also works to expand course availability for M.A. LIS students because it means we can run these courses and fill them more often. Running courses more often, not online, keeps M.A. LIS students happy with more course options; it provides space to employ M.A. LIS students as graduate assistants and thereby provides them with critically needed financial support. M.A. LIS students have been particularly supportive of the new school name and simultaneous realignment of the M.A. LIS degree name from a Masters in Information Resources and Library Science into the more market-aligned M.A. LIS.

Strategic investment by the University in the new online college, Arizona Online (AO), in 2015 allowed us to improve our M.A. LIS online offerings by implementing ‘quality matters’ – an online course quality assessment program. The new AO colleges supports marketing, enrollment management and tracks student success. This led to healthy growth in our M.A. LIS online program. However, as predicted in our planning it also drew students from our on-campus program. Our M.A. LIS advisory committee recommended a price cut for on-campus learners to bring prices more on par with online tuition. As a leadership team, the Director, Associate Director, M.A. LIS Coordinator, and business team on the staff side considered when and how much to drop program fees. Because of the positive cash flow created with the success of the online program, the College of Social and Behavioral Sciences (SBS) it was possible for us to drop expensive program fees. Making a decision in the fall of 2017, we inputted the request to drop program fees from \$250 to \$50 a unit by the March of 2018 deadline so that students registering for the fall of 2018 semester experienced the price reduction. In the past year on campus (2018-2019), registration stopped falling and increased a few percentage points helping to assure survival of our on-campus M.A. LIS program. We believe the turnaround and recent rebound in our on-campus M.A. LIS program is due to our dropping program fees. We also continually communicate with students about the benefits of main campus enrollment – these include larger access to our facilities and to financial aid options that are not available to the AO population.

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

*Elements of systematic planning include:*

*1.1.1 Continuous review and revision of the program’s vision, mission, goals, objectives, and student learning outcomes*

The School of Information Mission, Vision, Goals, and Objectives align with those of the University of Arizona. The Goals and Objectives were only slightly revised and adopted when the School of Information was formed. However, with an ad hoc committee comprised of Dr. Lenhart, Dr. Lee, and Dr. Brooks, and through full faculty conversation during regular faculty meetings, we engaged in a long careful process to have a new Mission and Vision in place by the fall of 2018, and in time for our larger strategic planning meeting. Up until the fall of 2018, the School of Information used the mission and vision of SIRLS. The new mission and vision shared

in the introduction section of this report are well aligned with the ALA mission and vision and the competencies outlined for accreditation.

We have 3 main processes for establishing and reviewing learning objectives and outcomes: course review, teacher review, and program review. First, each semester all offered classes are reviewed by the director of graduate studies, the M.A. LIS Coordinator, and the School's Director and Associate Director, and our Assessment Coordinator, primarily to decide if courses meet goals and objectives, if faculty need adjustments in pedagogy, and how often to offer courses. While written reports are not generated in this process, program leaders work to continually review course offerings and future schedule plans. School Directors have the responsibility to act on feedback generated by such means as reaching out to faculty, changing scheduling plans, requesting faculty or the curriculum and instruction committee to consider new course needs. Second, with regard to teacher review in particular, School Directors are the only ones with access to formal teacher/course evaluations. These student surveys evaluate courses to some extent, and teachers to a much larger extent. Teacher-Course Evaluations students complete at the end of each course provide survey results that are reviewed by the Director and Associate Director for the School, and impact rehiring plans. Also, in-class teaching review/visitation is a mandatory part of faculty review packets when faculty submit their materials for retention or promotion. Third, all University of Arizona programs including the M.A. LIS have programmatic objectives. Every 5 years all programs at the university undergo an Academic Program Review (APR). This year that review of all programs in the school aligns to some extent with the timing of the M.A. LIS accreditation review. The APR review is beginning this summer, 2019, and takes place over the course of an academic year (2019-2020) so the results will not be available for the ERP reviewers.

“The purpose of academic program review is to examine, assess, and strengthen programs. The areas in which program quality are evaluated include, but are not limited to:

- quality of educational programs, including an assessment of student outcomes
- quality of research, creative activity, or scholarly work
- quality of outreach activities and service to the University, the profession, and the community
- contribution or importance of the program to other campus programs, and
- potential and future expectations for the program

The review is intended to enhance the quality of a program and to assist in determining a program's ability to respond to future challenges and opportunities; to evaluate strengths and weaknesses, and thus, determine future priorities; and to aid in shaping the program's development plan.” (<https://academicaffairs.arizona.edu/academic-program-review>)

All courses at the University of Arizona are required to document course objectives and learning outcomes that align with the program learning outcomes. These were on paper but over the last couple of years, they have moved to an online system called TaskStream. Most recently, the entire faculty led by the curriculum committee, reviewed all program outcomes for all school of Information programs beginning in spring 2018 and into spring 2019. These were entered into the TaskStream system, then reviewed and approved by the University Academic Affairs department.

### *1.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes;*

**ePortfolio** – Since our last accreditation review we have made several revisions to the ePortfolio process, revisions decided upon by the curriculum and instruction committee. The ePortfolio has been a graduation requirement since January 2006 but was not originally associated with a course or credit. In the fall of 2015, along with other changes, the 1-credit course LIS909, ePortfolio, was created as a mechanism to finalize review and approval of the student's ePortfolio documents. In the fall of 2018, and under the leadership of Dr. Knott, we switched from using a Google-based ePortfolio system to using D2L for better management and security of student records.

Throughout students' academic career, students reflect on what they have learned and discuss this in the context of the M.A. LIS competencies and learning outcomes. Students also submit learning artifacts and web elements as evidence of attainment. [Appendix I.C](#) is a tracking sheet used by all M.A. LIS students to help keep track of competencies/outcomes. In their final semester, students also complete a survey about not just what was taught but what they have learned. An example of the Spring Survey results is included in [Appendix I.D](#). Student reflections and other documents are reviewed by a faculty member, or external reviewer, who assure that students have done an adequate reflection.

The reviewer, be it faculty or external reviewer, reports back yearly, or more often if necessary, to the school administration and the full faculty on the overall alignment of student reflections with the programmatic goals and outcomes. We use this feedback to adjust the timing of course offerings, content of courses, as well as core and distribution requirements. This process has led to a number of changes over the review period including, but not limited to, changes in the content in core classes, changes in the number of distributed electives, and the listings of certain courses in those distributed topics. The Learning Outcome Assessment Rubric is the form used by the ePortfolio evaluator to report attainment of learning outcomes and potential programmatic issues. It is provided for your review in [Appendix I.E](#). Each Competency is evaluated by our ePortfolio evaluator (currently a faculty member) on a 3-point scale: Most/Some/Few reflections, learning artifacts, and website elements. Learning outcomes with most scores at the 3- and 2-point levels are considered satisfactory. Learning outcomes with most scores at the 1-point level need to be addressed or watched.

**Teacher and Course Evaluations (TCE)** are anonymous student surveys completed by students and conducted on each offering of a course. TCEs are reviewed by the instructor and the school director to help evaluate effectiveness of each teacher and course for meeting the goals and objectives. Any problems with the course (but not problems with an instructor) are referred to the curriculum committee who lead initiatives for program and course revisions. The Curriculum committee reports out at the monthly faculty meetings for issues requiring faculty vote. Problems with instructors are managed by the director in coordination with the director of graduate studies and the M.A. advisor and coordinator.

Of course, assessment does not end at graduation. We use exit surveys and an advisory board of employers, alumni and students to get ongoing evaluations of the success and status of our programs.

We have 3 main processes for establishing and reviewing learning objectives and outcomes: course review, teacher review, and program review. Each semester all offered classes are reviewed by the director of graduate studies, the M.A. LIS Coordinator, and the School's Director and Associate Director, primarily to decide if courses meet goals and objectives, if faculty need adjustments in pedagogy, and how often to offer courses. While written reports are not generated in this process, program leaders work to continually review course offerings and future schedule plans. School Directors have the responsibility to act on feedback generated by such means as reaching out to faculty, changing scheduling plans, requesting faculty or the curriculum and instruction committee to consider new course needs. With regard to teacher review in particular, School Directors are the only ones with access to formal teacher/course evaluations. These student surveys evaluate courses to some extent, and teachers to a much larger extent. Teacher-Course Evaluations students complete at the end of each course provide survey results that are reviewed by the Director and Associate Director for the School, and impact hiring plans. All University of Arizona programs including the M.A. LIS have programmatic objectives. Every 5 years all programs at the university undergo an Academic Program Review (APR). This year that review of all programs in the school aligns to some extent with the timing of the M.A. LIS accreditation review. The APR review is beginning this summer, 2019, and takes place over the course of an academic year (2019-2020) so the results will not be available for the ERP reviewers.

### *1.1.3 Improvements to the program based on analysis of assessment data;*

Since our last review in 2012, we have made a number of program changes based on assessment data from the sources listed above. We make changes based on assessment data so that our students are well served and in order that employers are served as well. Improvements to the program since our last accreditation review include the following activities:

**Addition and Deletion of Classes:** Over the review period, we have dropped classes and added classes based on how well they were meeting our goals and objectives. Our main additions have been in required internship, health informatics, leadership training, and archives. We also revised the technology classes to bring them up to date and better meet current needs of the workplace. We changed the ePortfolio into a for-credit experience (and not just an 'additive' procedure for the students). The addition of the internship (discussed below) and credit for the portfolio left little room for free electives. Since the ethics competencies were already being covered in other core classes we dropped the ethics class from the core, and then re-reviewed all courses for components relating to information ethics.

**Internship:** Employers wanted graduating students to have more hands-on training in libraries and related centers before they graduated so we added an Internship requirement. After finishing half or more of degree credits for graduation, students need to do a for-credit internship supervised by someone with an accredited degree or equivalent experience.

**Course update and refresh:** Feedback from our measures of performance are used regularly to update course content. The quality matters process managed by the AO College also aided us in reviewing all courses regularly. Quality Matters (QM) provides a set of standards that serves as a national benchmark for online course design <https://odl.arizona.edu/quality-matters>.

**Selection of Instructors:** There are annual reviews of all instructors. While most of our instructors have excellent TCE reviews and high ranks from classroom visits by peers, there are occasionally problems with teaching performance. The University provides excellent support for teaching through the University Office of Instruction and Assessment (OIA). In cases of poor teaching evaluations, we refer instructors to teaching courses and advisors in OIA. We have discontinued employment for a few adjuncts who have not perform to expectations. Teaching evaluations are included in all annual reviews of regular instructors for promotions and raises.

*1.1.4 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.*

Each month of the academic year there is a faculty-staff meeting where committees report progress and the faculty votes on short and long-term priorities based on missions and goals. In the spring, faculty participate in forming a hiring plan each year for the coming year. Based on that draft, each spring the director of the school produces a written hiring plan for the Dean of the College of Social and Behavioral Sciences, Dr. JP Jones. Then in the summer, the Dean and Director meet to discuss plans, or if the need exists, a committee is formed of Dean's office staff and School of Information representatives - we meet for several hours to coordinate plans for the coming year. Because of the merger, our high rate of growth, new space needs and other factors in recent years, the larger meeting has usually occurred. The largest issues in recent history associated with that planning meeting is reduction to the M.A. LIS program fee, teaching staff for online courses, and administrative staffing needs. During the summer meeting, too, the Dean informs the School Director which hires, if any, were requested from the Provost. Hiring plans are formally announced to the faculty and also shared on community member and advisory board list serves. In this we are not only sharing plans with constituents, but are also hoping they will share employment opportunities in their own networks to generate a broad and diverse pool of candidates. Other plans are shared with constituents by way of a School Newsletter, advisory board meetings, and receptions (e.g., alumni group reception at the American Library Association meeting).

*1.2 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.*

Our curriculum is coordinated through the 10 competencies listed below. Our 10 competencies map mostly 1-to-1 to the ALA plan. In some cases, we have pulled out sub-elements from the ALA 8-element system so more than 1 of our codes may map to 1 ALA code. Many of our internal documents use our 10-element coding scheme listed below and not the 8-code scheme now used by ALA. We share our list here for easy reading of supporting documents and our web pages. In this section, we provide a mapping from 1 coding scheme to the other.



## **Student Competencies and Learning Outcomes**

The School of Information has identified the competencies that students should have gained through their master's degree program. These competencies will allow graduates to begin successful careers in libraries and information centers, and it is these competencies that student portfolios are expected to demonstrate and document.

### **A. Foundational Understandings and Abilities**

**A1)** Students will demonstrate understanding of basic principles, concepts, and terminology related to the creation, organization, management, access, and use of knowledge and information and will demonstrate the ability to apply them to practical problems.

**A2)** Students will demonstrate understanding of the nature of research, research methods and the role of research in library and information science and additionally, demonstrate the ability to apply research findings to practical problems.

**A3)** Students will demonstrate understanding of the use of information and communication technologies including social aspects of information in providing information resources and services in libraries and other information environments.

### **B. Disciplinary Knowledge and its Application**

**B4)** Students will demonstrate knowledge of the principles of organization and representation of knowledge and their application to library and information collections and services in their areas of career interest.

**B5)** Students will demonstrate knowledge of types of library and information professions, settings, services, and roles and be able to analyze key issues and potential approaches to these in the areas of their career interest.

**B6)** Students will demonstrate knowledge of the management of information resources, services and organizations and apply this knowledge to their areas of career interest.

**B7)** Students will demonstrate knowledge of the roles of interdisciplinary, interprofessional, and community collaboration and alliances in the provision of library and information services.

### **C. Ethics and Values in Library and Information Science**

**C8)** Students will demonstrate an understanding of how diversity contributes to the library and information professions and analyze information issues from diverse perspectives.

**C9)** Students will demonstrate an understanding of the values and service orientation of the library and information professions and their applications in their areas of career interest.

**C10)** Students will demonstrate the ability to recognize and analyze ethical issues and dilemmas in library and information settings and propose reasoned courses of action.

*Student learning outcomes address:*

*1.2.1 The essential character of the field of library and information studies;*

**A1)** Students will demonstrate understanding of basic principles, concepts, and terminology related to the creation, organization, management, access, and use of knowledge and information and will demonstrate the ability to apply them to practical problems.

**B5)** Students will demonstrate knowledge of types of library and information professions, settings, services, and roles and be able to analyze key issues and potential approaches to these in the areas of their career interest.

**B6)** Students will demonstrate knowledge of the management of information resources, services and organizations and apply this knowledge to their areas of career interest.

*1.2.2 The philosophy, principles, and ethics of the field;*

**C9)** Students will demonstrate an understanding of the values and service orientation of the library and information professions and their applications in their areas of career interest.

**C10)** Students will demonstrate the ability to recognize and analyze ethical issues and dilemmas in library and information settings and propose reasoned courses of action.

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

**B5)** Students will demonstrate knowledge of types of library and information professions, settings, services, and roles and be able to analyze key issues and potential approaches to these in the areas of their career interest.

*1.2.4 the importance of research to the advancement of the field's knowledge base;*

**A2)** Students will demonstrate understanding of the nature of research, research methods and the role of research in library and information science and additionally, demonstrate the ability to apply research findings to practical problems.

*1.2.5 The symbiotic relationship of library and information studies with other fields;*

**B7)** Students will demonstrate knowledge of the roles of interdisciplinary, interprofessional, and community collaboration and alliances in the provision of library and information services.

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

**C8)** Students will demonstrate an understanding of how diversity contributes to the library and information professions and analyze information issues from diverse perspectives.

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

**A3)** Students will demonstrate understanding of the use of information and communication technologies including social aspects of information in providing information resources and services in libraries and other information environments.

**B4)** Students will demonstrate knowledge of the principles of organization and representation of knowledge and their application to library and information collections and services in their areas of career interest.

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

**C9)** Students will demonstrate an understanding of the values and service orientation of the library and information professions and their applications in their areas of career interest.

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

The 4 main headings for our Goals and Objectives are:

1. Education for the Information Professions
2. Creation of New Knowledge
3. Commitment to Diversity and Inclusion
4. Service, Outreach, and Community

*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.*

Our Mission, Vision, Goals and Objectives are posted on our web page, and they were provided clearly for your review in the Introduction section of this report. They are reviewed regularly and were updated most recently in 2018. Our program goals and objectives are also provided here: (<https://School of Information.arizona.edu/goals-and-objectives>).

*I.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.*

The mission, vision, goals and objectives address all listed constituencies. Constituents were involved in the 2018 revision by involving student representatives in faculty meetings, by discussion of them with student groups as well as with the M.A. LIS Advisory Committee, and by sharing drafts with University administrators (e.g., the University office of Diversity and Inclusion) for input.

*I.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.*

Faculty meetings are held monthly. The curriculum committee meetings are usually held later on the same day given the large size of the committee to make attendance easier for participants. The M.A. LIS Advisory board meets roughly twice per semester. All three of these sets of meetings have produced sets of minutes as evidence.

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

Our minutes of faculty meetings found in [Appendix I.F](#) and our full curriculum committee minutes found in [Appendix I.G](#) demonstrate decisions made to improve the program. We also share the M.A. Advisory Committee meeting minutes as [Appendix I.H](#).

We've also presented a number of changes made above, changes that were motivated by data collected, in section *I.1.3 Improvements to the program based on analysis of assessment data*.

### **Supporting Material/Sources**

School of Information Graduate Advising

[https://School of Information.arizona.edu/graduate\\_advising](https://School of Information.arizona.edu/graduate_advising)

## **Standard II: Curriculum**

## Standard II: Curriculum

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### Introduction

Because the M.A. LIS curriculum is designed to support the School of Information's learning goals and objectives, it is focused on information resources in all their variety and on the people, services, and technologies that provide and enhance information access. The curriculum evolves in response to developments in the library and information professions and to developments within the School of Information itself. We offer our M.A. LIS in online form via Arizona Online, and also we continue to provide a main-campus program. This continuing evolution is informed by feedback from faculty, students, employers, alumni, and members of the M.A. Advisory Committee.

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

The School of Information's first goal and first objective under that goal focus on learning:

#### 1. Education for the Information Professions

1.1. The School of Information degree programs provide education focusing on services and technologies for knowledge, information, and data creation, organization, management, access, and use in various settings and environments.

1.1.1. By the end of their program, students will demonstrate the competencies related to their area of study.

The 37-credit-hour M.A. LIS program, at the time of this writing, requires students to take 12 3-credit-hour courses and 1 one-credit-hour ePortfolio course. All courses have their own objectives and outcomes that align with the programmatic objectives and outcomes. We assure that all students acquire all competencies by dividing courses into 3 categories: core classes, distributed core/electives and free electives. All M.A. LIS students take all core classes preferably near the beginning of their studies. These core classes cover a majority of the program competencies, but may miss some competencies that are covered in the distributed core/electives. This group of classes are usually referred to as "distributed electives" but students must take at least 1 of the courses in each distribution. This allows students to select classes based on their career goals, but still attain the learning outcomes from different perspectives such as libraries, museums or archives perspective. The 4 distributed elective categories are discussed in detail in the Section II Curriculum Table II.2. The final category is free electives, which is now 2 courses as of this fall, 2019. These categories of core, distributed electives and free electives guarantees that students take courses that will expose them to all competencies while still having the freedom to study for different career paths.

- 3 core courses
- 1 course in each of 4 distributed elective categories
- 2 LIS electives
- 2 free electives

- 1 capstone internship
- 1 ePortfolio course

M.A. LIS courses and their descriptions are in [Appendix II.A](#). All students begin the program with LIS 504 Foundations of Library and Information Services, which may be taught online, in person, or as a hybrid. The course includes orientation topics essential to success in the program, such as introduction to graduate study, group work, and distance learning. Course content also covers basic concepts needed for the core courses and subsequent electives, such as introductions to bibliographic concepts, online searching, types of libraries and library positions, organization of library services, roles of information professionals, information science, information policy, and relevant ethical frameworks and ethical decision-making including the American Library Association Code of Ethics and Library Bill of Rights. LIS 504 is taught 3 times a year.

As Table II.1 shows, the curriculum’s 4 core courses provide a variety of educational resources and activities that introduce students to theoretical knowledge and practical applications. The core covers the foundational principles on which the effective and efficient provision of information services is based. Core courses are never waived.

Table II.1: M.A. Required Core Courses (up to Fall 2019)

Course Number & Title	Description
LIS 504: Foundations of Library and Information Services	Includes orientation topics essential to success in the program, such as introductions to graduate study, group work, and distance learning. Covers basic concepts needed for the core courses and subsequent electives, such as introductions to bibliography concepts, online searching, types of libraries and library positions, organization of library services, roles of information professionals, information science, information policy, and relevant ethical frameworks. The course also includes an introduction to the required ePortfolio, as well as a module entitled “Information Technology Readiness,” which ensures that students have the technical skills to succeed in the program.
LIS 506: Research Methods for Library and Information Professionals	Covers the basic research methods used in information and library science, including research methodology, research design, elementary statistics, and the ethical conduct of research. Students who plan to support researchers or to carry out research in the field of information and library science need to be familiar with the research methods of this discipline.

LIS 515: Organization of Information	Introduces students to the theories, practices, and standards used in the organization of data, information, and knowledge. Students learn to create and use metadata, relational database, controlled vocabularies, metadata crosswalks, XML, RDF and linked data. Knowledge management, information retrieval, information/data visualization, and data mining are also introduced.
LIS 520: Ethics for Library and Information Professionals	Covers the basics of ethical theory and its application to problems in information management and provides students with the intellectual tools for addressing ethical questions.

In addition to taking the core courses, students take 1 course in each of 4 distributed-elective categories: Evaluation of User Needs and Information Resource, Management of Information Services, Information Technology and Networked Digital Information, and Cultural Perspectives. These distributed electives are designed to deepen understanding of the essential elements of library and information science through a variety of lectures, readings, discussions, activities, and research. Distributed electives are very rarely waived; a waiver is granted only after the advisor has concluded that an acceptable substitute has been identified. A description of each of the distributed-elective categories can be found in Table II.2.

Table II.2: Description of the Coverage Areas of Distributed Elective Requirements

Evaluation of User Needs and Information Resources*	Focuses on issues related to intermediating information needs and uses, with an emphasis on the identification and evaluation of information-bearing objects singly and in collections.
Management of Information Services	Focuses on issues related to the management of information resources, services, organizations, and environments, with an emphasis on planning, evaluating, and strategizing.
Information Technology and Networked Digital Information	Focuses on issues related to information and communication technologies and networks, with an emphasis on impacts on individual users, groups, organizations, and society.
Cultural Perspectives on Libraries and Information	Focuses on issues related to equity and diversity, with an emphasis on the values and service orientation of the library and information professions.



\*Starting in Spring 2018, this distribution is retitled “Information Services and Evaluation” for increased clarity. From 2015-2017, Evaluation of User Needs and Information Resources was merged with Management of Information Services into Evaluation of User Needs & Management of Information. They were later reversed to separated areas in Spring 2018.

In addition to the distributed electives, students enroll in 3 other electives. These can be additional courses within a distributed elective category or outside the categories such as a thesis, an independent study, or a practicum. Only 1 internship or 1 practicum can be used for the degree. Another option for these remaining credits is 1 or 2 graduate courses outside of the school. The academic advisor, who ascertains that the course(s) are relevant to the student’s learning and career goals and add an appropriate dimension to the student’s program of study, must approve such courses in advance.

Syllabi for the core courses and selected distributed-elective courses are in [Appendix II.B](#). Students are also required to complete a capstone internship for the M.A. degree. The internship was made a requirement in recent years based on feedback from students where they rated internship experience the most useful in terms of gaining practical skills and applying for positions. To make the best use of an internship experience, students are required to have taken a minimum of 18 credits prior to the capstone internship and are advised to wait until they have completed even more of the program since this practical experience can become more valuable after a student has taken more coursework. Many students do wait until their penultimate or last semester to complete a practicum or the capstone internship.

Rounding out the 37-credit-hour degree is the 1-credit ePortfolio. Students maintain an ePortfolio throughout their program beginning with the foundations course and through to graduation. Students admitted in January 2019 and later are required, over their course of study, to submit:

- 1 reflection on their learning in LIS 504, along with examples of their work (“learning artifacts”)
- 1 reflection on their learning at the mid-point in their program of study, along with selected learning artifacts
- 1 reflection on a professional development activity they participated in
- 1 website showcasing their knowledge and skills acquired by the end of their program of study

Adjustments in the degree requirements have occurred since the last program review, as shown in Table II.3. From Spring 2006 through Summer 2015, students completed 36 credit hours for the master’s degree. Students admitted in Fall 2015 and later complete 37 credit hours; the additional credit, earned in their final semester, is for the ePortfolio. Students admitted Fall 2015 through Fall 2017, are required to take 1 course from 3 distributed-elective categories. Students admitted before and after that time period take 1 course from 4 distributed-elective categories.

Table II.3: M.A. degree requirements, Summer 2006 to Summer 2019

Matriculation Date:	Spring 2006- Summer 2015		Fall 2015 – Fall 2017		Spring 2018- Summer 2019		Fall 2019	
	Units	Courses	Units	Courses	Units	Courses	Units	Courses
Core	12	4	12	4	12	4	12	3
Distributed Electives (1 each per required category)	12	4	12	4	9	3	12	4
LIS Electives (drawn from the pool of offered LIS courses)	6	2	6	2	6	2	6	2
Free Electives / Individual Studies / Transfer Credits*	6	2	3	1	6	2	3	2
Capstone Internship			3	1	3	1	3	1
ePortfolio**			1	1	1	1	1	1
	36	12	37	13	37	13	37	13

\*Effective December 2008, transfer credits are only allowed in which a letter grade of A or B was earned from another ALA-accredited library and information science program, with the approval of the M.A. advisor. In addition to the advisor approval, these credits must not be more than 6 years old relative to the semester of graduation. Course work more than 6 years old is not acceptable toward a degree. Additionally, transfer credit cannot be used to take the place of the 4 core courses.

\*\*The ePortfolio has been a graduation requirement since January 2006, but was not originally associated with a course or credit. In the Fall 2015, along with other changes, a 1-credit course, LIS909 ePortfolio, was created as a mechanism to finale review and approval of the student's ePortfolio.

At the same time that the program began requiring students to take a 3-credit-hour capstone internship, the distributed-elective requirement decreased from 4 to 3. This change preserved the requirement to take 2 LIS and 2 free electives, to continue allowing students to shape their program of study to fit their needs and goals. After a 2-year period, GCC determined that reverting to 4 distributed electives served students well, especially as the curriculum underwent a process of reconsideration and revision. This change meant that students could include 2 LIS and 1 free elective in their degree plan (now 2 free electives as of the fall of 2019).

Beginning with the Fall 2019 semester, the program requirements are changing; 1 of the core courses is no longer required and students will have the freedom to choose an additional elective. Because students had little freedom to choose electives, the curriculum and instruction committee took the opportunity to rethink the core. Consequently, as of Fall 2019, LIS 520 will no longer be required of all M.A. students, but will continue to be offered as an elective – as part of this change, the curriculum and instruction committee ensured that ethics was a topic across the curriculum and not relegated to a single course experience. This change, indeed, gives students more flexibility by allowing them to choose an additional elective that supports their own educational and professional objectives.

We are not changing our commitment to ethics as an essential component in the curriculum but rather making sure that the requirements reflect our sense of the best practices for integrating ethics into daily practice and theory. We build ethical issues, diversity, and inclusion into many of our courses. While core requirements are valuable tools to introduce essential knowledge, our sense with respect to ethics, diversity, and inclusion is that these must be interwoven throughout the curriculum to ensure that these are integrated practices.

As a result of this change, the M.A. requirements for students matriculating in Fall 2019 are:

- 3 core courses
- 1 course in each of 4 distributed elective categories
- 2 LIS electives
- 2 free electives
- 1 capstone internship
- 1 ePortfolio course

*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 is designed to provide students with a holistic understanding of the information field as it applies particularly to the traditional cultural heritage organizations but also to the broader information field as well. Students are expected to gain the knowledge base to fully meet the requirements for entry-level professional positions related to the creation, preservation, organization, and retrieval and use of information. Table II.4 illustrates the more specific relationships between LIS courses and the elements required of the curriculum by Standard II. Table II.5 further maps all LIS courses to the various elements enumerated in Standard II.2.1-6.

Table II.4: LIS Courses Mapped to the COA Curriculum Standard 2.1 and 2.2

<b>COA Curriculum Standards, Chapter 2</b>	<b>LIS Courses</b>
II.2, a: Concerned with information resources	504; 515; 519; 520; 521; 530; 531; 532; 533; 540; 541; 544; 560; 567; 571; 572; 575; 578; 581; 582; 587; 589; 608; ; 624; 634; 640; 641; 646; 660; 671
II.2, b: Concerned with services and technologies for management and use of knowledge and information resources	504; 515; 519; 520; 530; 532; 533; 540; 541; 544; 546; 548; 558; 560; 563; 565; 567; 571; 575; 578; 580; 582; 583; 586; 587; 589; 608; 624; 634; 640; 641; 646; 660; 672; 673; 675
II.2, c : knowledge and information creation, communication, identification, selection, and acquisition	504; 506; 515; 519; 520; 521; 530; 532; 533; 540; 546; 548; 550; 560; 563; 565; 571; 572; 575; 578; 581; 582; 583; 586; 587; 589; 624; 640; 660; 671
II.2, d : Knowledge and information organization and description	504; 506; 515; 530; 532; 533; 540; 544; 565; 571; 572; 578; 580; 585; 589; 634; 640; 641; 646; 671
II.2, e: Knowledge and information storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management.	504; 506; 515; 519; 520; 521; 530; 532; 533; 540; 541; 544; 550; 558; 560; 563; 565; 567; 571; 572; 575; 578; 580; 581; 582; 585; 586; 587; 589; 608; 634; 640; 641; 646; 660; 671; 673

Table II.5: LIS Courses Mapped to the COA Curriculum Standard II.2.1-2.6

<b>COA Curriculum Standards, Standard II.</b>	<b>Exemplar School of Information Courses</b>
II.2.1 Courses fostering development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;	504; 506; 520; 521; 530; 533; 540; 550; 558; 560; 563; 567; 571; 575; 582; 586; 589; 608; 613; 614; 617; 622; 640; 641, 646, 660; 673
II.2.2 Courses emphasizing an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;	504; 506; 515; 519; 520; 533; 544; 548; 550; 558; 560; 565; 571; 575; 578; 580; 583; 586; 587; 589; 608; 624; 634; 641; 646; 660
II.2.3 Courses integrating technology and the theories that underpin its design, application, and use;	515; 520; 521; 530; ; 533; 540; 541; 550; 560; 563; 565; 571; 575; 580; 581; 582; 583; 586; 587; 589; 608; 624; 634; 640; 646; 660; 672; 675
II.2.4 Courses responding to the needs of a diverse and global society, including the needs of underserved groups;	504; 506; 519; 520; 521; 533; 540; 541; 550; 558; 560; 563; 567; 571; 572; 575; 580; 581; 582; 586; 587; 589; 608; 640; 641; 646; 660
II.2.5 Courses provides direction for future development of a rapidly changing field;	504; 515; 520; 530; 532, 533; 540; 541; 544; 548; 550; 558; 560; 563; 565; 567; 571; 572; 578; 580; 641; 581; 582; 586; 587; 589; 608; 624; 640; 660
II.2.6 Courses promoting commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.	504; 506; 515, 519; 520; 521; 532; 533; 540; 550; 558; 560; 563; 567; 571; 572; 580; 581; 582; 583; 589; 608; 624; 660; 672; 909

*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.*

As discussed previously, the curriculum is designed to meet a set of 10 competencies for the M.A. degree. All students are expected to gain basic competencies in each of these 10 areas, enabling them to build on these competencies as they go through their careers. The curriculum was developed so that students gain these competencies by meeting the requirements of the courses in their programs. Students reflect on their attainment of the competencies throughout their program of study as they prepare their ePortfolios.

The 10 M.A. student competencies and learning outcomes:

A. Foundational Understandings and Abilities

A1) Students will demonstrate understanding of basic principles, concepts, and terminology related to the creation, organization, management, access, and use of knowledge and information and will demonstrate the ability to apply them to practical problems.

A2) Students will demonstrate understanding of the nature of research, research methods and the role of research in library and information science and additionally, demonstrate the ability to apply research findings to practical problems.

A3) Students will demonstrate understanding of the use of information and communication technologies, including social aspects of information, in providing information resources and services in libraries and other information environments.

B. Disciplinary Knowledge and its Application

B4) Students will demonstrate knowledge of the principles of organization and representation of knowledge and their application to library and information collections and services in their areas of career interest.

B5) Students will demonstrate knowledge of types of library and information professions, settings, services, and roles and be able to analyze key issues and potential approaches to these in the areas of their career interest.

B6) Students will demonstrate knowledge of the management of information resources, services and organizations and apply this knowledge to their areas of career interest.

B7) Students will demonstrate knowledge of the roles of interdisciplinary, interprofessional, and community collaboration and alliances in the provision of library and information services.

C. Ethics and Values in Library and Information Science

C8) Students will demonstrate an understanding of how diversity contributes to the library and information professions and analyze information issues from diverse perspectives.

C9) Students will demonstrate an understanding of the values and service orientation of the library and information professions and their applications in their areas of career interest.

C10) Students will demonstrate the ability to recognize and analyze ethical issues and dilemmas in library and information settings and propose reasoned courses of action.

The 10 learning competencies and learning outcomes are adapted from the competencies developed by the American Library Association (<http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>) and reflect the relevant elements of more specialized guidelines, such as those developed by the Special Libraries Association (<https://www.sla.org/about-sla/competencies/>); the Society of American Archivists (<https://www2.archivists.org/prof-education/graduate/gpas>); and the American Association of Law Libraries ([https://www.aallnet.org/bok\\_profleadership/aall-guidelines-for-graduate-programs-in-law-librarianship/](https://www.aallnet.org/bok_profleadership/aall-guidelines-for-graduate-programs-in-law-librarianship/)). [Appendix II.C: M.A. Curriculum Map Competencies and Core Courses](#) displays how assignments in the core courses Introduce, Practice, or Assess the 10 competencies.

The 10 competencies can be understood as the student learning outcomes for each course. Each course syllabus lists competencies the course is designed to provide. Each course also has built-in activities and assignments for assessment. The 4 core courses (as of summer 2019), their relation to the competencies, and the evidence of assessment for these are described in Table II.6.

Table II.6: Learning Outcomes/Matching General Core Courses/Assessment Measures

Student Competency	Core Course	Evidence of Assessment
A1) Demonstrate understanding of basic principles, concepts, and terminology related to the creation, organization, management, access, and use of knowledge and information.	LIS 504	504: Assignments, paper, midterm and final exams 506: Project Proposal, Final Project, Quizzes and Evaluations.
	LIS 506	515: Four assignments on the create and use of metadata, controlled vocabularies, relational databases, metadata crosswalks, and linked data. Five quizzes covers XML encoding, information retrieval, knowledge management, and classification systems.
	LIS 515	
A2) Demonstrate understanding of the nature of research, research methods and the role of research in library and information science.	LIS 504	504: Assignments, paper, midterm and final exams.
	LIS 506	506: Project Proposal, Final Project, Quizzes and Evaluations.
A3) Demonstrate understanding of the use of information and communication technologies and	LIS 504	504: Interview Assignment, Issue Paper, exams, Introduction to ePortfolios.

the provision of services in libraries and other settings.	LIS 506	506: Project Proposal, Final Project, Participation, and Evaluations.  515: Four assignments on the create and use of metadata, controlled vocabularies, relational databases, metadata crosswalks, and linked data. Five quizzes covers XML encoding, information retrieval, knowledge management, and classification systems.
	LIS 515	
B4) Demonstrate knowledge of the principles of organization and representation of knowledge.	LIS 506	LIS 506: Literature Review, Final Project, Evaluations.
	LIS 515	515: Four assignments on the create and use of metadata, controlled vocabularies, relational databases, metadata crosswalks, and linked data. Five quizzes covers XML encoding, information retrieval, knowledge management, and classification systems.
B5) Demonstrate knowledge of types of library and information professions, settings, services and roles.	LIS 504	504: Interview Assignment, Issue Paper, and exams.
	LIS 506	LIS 506: Literature Review, Final Project, Evaluations.
B6) Demonstrate knowledge of the management of information	LIS 504	504: Issue Paper and Exams.
		506: Project Proposal, Final Project, Evaluations.



resources, services and organizations.	LIS 506	515: Four assignments on the create and use of metadata, controlled vocabularies, relational databases, metadata crosswalks, and linked data. Five quizzes covers XML encoding, information retrieval, knowledge management, and classification systems.
	LIS 515	
B7) Demonstrate knowledge of the roles of interdisciplinary, interprofessional, and community collaboration in the provision of library and information services.	LIS 504	504: Interview Assignment, Issue Paper, and exams.
	LIS 506	506: Project Proposal, Final Project, Evaluations, Reflection.  520: Ethical responsibility to community assignment,
	LIS 520	Midterm exam
C8) Demonstrate an understanding of how diversity contributes to the library and information professions.	LIS 504	504: Interview Assignment, Issue Paper, and exams.
	LIS 506	506:: Project Proposal, Final Project, Reflection, Quizzes
	LIS 520	520: Principles of Intellectual Freedom assignment, Short writings, Midterm Exam, Final Exam, Individual Project
	LIS 504	504: Interview Assignment, Issue Paper, and exams.

C9) Demonstrate an understanding of the values and service orientation of the library and information professions.	LIS 506	506: Project Proposal, Final Project, Reflection, Quizzes
	LIS 520	520: Short writings, Midterm Exam, Final Exam, Individual Project
C10) Demonstrate the ability to recognize and analyze ethical issues and dilemmas in library and information settings.	LIS 504	504: Issue Paper, and exams.
	LIS 506	506: Project Proposal, Final Project, Reflection, Quizzes
	LIS 520	520: Information practices analysis. Short writings, Midterm Exam, Final Exam, Individual Project

Even with the pending removal of LIS 520 from the core, the 3 ethics competencies, C8-C10, are well covered in the curriculum. LIS 520 overlaps with a number of other courses, including LIS 504, 506, 673, 608, 560, 671, 571, 550, and 558. The ethics components of those courses were not highlighted in the catalog and we have modified their descriptions to fully reflect course content. Table II.7 shows the catalog descriptions and competencies covered in each of these 9 courses.

Table II.7: Catalog Descriptions of LIS Courses and Their Ethics Competencies

Course	Catalog Description	Ethics Competencies
504	Provides an introduction to the library and information professions, to the SIRLS graduate program, and to roles, ethics and values, and current issues in library and information services for the 21st Century.	C8 C9 C10
506	Research methodology, research design, ethical conduct of research, and elementary statistics.	C8 C10
515	Introduction to the theories and practices used in the organization of information. Overview of national and international standards, practices and ethical challenges for access to information in collections.	C9 C10

550	Explores the interconnectedness of information forms and environments (libraries, museums, archives, electronic, mass media, etc.) from different theoretical, cultural and ethical perspectives. Contrasts each with Native American and Hispanic experiences in information and library settings.	C8 C9
558	Considers the ethical issues that arise in serving diverse user groups and their members, including but not limited to, children, women, people with disabilities, the LGBTQ community, the poor, ethnic groups, and Indigenous peoples.	C8 C9 C10
560	Introduces the basic elements of collection management, including community analysis, policy preparation, and ethical considerations in selecting and acquiring materials, assessing collections and user needs, budgeting, preserving, and conserving for libraries and other information organizations including archives, museums, special collections and corporate environments	C8 C9 C10
571	Introduces the basic concepts and applications of Internet-related information technology and its impacts on individual users, groups, organizations, and society. The topics in this survey course include computing basics, network applications, human computer interactions, computer-support cooperative work, social aspects of information systems, information ethics, and other economic, and legal and ethical issues related to digital services and products.	C 10
608	Provides new information professionals with a basic understanding of ethical dilemmas and management concepts and theories as they are practiced in information organizations and to build some beginning management skills and competencies.	C8 C9 C10
671	Examine the current state of the art in digital preservation and assess what challenges remain in research, implementation, policy, and ethical challenges in digital curation and preservation efforts.	C9

673	Provides a basic understanding of the theory and practical approaches to the management of information and technology in the digital information environment. Management topics considered in this course range from the strategic (planning, leadership, and policy development) to the tactical (project management, the acquisition and deployment of technology) and ethical challenges and decision making for administrators, group leaders and project managers.	C8 C9 C10
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Lessening the required core by 1 course gives students additional freedom to shape their program of study according to their own learning objectives and career aspirations. Before beginning classes, new students work with the master’s advisor and the master’s degree program manager to outline their plan of study and identify requirements. These are reiterated in the foundations course, LIS 504, in the first semester.

Courses in the distribution areas are regularly reviewed and adjustments are made based on content (and potential duplication), offering frequency, and student enrollment. At one time, there were 20 courses in the Culture Perspectives area, making it very difficult for students to choose. The wide distribution of enrollments across a large number of courses often resulted in canceled courses due to low enrollment, in effect making it harder for students to plan their program. Over multiple rounds of reviews, courses in distribution areas have become more selective and better serve the purpose of distributed electives. Table II.8 shows changes in the distributed electives over time.

Table II.8: Distributed Elective Categories and Courses, 2006-Present

<b>Category</b>	<b>2006-Summer 2015</b>	<b>Fall 2015 - Fall 2017</b>	<b>Spring 2018 -</b>
Cultural Perspectives on Libraries and Information	LIS 517 Introduction to Digital Cultures	LIS 517 Introduction to Digital Cultures	
	LIS 521 Children's and Young Adult Literature in a Multicultural Society		
	LIS 550 Information Environments from Hispanic and Native American Perspectives	LIS 550 Information Environments from Hispanic and Native American Perspectives	LIS 550 Information Environments from Hispanic and Native American Perspectives
	LIS 551 Equity of Access	LIS 551 Equity of Access	
	LIS 552 International Perspectives for Information Professionals		

	LIS 553 Issues in Culture and Information Technology		
	LIS 554 Diverse Cultures, Communities, and Libraries	LIS 554 Diverse Cultures, Communities, and Libraries	
	LIS 555 Issues in Indigenous Information Services		
	LIS 556 Health Information in Ethnic-Cultural Communities and Environments		
	LIS 557 Documenting Diverse Cultures & Communities	LIS 557 Documenting Diverse Cultures & Communities	LIS 557 Documenting Diverse Cultures & Communities
	LIS 558 Group Information Rights	LIS 558 Group Information Rights	LIS 558 Social Justice in Information Services
	LIS 558 Social Justice in Information Services		
	LIS 559 Marketing of Library & Information Services to Communities		
	LIS 651 Information Policy and Cultural Perspectives		
	HED 623 Disability in Higher Education		
	MENA 503 Art & Architecture of the Islamic World		
	MENA 530A Language & Society of the Middle East		
	MENA 545 Women in Islamic History		
	JUS 552 Israeli Women		

	HIS 585B Society, Culture, Politics & History of the Iranian Plateau		
Management of Information Services	LIS 561 Academic Library Practice and Administration		
	LIS 562 Public Library Administration & Practice		
	LIS 564 Corporate Library Administration and Practice		
	LIS 565 Health Sciences Library Practice and Administration		
	LIS 566 Small & Rural Library Administration and Practice		
	LIS 567 Leadership in the Information Organization	LIS 567 Leadership in the Information Organization	LIS 567 Leadership in the Information Organization
	LIS 581 School Library Administration and Practice		
	LIS 608 Planning and Evaluation of Library and Information Centers	LIS 608 Planning and Evaluation of Library and Information Centers	LIS 608 Managing the Information Organization
	LIS 613 Decision Making for Library and Information Professionals		
	LIS 673 Managing the Digital Information Environment	LIS 673 Managing the Digital Information Environment	LIS 673 Managing the Digital Information Environment

	LIS/LAW 681E Law Library Practice and Administration		LIS/LAW 681E Law Library Practice and Administration
Evaluation of User Needs & Information Resources Information Services and Evaluation (Spring 2018)	LIS 518 Information Quality	LIS 518 Information Quality	LIS 518 Information Quality
	LIS 519 Knowledge in a Digital World	LIS 519 Knowledge in a Digital World	LIS 519 Knowledge in a Digital World
	LIS 521 Children's and Young Adult Literature in a Multicultural Society		
	LIS 524 Information Resources and Services		LIS 530 Cataloging and Metadata Management
	LIS 532 Online Searching	LIS 532 Online Searching	LIS 532 Information Intermediation
	LIS 533 Medical Online Searching		
	LIS 540 Introduction to Archives	LIS 540 Introduction to Archives	LIS 540 Introduction to Archives
	LIS 560 Information Resource Development	LIS 560 Information Resource Development	LIS 560 Collection Management
	LIS 572 Government Information		LIS 572 Government Information: Policy & Resources
	LIS 585 Information Literacy Instruction		
	LIS 587 Information Seeking Behaviors		
	LIS 589 Scholarly Communication		
LIS 640 Advanced Issues in Archival Enterprise			

	LIS 660 Business Information Resources		
	LIS 671 Introduction to Digital Collections	LIS 671 Introduction to Digital Curation and Preservation	LIS 671 Introduction to Digital Curation and Preservation
	IRLS/LAW 689A Teaching Legal Research		
	MENA 502A Economic History of the Islamic World		
	MENA 580 History of the 19th and 20th Century Middle East		
Information Technology and Networked Digital Information	LIS 570 Database Development and Management	LIS 570 Database Development and Management	LIS 570 Database Development and Management
	LIS 571 Introduction to Information Technology	LIS 571 Introduction to Information Technology	LIS 571 Introduction to Information Technology
	LIS 573 Information Technology in Libraries		
	LIS 574 Digital Libraries		
	LIS 575 User Interface and Website Design	LIS 575 User Interface and Website Design	LIS 575 User Interface and Website Design
	LIS 580 Data Standards for the Semantic Web	LIS 580 Data Standards for the Semantic Web	LIS 580 Data Standards for the Semantic Web
	LIS 614 Information Technology and Transfer	LIS 614 Information Technology and Transfer	
	LIS 671 Introduction to Digital Collections		
	LIS 672 Introduction to Applied Technology	LIS 672 Introduction to Applied Technology	LIS 672 Introduction to Applied Technology



	LIS 674 Preservation of Digital Collections		
	LIS 675 Advanced Digital Collections		LIS 675 Advanced Digital Collections

The capstone internship serves as a culminating experience where students have opportunities to apply their learning in real-world settings. Information about the policies and procedures for applying for an internship or practicum is available on the School of Information website, along with a list of possible internship or practicum possibilities. The School of Information director of individual studies has streamlined the application and approval process by adopting the Handshake platform, where students can identify potential internship experiences and where student applications are routed to appropriate faculty/advisor for approval. The director of individual studies also maintains a D2L site for internships each semester. Through the D2L site, students are expected to share descriptions of their positions and submit reports on their learning. They are also invited to support one another through a voluntary forum and take advantage of opportunities to share their experiences with the School of Information, the University, and social media networks. The director of individual studies is available to provide assistance if students run into difficulties and the academic advisor is available for this as well. Occasionally students choose to do a second internship or practicum even though they are not able to present it for credit for graduation. Both current students and alumni rate internship and practicum experiences as very highly beneficial (for example, on the most recent 2018 exit survey), and students often cite the internship or practicum as being one of the most important learning experiences in the program because of the opportunities to apply theoretical coursework to actual practice.

The core courses combined with the distributed and other electives and the capstone internship ensure that all students are achieving the M.A. competencies. The ePortfolio requires students to reflect on their learning in relation to the competencies gained in their coursework and other experiences. In discussing individual courses, students must present documentation of their learning through the artifacts attached to the reflections, and they are expected to include at least 1 significant completed assignment for each course. Obviously, their learning is reflected in the assignments and their grades in each course, but the ePortfolio serves as a more comprehensive overview of their learning in the entire program. As a part of the ePortfolio requirement, students include 1 non-curricular professional development reflection. This reflection requires that students look outside their coursework and credit-bearing experiences to relate professional development experiences to the School of Information competencies. This requirement serves to encourage their understanding for the need for continued learning and growth and for taking responsibility for that learning. Further, each student prepares a spreadsheet listing their courses and indicating the competencies they think the course helped them achieve. A School of Information evaluator reviews ePortfolios, providing feedback on each reflection. The evaluator has been external to the School of Information until 2018, when the role was assigned to a regular faculty member who has a deeper understanding of the M.A. program and its students.

As addressed previously with regard to systematic planning, The ePortfolio reviewer, be it faculty or external reviewer, reports back yearly, or more often if necessary, to the school administration (i.e., Assessment Coordinator, Associate Director, Director, Director of Graduate Studies, M.A. LIS Coordinator) and the full faculty on the overall alignment of student reflections

with the programmatic goals and outcomes. The Learning Outcome Assessment Rubric is the form used by the ePortfolio evaluator to report attainment of learning outcomes among the students, as well as potential programmatic issues.

Course scheduling is another factor in students' ability to build a coherent program of study by making sure that courses, particularly electives, are available on a regular, if not frequent, basis. For instance, LIS 530 Cataloging and Metadata Management, which is offered every spring semester, has as a pre-requisite of the core course LIS 515 Organization of Information. Students who wish to take the cataloging course are encouraged to take LIS 515 early in their programs so that they will be eligible to take LIS 530 when it is offered. To facilitate student planning of their program, a subcommittee of the Graduate Curriculum Committee (GCC) has made great efforts to move from a 2-year course schedule to a 4-year course rotation plan in 2016 and the rotation plan has been updated regularly by those overseeing scheduling matters for the school (i.e., Drs. Fulton and Brooks). The 4-year course rotation plan can be easily found on the M.A. LIS page, under "M.A. Advising Resources" <https://ischool.arizona.edu/ma-library-information-science/advising-resources>. Students are alerted to the fact that the multi-year schedules are for planning purposes only and that it is important to consult with the academic advisor when planning their programs to see if the actual schedules might vary. Faculty vacancies, sabbatical leaves, availability of adjuncts, and other factors all may require changes to the multi-year schedules.

As discussed further in Standard IV, the advising system helps students ensure that they can and do construct coherent programs of study. Suggested courses for various specializations (or "career opportunities") are available on the School of Information website (<https://ischool.arizona.edu/ma-library-information-science>). Coherence is a topic discussed in their initial course (LIS 504), and it is stressed that it is important to develop a program of study that will prepare them for their future rather than just a thrown-together mélange of credits that meet the basic degree requirements.

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

As noted above, the 10 M.A. competencies that function as programs' learning outcomes for general and specialized curricula are adapted from those of the ALA and other relevant professional associations. All students are required to include the core courses as part of their programs of study. These courses are intended to lay the basic foundation on which other courses, including those focusing on specialty areas, are built. Within the many courses available in meeting students' required distribution electives are those that focus on specific areas of interest. Some of these courses are designed to meet the competencies established by the professional associations representing those areas of interest, and students are advised and encouraged to take those courses in order to prepare for careers in those fields. Examples of such competencies are those of the Society of American Archivists, the American Association of Law Libraries, the Medical Library Association, and the Special Libraries Association.

Besides the M.A. program, the School of Information also offers a set of graduate certificate programs.

Graduate certificates equip students with specialist knowledge beyond what a few electives in the M.A. can provide. Certificates enrich students' learning experiences and expand their skill sets. Building on the success of the Digital Information Management Certificate (DigIn) and the

Graduate Certificate in Archival Studies, 4 additional graduate certificates have been established in the following specialties:

- Instruction and Teaching for Librarians and Information Professionals
- Law Librarianship
- Legal Information and Scholarly Communication Certificate
- Medical and Community Health Information

Master's students may take many of the courses in the certificates as part of a regular master's degree in the form of distribution requirements or electives. Some master's degree students choose to earn a certificate in addition to their degree. In this case, all normal requirements for the master's degree must be met and additional courses are taken for the specialty certificate beyond the number normally taken by master's students. The courses developed for specializations are taught either by School of Information faculty with expertise in the specialization or by adjunct instructors who are well qualified within their fields. For some specializations, students are advised to take cross-listed courses in other UA departments (*e.g.*, LIS/NURS 646 Healthcare Informatics: Theory and Practice, LIS/NURS 634 Data Management in Health Care, LIS/LAW 681E: Law Library Practice and Administration, LIS/LAW 689A: Teaching Legal Research).

At the time of the last COA review, the Graduate Certificate in Archival Studies was just established. The program is designed to give students foundational core knowledge of the archives profession and is actually our most requested program by far in terms of formal 'requests for information' of the school. The curriculum is structured around the guidelines for graduate programs set by the Society of American Archivists, ensuring that students have a comprehensive understanding of professional archival standards that may not otherwise be acquired without an archives concentration in their graduate level education. As we developed the specialization in archives, we reviewed carefully the eligibility requirements for taking the certification examination to make sure that the courses offered would, when combined with the requisite experience, meet those requirements. In an era of historic change in recordkeeping practices and an increasingly competitive job market, students pursuing careers in archives and records management today need formal credentials based on a rigorous education in the theory and practice of the profession. This certificate requires 12 units and its curriculum is at <https://School of Information.arizona.edu/graduate-certificate-archival-studies>. The Archival Studies Certificate has been popular since its establishment, and today has become the most sought-after certification among the 6 graduate certificate programs offered in the School of Information, 4 of which were new additions since the last review. These certificate programs symbolize the ongoing systematic planning process involving representation from all constituencies and the school's effort in enriching student learning experience and better preparing students for the job market. Up to 12 credits may be shared between a certificate and master's degree, and up to 6 credits may be shared with another certificate. These certificate programs also enrich graduate study for students who do not obtain a certificate, as all the courses are available to all students within the M.A. program. We introduce other certificate programs below.

The Law Librarianship Graduate Certificate, established in 2014, was the first program in country that offers a course "Teaching Legal Research," filling a gap in law librarian training. We joined the force with the College of Law on the UA campus and crafted a curriculum that provide students with the necessary skills to hit the ground running in an academic, law firm or government law library. It combines theory, practicums and intense collaboration with the law li-

brarians of the College of Law. Students enrolled in this certificate must (1) have or be concurrently enrolled in a Juris Doctor (J.D.) program from an ABA accredited school, and (2) must be concurrently enrolled (or already completed) in a M.A. in Library and Information Science program from an ALA accredited school. The Law Librarian Graduate Certificate is among the most popular certificates students take in the school. Students graduated with the certificate are highly sought on the job market. Courses required (15 units) for this certificate can be found at <https://School of Information.arizona.edu/law-librarianship-graduate-certificate>.

The 2018 Student Exit Survey showed that the Archival Studies and Law Librarianship Graduate Certificates are the most common certificates UA LIS students earn before graduation. All certificate students responded to the survey felt their Certificate Curricula were effective (extremely effective, very effective, or moderately effective) in preparing them for a successful job search and career.

The Graduate Certificate in Medical and Community Health Information, established in 2014, is based on the school's strategic planning and responses to the need of such skills in public librarians. Research has shown the increasing demand for health information and high health disparities due to low health literacy among the public. A recent study found that 60% of participants in a focus group "conveyed that libraries were among their preferred sources of health information." Additionally, it is estimated that between 1989 and 2006, between 36%-44% of hospital libraries had been closed. Health care providers who once depended on these librarians and libraries as a resource now must rely on their own skills. A collaboration between the School of Information and UA College of Nursing's Doctor of Nursing Practice (DNP) Online Program, this program formalizes the medical and health related courses into a certificate, and will allow for a graduate's qualifications to be easily recognizable by hiring agencies. This certificate program provides students, librarians, information professionals, and healthcare professionals with the necessary skills in the acquisition and dissemination of useful, usable, and quality health information. Students obtain knowledge and skills in the practice of health informatics and how it applies to the health care and public health settings. Additionally, students learn about ethnic and cultural implications of health and receive training on providing culturally competent health information services. This Certificate requires 18 units, and its curriculum is described at <https://School of Information.arizona.edu/graduate-certificate-medical-and-community-health-information>

The Legal Information and Scholarly Communication Graduate Certificate, established also in 2014, provides students with a background necessary to serve in a wide variety of libraries (public, academic, school, etc.), special libraries, archives, government agencies and businesses where legal information is important to the mission of the endeavor. As law firms grow in size and become more specialized, there is a growing need for researchers able to investigate legal issues and the underlying factual issues of litigation and transactional law. It is hard to imagine a discipline where legal issues do not regularly arise. With 180 Law Firms in Tucson where paralegals do legal research with the JD, this certificate provides them and non-JD, M.A. LIS students expanded job opportunities. This Certificate require 18 credit hours and its curriculum can be found at <https://School of Information.arizona.edu/legal-information-scholarly-communication-certificate>

The Graduate Certificate in Instruction and Teaching for Librarians and Information Professionals, established in 2018, help students build the knowledge and skills needed to create and deliver successful and innovative, culturally competent, information literacy instruction within the

library and information environment. Information literacy instruction continues to be a cornerstone of the library profession, and it is imperative that future library professionals keep pace with advances in instruction methodologies and new technologies. The certificate provides the foundation for library professionals to become effective teachers and instructional designers. Course topics include Information literacy pedagogy, instructional design principles, online learning, and assessment of learning outcomes. It includes a capstone or internship project, where students will receive hands-on practice in information literacy instruction. Students also examine teaching and learning from different culture perspectives and how culture and language play a role in how students learn in different environments. This program is designed in such a way that it is possible for M.A. students to obtain this certificate by taking only one additional 3-unit internship for instruction. This certificate requires 12 credit hours and its curriculum is at <https://School of Information.arizona.edu/graduate-certificate-info-lit>.

*II.5 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.*

To prepare for the creation of the 4-year rotation plan, a comprehensive evaluation of the entire M.A. curriculum was conducted from 2014-2015, which resulted in the needed adjustments in the degree and certification curriculums. In addition, a constant assessment process is at work, and changes to the curriculum occur regularly as a result of that. Since the last COA review, the LIS program has purged 27 courses, while 14 new courses have been developed and added to the curriculum. For example, IRLS 573 Information Technologies in Libraries was purged because of significant overlap with LIS 571 Introduction to Information Technology; IRLS 574 Digital Libraries was purged because of outdated content, and later replaced with LIS 580 Data Standards for the Semantic Web. There was a Library Administration and Practice course for each of the library types and they were purged and the contents consolidated into 3 key administration courses LIS 560 (Collection Management), LIS 563 (Readers' Advisory Services in Public Libraries), and LIS 567 (Leadership and the Information Organization). IRLS 696B Issues in Libraries and IRLS 796A Advanced Topics in Information Resources were removed because they both have low enrollment and are rarely offered. Since all graduate students are eligible to take LIS 696E, a seminar on information resources, removing them will actually increase the chance for students to be exposed to some advanced topics.

In addition to this recent change in the M.A. program requirements, 2 comprehensive reviews of the curriculum have been conducted since 2013. As a result:

- courses deemed to be redundant or no longer relevant or needed have been deleted from the catalog (Table II.9).
- new courses have been designed and offered (Table II.10)

Table II.9 Courses deleted from catalog since 2013

IRLS 524	Information Resources and Services
IRLS 525	Children in Public Libraries
IRLS 527	Issues in School Libraries
IRLS 551	Equity of Access

IRLS 553	Issues in Culture and Information Technology
IRLS 554	Diverse Cultures, Communities, and Libraries
IRLS 556	Health Information in Ethnic-Cultural Communities
IRLS 561	Academic Library Administration and Practice
IRLS 562	Public Library Administration and Practices
IRLS 564	Corporate Library Administration and Practice
IRLS 566	Small and Rural Library Administration and Practice
IRLS 573	Information Technology in Libraries
IRLS 574	Digital Libraries
IRLS 585	Information Literacy Instruction
IRLS 601	Theory of Classification
IRLS 613	Decision Making for LIS Professionals
IRLS 614	Information Theory and Transfer
IRLS 617	Social Epistemology and Information Science
IRLS 622	Advanced Information Resources
IRLS 630	Controlled Vocabularies
IRLS 651	Information Policy and Cultural Perspectives
IRLS 660	Business Information Resources
IRLS 688	Advanced Issues in Information Resources
IRLS 694	Practicum
IRLS 695h	Children's Youth Services and Literature
IRLS 696b	Issues in Libraries: Writing Seminar
IRLS 796a	Advanced Topics in Information Resources

Table II.10 Courses added to the catalog since 2013

LIS 519	Knowledge in a Digital World
LIS 546	History of Books after Gutenberg

LIS 544	Media Archaeology: Moving Image as Evidence
LIS 548	Contemporary Book Publishing: Tradition and Change
LIS 558	Social Justice in Information Services
LIS 565	Information Architecture and Controlled Vocabularies
LIS 578	Science Information and its Presentation
LIS 580	Data Standards for the Semantic Web
LIS 583	eLearning for Librarians
LIS 586	Learning Design for Librarians and Other Information Professionals
LIS 634	Data Management in Healthcare Systems
LIS 641	Community-focused Archives and Museums
LIS 646	Healthcare Informatics: Theory and Practice
LIS 698	Capstone Exit Requirement

In the School of Information planning process, practitioners (including the M.A. LIS Advisory Committee) have helped identify areas of the curriculum that needed further development. The graduate certificate programs were established with their input. When the Digital Information Management certificate program was established, it resulted in 6 new School of Information courses, 5 of which are available to master's students. This doubled the number of technology courses available in the master's curriculum. The increase in the number of students interested in the archives and special collections field led to the strengthening of the archives sequence and the transition of those courses from once-a-week face-to-face offerings in Tucson to online courses available to all students regardless of location. LIS 540 Introduction to Archives and LIS 640 Advanced Archives both underwent such transition, and several courses were recently created to add to this area of study, for example, LIS 544 Media Archaeology: Moving Image as Evidence. The Instruction and Teaching for Librarians and Certificate resulted in 2 new courses, LIS 583 eLearning for Librarians and Other Information Professionals and LIS 586 Learning Design for Librarians and Other Information Professionals that benefit all M.A. students. The newly established Master of Science (INFO) program at the School of Information also brought new courses into the M.A. program, meeting the needs of next-generation librarians for data science and management skills. These include INFO/LIS 580 Data Standards for the Semantic Web and INFO/LIS 578 Science Information and its Presentation.

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

The School of Information document the decision-making processes in the meeting minutes of the GCC and faculty meetings, both meet monthly for several hours. Minutes from the School of Information's annual faculty retreats and regular strategic planning meetings also document some of the processes. Data used to facilitate the decision making process are collected from

student surveys administered by the school, by the Library and Information Student Organization, and by subcommittees in charge of certain tasks. Faculty and staff participated in professional conferences such as AZLA, ALA, and ASIST annual meetings and iConferences also bring back useful data on national trends to help shape the curriculum.

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

The School of Information has 4 main mechanisms for evaluating the curriculum and using the evaluation to shape the curriculum

- Curriculum and Instruction Committee members' work
- Input from employers and practitioners
- Assessment data in the University's Taskstream platform
- Data collected from students' end-of-program ePortfolio

The M.A. curriculum is maintained by the School of Information's Curriculum and Instruction Committee – a large committee committed to managing issues across the School of Information. Members of the committee discuss topics such as assessment, adjunct faculty, courses, and other program issues. During these meetings, too, the Directors bring any scheduling concerns that emerge to the committee for input and the resolution of issues. Depending on the scale of committee work, recommendations are brought to the faculty for discussion and approval (e.g., individual course proposals may not be discussed as a faculty-as-a whole, but broader curricular changes are always brought to the full faculty for discussion). This committee manages all new course proposals. Usually new courses are taught on a probationary basis the first and second times they are offered. Where practical, the course title is put into the university course listings. If this is not possible because of deadlines, they are listed under the course title LIS 588 Issues in Information Resources or LIS 688 Advanced Issues in Information Resources. This can be done without review, but after the initial offerings, a recommendation for inclusion in the curriculum with a unique number can be sent by the faculty member initiating the course along with a recommendation to include the course in a distributed elective area if appropriate.

Input from employers and practitioners is gathered in formal and informal ways. Members of the M.A. Advisory Committee provide input at face-to-face meetings and via email. The Knowledge River Steering Committee also provides input at face-to-face meetings and via email. The School of Information Director, Associate Director, and faculty members talk with employers and practitioners at conferences hosted by the Arizona Library Association, the ALA, and other professional organizations as well as at events that bring employers and practitioners to the UA campus. Retreats that happen every other year or every third year always involve employers and practitioners who are encouraged to discuss School of Information curriculum and other matters.

The UA Office of Instruction and Assessment (OIA) manages the annual university-wide program-level learning outcomes assessment process, using the Taskstream data management system. Several School of Information staff and faculty were trained on Taskstream last year. Faculty appointed committee members supervised and directed input of information about the LIS courses, including competencies covered, assignments and learning activities, and the level at which the assignments and learning activities operated using the indicators Introduced, Practiced, or Assessed. The mandated assessment process involves, among other things, compiling the course data into a program-level assessment that the faculty consider and discuss. The faculty



can use the program-level assessment to confirm that the curriculum is achieving the stated competencies/learning outcomes; to identify and implement needed improvements; and to recognize areas where more time is needed to assess further.

Another type of data collected, data that serve a number of different purposes, are analyses of students' final ePortfolio submissions. ePortfolio feedback from the evaluator are provided to the faculty in order to help shape the curriculum. For example, if students tend to produce ePortfolio material from certain kinds of classes and not others, we can explore the content of certain kinds of classes (e.g., management distributed elective) to consider why students don't choose to share their work from those courses. This is just a hypothetical example of the kinds of data that can be produced from the ePortfolio – student-level data, course-level data, and data that can inform change at the curricular level.

## **Conclusion**

Since the last review, the M.A. curriculum has been modified and updated in response to new developments in the library and information professions; to feedback from students, alumni, practitioners and other stakeholders; and to the data generated by a careful consideration of syllabi, learning outcomes, and student reflections on their learning. Even as it changes, the curriculum continues to provide a solid foundation of theoretical knowledge and practical experience focused on information resources and services. Four new graduate certificate programs have been established, adding courses that enrich the curriculum and offering students additional ways to gain specialist knowledge. The previously optional internship is now a required capstone providing students with hands-on experience. All these initiatives grew out of planning efforts centered around the School of Information mission and goals to improve the relevance of the curriculum and its ability to undertake new roles in the library and information professions.

## **Supporting Material/Sources**

American Association of Law Libraries

[https://www.aallnet.org/bok\\_profleadership/aall-guidelines-for-graduate-programs-in-law-librarianship/](https://www.aallnet.org/bok_profleadership/aall-guidelines-for-graduate-programs-in-law-librarianship/)

American Library Association <http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

Society of American Archivists

<https://www2.archivists.org/prof-education/graduate/gpas>

Special Libraries Association

<https://www.sla.org/about-sla/competencies/>

## **Standard III: Faculty**

## Standard III: Faculty

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### Introduction

As an academic unit in a university classed as a Carnegie Very High Research Activity institution, the School of Information has a goal and a set of objectives that align with the UA strategic-plan pillars addressing research. The School of Information's research goal and objectives are:

#### 2. Creation of New Knowledge

2.1. Faculty will conduct original scholarly inquiry and research related to knowledge, information, and data creation, organization, management, access, and use in a multitude of environments and cultural communities. Through the dissemination of their research, the faculty foster learning and dialogue about professional and societal issues important in the age of information.

2.1.1. Faculty hired on tenure track will be tenure-capable and will be supported in their efforts to achieve tenure.

2.1.2. Faculty hired on continuing track will be supported in their efforts to design and teach courses; provide service to the School of Information and its constituencies; and participate in professional activities.

2.1.3. Faculty disseminate the results of their work through presentations and publications in venues and locales appropriate to their research, scholarly, and outreach goals and objectives.

*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.*

The faculty represents a balanced combination of tenured/tenure-track and career-track (non-tenure-track) appointments, adjuncts, and affiliated faculty from other units. The mix of faculty expertise and each faculty member's commitment to research, teaching, and service/outreach – at varying levels depending on their workload assignment – make it possible to accomplish our program goals and objectives. [Appendix III.A](#) provides each faculty member's CV.

All School of Information faculty are qualified for appointment to the University's graduate faculty. As is typical of research universities, tenure-track/tenured professors have a terminal degree in their academic discipline and a program of research in their area of expertise. The University also recognizes the importance of career-track faculty whose focus is on high-quality teaching and student-related service and/or whose depth of knowledge is derived from experience in academic and/or professional settings. All career-track faculty have terminal degrees as well.

As shown in Table III.1, the School faculty represents a continuum of experience as well as depth and breadth of expertise.

Table III.1: Faculty Teaching M.A. Courses, Fall 2019			
Name	Rank	Hire Date	Tenure Status
Hong Cui	Professor	2007	Tenured
Diana Daly	Assistant Professor, Director of Individual and Undergraduate Studies	2016	Non-tenure Track
Martin Frické	Professor, Director of Graduate Studies, Ph.D. Advisor	1994	Tenured
Bruce Fulton	Assistant Professor, M.A. and Certificate Advisor	2013	Non-tenured Track
Bryan Heidorn	Professor	2009	Tenured
Cheryl Knott	Professor	2001	Tenured
Jamie Lee	Assistant Professor	2015	Tenure Track
Laura Lenhart	Assistant Professor	2014	Non-tenure Track
Berlin Loa	Assistant Professor, Knowledge River Manager	2019	Non-tenure Track
Carla Stoffle	Professor, UA Librar- ies Dean Emerita	1991	Tenured
All other Full-time Faculty in the School of Information, Fall 2019			
Steven Bethard	Assistant Professor, M.S. Advisor	2016	Tenure Track
Ren Bozgeyikli	Assistant Professor	2017	Non-tenure Track
Lila Bozgeyikli	Assistant Professor	2017	Tenure Track
Catherine Brooks	Associate Professor, Director	2012	Tenured
Winslow Burleson	Associate Professor, Associate Director	2019	Tenured
Nicholas DiRienzo	Assistant Professor	2019	Non-tenure Track
Peter Jansen	Assistant Professor	2016	Tenure Track
Clayton Morrison	Assistant Professor	2011	Tenured

Table III.2 offers a snap shot of faculty teaching primarily in the M.A. LIS program. All School faculty will at some point teach in the M.A. LIS program. Assigning faculty to just one School program and not another is unhealthy for the unit as a whole and makes hiring difficult as new faculty may not wish to be relegated to only one program and not another (e.g., only the M.A. and not the M.S., or vice versa). Many courses in the School work across programs so most faculty teach students from a variety of programs. Also, some faculty prefer teaching the same course over and over again while others enjoy teaching a variety of topics. Scheduling course offerings takes into account faculty preferences alongside student needs.

Table III.2: Faculty and Primary Areas of M.A. Teaching	
Faculty	Courses
Hong Cui, Professor	Organization of Information Data Standards for the Semantic Web
Diana Daly, Assistant Professor	Information Quality
Martin Frické, Professor	Research Methods for Library and Information Professionals User Interface and Web Design
Bruce Fulton, Assistant Professor	Advanced Digital Collections Database Development and Management Introduction to Information Technology Introduction to Digital Curation and Preservation Introduction to Applied Technology Managing the Digital Information Environment
Bryan Heidorn, Professor	Research Methods for Library and Information Professionals
Cheryl Knott, Professor	Government Information Information Intermediation
Jamie Lee, Assistant Professor	Archival Appraisal and Description Community-focused Archives and Museums Information Environments from Non-Dominant Perspectives
Laura Lenhart, Assistant Professor	Ethics for Library and Information Professionals Introduction to Digital Cultures Information Quality
Berlin Loa, Assistant Professor	Information Intermediation Introduction to Archives Documenting Diverse Cultures and Communities Collection Management
Carla Stoffle, Professor	Leadership and the Information Organization Managing the Information Organization Collection Management

A detailed listing of faculty and the courses they have taught since the last review is in [Appendix III.B.](#)

Table III.3 Detailed changes in the faculty who teach M.A. courses since the last review

Table III.3: Faculty Teaching M.A. courses, 2013-2019 (Faculty still at the School of Information are listed at current rank)			
Name	Rank	Employment Dates	Reason for Leaving
Peter Botticelli	Assistant Professor	Aug. 2007-May 2013	Joined Simmons School of Library & Information Science
Jana Bradley	Professor	Aug. 2004-May 2013	Retired
Janet Ceja*	Lecturer, Assistant Professor	Jan. 2013-May 2015	Joined Simmons School of Library & Information Science
Hong Cui	Professor	Aug. 2007-	
Diana Daly*	Assistant Professor	Aug. 2016-	
Don Fallis	Professor	Aug. 1997-Dec.2018	Joined Philosophy Dept., Northeastern U.
Martin Frické	Professor	Aug. 1994-	
Bruce Fulton*	Assistant Professor	Aug. 2013-	
Bryan Heidorn	Professor	Oct. 2009-	
Cheryl Knott	Professor	Aug. 2001-	
Jamie Lee*	Assistant Professor	July 2015-	
Laura Lenhart*	Assistant Professor	Aug. 2014-	
Gina Macaluso	Assistant Professor	Feb. 2013-May 2019	Retired but teaching part-time
Kay Mathiesen	Associate Professor	Jan. 2006-Dec. 2018	Joined Philosophy Dept., Northeastern U.
Cheryl Knott	Professor	Aug. 2001-	
Patricia M. Overall	Associate Professor	Aug. 2003-Jan. 2017	Retired
Carla Stoffle	Professor	1991-	
Heshan Sun	Assistant Professor	Jan. 2008-May 2013	Joined Management Dept., Clemson U.
Tom Wilding	Associate Professor	Aug. 2006-Jan. 2014	Retired

\*Faculty hired since last review.

According to [Appendix III.B](#) showing courses taught, Professor Gina Macaluso, the Knowledge River (KR) manager until her retirement in May of 2019, taught more courses toward the end of her full-time appointment than at the beginning. Her contract was changed in July 2017 from a workload of 20% teaching and 80% service/outreach to 60% teaching and 40% service/outreach – her 80% service time was funded by a grant that was not re-funded. In both cases, the service component included the KR manager role. She continued serving on the admissions, financial aid, and peer review committees, and her statewide service included elective offices of the Arizona Library Association.

The change in the workload assignment coincided with the cessation of Institute of Museum and Library Services funding. For 15 years, they had been providing money to support KR students with graduate assistantships and other financial aid, which are key to retention in and completion of the program. With the obligation to teach three courses each fall and spring semester, less time was available for the traditional KR manager functions such as grant writing, recruiting, admissions, advising and mentoring individual students, and organizing group activities. The service/outreach component now involves creating and maintaining partnerships with outside stakeholders willing to fund graduate assistantships themselves and with creating and maintaining relationships with donors, in addition to other departmental service as well as state, regional, and national outreach. This is discussed further in the section on Standard IV Students.

The new assistant professor and KR manager, Berlin Loa, will join the faculty in August 2019 as a new Career Track faculty member (no research assignment) – in her first year, she will have a 40% teaching assignment and a 60% service load in order to have time to write new grant proposals for the Knowledge River program. External funding will impact her teaching load over time.

[Appendix III.B](#) also shows that Cheryl Knott has taught fewer M.A. courses since the creation of the eSociety undergraduate major and the establishment of the School of Information. Her teaching has included a course she designed for the undergraduate general-education requirement and an undergraduate online searching course that fulfills an elective requirement. She has also taken on the revision, coordination, and evaluation of the ePortfolio requirement for all M.A. students. Previously, an outside person with knowledge of the library and information science field was hired to evaluate ePortfolios.

Adjunct faculty are selected and evaluated by the School Director, Associate Director and when needed, program coordinators (e.g., M.A. LIS Coordinator). In all cases, students' insights as recorded in their responses on TCEs are taken into account when teaching is being evaluated. Adjuncts are chosen based on teaching needs in the School, an ongoing adjunct application pool is maintained (i.e., formal University job posting for adjunct faculty, multiple positions). When needs arise, applicants are recruited formally through an adjunct job posting managed by the University. The list of M.A. LIS courses taught by adjunct faculty is shown in Table III.4. Adjuncts enrich the student experience by bringing practice-based knowledge and expertise into the curriculum. Working as adjunct faculty are professional librarians on the staff of the UA Libraries, UA Law Library, UA Health Sciences Libraries and elsewhere. Several have taught in the M.A. program for more than a decade, providing continuity in their areas of specialization.

Table III.4 Lists courses taught by adjuncts and affiliated faculty (other courses are taught by faculty from other units if they are cross/listed).

Table III.4: Adjuncts and Affiliated Faculty and Areas of Teaching		
Faculty	Degrees	Graduate Courses
Richard Chabran	MLS	Documenting Diverse Cultures and Communities
Michelle Gohr	MLS	Social Justice in Information Services
Sandra Kramer	MLS	Medical Online Searching
Martha Lindsey	PhD	Community Health and Medical Informatics
Volodymyr Lysenko	PhD	Ethics for Library and Information Professionals
Gina Macaluso	MLS	Foundations of Library and Information Services
Yvonne Mery	MLS	eLearning for Librarians Research Methods for Library and Information Professionals
Nicole Pagowsky	MLS	Information Literacy Pedagogy
Bonnie Parks	MLS	Cataloging and Metadata Management
Leslie Sult	MLS	Children's and Young Adult Literature in a Multicultural Society
Niamh Wallace	MLS	Government Information
Lizeth Zepeda	MLS	Introduction to Archives

Some have contributed to the curriculum by developing new courses. Some of the courses our adjuncts offer can be counted toward our graduate certificates, helping students develop areas of specialization. A few examples are illustrative.

Richard Chabran is an award-winning librarian with more than 35 years of experience working in academic libraries and research centers. He has served as an advisor and consultant for state agencies, private foundations, and other organizations and has been a leader in advocating for information technology and access for low-income and under-served populations.

Yvonne Mery and Nicole Pagowsky, associate librarians at the UA Libraries, collaborated with Professor Carla Stoffle to create the Certificate in Instruction and Teaching for Librarians and Information Professionals. Both have published widely in the area of information literacy and teach courses that can be applied to the certificate or taken as M.A. electives.

Sandy Kramer is assistant director for research and learning at the UA Health Sciences Library. She designed the Medical Online Searching course and has been teaching it for more than ten years. It, as well as Marti Lindsey's informatics course, which Dr. Lindsey designed, can be applied as credits toward the certificate in Medical and Community Health Information.



Bonnie Parks, author of *Migrating Library Data: A Practical Manual* (ALA) and a metadata expert, has taught in the M.A. program since 2009. All M.A. students are required to take the Organization of Information course, taught by regular full-time faculty. Parks' Cataloging and Metadata Management course serves those who want to learn more because they intend to pursue professional employment in the cataloging field.

After a long, successful career in Tucson's public library system, Professor Macaluso joined the faculty in 2013, teaching a variety of courses and managing the Knowledge River program. Although she formally retired in May 2019, she is a beloved faculty member and continues to teach the core Foundations course (for continuity in the program) and other courses as an adjunct.

The longevity of our current adjuncts provides valuable continuity. Since the last self-study, several adjuncts are no longer teaching in the M.A. program, as Table III.5 shows. Many have retired while others have too many demands on their time and attention in their regular full-time jobs.

Table III.5: Adjuncts No Longer Teaching

<b>Adjunct</b>	<b>Teaching area</b>	<b>Last semester taught</b>
Brian Atkinson	Research methods	Summer 2017
Karen Bell	Manager of internships	Fall 2015
Dana Braccia	Marketing	Fall 2015
Karen Drake	Small and rural libraries; ePortfolio	Summer 2013
Todd Gilman	Special collections librarianship	Spring 2015
Jennifer Hendzlik	Readers' advisory	Fall 2013
Susan Higgins	Public libraries; ePortfolio	Summer 2018
Dan Lee	Scholarly communication	Spring 2017
James Matarazzo	Corporate libraries	Summer 2013
Annabelle Núñez	Health information	Summer 2013
Randy Silverman	Preservation	Summer 2016
Trevor T. Smith	Information technology	Fall 2013
Stephen Stillwell, Jr.	International librarianship; ePortfolio	Fall 2015
Rebekah Tabah	Archival photographs	Summer 2013
Tyler O. Walters	Managing digital information	Fall 2015
Zhongxiang Xia	Database management	Winter 2014

Howard Zogott	Public libraries	Summer 2013
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*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.*

Excellence in teaching, research, and service is a priority for the School of Information.

All faculty are expected to present a demonstrated record of successful teaching, research, and service and outreach, in accordance with their assigned workload. Although there can be some variations in assigned workloads, for tenure-track and tenured faculty, the standard load is usually 40% teaching (two courses, usually two different courses), 40% research (roughly 16 hours), and 20% service (8 hours for departmental, university, or disciplinary service). For career-track faculty, their load is typically 80% teaching (four courses) plus 20% service – although to protect them from teaching too many courses, career track faculty often teach ‘repeat preps’ so that they are not preparing too many different courses, and they often have an additional service assignment to keep their teaching load manageable (e.g., Dr. Daly manages internships instead of teaching a 4<sup>th</sup> class).

Each full-time faculty member undergoes an annual evaluation by an elected committee of peers within the School of Information, with each committee member recusing themselves from their own review and being replaced by an alternate. Every August the faculty complete a ballot and nominate faculty for peer-review duty for that academic year – one untenured, two tenured, and one career track for representation. The peer-review committee writes evaluation material for all faculty, sends that to the School Director who then formally ‘reviews’ faculty based on the peer review evaluation. The Director offers written feedback for each faculty member and also meets with every faculty member each spring about their evaluation.

Faculty at all ranks, including full professors, are rated on a University-wide scale approved by the Board of Regents. The scale has 5 scores: 1, unsatisfactory, 2, needs improvement, 3, meets expectations 4, exceeds expectations and 5, truly outstanding. Tenure-eligible faculty receive an annual progress-toward-tenure review as well, incorporating the views of at least two tenured faculty – this progress toward tenure review is meant to guide untenured faculty on a successful path toward tenure. The progress toward tenure review amounts to an additional paragraph of text sent to the Director and then shared with the untenured faculty member.

In addition to the peer and director evaluations, course instruction is evaluated by students through university-wide Teacher Course Evaluations (TCEs), which are administered online for face-to-face and online classes. The evaluation forms consist of standard questions, with faculty having the option to add their own. Students complete the forms at the end of the semester. In addition to answering the standard questions that are tallied with scores accessible to the faculty member and the School Director only, students can add comments. Summarized comments can be used for annual evaluations, although the choice to share the written comments can only be made by the faculty member – if they share a few, they have to share the whole set as part of their submitted packet for their retention and promotion packet.

Formal evaluation of tenure-eligible faculty takes place in the 3<sup>rd</sup> and 6<sup>th</sup> year of the assistant professor's employment at the university. The guidelines for the promotion and tenure review are in [Appendix III.C](#). The 3<sup>rd</sup> year review is viewed as a dress rehearsal for the promotion and tenure review, but without letters from external reviewers regarding the faculty member's research that are required during the 6<sup>th</sup> year review. The 3<sup>rd</sup> year review is conducted by a committee of faculty, which sends its evaluation and recommendation to the director who sends her evaluation and recommendation to the SBS Dean. The tenure review committee consists of a chair and 2 faculty above rank of the applicant. The chair of the committee, committee members, the department head, and SBS staff support assist the applicant with preparation of their 3<sup>rd</sup> year and 6<sup>th</sup> year dossier.

Since the last self-study, Hong Cui, Martin Frické, Bryan Heidorn, and Cheryl Knott have been promoted from associate to full professor. Career-track faculty can also be promoted from assistant to associate to full professor. The guidelines for career-track promotions are also found in [Appendix III.C](#). All of our career-track faculty are Assistant Professors and have not been promoted given years in rank.

The School of Information hosts regular research talks with faculty, graduate students, and other scholars throughout the academic year. In 2016, there were 10 research talks, in 2017, there were 17, and in 2018, there were 12. In addition to School of Information faculty giving presentations about their research, faculty from across campus and from other universities give talks. For example, a professor from the UA School of Art discussed "Photography, Visibility and the Archive in an Online Age," and an archivist from the UA Libraries gave a presentation on "Working with Niche Collections." Doctoral students have also presented their current work, including a talk titled "Discovering Dark Data through the Scholarly Literature" by Gretchen Stahlman and one titled "Focused Reading: Reinforcement Learning for What Documents to Read" by Enrique Noriega. At the end of the fall and spring semesters, the School of Information hosts the iShowcase, where graduating seniors in the Information Science, Technology, and Arts program present their capstone projects. Interested faculty who teach in the M.A. program attend the iShowcase and at times supervise capstone projects related to their own research interests. We also have a periodic School of Information faculty research blitz, where each faculty member gives a succinct synopsis of their current research. People are motivated to give research talks in the School for a variety of reasons which may include giving a talk a practice run before a conference, sharing new ideas for feedback, or to be a part of a scholarly community.

In addition to supporting the sharing of information about research projects, the School of Information and the University facilitate the faculty's ability to create stimulating learning environments. For example, the Office of Digital Learning, under the direction of the UA Vice President for Academic Initiatives and Student Success, assists the faculty with the design and development of online courses. One of ODL's instructional designers worked with the instructor of the newly reconfigured Information Intermediation course to create an appealing and clearly organized online course space. The UA Office of Instruction and Assessment offers workshops and tutorials on using the features of the course management system, D2L, as well as other topics.

M.A. faculty have developed and continue to develop creative and engaging activities and assignments. For example, in the Foundations course, students work in small groups to create online magazine (see [Appendix III.D](#)), or e-books describing and analyzing a selection of professional job postings (see [Appendix III.E](#)). The Documenting Diverse Cultures and Communities course includes an activity where students collaborate with restaurant owners to add photographs

and stories about locally owned Latino food establishments and their owners to a Historypin collection. In Advanced Digital Collections, students create a digital repository of information objects for a hypothetical group of users. Recently, a student created a DSpace repository for medieval manuscripts and designed metadata to assist an interdisciplinary group of art historians, medievalists, and paleographers with discovery and use.

*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.*

As an academic unit in the College of Social and Behavioral Sciences, the M.A. program adheres to the policies at <https://sbs.arizona.edu/university-sbs-policies>. The program also operates under the policies of the University, <https://diversity.arizona.edu/diversity-policies-statements>. Links are provided here given the large number of policies tied to hiring without discrimination, family-friendly procedure, restroom access and more. With every hire, job postings are written in ways that will bring in a diverse pool of candidates, we have those postings reviewed by our Dean of Faculty Affairs who has a keen eye on the kinds of language we can utilize for this purpose. Our challenges have been that in hiring in areas like data science, we are unable to draw a diverse pool of candidates. With our upcoming three hires this fall, diversity will continue to be of paramount importance in these searches.

*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.*

Every faculty member, full-time and part-time, has the qualifications, knowledge, and skills to teach the courses they are assigned to teach. All are adept at using D2L for online courses and at using classroom-based and online-oriented educational technologies. The scores their students give them on their TCEs are taken into account at each annual performance review by the peer evaluation committee and the School of Information director. Faculty members participate in various professional and scholarly organizations, sharing their original research at conferences of, among other organizations, the American Library Association; Arizona Library Association; Association for Information Science and Technology; Society of American Archivists; Society for the History of Authorship, Reading, and Publishing; the Special Libraries Association; and the iConference. Two faculty members since the last review have been elected president of the Arizona Library Association, Gina Macaluso and Carla Stoffle. Attendance at conferences provides professional development opportunities and new information that can be incorporated into courses.

*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.*

Each tenured and tenure-track faculty member has a sustained record of research and scholarship contributing to knowledge in the library and information science fields, including libraries as institutions, information organization, archival theories and practices, instruction, and related areas. The shaded text boxes in this chapter highlight the faculty's interests and activities, while we have also provided each faculty member's CV ([Appendix III.A](#)).

*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.*

The full-time faculty hold advanced degrees from the London School of Economics, the University of Illinois, the University of Kentucky, the University of Pittsburgh, the University of Texas, and the University of Arizona. Their knowledge and skills are wide-ranging and include but are not limited to online searching, library administration, designing and implementing tools to organize and analyze data, instructional design and educational technology, collection management, digital information management, computer programming and coding, and metadata and the organization of information. Some faculty interact with and collaborate with faculty in related disciplines, on the UA campus and elsewhere (e.g., many faculty coauthor work or collect data with others as part of their scholarly work), and some faculty are connected to practitioners in the library and information professions through engagement with professional associations, libraries, and other institutions. Collaborations may involve hosting guest speakers in classes, off-campus tours of certain locations (e.g., Jamie Lee takes her students to a local bakery every year to talk about food and community, with students engaging experientially in course content as an outcome). The School of Information retreat we hold every 2-3 years provides opportunities for stakeholders, professionals, practitioners, students, and faculty to participate in academic planning and assessment in an environment that feeds into the shaping and accomplishment of program objectives.

Program outcomes assessment is coordinated by Bruce Fulton, who prepares the faculty for assessment projects, needs, and helps faculty see the value in curricular assessment. Faculty in the School of Information are very aware of assessment needs and the importance of curricular planning that is based in data collected from assessment efforts (e.g., surveys, ePortfolio, syllabi review). Fulton has overseen data input in the university's new Taskstream assessment management system and has worked closely with the experts in the Office of Instructional Assessment to establish the School of Information's ongoing and annual process of assessment. So far, data input has included course competencies in order to assess how well our entire M.A. LIS curriculum prepares students in planned competencies. His roles involving both assessment and curriculum facilitate the use of data for planning and evaluation.

*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.*

As described previously, full-time tenured and tenure-track faculty have a 2-2 teaching load, with emphasis on assigning courses to each faculty member in their area of expertise (usually this assignment means two different courses per semester). M.A. LIS courses vary in size but most generally, graduate courses are 'capped' at 35 students, courses of 40 students are more are assigned a graduate assistant to assist with the grading in a course). In recent years, we have kept courses that were under enrolled open (e.g., courses of 6 or 7 students) so that the students would continue to be served a broad and rich set of courses in their program. If a faculty member is

asked to do service and outreach beyond the usual 20% of their workload, they receive a commensurate course release – course releases are only assigned by the Director if work tied to a special role or project is predicted to be more than four hours a week for the year.

Also described previously, the tenure-track and tenured faculty standard load is usually 40% teaching (two courses, usually two different courses), 40% research (roughly 16 hours), and 20% service (8 hours for departmental, university, or disciplinary service). For career-track faculty, their load is typically 80% teaching (four courses) plus 20% service – although to protect them from teaching too many courses, career track faculty often teach ‘repeat preps’ so that they are not preparing too many different courses, and they often have an additional service assignment to keep their teaching load manageable.

Adjuncts teach courses that deepen and round out the curriculum with their expertise, but they also support the program’s excellence in another way, by teaching courses normally taught by a full-time faculty member when that person is unavailable because of other work duties, sabbatical or other leaves, and grant-funded course buy-outs. During the last academic year 2019-2020, two faculty were on sabbatical (Brooks and Lee), and there were four course ‘buy outs’ given grant funding (Morrison and Bethard).

*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.*

The School of Information, SBS, and the University have established policies and procedures for the annual evaluation of faculty and for promotions and tenure, which are available in [Appendix III.C](#). As mentioned previously, adjunct faculty are reviewed by the School Director and Associate Director – the Associate Director is appointed by the School Director. In all cases, students’ insights as recorded in their responses on TCEs are taken into account when teaching is being evaluated. Students, faculty, and others have opportunities to be involved in some aspects of faculty evaluation, such as the inclusion of students’ letters of support for faculty being considered for promotion and the review of faculty research by academic peers external to UA.

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

The University requires full-time faculty to document their teaching, research, and service/outreach in the online system called UA Vitae. Each year, faculty are required to update their information where it is subsequently evaluated by the relevant unit’s peer evaluation committee and independently by the director. The UA Vitae pulls data from the TCEs so that reviewers can see TCE scores along with the information each faculty member provides regarding teaching, research, and service. The committee records its evaluations and recommendations in the UA Vitae system, and the director reviews those evaluations and recommendations and provides feedback to each faculty member. UA Vitae thus serves as a repository of year-by-year information regarding faculty members’ accomplishments and activities along with their peers’ and director’s evaluation of their performance.

*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.*

All yearly peer evaluations lead to a one-on-one meeting between the school director and all faculty. In these meetings, which are regularly scheduled in April of each year, guidance is offered to faculty, and also avenues for school support are explored in order that faculty can be the best teachers, researchers, and academic citizens they can be. Issues of workload are also discussed in these meetings with the Director, although formalized service roles that come with course releases are consistent and not a negotiation (e.g., Director of Graduate Studies, M.A. LIS Advisor). Occasionally TCE reviews of adjuncts, or peer reviews of core faculty bring feedback that is not favorable. On those occasions, a plan for success is set in place and in the case of adjunct faculty, they may be not invited to return the following year. This is a very rare occurrence as generally all faculty in the School of Information are excellent.

### **Supporting Material/Sources**

School of Information Faculty Members

<https://ischool.arizona.edu/faculty>

UAccess TCE Participation Histories

(accessible via staff login)

UA Faculty Affairs, Career-Track Faculty Resources

<https://facultyaffairs.arizona.edu/content/career-track-faculty-resources>

UA Faculty Affairs, Promotion and Tenure

<https://facultyaffairs.arizona.edu/content/promotion-and-tenure>

UA Faculty Affairs, Retention Reviews

<https://facultyaffairs.arizona.edu/content/retention-reviews>

UA Vitae

<https://uavitae.arizona.edu/>

## **Standard IV: Students**



## Standard IV: Students

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### Introduction

The M.A. program operates under a set of policies and procedures consistent with its goals and objectives, and provides clear communication, multiple learning opportunities, and positive outcomes for students and for the constituencies we serve. Faculty, staff, fellow students, and the supervisors of internships and graduate assistantships encourage and support students' educational and career objectives. While the focus of this section is on the institutional policies and practices designed to recruit, retain, and graduate students who are prepared to successfully enter the library and information professions, we first provide a few profiles of students who have earned their master's degrees since the last review as examples of the human impact of the program.

#### *Ofelia Zepeda, M.A. LIS, chosen because of her work on a native reservation*

Ofelia Zepeda is the Librarian for Tohono O'odham Kekel Ha-Maşcamakuđ O'ohana Ki: or Tohono O'odham Community College Library. She is also a member of the Tohono O'odham Nation and is from Stanfield, Arizona. As the college's sole librarian, she is responsible for oversight of the library, the Danny Lopez Special Collections, the tutoring program, and liaising between the library and other departments within the college as well as providing outreach to other information institutions on and off the Nation. Her work mandates she work closely with Tohono O'odham language and culture to support the core values of her college. Additionally, she has experience in university archives, public libraries, cultural centers, and school libraries. She is a former English teacher K-12 teaching experience with most of her experience occurring in the middle school grades within the Sunnyside Unified School District.

#### *Alum Profile: Chris Curley, M.A. LIS, chosen because of his lifelong work in librarianship*

Chris Curley has been working in libraries since he was 17 years old, starting as a teen volunteer at Woods Library in Tucson. He was later hired as a library page while working on his associate's degree at Pima Community College. He then made the decision to obtain his bachelor's degree in elementary education through Northern Arizona University. Still during this time, he was working as a library page. According to Mr. Curley: "Libraries have always been instilled in me -- from an early age I remember my Dad taking me to Woods library. I would go explore the children's area while he browsed the adult fiction area." This was the reason he decided to work on his master's degree at the University of Arizona, where he was offered a Knowledge River scholarship. After graduation, he became the youth services librarian at Poway Library in the San Diego County Library system. From there he moved to his current position as the Bonita-Sunnyside Library Branch Manager.

#### *Alum Profile: Jaime Valenzuela, M.A. LIS, chosen because of his on-campus presence*

Jaime Valenzuela was a Knowledge River scholar (Cohort 12) and is currently a Library Specialist, Senior in Special Collections at the Law Library of the James E. Rogers College of Law at the UA. Mr. Valenzuela is responsible for the daily operations of Special Collections including assessing, processing and cataloging material, managing a number of online collection management platforms including Omeka, and curating library exhibits. He has also worked and volunteered in various library settings, which include the UA's Laboratory of Tree-Ring Research, the UA's Egyptian Expedition, the mining company Freeport McMoran Inc., the Arizona State

Prison Complex in Tucson, and the UA Poetry Center. He is working to create greater awareness of the College of Law's Special Collections through exhibits and as a liaison with all other College of Law departments and the greater UA community.

*Alum Profile: Karina Reyna, M.A. LIS, chosen because of her work in the local community*

Karina Reyna is the Assistant Manager and Children's Librarian at the Valencia Branch of the Pima County Public Library (PCPL). She holds a bachelor of arts in Spanish Literature and Italian Language and a master's in Library and Information Science from the University of Arizona. Since graduating in 2015, she has worked as a public librarian with positions in adult, young adult, and children's services and as a branch manager. Ms. Reyna is a former Knowledge River scholar and is committed to serving underrepresented communities. She is a member of PCPL's Nuestras Raíces Committee and leads the translation team, ensuring that information is available to Tucson's large Spanish-speaking community. Ms. Reyna has also served as a moderator for the Tucson Festival of Books. She leads weekly bilingual (Spanish/English) storytimes where she empowers parents to foster their children's literacy.

Although all of the School of Information's goals and objectives exist in service to students, the M.A. program focuses on the following:

1. Education for the Information Professions

1.1.1. By the end of their program, students will demonstrate the competencies related to their area of study.

1.1.2. Graduates will be prepared to show accomplishment and leadership as their careers unfold.

3. Commitment to Diversity and Inclusion

3.1.2. The school strives to achieve diversity in its student body.

*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 mission, vision, and goals discussed previously help ensure that we are sending our graduates into the workforce with the education and experience that our constituencies, especially libraries of all types, expect of them. The Graduate College and School of Information's admission and grade policies have minimum requirements befitting a major university so that well-qualified individuals are admitted and graduated from the M.A. program. However, the admissions and grades policies also recognize that, for a variety of reasons, students may need to build up their qualifications before being admitted to a degree program, or they may need to address issues impeding their academic progress. The idea is to balance the needs of potential employers for well-prepared graduates with the needs of students, some who may benefit from having a second chance at mastering course material.

Recruiting students involves efforts by the School of Information and Arizona Online. Promotional materials online and in print are made available through:

- the School of Information website
- undergraduate advising networks and the new School of Information undergraduate degrees
- attendance at career fairs at all 3 state universities
- workshops and conferences
- contact with state libraries and state library associations, particularly in the southwestern and the mountain plains areas

Many of our promotional materials exist in the form of folders or packets – these can be shared with reviewers during their visit.

Many faculty have distributed information and given talks throughout the region at conferences like ALA and ALISE. Professor Macaluso and others also attended tribal gatherings and meetings, tribal colleges, REFORMA meetings, and other venues to attract applicants from underserved populations.

Additionally, KR alumni have promoted the program and urged promising paraprofessionals and others to apply. Such word-of-mouth recruiting reflects the esteemed reputation of the M.A. program and reaches people in places that might otherwise have been missed. As Table IV.1 shows, the result of our recruiting efforts is a student body of diverse backgrounds and perspectives that creates a learning environment well suited to the settings in which our graduates will work.

The M.A. LIS program at UA has made a strong commitment to addressing the underrepresentation of Native Americans and Latinx in the library and information professions, most notably through its nationally recognized KR program. Since the first students' graduation in 2002, some 200 KR scholars have completed their M.A. degrees, with most taking positions in libraries.

Table IV.1: M.A. Student Headcount

Ethnicity	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
African American	3	3	6	6	7	8
American Indian	9	13	5	8	15	13
Asian	2	3	3	1	3	3
Hispanic	40	32	30	43	41	33
Non Resident/ Other	3	1	2	1	1	
Unknown / Other	15	8	6	3	4	6
White	130	111	97	114	120	130
<b>Total</b>	<b>202</b>	<b>171</b>	<b>149</b>	<b>176</b>	<b>191</b>	<b>193</b>

In 2017, 32.9% of M.A. students identified as African American, American Indian, or Hispanic, much greater than the 21.5% in the UA Graduate College. During the most recent academic year, the School of Information was home to 27% of the Native American and 17% of the Hispanic graduate students in SBS. It is apparent that the M.A. program is a major force in recruiting, retaining, and graduating Native American and Hispanic students.

According to the M.A. Student Headcount recorded in Table IV.1, in Fall of 2017, 15 (7.8%) of the 191 students were American Indian and 41 (21.5%) were Hispanic.

According to the Census Bureau’s 2017 American Community Survey, 4.4% of Arizona’s population were American Indian/Alaska Native. The Hispanic population in Arizona was 30.9%. Table IV.2 summarizes the 2017 census data, Arizona’s School of Information enrollment data, and percentages in terms of ALA membership.

Table IV.2: American Indian and Hispanic Percentages, 2017

	<b>American Indian/ Alaska Native</b>	<b>Hispanic/ Latino</b>
Arizona population	4.4%	30.9%
M.A. students	7.8%	21.5%
ALA members	1.2%	4.7%

From the perspective of equity of opportunity, the percentages should be increased across departments like ours as well as within ALA. According to the *ALA 2017 Demographic Survey*, only 1.2% of the association’s members identified themselves as American Indian/Alaskan Native and only 4.7% identified as Hispanic/Latino.

Our stated objective to strive to increase diversity in the School of Information is not only important for individuals, our school, and Arizona, but also for ALA to increase diversity in its membership. We work to increase diversity in our M.A.LIS through our successful efforts to recruit and graduate relatively high numbers of Latinx and Native Americans, and especially through our KR efforts that are shown in Table IV.3.

Table IV.3 KR Students Admitted, Withdrawn, Continuing, Graduated, by Year

<b>Cohort</b>	<b>Students admitted</b>	<b>Students withdrawn</b>	<b>Students still in program</b>	<b>Students graduated</b>
2013/14 KR 12	15	1	0	14
2014/15 KR 13	9	0	0	9
2015/16 KR 14	13	0	0	13
2016/17 KR 15	13	0	3	10

2017/18 KR 16	9	0	9	9
2018/19 KR 17	10	0	10	
<b>Total</b>	<b>69</b>	<b>1</b>	<b>22</b>	<b>55</b>

After years of grant support from the Institute for Museum and Library Services (IMLS), this stream of funding for KR ceased in 2017, which meant fewer avenues for financial support for KR students and faculty. However, even without IMLS funding, the M.A. program shares with ALA a deep commitment to diversifying the profession. In fact, in the first year of employment, the incoming KR Manager, Berlin Loa, will be teaching only 2 courses per term in order to get new KR grants under review (compared to the more typical 4 course teaching load for most career track faculty members). The School of Information finds this large commitment to the KR program by way of school-supported 40% faculty time an important one.

The former KR manager has worked assiduously to build relationships with partner libraries. These partners fund some of the assistantships formerly funded by IMLS. For example, Pima County Public Library made a commitment to hire KR students for 5 years at a total not to exceed \$800,000. The KR director, school directors, and other faculty, have also attracted donors, whose contributions help fund scholarships – Carla Stoffle wrote a letter inviting donors to contribute and to be a part of Knowledge River’s Circle of friends, a donation request that has been very successful. The School of Information itself, in addition to providing the Knowledge River Coordinator a course release per semester in addition to regular service time, has also committed to funding the equivalents of 3 quarter-time graduate assistantships for KR students. With incoming Berlin Loa, many in the School will continually work to bring in new partners across campus and in the community given the importance of the Knowledge River Program in the region and for diversifying library professionals.

Since 2016, the UA Online College has heavily advertised the M.A. degree. The College’s page promoting the M.A. is at <https://online.arizona.edu/programs/graduate/online-master-arts-library-and-information-science-ma> . In 2018, the School of Information faculty took the advice from the Arizona Online team to offer AzLA members, who work at least 10 hours per week at a library or collection, a 10% tuition reduction on any UA Online undergraduate coursework and any graduate-level online coursework provided by the School of Information. Such creative approaches to recruitment are invaluable.

In spite of recruitment efforts, the number of students applying to and enrolling in the M.A. program has fluctuated over time due to factors like tuition increases across the state of Arizona especially for out-of-state students, and changes in employment options for librarians in Arizona. As Table IV.4 indicates, the number of applications to the program has dropped since 2013. While the percentage of applicants admitted to the program has increased, the quality of students remains high.

Table IV.4: Total Number of Applications & Admitted and Matriculated Students by Year

Year	Applications	Admitted	Matriculated
2013	171	113 (66.1%)	68 (60.2%)
2014	116	89 (76.7%)	70 (78.7%)
2015	140	110 (78.6%)	73 (66.4%)
2016	154	109 (70.8%)	81 (74.3%)
2017	145	111 (76.6%)	71 (64.0%)
2018	149	132 (88.6%)	77 (58.3%)
2019	186	166 (89.2%)	123 (66.1%)

The recent increases in enrollment, to 191 in 2017 and 193 in 2018, are a result of the integration of the M.A. program in the Online College where there was more advertising in a variety of media. Additionally, Online College tuition was cheaper than Main Campus tuition with fees, especially with the 10% discount for students who are members of AzLA. Recently, students who work or have parents who work at one of the public universities in the state became eligible for a Qualified Tuition Remission that pays 75% of tuition. Finally, the reduction in M.A. LIS program fees for Main Campus students, from \$250 a credit hour to \$50 a credit hour in 2018 has begun to make a difference in Main Campus enrollment. While much of this was presented previously, it is important to restate some of these details in this section.

*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.*

The School of Information's openly accessible website is the central source of information about the M.A. program. In addition to admissions requirements and procedures that are on the website are also the following resources:

*documentation of progress toward achievement of program goals and objectives:*

M.A. Program Assessment

<https://ischool.arizona.edu/ma-library-information-science/program-assessment>

LIS course descriptions are at <https://iSchool.arizona.edu/graduate-courses>

Lists of recommended courses for the following careers are available at <https://ischool.arizona.edu/master-arts-library-and-information-science>

*Academic Librarianship*

*Archives and Special Collections*

*Digital Information*

*Health Science Librarianship/Health Informatics*

Law Librarianship/Legal Information  
Public Librarianship

The School of Information offers 6 graduate certificates, which M.A. students may add to their program of study for greater depth and experience in an area of specialization. Each certificate has its own page on the School of Information website as well.

Criteria for evaluating student performance are given on each individual course syllabus and in course assignment descriptions. For the ePortfolio required of all M.A. students, evaluation criteria are listed in the videos and slides linked on the Graduate Advising web page, and ePortfolio details have been presented previously.

*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.*

Admission to the M.A. program is granted upon recommendation of the School of Information's admissions committee and the Graduate College. To be admitted, students must meet the requirements of both the Graduate College and the School of Information. The minimum requirements for Graduate College admission are a bachelor's degree from the University of Arizona or from an accredited college or university recognized by the University of Arizona, and a Grade Point Average (GPA) of 3.0 or higher. In cases where the overall GPA is lower, the admissions committee can calculate GPA based on the last 60 units of the bachelor's degree program. Undergraduates seeking to enter the Accelerated Master's Program (AMP) must have a GPA of 3.3 or higher.

The UA Graduate College does not require entrance exams, such as the Graduate Record Exam (GRE), nor does the M.A. program, as a matter of policy. Such standardized tests can disadvantage applicants from non-mainstream backgrounds and impede our ability to recruit students who bring a variety of perspectives to their courses, collaborative projects, internships, and graduate assistantships.

In addition to the Graduate College's minimum requirements, the M.A. program requires

- unofficial transcripts from all higher education institutions attended
- unofficial TOEFL scores (international students only)
- current resumé or CV
- 750- to 1000-word written statement of introduction and interest in the program
- contact information and letters from 2 recommenders.

The School of Information requires students to submit applications using the Graduate College's admissions platform, GradApp. The system provides the School of Information with resources

for efficient management of graduate admissions and ensures compliance with the Family Educational Rights and Privacy Act (FERPA) and the American with Disabilities Act (ADA) guidelines. Members of the School of Information's admissions committee review applications on the platform. Those who meet or exceed the minimum requirements and have satisfactory reference letters and a compelling personal statement are recommended for admission. The Graduate College makes a final review before formally accepting the applicant into the program.

Students who do not meet the minimum requirements for admission to the Graduate College, and thus to the M.A. program, have the option of enrolling as Non-Degree Seeking (NDS) students in order to work toward meeting the minimum requirements, although we have very few NDS students – we may currently have 2-3 and they tend to become fully matriculated over time. The School of Information follows the Graduate College policy regarding NDS status. The Graduate College allows students who are not admitted to a degree program to take classes in a degree program subject to the policies of that program. Students wishing to take LIS courses as NDS students must make formal application to the Graduate College. The M.A. program accepts NDS students according to the following policies:

- In general, NDS students planning to matriculate into the M.A. program should take LIS 504 as their first class. Exceptions may be discussed with the M.A.LIS advisor and coordinator.
- NDS students wanting to increase their GPA to meet the Graduate College requirement of 3.0 in order to matriculate to a degree-seeking status are required to take a minimum of 6 graded units. A maximum of 12 NDS units may be transferred toward the program.
- If an NDS student receives a grade of "C" or lower, this performance is considered in the admission process and may result in failure to be admitted to the program. Courses in which students receive a grade of "C" or lower cannot be transferred into the program.
- NDS students must be "continuously enrolled" to maintain their status with the Graduate College. If an NDS student does not enroll for at least 1 class in a regular semester, that student must re-apply to the Graduate College as an NDS student.

Degree-seeking students are expected to maintain a GPA of 3.0. Students who have a cumulative GPA of less than 3.0 at the end of a given semester will be placed on academic probation. We currently have only two students on academic probation as this is a very rare occurrence. Students on probation are required to meet with their advisor, discuss the steps to be taken to remediate the problems that led to the probationary status, and devise a written plan of action. After the first semester a student completes with a cumulative GPA of less than 3.0, they will be allowed to register for 1 additional semester. The student will be blocked from registering after that unless their cumulative GPA reaches 3.0 at the end of the second consecutive semester of probation. Students whose GPA is below 3.0 for 2 consecutive semesters will be disqualified from their program. Disqualification results in the student being blocked from registration. Disqualified students may apply to the NDS program.

M.A. students can present 1 grade of C for graduation in their program, but it may not be in a required core course or courses presented to fulfill the distributed elective requirements. A C in such a course requires that the course must be repeated in the next semester it is scheduled. Students may not register for additional courses until the student has registered or met with the academic advisor to plan for retaking the required course.

A grade of D or E may not be presented for graduation. Any course in which a student receives a grade of D or E must be retaken at the first possible opportunity. If the course is not a required



course and is not scheduled often enough, the student may take an alternative course subject to the approval of the academic advisor. Students may not take additional courses until a plan for retaking or substituting a course has been approved by the academic advisor.

If a student receives 2 or more grades of C, the courses must be retaken at the first opportunity until the number of grades of C is reduced to at most 1. For courses that are not required courses and are not scheduled often enough, the student may take alternative courses subject to the approval of the academic advisor. Students may not take additional courses until a plan for retaking or substituting courses has been approved by the academic advisor.

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

Students construct their plan of study in consultation with the M.A. LIS Advisor and Coordinator, Bruce Fulton. The School of Information's graduate advising page includes numerous resources that Professor Fulton has created to help students understand requirements and processes. There are separate videos providing information about:

- general advising
- M.A. in LIS coursework
- academic progress and degree requirements
- the plan of study and degree completion
- ePortfolio requirements, before 2019 and for students admitted January 2019 and later
- internships
- using D2L, the online course platform.
- 4-year rotation/course plan

There is an Excel planning worksheet for each catalog (see [Appendix IV.A](#): Excel planning worksheet for students admitted Spring 2019 and later). The worksheet contains dropdowns for eligible courses in each category, and allows students to indicate certificates attempted and courses double-dipped. The worksheet can be used to prepare for or validate submitted plans of study and the advisor typically requests that a student populate a worksheet in advance of advising sessions, or one is completed during an advising session. To help a student prepare a plan of study worksheet, short videos have been prepared students can review that describes the curriculum generally and the plan of study. The University also provides videos on preparation of the plan of study and other important graduate school documents. See:

Coursework - <https://www.youtube.com/watch?t&v=JwFEhoDm9jw>

Plan of Study and Degree Completion - <https://www.youtube.com/watch?v=IIZFiTqcRjk>

External GradPath Videos - <https://grad.arizona.edu/gsas/gradpath/gradpath-videos>

It is recommended students meet with their advisor at least three times, and more often if there are questions about courses, problems that need to be addressed or other issues that arise. Students should meet on admission to lay out an initial plan for courses and to discuss general advising, graduate school resources including their website and the advising resources on our web

pages. Students are also advised to meet with Dr. Fulton near the close of the second semester when the graduate plan of study should be filed with the graduate college, and they are advised to meet again in the penultimate semester to assure that all graduation requirements are met. Other opportunities for advising arise if there are questions about adding certificates, discussion and planning of the required capstone internship, questions about specific courses or course choices, or anytime there are academic issues, such as low course grades or probation.

Office hours are maintained year round, and meetings can be face to face, or virtually by phone, skype, Google Hangouts or other social media venues for distance students.

In addition to choosing courses that fit with students’ individual learning and career objectives, students have the option of also taking a certificate in an area of specialization, as discussed in the curriculum chapter. As shown in Table IV.6, many students choose to develop their knowledge and skills in a specialized area. While it is possible for someone to come to the School to earn a certificate only, nearly all of the students earning certificates are doing so as part of their M.A. LIS degree program.

Table IV.5 Number of Students Earning a Graduate Certificate, by Academic Year

Academic Year	Archival Studies	Digital Information Management	Law Librarianship	Legal Information & Scholarly Communication	Medical & Community Health Information
2013-14	46	50			
2014-15	42	40			
2015-16	20	15	1	2	1
2016-17	16	18	7	4	3
2017-18	27	16	6	1	2

To further tailor their program of study, students choose from a number of internships. Prior to the fall of 2015, internships were optional. After hearing repeatedly from employers and students that internships provided valuable workplace experience transforming theory into practice, the M.A. program began to require a 3-credit internship experience. The required internship also aligns with the University’s 100% student engagement initiative emphasizing the application of knowledge. Since the last review, students have done internships at, among others:

- Amphitheater High School Library (Tucson, AZ)
- Arizona Queer Archives (Tucson, AZ)
- Arizona State Museum Library (Phoenix, AZ)
- Arizona State University Library (Phoenix, AZ)
- Auburn University Library (Auburn, AL)
- Buckeye Public Library (Buckeye, AZ)
- Camp Verde Community Library (Camp Verde, AZ)
- Coos Bay Public Library (Coos Bay, OR)

Florida State Museum (Tallahassee, FL)  
 Glendale Public Library (Glendale, AZ)  
 Heritage Public Library (VA)  
 The Church of Jesus Christ of Latter-day Saints - Church History Library (Salt Lake City, UT)  
 Library of Congress (Washington DC)  
 Multnomah County Library (Portland, OR)  
 Museum of Northern Arizona Library (Flagstaff, AZ)  
 National Park Service  
 Navajo Nation (Torreron, NM)  
 Northwestern University Archives (Evanston, IL)  
 Peoria Public Library (Peoria, AZ)  
 Phoenix Art Museum (Phoenix, AZ)  
 Pima Air and Space Museum (Tucson, AZ)  
 Pima Community College (Tucson, AZ)  
 Pima County Public Library (Tucson, AZ)  
 Prescott Public Library (Prescott, AZ)  
 Scottsdale Public Library (Scottsdale, AZ)  
 State of Arizona Research Library (Phoenix, AZ)  
 UA Center for Creative Photography (Tucson, AZ)  
 UA Law Library (Tucson, AZ)  
 UA Libraries: various departments including Special Collections, User Experience, and Scholarly Publishing and Data Management (Tucson, AZ)  
 UA Museum of Art (Tucson, AZ)  
 UA Poetry Center (Tucson, AZ)  
 University of Colorado Library (CO)  
 University of Mary Washington Library (Fredericksburg, VA)  
 University of Texas – El Paso (El Paso, TX)  
 Washington University School of Medicine, Medical Library (St. Louis, MO)  
 Western Archaeological and Conservation Center (Tucson, AZ)  
 Yavapai College Archives (AZ)  
 Yellowstone Heritage and Research Center (Gardiner, MT)

Students receive systematic evaluation of their progress and achievements in several ways. In courses, instructors evaluate each assignment. Students also receive feedback from working professionals who supervise their internships.

As discussed previously, the ePortfolio evaluator provides feedback on 3 written reflections about their learning: 1 submitted after completing LIS 504 Foundations, 1 at the mid-program point, and 1 after participating in a professional development opportunity. The evaluator also provides feedback on their culminating ePortfolio project, a website showcasing their knowledge and skills they can share with potential employers.

Prior to 2019, the ePortfolio required students to write 4 reflections, including a final one at the end of their studies, which were shared with ePortfolio evaluators on Google Drive. From January 2019 on, the ePortfolio has moved to D2L, where students' online courses are also available. The separate ePortfolio D2L space includes placement assistance, such as a guide to interpreting job ads and a list of resources providing advice about cover letter and resumé writing, network-

ing, interviewing and negotiating, as well as links to career resources pages hosted by organizations such as ALA, the Medical Library Association, the Special Libraries Association, and others. Students also have access to the services of UA Office of Student Engagement and Career Development. The School of Information website includes a section regularly updated with relevant job postings.

*IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience.*

In addition to each student's role in determining their own program of study according to their interests and objectives, students are encouraged to attend events such as faculty and Ph.D. students' research talks, panel sessions and author talks at the Tucson Festival of Books, including those sponsored by the School of Information, the UA Libraries, Pima County Public Library, and various publishers. We do not have the data on how many students attended the Tucson Festival of Books or other events, we do not track attendance at public events or even our research talks, but these events are part of our environment that fosters creativity, participation, and learning. One of the ePortfolio requirements is that students participate in a professional development activity and write an essay reflecting on the experience, which gives students an opportunity to shape their total learning experience. Students have attended and presented at AzLA and other conferences, attended webinars on topics related to LIS, attended professional training workshops to build various skills, and viewed Technology, Entertainment and Design (TED) talks and documentaries on topics such as scholarly publishing and open access.

*Students are provided with opportunities to:*

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

A student representative attends the School of Information's monthly faculty-staff meetings. Another serves on the curriculum and instruction committee. When the committee was considering changes to the ePortfolio requirements last year, the student representative suggested that students under the old requirements be allowed to opt in to the new one, and the committee agreed. Students may also attend talks given by faculty job candidates as part of their interview process. For example, students attended job talks given by the candidates for the assistant professor/KR manager 6 years ago and again this year. They contributed feedback as part of the hiring decision-making process. Students working at Pima County Public Library also participated in the recent meet-and-greet sessions with 3 KR manager candidates held at the Sam Lena Branch in South Tucson. Selected students also have opportunities to participate in School of Information retreats and KR advisory committee meetings.

*IV.5.2 Participate in research;*

One of the School of Information's student competencies/learning outcomes states that: Students will demonstrate understanding of the nature of research, research methods and the role of research in library and information science and additionally, demonstrate the ability to apply research findings to practical problems.

This competency is the focus of the required course, LIS 506 Research Methods for Library and Information Professionals. The course covers research methodology, research design, and elementary statistics, with an emphasis on teaching students to apply critical thinking to published studies and on giving students practice in designing research. Other courses also have research components requiring students to identify a timely and important topic, find high-quality publications about the topic in scholarly journals and respected LIS trade journals, and write a research paper that formulates an argument and presents and analyzes evidence. Some graduate assistantships and internships also involve research activities.

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

As detailed above, academic advisement and consultation are centralized, with Professor Fulton as M.A. LIS Advisor and Coordinator. Students can also receive career advice in the ePortfolio D2L space. If students wish to take advantage of campus resources, and though their visitations are not tracked, they are welcome to visit the UA Student Engagement Center, Career Services, or other helpful campus resources. Students receive academic and career advice from the instructors of their courses as well as from the supervisors of their graduate assistantships, the multitude of professionals who visit their courses as guests, student worker positions, and internships.

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

School of Information staff members smooth the path of students' progress through the program by proactively communicating information related to admissions, graduation, and other requirements. In particular, the School's Program Coordinator sends email reminders and information to students at critical junctures. Campus-wide services are also available (most are available to both online and main campus learners), although we do not track students' visits to campus service units. For example, the UA Dean of Students offers numerous forms of support. Campus Health offers Counseling and Psych Services (CAPS) for students experiencing anxiety, depression, interpersonal relationship problems, substance abuse issues, and crises. The University Think Tank offers tutoring services, including help crafting papers, application essays, and other written material at its Writing Center. The UA Libraries offer a long list of services -- from quiet study rooms and collaborative spaces to the lending of tech devices -- on the "For graduate students" webpage. The Libraries' webpage "For online and distance students" also provides helpful links including one to the document delivery service, which sends requested articles and book chapters to students via email, usually within 2 days of the request.

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

For years, SIRLS had a student chapter of the ALA, the Library Student Organization (LSO). It was open to all, and the annually elected leadership initiated different kinds of activities, subject to time and resource constraints. As enrollment dropped in the mid-2010s and as students took more online courses, participation declined. In Fall of 2017 and 2018, Professor Stoffle encouraged students in her Leadership and the Information Organization course to work on reinvigorating the LSO. In the fall of 2018, 5 students from the course took leadership roles and one of their first acts was to rename the LSO the Library and Information Student Organization (LISO), in recognition of the expanded School of Information. Reinvigorating the Society of American Archivists Student Chapter for the School is a goal for the coming 2019-20 academic year with the arrival of Berlin Loa and support of Dr. Jamie Lee. Among their AY2018-19 activities:

- tour of Tucson’s Joel D. Valdez Main Library, livestreamed to include distance students
- ePortfolio workshops that students could attend in person or via Zoom
- volunteered as a group at the Women’s Hack-a-thon
- tour of the virtual reality studio at the campus iSpace
- social events for networking and information exchange

*IV.5.6 Participate in professional organizations.*

Students participated in the following professional conferences. In many cases, students received financial assistance from the School of Information’s IMLS grants, travel scholarships, and other funding as available.

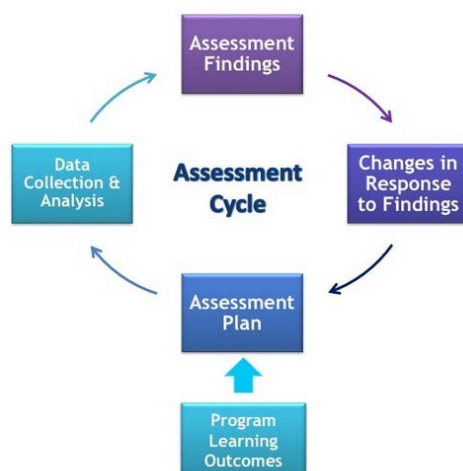
- 2013 Cultural Heritage Archives: Networks, Innovation & Collaboration, Library of Congress
- 2013-2018 AzLA conferences, various cities in Arizona
- 2014 Popular Culture & American Culture Association Conference, New Mexico
- 2014 Latino Literacy Roundtable, Tucson, AZ
- 2014 Computers in Libraries, Washington
- 2014, 2017, 2019 Librarians without Borders – Guatemala
- 2014-2019 Medical Library Association Conference
- 2014-2017 Association of Tribal Archives, Libraries & Museums
- 2014-2019 ALA conferences, various cities
- 2014 Society of American Archivists, Boston
- 2014 Two program presentations at the Arizona Library Association Conference, Nov. 2014, entitled “The Knowledge River Experience and Why it Matters” and “The Knowledge River Program – Our Western Roots” presented by KR students
- 2015 Program proposal submitted and accepted to the Association of Tribal Archives, Libraries and Museums entitled “Power of Visual Storytelling: An Open Discussion for Presenting and Preserving Stories” for September 2015
- 2015 “Student Seeks Extraordinary Experience: Connecting Northern Arizona University and the University of Arizona through Graduate Student Internships,” presented at AzLA, Poster Session, Flagstaff, Arizona with Knowledge River Student
- 2016 “A Confluence of Knowledge: Knowledge River Scholars Discuss Community Connections,” KR student presentation at AzLA
- 2016 “Leading by Example: A look at Successful LIS Diversity Initiatives,” National Diversity in Libraries Conference
- 2017 (cancelled due to hurricane) Reforma National Conference
- 2018 “It Takes a Village: When things go right: Diversity Initiative in LIS, the Knowledge River Partnership Model,” Joint Conference for Librarians of Color, with Knowledge River student
- 2018 AzLA Regional Forum – “Access Equals Opportunity,” focus on inclusion, diversity, equity, and access, with financial support for KR students through IMLS

At the beginning of the review period, 2 students received “student to staff” financial aid to attend ALA annual conferences. In 2018 and 2019, 2 students received funding to attend the ALA

annual conference. The School of Information website provides a list of 21 relevant organizations with student chapters, and the School of Information offers to fund the LISO officers to attend ALA.

*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.*

The School of Information participates in the UA's academic program learning assessment process, overseen by the UA Office of Instructional Assessment (OIA). The OIA depiction of the process, shown below, is a continuous cycle, beginning with input of program learning outcomes into the Taskstream assessment system. Assessment involves data collection and analysis, analysis of findings, changes in response to findings, and creation and updating of an assessment plan.



OIA lists the elements of program learning outcome assessment as:

- Program Learning Outcomes (PLOs)
- A Curriculum Map, aligning courses and activities with each of the PLOs
- Two measures (also referred to as the Assessment Plan) to determine how well students are achieving outcomes
  - One direct measure; in the M.A., this is the ePortfolio.
  - One indirect measure; in the M.A., we are using a survey asking graduating students to indicate their level of mastery of the program's 10 competencies. The survey was piloted in LIS 909 in the spring semester of 2019 and will be required beginning in the summer.
- Findings, based on quantitative data, but also on qualitative data such as faculty members' experience and professional judgement about the student work they have reviewed. The faculty as a whole review the findings, and this is planned for the annual planning retreat held in August.

- Action Plan, including acknowledgement of what is working, what is not working well and how to improve it and what may be held for another year of data collection and assessment. The plan is due September 30.

Bruce Fulton, in addition to his role as M.A. LIS Advisor and Coordinator, is coordinator of assessment for the entire School of Information. He has received training in the use of Taskstream, as have 1 M.A. student worker supervised by Professor Fulton, 1 other faculty member, and 1 staff member. The process is well under way, with data entry completed, curriculum maps generated, and the assessment plan in process.

*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.*

The direct and indirect measures described above, involving the ePortfolio and the competencies survey, along with exit surveys that all graduating students are asked to complete, provide data for assessing learning. On-going decision-making processes are documented in the meeting minutes of the Curriculum and Instruction Committee and faculty-staff meetings.

*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.*

The Curriculum and Instruction Committee and the School of Information directors use their assessment of learning to shape the curriculum and to make decisions about hiring adjuncts and other faculty to teach existing courses and create new ones. Faculty members also update syllabi, course material, and assignments in response to their assessment of student learning.

## Conclusion

At all levels—from the university to the individual course—policies are communicated clearly, and applied fairly. We recruit a diverse student body, and students share their perspectives with others in their courses and other School of Information activities and in their internships and workplaces. The School of Information provides opportunities for learning and leadership development to help students reach their educational and professional goals.

## Supporting Material / Sources

School of Information, Admissions

<https://School of Information.arizona.edu/master-arts-library-and-information-science#Admission>).

School of Information, Course Rotation

<https://School of Information.arizona.edu/four-year-graduate-schedule>

School of Information, Grades

<https://School of Information.arizona.edu/policies#cGrades>



School of Information, Graduate Advising  
[https://School of Information.arizona.edu/graduate\\_advising](https://School of Information.arizona.edu/graduate_advising)

School of Information, Job Postings  
<https://School of Information.arizona.edu/forums/job-postings>

School of Information, Policies  
<https://School of Information.arizona.edu/policies>

UA, Policy Portal  
<https://policy.arizona.edu>

UA Catalog, Graduate Non-Degree-Seeking (NDS) Students  
<https://catalog.arizona.edu/policy/graduate-non-degree-seeking-students>

UA Catalog, Policies  
<https://catalog.arizona.edu/policies>

UA College of Social and Behavioral College, Academic Policies  
<https://sbs.arizona.edu/academic-policies>

UA Dean of Students, Student Assistance  
<https://deanofstudents.arizona.edu/student-assistance/faculty/student-assistance>

UA Graduate College, Academic Probation  
<https://grad.arizona.edu/policies/academic-policies/academic-probation>

UA Graduate College, Admissions  
<https://grad.arizona.edu/admissions/admin> as well as on our website

UA Graduate College, Faculty Review Committee, Reference Guide, GradApp 2014  
[https://grad.arizona.edu/forms/sites/default/files/uagc\\_page/faculty\\_review\\_committee\\_guide\\_2014.pdf](https://grad.arizona.edu/forms/sites/default/files/uagc_page/faculty_review_committee_guide_2014.pdf)

UA Graduate College, Grades  
<https://grad.arizona.edu/policies/academic-policies/academic-probation>

UA Graduate College, Policies and Procedures  
<https://grad.arizona.edu/policies>

UA Libraries, For graduate students  
<https://new.library.arizona.edu/grads>

UA Libraries, For online and distance students  
<https://new.library.arizona.edu/online>

UA Office of Instructional Assessment, Academic Program Learning Assessment  
<https://assessresources.oia.arizona.edu/content/4>

UA Office of Student Engagement and Career Development  
<https://career.arizona.edu/>

UA University Analytics and Institutional Research  
(accessible via UA staff login)

## **Standard V: Administration, Finances, and Resources**

## **Standard V: Administration, Finances, and Resources**

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### **Introduction**

This chapter discusses the School of Information, which is a unit of the College of Social and Behavioral Sciences, which is in turn a unit of the University of Arizona. Many of our internal processes are designed to be consistent with those of our parent units.

*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 is 1 of 19 academic departments and schools in the College of Social and Behavioral Sciences (SBS). SBS itself is 1 of 21 colleges in The University of Arizona. The Director of the School of Information reports to the Dean of SBS, who reports to the Provost of the University. The Provost reports to the President of the University who reports to the Board of Regents. See [Appendix V.A](#) for the organizational chart of the School of Information.

*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.*

The School of Information is a peer to all other units in the College of SBS. SBS is itself the largest College in the University. The University runs on a Responsibility Centered Management (RCM) structure with funds directly tied to enrollment numbers. The Director of the School of Information meets at least annually with the Dean and Associate Dean of Finance to discuss School of Information financing and staffing. Staff salary is determined by comparison to other units in the University. Faculty salary is based on comparison to salaries of faculty at peer institutions.

The faculty, staff and students serve on committees at all levels of the University. For example, our faculty have served on SBS college-level tenure committees, campus administration hiring committees, faculty cluster-hire planning groups, or event planning committees. Our staff regularly participate in college-sponsored and university-sponsored professional training, and over the years, many of our former and current staff have been recognized with SBS college awards for service.

Our M.A. LIS students have access to all services available to graduate students at the University, and can also participate in decision-making as student representatives on various committees around campus. Within the department, students have representatives in school committees.

For example, the Graduate and Professional Student Council offer a variety of opportunities to serve on committees such as “Student Life,” “Employment Concerns,” and “Academic Issues.” It also provides students with representation on numerous university committees such as “Budget and Strategic Planning” and “Committee for Women of Color.” In addition, the Graduate Council has 2 student representatives. While School of Information has no students currently on these committees, our students do participate actively in Graduate School functions such as the Organizations Fair held annually on the University mall. Student organizations like the Library and Information Student Organization (LISO) and The Society of American Archivists - Student Chapter (UASAA) are working to make the School of Information more visible through representation. We support students attending ALA – we provide travel funding for LISO officers to attend ALA that is. Our faculty members have frequently served as the President and in other posts in the Arizona Library Association (AzLA), our faculty tend to join organizations like REFORMA, ALISE, and ALA, and our students serve as volunteers, participants and speakers at the annual conference of AzLA.

*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 previous director of the school was recruited through a national search. The new director, Catherine Brooks, joined SIRLS in 2012 and served as associate director for 2.5 years prior to the faculty election approving her selection by Dean JP Jones in January 2019. Previously Dr. Brooks served as an assistant professor at California State University at Long Beach where she was in charge of assessment and donor affairs. Her Ph.D. is in Education, Curriculum and Instruction, and her scholarly inquiry tends to focus on issues of online learning and digital society. Her interdisciplinary background provides an excellent background for this administrative post. To aid in the transition of the directorship, the previous Director, Bryan Heidorn, served as associate director and director of research in the spring of 2019. This is outside of the review period but is indicative of continuity of leadership in the School.

At the University of Arizona, Directors have authority over the unit and serve as long as the Dean approves of their leadership. If faculty in a unit are unhappy with their Director or Head, they can voice their concerns to the Dean, and the faculty have considerable influence in the Dean’s choices for who leads academic units. School Directors have a slightly higher status than Department Heads in the College of Social and Behavioral Sciences, primarily due to the larger size of Schools with multiple programs compared to smaller academic departments. Leadership skills and ability of the Director are evaluated by the Dean and faculty, with a formal review process of open forums, surveys, and full administrative review every five years.

*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.*

Faculty and staff are recognized and rewarded for their contributions for attainment of the mission and program goals. Faculty helped to write the mission and goals as well as the criteria for promotion and tenure discussed previously. The promotion and tenure standards embrace the

mission and goals of the School of Information. These documents are collaboratively written so that all faculty have voice and sign onto plans that uphold the mission and goals. The program's current Director establishes an environment of collaboration and dialogue, one in which all faculty are heard and have decision-making authority. Faculty have different workloads as discussed previously, some have more of an emphasis on research, some focus on teaching, so the Director works to be sure all faculty are supported in the work they are meant to do as part of their formal workload and contract. Tenure and promotion requires excellence across all three areas of work: teaching, research, and service. The Director's job is to encourage faculty to excel in all areas of appointment, regardless of their varying assignments (e.g., teaching and service only, or teaching, research, and service).

In all of our core classes, students interact with people across campus and across disciplinary boundaries. The required internship puts students in settings all across campus and the communities in which the students live. LIS 504: Foundations of Library and Information Science is always taught by Gina Macaluso, and her course involves a series of guests from libraries, museums and archives. LIS 506: Research Methods in Library and Information Science, even though taught by differing faculty over time, is a class that regularly includes librarians using analytics or conducting research or disciplinary information archivists from astronomy and biology. For example, Lara Miller, UA Libraries Analytics and Assessment Librarian spoke about User needs analysis and the head of the State Library, Library Services and Technology Act (LSTA) program speaks in the class regularly. LIS 515: Organization of Information is also a class taught by differing faculty but often has students working alongside biologists to develop new ontologies for indexing and text mining of biological texts. Below is a partial list of Guest Lecturers in other classes.

#### **UA Libraries**

Steve Bosch, head of Collections and national expert  
Cheryl Cullier, on the national committee for Open Educational Resources  
Rebecca Blakiston, Assistant to the Dean for Strategic Planning  
Robyn Huff Eibl, head of Information Services and a national figure in ALA  
Bob Diaz, Special Collections, well-known in ALA and Reforma  
Cindy Elliot, a member of the new centralized collections group, former science librarian and business librarian  
Veronica Reyes, current head of RBMS, special collections librarian  
Lisa Duncan, archives librarian  
Roger Myers, well-known rare books librarian  
Anabelle Nunez, assistant director health sciences  
Niamh Wallace, liaison to the School  
Jason Dewland, business librarian and works with office of creation of new patents and businesses

#### **Other UA Units**

Leslie Squyres, Archivist CCP  
Jillian McClary, acting head of the Art Museum  
Harrison Apple, Gender and Women's studies and working on community archives

### **Local Librarians**

Amber Mathewson, head of PCPL and past president of the Arizona library Association

Michelle Simon, Deputy Director PCPL, and President of the Arizona Library Association

Rich DiRusso, head of collections, PCPL

Liz Taylor, collections department, PCPL

Ofelia Zepeda, head Tohono community college Library

Carrie Dawson, head of Marana High School Library

Melinda Cervantes, former head of Pima County Public Library

Karen Downing, ALA executive board and nationally known diversity speaker/trainer

Alexandra Rivera, co-chair of the section Joint Librarians of Color Conference, won the ALA Equity Award last year.

In research, our faculty have grants and projects with other units such as Astronomy, Computer Science, Linguistics, and Family and Consumer Services.

*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.*

Administrative staff job descriptions are viewable in [Appendix V.B, Manager, Administration; Appendix V.C, Business Manager; Appendix V.D, Program Coordinator and Appendix V.E, Program Coordinator, Administrative](#). We also usually employ 2 or more student workers to help with administrative tasks such as website maintenance. For the M.A. LIS degree, the main staff members are the Manager of Administration, 2 Program Coordinators, and 2 Business Managers. There is also an online college staff advisor who assists with student recruitment and monitoring online student participation to help instructors identify students who become disengaged. The director and associate director meet monthly with staff to establish priorities and solve problems as a group. Staff representatives attend faculty meetings, curriculum meetings and other planning and decision-making meetings to provide technical support and insight. The staff are evaluated by the Director, with career conversations about plans and goals every six months. Some staff 'dual report' to both the Director and Deans (e.g., the business team members Amy Haas and Ben Beshaw report to both Dr. Brooks and Francisco Pedroza, Assistant Dean of Finance on the SBS Dean's team – reviews are coordinated across the Brooks and Pedroza).

*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.*

Resources and administrative support from the college and the university are allocated through processes for School of Information that are equivalent to those for other units and professional schools. The School of Information director reports to the Dean of SBS. The School enjoys a highly supportive relationship with the current SBS Dean, J.P. Jones III. Meetings between the

director and the dean are easily scheduled on an as-needed basis. All heads and directors of SBS units, including the director of the School of Information, meet with the Dean and his staff twice a month. These meetings serve to connect all heads and directors with the administrative details of the college and also facilitate interaction among the unit heads and directors.

In addition to the Dean, the College’s administrative staff includes several staff members including Assistant Dean for Business Affairs, Francisco Pedroza and others who specialize in various administrative procedures such as personnel policies, fiscal policies, and academic policies. These relationships are also extremely supportive. Thus, an administrative structure is in place that facilitates planning and routine decision-making and provides School of Information with guidance when needed. The autonomy of the School of Information is well established and School of Information is on sound budget footing.

As noted previously the University operates under a RCM financial model. Funds to the college are determined by the enrollment. Because of growth, particularly in our undergraduate programs the College has been very supportive of the department and given us greater financial support and autonomy than other units in SBS. Our face-to-face M.A. LIS program grew a little last year, and our undergraduate numbers increased substantially offsetting the budget losses from previously declining numbers in our M.A. LIS so the college has increased our instructional budget. Our online M.A. LIS program grew substantially over the past 4 years. These revenues are outside of RCM currently. SBS has been very generous and has only charged an 8% tax on online revenue to support development of online programs. Consequently, we have been able to use revenue from the program to pay for increased staff and teaching expenses. These investments help both the online and main campus M.A. LIS given faculty teach classes that serve both populations. That is, online revenue can help support an adjunct who can teach a class, a class that will serve both populations of M.A. LIS learners. Income from the online program allows us the autonomy to make decisions that may be unusual in other more fiscally stressed units. The investment of instructional income to give the new KR manager free time to write grants and work with donors is an example of such a decision the School of Information can make given our fiscal autonomy.

Table V.1 Shows overall income for the School of Information. There is a general growth trend except 2015-2016 as we shifted our online programs to the then new Online College. The losses were covered by the College of SBS. Other income is dominated by online tuition.

Table V.1

<b>School of Information Sources of Income 2012-2019</b>				
Year	Income from UA	Other income sources	% Other income	Total
2012-2013	\$1,734,316	\$1,321,406	43.24%	\$3,055,722
2013-2014	\$2,289,835	\$1,356,152	37.20%	\$3,645,987
2014-2015	\$1,729,490	\$1,062,247	38.05%	\$2,791,737



2015-2016	\$4,071,224	\$465,220	10.26%	\$4,536,444
2016-2017	\$2,293,758	\$1,614,025	41.30%	\$3,907,783
2017-2018	\$2,375,508	\$2,188,148	47.95%	\$4,563,656

Table V.2 shows steadily rising state (or tuition-related) funds which is a good thing – more university investment is better because it is secured money, part of a broader university and Arizona Board of Regents plan and not just student payments that can vary over time. Program fees paid directly by students have dropped for 2 reasons. The first is that we have fewer on campus students than in the beginning of the review period. Main-campus enrollment stabilized the past couple of years in part because we dropped the rate of program fees as discussed previously in this report.

Table V.2

<b>Funding from State Lines and Program Fees</b>		
Year	State Line	Program Fees
2012-2013	\$763,835	\$735,597
2013-2014	\$995,598	\$856,341
2014-2015	\$862,712	\$438,944
2015-2016	\$2,052,593	\$462,731
2016-2017	\$2,297,840	\$314,700
2017-2018	\$2,396,289	\$279,425

Table V.3 shows research expenses from grants, these are amounts of money spent out from grant accounts by year.

Table V.3

<b>Funding from Grants</b>	
Year	Total \$
2012-2013	\$1,254,375

2013-2014	\$978,359
2014-2015	\$2,073,911
2015-2016	\$1,491,243
2016-2017	\$1,352,765
2017-2018	\$1,221,573

Table V.4 shows much of the financial aid is derived from an on campus tuition set-aside fund and from program fees. These fees are not charged to online only- students so this aid is not available to them. Increasing numbers of students have moved from main campus to online leading to a commiserate reduction in financial aid. Unfortunately, this has likely had an impact on the numbers of students who can afford to come to our program, but with main campus M.A. LIS enrollments on the rise, financial aid dollars from tuition set-aside will increase as well.

Table V.4

<b>Institutional Financial Aid</b>	
Year	Total Value
2007-2008	1,358,592 *
2008-2009	984,184
2009-2010	718,733
2010-2011	633,300
2011-2012	225,831
2012-2013	433,080
2013-2014	312,106
2014-2015	247,870
2015-2016	269,577
2016-2017	198,842
2017-2018	99,721

*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.*

Staff salary is determined by comparison to other units in the university, and is strictly controlled by the College business team and Associate Dean of Faculty Affairs. Faculty salary is based on comparison to salaries of faculty at peer institutions and also controlled by the Deans' office (although guidance and information from the School Directors is routine so that the Deans' can make sound and fair decisions about compensation). The college compares salaries based on degree, rank, years in rank and then adjusts salary based on advice from the school on the faculty productivity and annual reviews. The college maintains a reserve fund to help support retention of faculty who have competitive offers. Staff and faculty are provided basic computing needs, and at the Director's plans permit given income each year, core faculty, lecturers, and 'heavy-load' adjuncts (5 or more classes a year) are provided travel funds for conferences each year.

*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.*

Tenure track faculty receive a research sabbatical semester at the end of a successful 3<sup>rd</sup> year review. They also receive a semester of sabbatical the year after attaining tenure. All other faculty receive a semester of sabbatical after every 6 years of full-time service. The University Office of Research, Discovery and Innovation provides seed funds in the form of Research Advancement Grants of \$10,000 to \$100,000 for faculty research that could lead to additional external funding. The College of Social and Behavioral Sciences provides competitive faculty fellowships to help facilitate research associated with improved teaching. The School of Information provides \$1000-\$1500 each year for faculty travel for research, presentation, or training purposes, depending on the availability of funds. Faculty are only assigned graduate assistants or teaching assistants if their courses are large enough to warrant the expense of the assistance.

There is a 15% financial aid tuition set aside for all on campus M.A. LIS students. These funds are redistributed to M.A. LIS students based on need. We also sometimes receive additional grants to support student. For example, in 2017 Assistant Professor Gina Macaluso applied for and received a Provost diversity grant of \$60,000 to help pay tuition for new students with excellent academic potential and financial need. The Knowledge River program provides 10-12 graduate assistantships per year through agreements with the University Library, Pima County Public Libraries and a graduate assistantship provided through the School of Information. The assistantships include tuition remission and a stipend.

*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.*

### **Teaching Support:**

The School of Information has 3 dedicated teaching spaces in Harvill (rooms 401, 402 and 460 discussed below), and uses a central planning department to schedule classes into classrooms around campus. Many courses are taught in the Harvill building, but we also use computer labs

around campus. Room 401 is our main computing and Virtual Reality teaching room with 2 large screen TVs, 27 workstations and space for student laptops. Room 402 is our Rapid Prototyping Lab used for maker classes. This is not used in the M.A. LIS degree yet, but we have plans for a M.A. Maker Space Management class. Room 460 supports telecommunication and accommodates up to 25 people. It has microphones and speakers, so that distance students can participate in classes live and distributed research teams can meet using video teleconferencing. It also has a Smartboard for sharing whiteboard notes in class.

The University of Arizona supports teaching by way of the Office of Instruction and Assessment (OIA) and the Arizona Online program. The OIA provides teaching workshops, Teaching Assistant training, instructional resources and support to all engaged in teaching at The University of Arizona. Their professional staff help our instructors with pedagogical planning and curricular design, instructional technologies, multimedia and website design, and course and student assessment. OIA works with instructors to develop all aspects of the instructional process. They help instructors explore and apply learning-centered teaching practices, select appropriate technologies that enhance the instructional process, and develop effective assessment and evaluation strategies. They work collaboratively with School of Information instructors to create engaging and innovative learning environments for students in both the classroom and online. They help instructors think creatively about teaching practices and instructional objectives and help them turn their ideas into realities. Some of the services include: faculty and future faculty development; assessment and evaluation support; support instructional technology including D2L, TurnItIn, Zoom, Penopto and clickers; multimedia production that is used in some of our classes; course web site development and Teachers and Course Evaluations (TCE). In addition, the College of Social and Behavioral Sciences, SBSTech office provides teaching support. They helped to design and build our new main media-enabled classroom (Harvill 460), that is used for LIS 506 with Dr. Heidorn and will be used to support additional classes over time.

For online teaching, the Arizona Online program provides comprehensive support in the delivery of fully online courses, with collaboration from 2 separate offices that support the design, delivery and facilitation of fully online courses. In addition, the OIA presents a series of workshops for all instructors teaching online, a selection of these course options are:

**Introduction to Teaching Online:** In this 14-day online mini-course, participants will experience taking an online course while learning about methods, tools, and best practices for teaching hybrid and fully online courses.

**Reimagining Online Lectures:** This 5-day online mini-course will invite participants to reconsider the construct of “lecture” as it relates to online teaching and learning. Participants will explore ways that online content might be created and delivered.

**Effective Online Discussions:** This 5-day mini-course introduces strategies for designing and facilitating effective online discussions that expand student exposure to curriculum, deepen learning, and increase student engagement.

**Teaching a Large Online Course:** This 5-day online mini-course introduces instructional strategies and techniques for teaching large fully online courses.

**Building Communities in Online Courses:** Participants in this fully online 5-day mini-course will conceptualize community in online environments while exploring tools, techniques, and activities that support student-to-student and student-to-instructor connectedness.

The Office of Digital Learning (ODL) provides comprehensive production support for instructors teaching online to assist in translating learning outcomes and objectives for courses in the online format. This is in recognition that, while the learning modality changes, the course outcomes are consistent between face-to-face and online learning. ODL provides a range of services to assist faculty and instructors in creating engaging courses. These services include instructional design, media production (including access to both studio and field videos), graphic design, customized learning objects, project management, and technology support. Courses designed through the ODL undergo an extensive quality assurance and assessment process, utilizing the Quality Matters (QM) rubric, which emphasizes faculty peer review of best practices related to learner-centered design. The University has more than 125 QM trained and certified faculty across campus to contribute to the continuous iteration of online course improvement.

### **Research Support:**

The University, the College of Social and Behavioral Sciences and the School of Information all provide research support. Some of this is discussed in Section V.8 above. Related to physical infrastructure, the University provides R1 quality digital connectivity, physical facilities for research workshops and meetings on campus but also at the BioSphere II, and the school maintains multiple research labs in Harvill for students and faculty. Harvill Rooms 435d, 437c, 454, 450 are collaborative labs that support research assistants paid for with grant funds garnered by faculty. The School provides offices for all core faculty and for adjuncts with heavy teaching loads (some teach 4 classes per semester), and shared office space for other adjunct faculty and doctoral students. See the Harvill floor plan in [Appendix V.F.](#)

*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.*

Much of these facilities are discussed in Section V.9 above. Our move to Harvill 3.5 years ago has allowed us to keep most operations on the same floor of the building, greatly facilitating communication among student, faculty, and administration.

*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.*

Although the School provides each core faculty member a computer (desktop or laptop), our main sources of support computing in the department is provided by SBSTech, the University Library, and University Information Technology Services (UITS). SBSTech keeps faculty on a five-year ‘refresh’ cycle for their computers.

SBSTech (SBS Technical Services) provides innovative, reliable, and accessible information technology services to faculty, staff, and students in the College of SBS to help the college and its constituents achieve their goals as a learning and research community. The services that SBSTech offers include desktop support, research and instructional computing support, data

management and server administration, web and multi-media production, application development, and IT purchasing support.

SBSTech got its start in the mid-1990s by offering IT support to the Deans' Office and a few other units among the College. In 2006, SBSTech transformed into a centralized IT support unit and began serving all of the units in the college. They now manage IT services across 14 buildings and many offsite locations including UADowntown, the Tankersley House and other college properties. In 2016, SBSTech offered its IT services to VP office, Business Affairs and Human Resources as an effort to collaborate and share resources.

SBSTech currently employs 22 staff members, 1 student worker, and 6 lab monitors. Their team of skilled and knowledgeable individuals boasts a wide array of technical expertise and experience. SBSTech appreciates the value of knowledge sharing and also encourages attendance of training programs/conferences to promote opportunities for shared learning, collaboration and networking with other IT professionals.

UITS reports to the VP, Information Strategy & University Libraries and provides central information technology services to campus, including enterprise business applications, campus network and communications infrastructure, email and calendaring, telecommunication systems, research computing infrastructure, IT Support and many other services to support individual schools, departments, and business units. UITS also has representatives who coordinate and collaborate with campus IT departments to optimize IT resources for all. A selection of their services are provided here:

### **Help Desk / Technical Support**

24 hour 7 day Help Desk support is available for all faculty, staff and students via phone, email, chat and walk-in service. The first point of contact is the central help desk (<http://the247.arizona.edu> or 520-626-TECH), which triages and routes help requests to appropriate technical resources. Help is available for all software, hardware and services offered by UITS including the Desire-to-Learn learning management system, campus computing infrastructure, application support and desktop computing including support for personally owned computers and peripherals.

### *Email, Calendaring and Cloud-based Computing*

All students are provided with email, shared calendaring and cloud-based applications hosted by Google using a U of A domain (Catnet). Faculty and staff are served by a locally-maintained Exchange server farm (UAConnect) integrating email, storage, calendars and appointments, tasks and contact management.

### **Computer and Service Accounts**

All faculty, staff and students are eligible to access campus computing accounts including NetID (secure authorization to campus computing resources), u-System (personal server-based storage and personal web hosting space) and High Performance Computing and High Throughput Computing (available with departmental approval for projects and research, see <http://rc.arizona.edu/>). Affiliates not classified as faculty, staff or students may, with permission, obtain a Distinguished Campus Colleague account that provides resources not otherwise open to the public for collaboration and research.

### **Software and Site Licensing**

The University provides free software licenses to faculty, staff and students for a number of commercial software products including Microsoft Office Professional for Windows and Mac, RefWorks Bibliographic and Reference Management, MathWorks MATLAB, ChemDraw, Windows operating system software, the Cisco VPN client, Sophos Anti-Virus protection and various Oracle database products. Mac OS is provided free of charge to faculty and staff. Datstat II-lume (survey software) is provided to faculty and graduate students via a campus site license. Other commercial and open source software made available to the UA community is documented at <http://sitelicense.arizona.edu>. A wide variety of commercial software is installed on lab computers at different locations for use by students, faculty, staff, and the public (see the section on labs below). Students may also purchase other commercial software at discounted education pricing from the Student Bookstore.

### **Self-guided Training**

Free on-line training for Microsoft Office and various Microsoft server products are available to students, faculty and staff through an agreement with the Microsoft IT Training Academy program (<https://sitelicense.arizona.edu/itacademy/>). The University has also contracted with VTC for free access to a library of over 1,000 courses and nearly 100,000 video tutorials delivered via computer-based training covering all aspects of desktop, network and server based computing including office and productivity applications, software programming, database management, graphics and multi-media, web design and production and other specialty applications (<http://uacbt.arizona.edu>).

### **On-Campus Computing Labs**

In addition to the library's ILC, the Office of Student Computing Resources separately maintains 4 General Computing Labs open to all students, faculty and staff on the UA campus. Located in the north, central and southern parts of campus, these labs provide students and other University community members with access to Windows and Apple computers. All lab computers contain an extensive set of productivity software along with other commonly used applications. The locations also contain specialty software specific to the needs of students taking certain classes. Three partner labs set up in classroom configuration with teacher stations are available for semester-long reservation for courses.

### **Other UITS Services**

UITS centrally manages network and telecommunications cyber-infrastructure campus-wide including physical connectivity, voice and data networking, DNS, security/firewalling, subnetting, and local network address translation, incoming and outgoing connection points and the campus Virtual Private Network that allows off-campus connections (such as students residing off-campus or traveling faculty) to be recognized as UA affiliates. UITS also manages web hosting and co-location of departmental and college servers, campus-wide audiovisual equipment support and rental, and Enterprise applications including PeopleSoft.

### **Web Site**

The School of Information website is maintained by SBSTech, which provides a standardized Drupal Template conforming to University and College policies on branding and logo compliance to all departments. Each department may assign the local webmaster role to designated individuals for local maintenance, and pages can be assigned to individual owners to manage content. The School of Information website is covered in more detail below.

## **End-user Support**

SBSTech provides hardware and software support to all School of Information faculty and staff for university-provided computers and peripherals and also offers support for connectivity of off-campus and personally owned technology to the campus infrastructure. SBSTech manages a help request system (“Ticketdog”) to provide assignment, tracking and follow-up for all help requests.

## **Purchase Order Management**

All School of Information hardware and software requests go through SBSTech for evaluation and procurement. SBSTech manages installation, configuration and setup of hardware and software, and provides centralized software license tracking and compliance.

## **Departmental Computer Labs**

SBSTech installs and maintains local labs, covered in more detail below. Two of the SBSTech labs are available to School of Information via reservation for classes or training and include the 14-station DASL (Data and Software Laboratory) lab in the Social Sciences building and the 36-station ICL (Instructional Computing Lab) lab in the Marshall building. Available software includes MS Office Professional, SAS, SPSS, STATA, StatTransfer, Acrobat, Limdep, ArcView GIS 3.2, Stella, NUD\*IST, UCINET, ActivePerl, Java, Allegro Common Lisp, SWI Prolog, Amos for student, Lisrel for student, HLM for students, CLAN, Lemwin, LogicCoach, Praat, IPA fonts, and IME's for several languages.

## **Technical Services**

Technical services provided by SBSTech to School of Information include departmental database development and design, Web and Web-interface design, and graphics and document design and logo compliance approval. These services are provided primarily via in-house experts. School of Information contracts with SBSTech technical services for web design as well as design of brochures and creation of compliant logos and UA/School of Information branded posters and other graphic output.

*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.*

All units on campus support special needs of students and employees but the University Disability Resource Center (DRC) plays a central role in coordinating support services. The DRC leads the university in a progressive and proactive approach to campus accessibility. Their goal is to ensure that disabled students, employees and visitors, have a similar, if not identical, experience to that of their non-disabled counterparts. In addition to facilitating individual accommodations, DRC works proactively to impact the systemic design of our campus environments to be seamlessly accessible, reducing or eliminating the need for any individual accommodations or modifications. The DRC notifies instructors of special needs of students and provides assistance with accommodation.

*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.*

We engage in policy discussions at monthly faculty meetings, School of Information retreats for strategic planning, and mandated Program Reviews by the University. Most of the evaluation and review meetings include outside representatives from all School of Information constituencies. Additionally, the School of Information receives feedback from course evaluations, graduating student exit surveys and recently, surveys that include current students, alumni and employers of alumni.

*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.*

Our faculty meetings are utilized as an important site for decision-making about such things as curricular change in the M.A. LIS program. Faculty meetings are sometimes used to manage change, as in the case of our new Director that the Dean directed would be an internal search (i.e., internal nominees were invited, surveys were conducted, Q&A took place). Our faculty minutes of meetings were provided in section 1 of this report. All of our finances are managed in the UAccess Financial system. The director receives weekly reports of all expenditures and balances by email from the online system. Some of that financial information is summarized in Section V.6 in Tables V2-5.

*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.*

As discussed previously, the School of Information administration meets regularly with the Dean of SBS and his staff for evaluation of finances and planning for hiring and other actions. Also, the Director receives a series of weekly financial reports – data in those reports inform the way funds are spent, teaching schedules are managed, and more. On the research side, sometimes there are dollars that come to the unit from grants, and that income has to be spent on supporting research space and staff assistance to manage those grants and future applications for external funding. When the Director finds that there are extra dollars on the instructional side, those funds are typically marked for additional hires so that we can support more student learning. While it is true that new furnishings, lab space, or other perks can benefit the program, investments in quality instruction are the main priority for the School of Information at Arizona.

## **Supporting Material/Sources**

Graduate and Professional Student Council

<https://gpsc.arizona.edu>

LISO Library and Information Student Organization

<https://ischool.arizona.edu/student-clubs-organizations>

UA Chapter Society of American Archivists

<http://uasaa.org/>

Responsibility Centered Management

<http://rcm.arizona.edu/>

UA Financial Aid

<http://financialaid.arizona.edu/>

UA Scholarship Universe

<https://financialaid.arizona.edu/scholarshipuniverse>

UA Office of Scholarships and Financial Aid

<https://financialaid.arizona.edu/scholarships/>

School of Information Financial Aid

<https://School of Information.arizona.edu/graduate-student-aid>

SBS Research Support

<https://sbs.arizona.edu/research/funding>

School of Information Financial Aid

<https://School of Information.arizona.edu/graduate-student-aid>

RDI Research Advancement Grant Program

<https://rgw.arizona.edu/development/find-funding/external-funding>

Office of Instruction and Assessment

<https://oia.arizona.edu/>

University of Arizona Online College

<https://online.arizona.edu/>

College of Social and Behavioral Sciences SBSTech

<https://sbstech.arizona.edu/>

UA Information Technology

<https://it.arizona.edu/>

University of Arizona Organizational Structure

<https://www.arizona.edu/university-administration-governance>

Disability Resource Center

<https://drc.arizona.edu/>

## **Synthesis and Overview**

## Synthesis and Overview

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### A Review

At the School of Information (School of Information), we continue to work together as a group of faculty, staff and students, to make decisions that are aligned with our mission, vision, goals and objectives. With regular faculty meetings, faculty ‘retreats’ every two years, strategic planning meetings involving alumni, employers, and site supervisors, as well as M.A. Advisory board meetings, we are continually planning, adjusting, and updating our programs. All the while, we remain focused on this particular pillar of the University’s current strategic plan: “*The Wildcat Journey: Driving Student Success for a Rapidly Changing World.*”

### Areas of Distinction

Our M.A. LIS is now the heart of a very strong School of Information, the only School of Information in the Southwestern region of the United States. This means the M.A. LIS, along with our other programs, serves a large function for local employers, and also for people in the region and beyond who seek to further their education. Being a part of a larger School of Information now, rather than existing as a stand-alone library school as was the case with SIRLS, means we are stronger overall to manage change over time in terms of budgets, enrollments, state commitments, or other regional or campus-wide shifts.

Our University’s Arizona Online effort is world class, and our M.A. LIS is one of the many programs strengthened by the massive efforts of the Arizona Online team (currently about 300 employees). We have described it previously, but Arizona Online is an important area of strength worth reiterating here. Arizona Online began formal operation in 2015 with the express mission to expand access to students interested in Arizona undergraduate and graduate programs. Building on the work of early adopters on campus in online graduate education, Arizona Online now provides over 100 undergraduate and graduate degrees as well as graduate certificates. Arizona Online now enrolls nearly 4,000 students in programs that are designed and delivered by the same Arizona faculty that deliver our main-campus programs. Arizona Online was recognized by the University Professional and Continuing Education Association with the Award for Innovation in Online Education in 2019. The submission, “Transforming the Entire University through Innovations in Online Education” (<https://upcea.edu/2019-upcea-association-award-recipients/>), speaks to the unique role that Arizona Online plays in not only delivering online education on campus, but for how Arizona Online has helped re-imagine education more broadly at the University of Arizona. Specifically for the M.A. LIS, the Arizona Online team offers support by way of an Office of Digital Learning (ODL), an incredibly astute marketing team, enrollment planning support, as well as corporate relations and special external partnerships. Relationships with ALA, Costco, and other businesses mean members get discounts to attain their degrees with us, making our M.A. LIS more accessible to those who may not otherwise be able to return to school.

Our Knowledge River program is a resounding success at saving lives and helping those who may otherwise never return to college attain their M.A. LIS degree. The M.A. program generally, and KR specifically, shares with ALA a deep commitment to diversifying the profession. We have an incoming KR director who brings new insights to the ways we might diversify learners across the entire School of Information, new strategies for donor involvement, and fresh energy

for grant-writing activities and attempts at gaining external funds from a variety of funding agencies. In addition to her regular 20% service time spent on typical faculty work (e.g., faculty meetings, committee involvement), incoming KR director Berlin Loa will have an additional 40% of her time ‘free’ in her first year to manage existing relationships with graduate assistant supervisors, but also to imagine new ways to bring KR forward. This is an exciting time and a forward-facing period of rejuvenation for KR – a distinct program.

Our set of certificates tied to the M.A. LIS also make us distinct. Providing specialized knowledge, the certificates are easily stacked into the M.A. LIS experience. Our certificates are attractive for learners: Digital Information Management, Archival Studies, Instruction and Teaching for Librarians and Information Professionals, Law Librarianship, Legal Information and Scholarly Communication, and Medical and Community Health Information. Moving forward, we aim to keep those certificates at the forefront of our marketing activities as they are important and attractive for incoming M.A. LIS students and also for professionals seeking additional skills.

## **A Conclusion**

We find this review period and important one of change, and reflection on recent changes has been healthy for all School of Information faculty (most were involved in the writing of this document) in order to gain perspective on how we have arrived to this point in time with our M.A. LIS program. We see this as a conclusion to this document and for the review period, but also as a new beginning given the excitement about moving forward. We aim to continue to bring our M.A. LIS into the future, to train future learners to be ready for the many changes we face in an information society. How people find information, make information accessible, protect personal information, and manage users’ experiences are all activities that will continue to change in this data-rich new world. We are committed to keeping current in the discipline of library science, continuing to adhere to the ethos of librarianship, and continuing to be a leader in library science training over time.