



COLLEGE OF
INFORMATION
STUDIES



Self-Study University of Maryland

College of Information Studies
Master of Library and Information Science

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Required Information

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College of Information Studies

Degree Program Being Presented for Accreditation by the COA:
Master of Library and Information Science (MLIS)

Dean, College of Information Studies:
Keith Marzullo

Co-Directors, Master of Library and Information Science Program:
Ursula Gorham
Paul Jaeger

Parent Institution:
University of Maryland

Chief Executive Officer, University of Maryland:
Wallace D. Loh, President

Chief Academic Officer, University of Maryland:
Dr. Mary Ann Rankin, Senior Vice President and Provost

The University of Maryland is accredited by the Middle States Commission on Higher Education (MSCHE), under the authority of the U.S. Department of Education

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

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Glossary of Abbreviations

AALL	American Association of Law Librarians
AASL	American Association of School Librarians
AAU	Association of American Universities
ACM	Association for Computing Machinery
ADS	Accessibility & Disability Service
AiL	Advances in Librarianship
ALA	American Library Association
ALCTS	Association for Library Collections & Technical Services
ALISE	Association for Library & Information Science Education
APT	Appointment, Promotion, and Tenure
ARHU	College of Arts and Humanities
ARL	Association of Research Libraries
ARLIS	Applied Research Lab for Intelligence and Security
ASIS&T	American Society for Information Science & Technology
BCPL	Baltimore County Public Library
BSIS	Bachelor of Science in Information Science
BSOS	College of Behavioral & Social Sciences
C&C	UHR Office of Classification and Compensation
CAC	College Advisory Committee
CADM	Center for Advances in Data and Measurement
CAEP	Council for the Accreditation of Educator Preparation
CASCI	Center for Advanced Study of Communities and Information
CIC	Committee and Institution Cooperation
CIDLIS	Conference on Inclusion and Diversity in LIS
CIRLA	Chesapeake Information and Research Library Alliance
CISE	Computer & Information Science & Engineering
CLIP	Computational Linguistics and Information Processing

CMNS	College of Computer, Mathematical, and Natural Sciences
COA	Committee on Accreditation
COE	College of Education
COLA	Cost of Living Adjustment
COSLA	Chief Officers of State Library Agencies
DCIC	Digital Curation Innovation Center
DCIP	Digital Curation for Information Professionals Certificate
DOD	Department of Defense
DRUM	Digital Repository of the University of Maryland
ELMS	CANVAS-based Enterprise Learning Management System
ERP	External Review Panel
EVID	Ethics and Values in Design Lab
FTE	Full-time Equivalent
GA	Graduate Assistant
GSS	Graduate Student Services
HCIL	Human Computer Interaction Lab
HCIM	Master of Science in Human-Computer Interaction
HILS	History and Library Science Dual Degree Program
IARPA	Intelligence Advanced Research Projects Activity
IJIDI	The International Journal Information, Diversity, and Inclusion
iLEAD	iSchool Leadership, Entrepreneurship, Advocacy and Development
IMLS	Institute for Museum and Library Services
INALJ	I Need A Library Job
iPAC	Information Policy and Access Center
IPP	Individualized Program Plan
ISSS	International Student & Scholar Services
ASIS&T	Journal of the Association for Information Science & Technology
JPSM	Joint Program in Survey Methodology
LAM	Library, Archive, Museum

LBSC	Internal UMD designation used for face-to-face MLIS students.
LBSO	Internal UMD designation used for online MLIS students.
LIS	Library & information science
LMC	Library Media Connection
LO	Learning Outcome
MICA	Maryland Institute College of Art
MIM	Master of Information Management
MITH	Maryland Institute for Technologies in the Humanities
MLA	Maryland Library Association
MLA	Medical Library Association
MLIS	Master of Library and Information Science
MLS	Master of Library Science
MOOC	Massive Online Open Course-Ware
MSMC	Museum Scholarship and Material Culture
NAL	National Agricultural Library
NARA	National Archives and Records Administration
NITRD	Networking and Information Technology Research and Development
NOAA	National Oceanic and Atmospheric Administration
NPS	National Park Service
NSF	National Science Foundation
PCC	Programs, Courses, and Curriculum Committee
PCEMI	President's Commission on Ethnic Minority Issues
PERVADE	Pervasive Data Ethics for Computational Research
PRD	Performance Review and Development
PTK	Professional Track
RPC	Record Preparation Committee
SAA	Society of American Archivists
SAM	Students Archivists at Maryland
SLA	Special Libraries Association

TA	Teaching Assistant
THAT	The Health, Aging and Technology Lab
TLTC	Teaching and Learning Technology Center
TTK	Tenure and Tenure Track
UDC	University of the District of Columbia
UHR	University Human Resources
UMD	University of Maryland
UMIACS	University of Maryland Institute for Advanced Computer Studies
URM	Underrepresented Minority
USM	University System of Maryland
USMAI	University System of Maryland and Affiliated Institutions
VCL	Virtual Computer Lab
YALSA	Young Adult Library Services Association
YRC	Young Reader's Center at the Library of Congress
YX	Youth Experience (specialization)

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Introduction

The University of Maryland (UMD) is part of the University System of Maryland (USM), the state's public higher education system. USM consists of 12 institutions, 3 regional higher education centers, and a central system office that “work closely together to leverage their collective expertise and resources, share best practices, increase the system’s effectiveness and efficiency, and advance USM’s mission to improve the quality of life in Maryland.”¹ The College of Information Studies, UMD’s iSchool (the College), is one of twelve academic units² on the University’s College Park campus. Together with the Graduate School and the Office of Undergraduate Studies, these units are responsible for the provision of all undergraduate and graduate programs at the University.

When the College was founded as the School of Library and Information Services in 1965, the Master of Library and Information Science (MLIS), then an MLS, was the only degree offered; however, the Ph.D. program was added shortly thereafter, in 1969. The Master of Information Management (MIM) program enrolled its first students in 2003, the Master of Science in Human-Computer Interaction (HCIM) program enrolled its first students in 2011, and the Bachelor of Science in Information Science (BSIS) program enrolled its first students in 2016. The College maintains a non-departmentalized structure.

The College strives to embody the core values of the University of Maryland’s vision, mission, and values.³ Its devotion to forward-thinking pedagogy and career-preparation through education, research, and service has contributed to its rapid growth. During the 2006 COA review, the College had two master’s programs, a doctoral program, one teaching location, 16 full-time faculty members, and eight staff members. Since Fall 2008, it has offered classes in two physical locations: the University of Maryland College Park campus and the Universities at Shady Grove campus (for the undergraduate program) in Rockville, MD. The College also began offering online classes in 2010.

Since the last COA review in 2013, the size and scope of the College have expanded significantly, continuing the trajectory that occurred between the 2006 and 2013 reviews. In 2013, the College was comprised of three master’s programs, one doctoral program, 29 faculty members, and 17 staff members. Now, with over 100 faculty and staff members, the College also has continuing education programs and a bachelor’s degree program. The College’s physical footprint has expanded on the College Park campus; an additional 21,000 square feet of space was acquired in Fall 2019. As of Fall 2019, nearly 1,450 students are enrolled in the College, including approximately 265 MLIS students, 70 HCIM Students, 55 MIM students, 50 doctoral students, and 1,000 BSIS students. *Appendix Intro-1: College Demographics* includes current numbers of students (registration status, gender, and race) for each College Program.

¹ https://www.usmd.edu/about_usm/

² The other units are the College of Agriculture and Natural Resources; the School of Architecture, Planning, and Preservation; the College of Arts and Humanities; the College of Behavioral and Social Sciences; the Robert H. Smith School of Business; the College of Computer, Mathematical, and Natural Sciences; the College of Education; the James Clark School of Engineering; the Philip Merrill College of Journalism; and the School of Public Health.

³ <https://provost.umd.edu/SP07/Vision-Mission-ValuesWD.pdf>

With a larger faculty and staff, students are exposed to a greater range of perspectives and disciplines, as well as more opportunities to participate in research. The increase in conferences and symposia taking place at the College enable students to learn about and participate in dialogues about new research and the future of the field. The ability to interact with students in other programs creates new chances to learn and collaborate. The diversity – in every sense of the word – of the MLIS Program and of the College has flourished.

In addition to degree programs, the College offers continuing education programs (the Certificate in School Librarianship and Digital Curation for Information Professionals Certificate programs) to help current library, archives, and information management professionals acquire specific knowledge and skills necessary to advance, change, or refocus their careers.

Please note that the College is only seeking ALA accreditation for the MLIS Program, an overview of which is provided below. *Appendix Intro-2: Overview of College Programs* provides an overview of the four other degree and continuing education programs.

The MLIS Program

The MLIS Program has been continually, fully accredited by the ALA since Fall 1965, the year we enrolled our first cohort of 82 Master of Library Science (MLS) students. The program celebrated its 50th anniversary in 2015, undergoing a name change from MLS to MLIS in 2016. It continues to break new educational ground and provide field-wide leadership in the preparation of not only future librarians, archivists, and museum professionals, but also professionals who pursue careers in a variety of public and private sector contexts. The program prides itself on curricular and educational innovation, with faculty members and administrators regularly assessing the program for ways to 1) improve courses, specializations, and procedures, and 2) identify additional opportunities for students.

Responsive coursework, innovative programs, a faculty of noted scholars and professional leaders, and the plethora of opportunities available in this geographic region are hallmarks of the UMD MLIS Program. Our program offers highly-regarded specializations in areas such as archives and digital curation, school libraries, and legal informatics, while also advancing LIS education by creating distinctive offerings in diversity and inclusion, youth experience, and intelligence and analytics. *US News & World Report* consistently ranks the College's MLIS Program and several of its specializations among the Top 10 in the nation.⁴ The most recent rankings place the MLIS Program at #8 overall and specific areas of study as follows: Archives & Preservation (#5); Digital Librarianship (#8); Information Systems (#5); School Library Media (#5); and Services for Children and Youth (#5). TheBestSchools.org ranks the program #2 among online MLIS programs.⁵

⁴

<https://www.usnews.com/best-graduate-schools/top-library-information-science-programs/university-of-maryland-college-park-163286>

⁵ <https://thebestschools.org/rankings/best-online-masters-library-information-science/>

A notable demonstration of the College's leadership in the area of MLIS education was the groundbreaking work carried out by the *Re-Envisioning the MLS* project team from 2013 to 2017, led by Dr. John Bertot. This initiative aimed to identify the competencies, attitudes, and abilities needed to best prepare future library and information professionals to meet community needs and to determine the ways in which library and information science (LIS) programs could most effectively achieve this objective. The project team engaged in a series of activities designed to gather input from relevant internal and external stakeholders; key activities included engagement sessions, environmental scans, speaker series, and online discussions. The findings that emerged have not only shaped MLIS education at the University of Maryland but have also been widely disseminated and discussed in the field, with recommendations being embraced by other LIS educators. The culmination of the project was a two-volume set of books published in 2018, entitled "Re-Envisioning the MLS: Perspectives on the Future of Library and Information Science Education" (edited by then staff members Johnna Percell and Lindsay Sarin and faculty members Dr. Paul Jaeger and Dr. Bertot). The *Re-Envisioning the MLS* (August 1, 2015) final report is included as *Appendix Intro-3: Re-Envisioning the MLS Report*.

Degree completion and job placement statistics are further evidence of the success of our program. Based on program data from 2014 to 2018, the average time to completion of the MLIS degree is 2.22 years and the program retention rate is 96.3% (*Appendix Intro-4: MLIS Time to Degree and Retention Rates*). Of the graduates who received their degrees in 2018, 95.8% are currently employed, and 91.3% of those employed are working full-time. Their average starting salary was \$60,025 and 75% are working in Maryland or DC. The top categories of employers of the College's MLIS graduates are academic libraries, public libraries, federal government agencies, and archives/special collections. Specific employers include the Library of Congress, the National Archives and Records Administration, the District of Columbia Public Library, the Smithsonian Libraries, the Department of Justice, the Prince George's County Memorial Public Library System, the Enoch Pratt Free Library, the National Library of Medicine, ProQuest, History Associates, the Baltimore County Public Library, the Montgomery Public Library System, the Folger Shakespeare Library and Archives, and Booz Allen Hamilton. This information is available in *Appendix Intro-5: 2018 Library Journal Alumni Survey*.

Regardless of their career paths, graduates are ready to contribute as leaders, change agents, and innovators in a field defined by social and technological change, increasing diversity, and the need for sustained engagement with communities. Longtime leader in library education F. William Summers has praised the College of Information Studies as the first LIS program to "embrace the social gospel" and make "identifying and addressing the manifold social needs of the community" the heart of its education program.⁶ Faculty and students from the College's MLIS Program have long served as "the vanguard of the activist movement" in the information professions.⁷ In keeping with this philosophy, the College of Information Studies has long employed an expansive, inclusive definition of diversity.⁸ With a goal of providing education and scholarship that prompts equity of information for all underserved and underrepresented groups facing social, technological, and other barriers, the MLIS Program defines diversity as encompassing race, ethnicity, gender, ability, literacy, education,

⁶ Summers, F. W. (2006). Jane B. Robbins: A productive life. *Library Quarterly*, 76, 145-148. Page 146

⁷ Wasserman, P. (2000). *The best of times: A personal and occupational odyssey*. Detroit: Omnigraphics.

⁸ <http://ischool.umd.edu/diversity>

socio-economic status, orientation, national origin, geography, and other factors. All discussions of diversity in this Self Study, unless otherwise mentioned, refer to this inclusive definition of diversity.

Key Personnel

Since the last Self-Study, the leadership of the College has changed. Dr. Jennifer Preece retired as Dean in the summer of 2015, and Dr. Brian Butler served as Interim Dean during the 2015-2016 academic year. In the fall of 2016, Dr. Keith Marzullo joined the College as the new Dean of the College.

Dr. John Bertot served as director of the MLIS program (then MLS program) until 2015, at which time Dr. Paul Jaeger stepped into the role. The MLIS degree program is currently co-directed by Dr. Jaeger and Dr. Ursula Gorham, an alumna of both the MLIS Program and the College's Ph.D. program.

Lindsay Sarin, an alumna of the MLIS Program, served as Program Coordinator until 2016, at which time she transitioned to the role of Director of Academic Programs (a position now held by Dr. Katherine "Kate" Izsak). Erin Zerhusen, an alumna of the program and former program graduate assistant, served as the MLIS Program Coordinator from 2016-2018.

Morgan Adle, who is also an alumna of the program, currently serves as the MLIS Program Manager. Nicole Pietrucha serves as Graduate Academic Advisor to the MLIS Program. The program is also supported by the MLIS Program committee (comprised of faculty, staff, and a student representative), and the MLIS Program Graduate Assistant, Caroline Drogin. The MLIS Program Co-Directors, Manager, and Graduate Assistant, collectively, are referred to as the "MLIS Program team" throughout this report.

Dr. Brian Butler, the Senior Associate Dean, oversees the administration of academic programs and supervises the faculty directors of each of the College's programs. The Director of Academic Programs, Dr. Izsak, leads a team that includes personnel working on management of degree programs, student services, career services, data management, experiential learning, and teaching support for faculty. In consultation with degree program managers and directors, Dr. Izsak is responsible for developing the College course schedule and assigning faculty members as instructors.

Themes

The following are the key themes of this Self-Study and the proposed areas of emphasis in the re-accreditation process:

1. Innovation in LIS education, including several cutting-edge specializations.
2. Expanding opportunities for MLIS students as a result of the ongoing growth of the College and its faculty, including increasing opportunities to take classes and to participate in information-related research with a rich array of faculty and through centers, labs, and conferences.
3. Leadership in diversity, inclusion, and equity in LIS education, which permeates the education, service, research, and publishing activities at the College.

The remainder of this Self-Study details the MLIS Program according to ALA accreditation standards, with one chapter devoted to each standard, and concludes with planned future directions for the MLIS Program at the University of Maryland.

Standard I: Systematic Planning

The vision, mission, learning outcomes, and planning processes of the MLIS Program are integrated with and complementary to those of its two parent institutions: the College and UMD. The College's non-departmental structure necessitates greater attention to the impact of the College processes on the MLIS Program. Accordingly, as a preliminary matter, we will provide a brief overview of the College's strategic planning and governance documents.

Strategic Planning at UMD

UMD launched its new strategic plan, *Transforming Maryland: Higher Expectations*, in 2008. The goals of UMD professional graduate programs, pursuant to this Plan, are to "be of the highest quality," "promote success," and "be competitive with top institutions for the best students."⁹

Strategic Planning at the College

In 2009, the College rewrote its strategic plan, *Transforming the College of Information Studies "Maryland's iSchool: A Strategic Plan 2009-2019"*¹⁰, in response to UMD's new strategic plan. The College's plan was reviewed and revised by the College Assembly (a governing body which includes all full-time members of the faculty and staff, as well as student representatives of every degree program in the College) in 2013. The subsequent growth of the College from 3 graduate programs in 2009 to our current 4 graduate programs and 1 undergraduate program, together with a threefold increase in the number of faculty and staff working in the College, led to the College's current efforts to develop a new Strategic Plan.

This strategic planning process, which began in 2017, has been a College-wide process, including full-day faculty and staff retreats, discussions in College Assembly meetings, sessions guided by outside experts, interviews to gather input from stakeholders outside the College, and work by a special Strategic Planning Committee. The College's Strategic Plan addresses the College as a whole and in terms of its individual degree programs and key initiatives. The vision, mission, goals, values, and operating norms articulated in the Strategic Plan apply to the entire College and establish frameworks for the planning, operation, and evaluation in the degree programs.

In 2017, as part of the strategic planning process, the College created the iSchool Leadership, Entrepreneurship, Advocacy and Development (iLEAD) Advisory Council.¹¹ As distinguished professionals in the field and employers of our graduates, iLEAD Council members provide valuable perspectives on the activities and goals of the College. The iLEAD Council members are:

- Combiz Richard Abdolrahimi, Emerging Technology & Innovation Leader, Government & Public Services, Deloitte Consulting LLP;

⁹https://issuu.com/umaryland/docs/strategic_plan?mode=embed&documentId=080909191538-8bfc77d7902044f6af63bffbca1b8c9&layout=grey

¹⁰ https://ischool.umd.edu/sites/default/files/page_content_files/strategicplan_100109.pdf

¹¹ <https://ischool.umd.edu/ilead>

- Denise Davis, President, Maryland Library Association, and Director Emerita, Cecil County Public Library;
- Beth Masur, President, History Associates;
- Daniel Menelly, Chief Executive Officer, The DoSeum;
- Josh Rattan, Partner, Information Governance, PriceWaterhouseCooper;
- Dan Russell, Senior Research Scientist, Search Quality & User Happiness, Google;
- Jamuna Sundararajan, President & CEO, CyberBahn Federal Solutions LLC;
- Maureen Sullivan, Former President, American Library Association, and Former Dean, Simmons College of Library Science;
- Nate Tibbits, Senior Vice President of Government Affairs, Qualcomm Incorporated; and,
- Trayce Turner, COO and Executive Vice President, Optimal Solutions Group, LLC.

In 2018, the College developed new vision and mission statements. Faculty, staff, students, and other stakeholders participated during each step of this process, from brainstorming ideas to finalizing language:

Vision Statement: “We envision a world in which we have harnessed the ocean of data. From it, everyone – both individually and collectively – can develop deeper knowledge to tackle real-world problems, break down barriers, improve quality of life, and spark discovery. Information is turned into power to unlock our full potential.”

Mission Statement: “We design new and leverage existing techniques and technologies to solve information challenges. We work with communities and institutions, including private and public archives, community libraries, and information product start-ups. We prepare future information leaders, researchers, and entrepreneurs. Together, we use information to move the world forward.”¹²

During the 2018-2019 academic year, the College created a new Strategic Plan. This Strategic Plan is available in *Appendix I-1 iSchool Strategic Plan (External) April 2019*. As articulated in this plan, the values and operating norms for the College are:

“In order to achieve its vision and mission, the iSchool needs to respect everyone’s opinions, backgrounds, cultures, contributions, and perspectives. To this purpose we will:

- Be committed to each other’s success by encouraging open sharing of knowledge, information, experience, and time.
- Achieve, reward, publicize, and celebrate excellence in all parts of our core activities.
- Make decisions according to authorized roles and responsibilities, with appropriate input, communication, and responsibility. Devote time and energy to innovative and creative thinking.
- Be open to taking risks while remaining sensitive to potential consequences.
- Model the best practices of the Information Studies field.”

¹² <https://ischool.umd.edu/vision-mission>

Echoing the structure of the University's strategic plan, the College's Strategic Plan identifies Strengths, Weaknesses, Opportunities, and Threats, while also establishing Priorities, Strategic Initiatives, and Critical Enablers.

Organizational Structure of the College

Against the backdrop of strategic planning at the college and university levels, the College's *Plan of Organization*¹³ establishes the operational framework and organizational structure for the College and addresses issues of governance and administration.

The *Plan of Organization* also provides for the ways in which the degree programs are managed and operated within the larger College structure. Of particular relevance to Standard I, the Plan establishes the following:

- A Programs, Courses, and Curriculum Committee (PCC), comprised of members of the College administration and the directors of each degree program, advises the degree programs about university regulations and serves as a mechanism for integrating degree program planning with strategic planning at the College level. More specifically, PCC reviews new or revised courses, specializations, and certificates before approving them, recommending them to the College Assembly, or referring them to University-level committees, as appropriate. University policies and procedures governing PCC can be found in the 2018 PCC Manual.¹⁴
- A College Advisory Committee (CAC), consisting of elected representatives of the full-time faculty and staff, provides feedback to College administration on a range of issues, including strategic planning.

The College reviews and revises the Plan of Organization on a regular basis, both to account for changes within the College and to ensure compliance with evolving UMD requirements. The College has recently submitted a revised Plan of Organization, which is currently under review by the University Senate.

MLIS Program Mission & Vision

In tandem with the College's ongoing strategic planning process, the MLIS Program revised its vision statement and mission statement in 2018 to read:

Mission Statement: The MLIS Program educates a diverse group of students in the knowledge, skills, habits of thought and inquiry, and ethics of the library and information professions through theory and practice, enabling them to be leaders in the state, national, and global information society.

Vision Statement: The [MLIS] degree at the University of Maryland prepares graduates to be socially engaged and technologically focused information professionals, ready to create, educate,

¹³ <https://internal.ischool.umd.edu/wp-content/uploads/2019/06/Plan-Approved-by-iSchool-Assembly-11-2012.pdf>

¹⁴ <https://www.provost.umd.edu/PCC/2018PCCManual.pdf>

and innovate.

Planning within the MLIS Program

As described above, PCC governs curriculum and course development and coordinates offerings across the College. PCC meets on a monthly basis. The Director of Academic Programs meets weekly with all of the program managers to further promote cohesion between and integration of degree program activities. In addition, the Senior Associate Dean and the Director of Academic Programs meet with the faculty director(s) and manager of each degree program on a regular basis to plan for the needs of each degree program, such as course offerings and teaching assignments.

The MLIS Program Committee, a standing committee chaired by the MLIS Program Co-Directors, has primary responsibility for ongoing program planning for the MLIS. In addition to the MLIS Program Co-Directors and Manager, members of the committee include faculty and staff, as well as students (one of whom is the program graduate assistant). The Dean works with the MLIS Program Co-Directors to establish committee membership each year; full-time faculty must comprise a majority of committee members.

As per the College's Plan of Organization, the MLIS Program Committee is responsible for addressing issues pertaining to the MLIS curriculum; student recruitment, admissions, and retention; and honors, awards, and scholarships. The program Co-Directors and Manager bring proposals about program operation to the Committee for consultation, feedback, and, ultimately, approval. The Committee also serves as a source of new ideas and as a forum for discussing ways to improve operations or events in the future, playing a central role in important MLIS-related program planning initiatives. MLIS Program Committee Meeting Minutes from September 2015-Present are available on the College's internal website.¹⁵ Minutes from 2012-2019 are available on the Accreditation website. Minutes from meetings that specifically referenced have been included as appendices.

To enhance the program planning process, an MLS Advisory Board was convened in 2014 as part of the *Re-Envisioning the MLS* initiative (described in the Introduction above). The Advisory Board is comprised of leaders in libraries, archives, museums, and other institutions that hire graduates of the MLIS Program. The Board met four times between 2014-2017, providing members with the opportunity to offer feedback on the MLIS program as well as to discuss ideas for new curriculum and emerging workforce needs. The members of the MLIS Advisory Board are:

- Tahirah Akbar-Williams, Education and Information Studies Librarian, University of Maryland;
- Brenda Anderson, Elementary Integrated Curriculum Specialist, Montgomery County Public Schools;
- Sue Baughman, Deputy Executive Director, Association of Research Libraries;
- Lila Faulkner, Librarian, US Department of Justice;

¹⁵

<http://internal.ischool.umd.edu/governance-planning/umd-ischool-committees/master-of-library-information-science-committee/>

- Mary Ann Francis, Independent Information Technology Consultant and Private Investigator;
- Valerie Gross, President and CEO, Howard County Public Library;
- Lucy Holman, Director, Langsdale Library, University of Baltimore;
- Naomi House, Founder, I Need A Library Job (INALJ);
- Alan Inouye, Director, Office of Information Technology Policy, American Library Association;
- Erica Karmes Jenson, Chief Librarian for Information Management, Cecil County Public Library;
- Catherine McGuire, Head of Reference and Outreach, Maryland State Law Library;
- Irene Padilla, State Librarian, Maryland State Library;
- Faith Rusk, Information Literacy Librarian, University of the District of Columbia;
- Katherine Simpson, Director of Strategy and Communication, American University Library;
- Maureen Sullivan, Former President, American Library Association, and Former Dean, Simmons College of Library Science; and
- Joe Thompson, Director of Public Services, Carroll County Public Library.

The MLIS Advisory Board charter and meeting minutes are available in *Appendix I-2: MLIS Advisory Board Charter and Minutes*.

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

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

In 2014, the MLIS Program undertook a large-scale, multiple-year program planning project, entitled *Re-Envisioning the MLS*.¹⁶ The purpose of this project was to holistically study our program as well as LIS education in general. In addition to developing many key recommendations for LIS educators and programs, it has been invaluable in directing the curriculum within the MLIS Program at the University of Maryland.

Re-Envisioning the MLIS paved the way for the MLIS Program to review and revise its learning objectives. In 2019, the MLIS Program Committee began the process of updating the program’s learning objectives. As a first step, the MLIS Program team drafted an initial set of revised learning objectives. This draft was sent to MLIS Program Committee members to review; suggested changes were discussed during the meeting and revised program learning objectives were approved:

¹⁶ <http://mls.umd.edu/wp-content/uploads/2015/08/ReEnvisioningFinalReport.pdf>

- Lead and manage information institutions, and be able to adapt to continually changing social, cultural, technological, and economic contexts;
- Advocate for the needs of information institutions, their users, and their communities, as well as the needs of creators of information;
- Develop and implement theories and best practices of information at all stages of the information cycle, from creation to evaluation to dissemination to access;
- Apply user-focused strategies to work inclusively and equitably with diverse populations;
- Promote information literacy and technology literacy by educating users about programs, systems, and technologies related to information behavior;
- Solve community-based problems related to information; and
- Contribute new approaches, ideas, and innovations in the field.

These meeting minutes are available in *Appendix I-3: MLIS Program Committee Agenda 2.6.2019*.

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

In connection with *Re-Envisioning the MLS*, the MLIS program engaged in a series of activities (including surveys, environmental scans, discussion groups, and engagement sessions) to gather data focused on the extent to which the program's current goals and objectives were adequately preparing students for their careers. Data was collected from internal and external stakeholders, including students, faculty, the College's alumni network, employers, and information professionals from around the state. Key findings from these activities suggest that MLIS education should emphasize:

- focusing on people and communities;
- knowing, leveraging, and leading in communities;
- teaching, training, and collaborating;
- holding true to the core ethics and values of the field; and
- stressing skills and competencies of leadership, education, advocacy, engagement, and relationship-building.

Building on the foundation laid by *Re-Envisioning the MLIS*, the MLIS program has undertaken a number of activities designed to assess its program goals, program objectives, and student learning outcomes. In carrying out these activities, the MLIS Program team has been assisted by various internal and external stakeholder groups:

iLead Advisory Council

The iLead Advisory Council provides feedback from the broad perspective of leaders and employers from across the information field. The iLEAD mission is to:

- Facilitate engagement with industry to create new opportunities for the College;
- Enhance the academic and public visibility of the College; and

- Support the college’s philanthropic aspirations.¹⁷

MLIS Advisory Board

Per its stated mission, the MLIS Advisory Board has provided “insights on how the MLS program can enhance the impact of its services on various stakeholder groups; advise and counsel on strategy, issues, and trends affecting the future of the MLS Program; [and] solicit input for assessing the progress of the MLS Program and charting future courses.” In particular, the Board provided valuable formative feedback during the development of LBSC 791 and encouraged the MLIS Program to better prepare students to communicate the value of information institutions and information professions to people who do not understand the field.

Faculty

In Spring 2018, faculty feedback was gathered to assist with the formulation of our vision for the MLIS Program core courses. Through several brainstorming activities, participants identified key concepts that should be integral to MLIS core courses and discussed how those concepts might be organized into core courses. The data from this session was subsequently presented to the MLIS Program Committee to help frame the development of the new core courses. An overview of the survey findings can be found as agenda item “4” in the MLIS Program Committee Meeting minutes from March 1, 2018.¹⁸

MLIS Program Committee

The MLIS Program Committee undertook a comprehensive review of core curriculum, distributing a survey to alumni, current students, faculty, staff, MLIS Advisory Board members, and other stakeholders. From the data collected, the Committee was able to create a list of topics that should be covered in the core courses and, through faculty responses, to identify the extent to which each of the core courses currently covered those topics. A total of 249 people responded to the survey (83 current students, 94 alumni, 24 faculty, 8 staff, 18 advisory board members, and 22 others). The complete results of this survey can be viewed in *Appendix I-4: Core Course Revision Survey Results 2017-2018*.

During this time period, the MLIS Program also recognized the need to assess online education in the College. Two-thirds of the MLIS Program Committee – including students, faculty, and staff – served as a one-year special task force to review online education in the MLIS Program. The task force’s charge was two-fold: 1) to identify ways in which current online students could be better served, and 2) to consider ways in which online education might be expanded within the MLIS and into other degree programs, as the MLIS so far is the only degree program in the College that can be completed in its entirety online. The final report of the online education task force is included as *Appendix I-5: Online Task Force Report*. Recommendations set forth in this report were then discussed in committee meetings and considered during subsequent MLIS Program planning activities.

¹⁷ <https://ischool.umd.edu/ilead>

¹⁸ http://internal.ischool.umd.edu/wp-content/uploads/2019/06/mlis_program_committee_minutes_3.1.18_4.pdf

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

As a result of the assessment activities undertaken during the accreditation period, the MLIS Program made a number of improvements, including:

- Changed the degree name in 2016 from Master of Library Science to Master of Library and Information Science;
- Created a required capstone course (LBSC 791) that emphasizes the inclusion of experiential learning and career development skills (such as professional presentations);
- Initiated a longer planning process – including gathering input from faculty, students, and alumni – to revise two other core courses, the new versions of which will be launched in academic year 2020-2021;
- Increased the number of career-focused events and professional development opportunities for students, working in consultation with the newly hired Educational Programming Coordinator;
- Reviewed elective courses and specializations, which resulted in numerous changes to courses offered, methods of delivery, and specialization requirements, as detailed in the next chapter;
- Began offering instructional design support for faculty using UMD’s enterprise learning management system (ELMS);
- Assessed courses and services to online students (through the Online Taskforce), resulting in increased efforts to develop resources to assist instructors in constructing and conducting online courses, new approaches to orienting and advising online students, and more opportunities for online students to participate virtually in events on campus; and,
- Created Canvas user guides for faculty and students. These guides are available in *Appendix I-6: ELMS-Canvas Faculty and Student Guides 2018*.

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

As described above, the Strategic Plan for the College, which guides MLIS program planning, reflects the goals and priorities laid out in UMD’s strategic plan. In conjunction with ongoing strategic planning, both the College and the MLIS Program have updated their vision and mission statements. Faculty members, staff members, and students, as well as other stakeholders, were advised about and given the opportunity to participate in the drafting of each of these statements.

These processes are shared with current MLIS faculty and staff through MLIS Program Committee meetings. Faculty and staff not currently serving on the Committee are also welcome to, and often do, attend these meetings. Meeting minutes are posted on the internal College website and necessary

updates are made to the main College website. MLIS students are made aware of changes via emails sent to the “MLIS-Students” listserv and posted on the ELMS MLIS student space. It is mandatory that all current students remain subscribed to the “MLIS-Students” listserv, as well as the “iSchoolAnnouncements” listserv that is used for College-wide news, information, and announcements.

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

- I.2.1 The essential character of the field of library and information studies;**
- I.2.2 The philosophy, principles, and ethics of the field;**
- I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;**
- I.2.4 The importance of research to the advancement of the field's knowledge base;**
- I.2.5 The symbiotic relationship of library and information studies with other fields;**
- I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;**
- I.2.7 The role of library and information services in a rapidly changing technological society;**
- I.2.8 The needs of the constituencies that the program seeks to serve.**

In 2013, the MLIS Program Committee created and implemented a comprehensive learning outcomes strategy for the MLIS Program. Rubrics for assessing each of these courses are available in *Appendix I-7: MLS Learning Outcomes Plan and Rubrics 2013*.

The four overarching program objectives used at that time, each of which mapped to one of our core courses, are presented in **Table I-1**. This strategy was based on two key components: (1) conceptual, foundational, and theoretical knowledge during the first 18 credit hours (which includes three core courses: LBSC 602, LBSC 631, and LBSC 671); and (2) practice, professional development, and application of skills during the final 18 credit hours (which include the last core course, LBSC 791, as well as the field study). The learning outcomes assessment process was designed to capture both of these components, with one set of assessments occurring across the first three core courses and the second occurring through the field study. The MLS Committee chose the field study, rather than the

remaining core class (LBSC 791) due to the ability to gather learning outcome data from three sources to better inform program assessment (instructor, field placement supervisor, and student).

Learning outcomes have been consistently measured each semester over the past six years, beginning in Fall 2013. Learning outcome data from Fall 2013 through Summer 2019 is available in *Appendix I-8: Learning Outcomes Data 2013-2019*.

Table I-1: Program Learning Objectives Mapped to Core Courses

Program Learning Objectives	Core Course
Learning Objective 1: Demonstrate an understanding of how to be a contributor, leader, and change agent in information agencies and in a diverse information field.	LBSC 631: Achieving Organizational Excellence
Learning Objective 2: Demonstrate an understanding of a user-centered approach to information programs and systems which provide inclusive services to diverse populations.	LBSC 602: Serving Information Needs
Learning Objective 3: Demonstrate an understanding of theories, management, and practices of information creation, communication, identification, selection, acquisition, organization, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, and dissemination in order to provide inclusive services to a diverse population.	LBSC 671: Creating Information Infrastructures
Learning Objective 4: Demonstrate an ability to use knowledge gained from research, instruction, and service to contribute to the advancement of a diverse information field.	LBSC 707: Field Study OR LBSC 744: Internship in School Library Media

Instructors for each section of the relevant core courses complete a learning outcomes rubric at the end of each term through Canvas. For each core course, the rubric contains a series of indicators designed to measure student learning. To provide an example, the following are the indicators of core course, LBSC 602: Serving Information Needs:

- Demonstrates an appreciation of the role of institutions in generating and disseminating information to users;

- Demonstrates awareness of the core values, ethics, social responsibilities, and information policy issues that affect the profession and users' lives and the roles of professional associations in supporting them;
- Demonstrates an ability to assess and address the information needs of users from diverse populations, applying models and theories of information behavior and/or findings from empirical studies of information behavior (as applicable);
- Performs a comparative evaluation of multiple reference services and applies successful reference techniques in order to elicit a user's information needs and to provide guidance to him/her in accessing and using relevant information;
- Develops, implements, and assesses a strategy for searching various types of electronic information resources in order to meet a particular user's information need; and
- Develops and delivers training materials (including a pathfinder/digital research resource guide) aimed at instructing users in identifying, locating, evaluating, and synthesizing information from diverse sources.

For the field study or school library internship course, three evaluations are collected – the student, the instructor, and the field placement supervisor each submit an individual evaluation. The instructor and the placement supervisor evaluations are used to assess student achievement of the intended learning outcomes, while the student evaluation provides the program with feedback on both the course itself and on the field study site. The instructors and the field placement supervisors use the following indicators to measure student learning:

- Works independently with no more than necessary supervision or instruction;
- Demonstrates innovation and creativity;
- Completes assignments on time and meets project goals, allowing for unforeseen circumstances;
- Interacts effectively with staff, users, and others;
- Communicates effectively orally and in writing; and
- Organizes and manages multiple work assignments.

A learning outcome is deemed to have been successfully met if at least 90% of the students in the course receive a designation of Outstanding, Exceeds Expectations, or Meets Expectations across all measurable attributes of the rubrics. If this threshold is not met, an MLIS Program Co-Director works with the instructor to create strategies for improving student learning in the course.

Table I-2 maps each of the program learning objectives to the relevant core courses and Standards 1.2.1-1.2.8, respectively.

Table I-2: Former Program Learning Objectives Mapped to COA Standards

	1.2. 1	1.2. 2	1.2. 3	1.2. 4	1.2. 5	1.2. 6	1.2. 7	1.2. 8
Learning Objective 1: Demonstrate an understanding of how to be a contributor, leader, and change agent in information agencies and in a diverse information field	X	X		X	X	X	X	X
Learning Objective 2: Demonstrate an understanding of a user-centered approach to information programs and systems which provide inclusive services to diverse populations	X	X	X		X	X	X	X
Learning Objective 3: Demonstrate an understanding of theories, management and practices of information creation, communication, identification, selection, acquisition, organization, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis and dissemination in order to provide inclusive services to a diverse population	X	X	X		X	X	X	X
Learning Objective 4: Demonstrate an ability to use knowledge gained from research, instruction and service to contribute to the advancement of a diverse information field	X	X	X	X	X			X

In 2019, the MLIS Program Committee began the process of preparing updated learning objectives for the program. Across spring semester Committee meetings, the learning objectives were discussed, drafted, revised, and approved. The updated objectives, which reflect the evolution in the curriculum and in the social, technological, and professional environment that graduates are entering, will be implemented during the 2020-2021 academic year, in tandem with revisions to the program's core courses. **Table I-3** and **Table I-4** map each of the new learning objectives to the core courses and Standards 1.2.1-1.2.8, respectively.

Table I-3: New Program Learning Objectives Mapped to Core Courses

Learning Objectives	Core Course(s)
Learning Objective 1: Lead and manage information institutions, and be able to adapt to continually changing social, cultural, technological, and economic contexts	LBSC 631: Achieving Organizational Excellence
Learning Objective 2: Advocate for the needs of information institutions, their users, and their communities, as well as the needs of creators of information	LBSC 602: Serving Information Needs LBSC 791: Designing Principled Inquiry
Learning Objective 3: Develop and implement theories and best practices of information at all stages of the information cycle, from creation to evaluation to dissemination to access	LBSC 707: Field Study OR LBSC 744: Internship in School Library Media
Learning Objective 4: Apply user-focused strategies to work inclusively and equitably with diverse populations	LBSC 602: Serving Information Needs LBSC 791: Designing Principled Inquiry
Learning Objective 5: Promote information literacy and technology literacy by educating users about programs, systems, and technologies related to information behavior	LBSC 671: Creating Information Infrastructures
Learning Objective 6: Solve community-based problems related to information	LBSC 602: Serving Information Needs LBSC 791: Designing Principled Inquiry
Learning Objective 7: Contribute new approaches, ideas, and innovations to the field	LBSC 707: Field Study OR LBSC 744: Internship in School Library Media

Table I-4: New Program Learning Objectives Mapped to COA Standards

	1.2. 1	1.2. 2	1.2. 3	1.2. 4	1.2. 5	1.2. 6	1.2. 7	1.2. 8
Learning Objective 1: Lead and manage information institutions, and be able to adapt to continually changing social, cultural, technological, and economic contexts			X		X	X	X	X
Learning Objective 2: Advocate for the needs of information institutions, their users, and their communities, as well as the needs of creators of information		X			X	X		X
Learning Objective 3: Develop and implement theories and best practices of information at all stages of the information cycle, from creation to evaluation to dissemination to access			X	X		X		
Learning Objective 4: Apply user-focused strategies to work inclusively and equitably with diverse populations	X	X				X		X
Learning Objective 5: Promote information literacy and technology literacy by educating users about programs, systems, and technologies related to information behavior	X	X					X	X
Learning Objective 6: Solve community-based problems related to information	X	X		X		X		X
Learning Objective 7: Contribute new approaches, ideas, and innovations to the field	X			X	X		X	

Table I-5 shows both former and new learning objectives mapped to core courses and the field study course.

Table I-5: Former and New Learning Objectives Mapped to Courses

Course	Former Learning Objectives				New Learning Objectives						
	LO 1	LO 2	LO 3	LO 4	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7
LBSC 602		X				X		X		X	
LBSC 631	X				X						
LBSC 671			X						X		
LBSC 791						X		X		X	
LBSC 707				X			X				X

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

As per the MLIS Program’s vision statement, program goals include producing graduates that are “socially-engaged” and “ready to educate.” One of the current learning outcomes for the program states that students will be able to “Demonstrate an understanding of a user-centered approach to information programs and systems which provide inclusive services to diverse populations.”

The new learning outcomes that have been adopted and that will be implemented in academic year 2020-2021 make these commitments even more explicit. In fact, a clearer articulation of the teaching and service aspects of the program was one of the considerations in creating the new learning outcomes. Of the core courses, LBSC 602: Serving Information Needs and LBSC 707: Field Study focus the most on the responsibilities and teaching and service roles of information professionals. The learning outcomes indicators for these two courses (listed in the preceding section) demonstrate this focus.

LBSC 791: Designing Principled Inquiry - the final core course - also reflects this commitment to teaching and service. In this course, the assignments are a series of interrelated projects that give students practice in creating materials designed to garner support and resources for projects. Among other assignments, students write white papers to advocate for policies and develop grant proposals to bring in funding for projects, with the goal of familiarizing students with different tools that can be used to gain support for teaching and service activities in the workplace.

Students may also take elective courses that focus on teaching and service roles and responsibilities of professionals in the field. Three examples of such courses include:

- **INST 614: Literacy and Inclusion.** Students in this course develop lesson plans and related materials in connection with a semester-long project centered around the development of a literacy program aimed at a specific underrepresented population.
- **LBSC 702: User Instruction.** Students in this course develop a portfolio that includes a teaching philosophy statement, an instructional design grid, an activity outline, and a video presentation.
- **LBSC 742: Collaborative Instructional Design and Evaluation.** Students in this course master a systematic yet flexible set of Instructional Systems Design (ISD) principles as they design a detailed plan for an instructional product that can be used in a variety of settings (school, public, academic libraries, etc.).

The teaching and service orientation of the MLIS Program is reflected not only in our core and elective courses, but also in the activities of our student organizations. The iDiversity student group, for example, has built free little libraries that have been installed in communities around the University campus that lack their own public libraries. They have also tutored students at the University of the District of Columbia (UDC) in information and technology literacy in cooperation with the UDC library and held events to teach current MLIS students about considerations when working with specific populations.

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.

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

College Stakeholders

The College conducts a biennial diversity and inclusion survey in which all College stakeholders, including students, faculty members, and staff members, are invited to participate. This survey examines the demographics represented in the College, investigates stakeholders' perceptions about inclusion and equity in the College community, and also provides respondents with an opportunity to offer suggestions for improvement. Although the survey is anonymous, respondents identify their role in the College, providing portraits of these issues not only for the entire College but also for students in each academic program. The MLIS Program uses this data to evaluate the composition of the MLIS student population and to assess the inclusiveness of MLIS courses, events, and the overall curriculum.

Students

At all times during the accreditation period, the MLIS program has used course evaluation data in

the evaluation of program goals and objectives. The process for administering course evaluations is described more fully in Standard II.5. The Director of Academic Programs reviews course evaluations each semester and brings any matters of interest and/or concern to the MLIS Program team. Course evaluation data is a useful tool for gauging students' perceptions regarding the extent to which the course objectives and goals were met; the MLIS Program team, in turn, uses this course-level data as part of its evaluation of program learning objectives.

Since 2016, the MLIS program has used a variety of surveys to gather input from students, aiming to equip the MLIS program leadership with the information needed to assess its goals, objectives, and student learning outcomes:

- In Fall 2016, 2017, and 2018, incoming students were surveyed to determine how they found out about the MLIS Program, their reasons for enrolling, their goals for their MLIS education, and their professional plans and aspirations. An example of results can be found in *Appendix I-9: Incoming Student Survey, Fall 2018*. These results were reported to the MLIS Program Committee and recorded in meeting minutes.
- Between 2014 and Fall 2018, current students were surveyed about satisfaction with the MLIS program in terms of course offerings, the two-year course plan (fully described in *Standard II: Introduction* and shown in *Appendix II-2*), ease of locating information, communication methods, and College events. Results of these surveys are in Appendix II-16.
- In Spring 2019, current students were surveyed about course offerings and program involvement (i.e., their preferences regarding receiving communications from the program and events).

Survey data has been supplemented by informal listening sessions and, more recently, by a focus group session conducted in August 2019. In Fall 2014 and Spring 2015, listening sessions were led by a program director and/or manager. Findings from these sessions were shared anonymously in MLIS Program Committee meetings and recorded in meeting minutes.

In addition to the MLIS program surveys, the University Career Center & The President's Promise office surveys graduating students annually and shares the data with the academic units. While this data focuses generally on the student experience at the University as a whole, it can still be used for program-level evaluation (namely, understanding student perceptions of the MLIS Program as they relate to their perceptions of the University as a whole).

Faculty

Full-time faculty members and staff members of the College also participate in the University-wide Thriving Workplace¹⁹ survey each year, which measures employee satisfaction, sense of purpose, and sense of belonging. Each unit receives the data about the University as a whole, as well as the data for their own unit. The College and the academic programs then use this data to assess the work environment within the College and make any modifications as necessary.

¹⁹ <https://president.umd.edu/initiatives/thriving-workplace>

Alumni

Alumni are surveyed about their positions immediately after graduation, their current employment, the value of the MLIS for their career, the value of specific skills they learned in the program, their satisfaction with the program, and any suggestions for improvement they may have. Starting with 2018 graduates, MLIS Program alumni are surveyed using *Library Journal's* "Annual Placements & Salaries Survey."²⁰ Results specific to the UMD MLIS Program and its graduates are sent to the Program Manager following completion of the survey cycle. An overview of the survey and Program-specific results can be seen in *Appendix Intro-5: 2018 Library Journal Alumni Survey*.

Additionally, in preparation for the Self-Study, the MLIS Program conducted two focus groups of alumni. One group included 7 "recent" alumni who have graduated within the last 5 years, while the other included 7 alumni who graduated between 1972 and 1996.

Employers

In preparation for the Self-Study, the MLIS Program also conducted a focus group with employers of MLIS graduates who are not represented on either of the two advisory boards (the College's iLEAD board and the Program's MLIS Advisory Board). This focus group allowed a detailed exploration of issues related to student preparation, job seeking and hiring, and potential areas for future curriculum development.

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.

MLIS Program Committee meeting minutes (available on the accreditation website) document decisions made at the program level. Specific examples include:

- 2013-2014: Revision of policy regarding waiver of field study
- 2014-2015: Revision of policy regarding minimum grade requirements for certain courses
- 2015-2016: Consideration of MLIS portfolio requirement
- 2016-2017: Revision of policy requiring GREs for MLIS applicants
- 2017-2018: Consideration of offering Archives & Digital Curation specialization online
- 2018-2019: Revision of supplementary application required of MLIS program applicants

MLIS Program Committee minutes are maintained in a central repository, in the program's Google's Drive, and are also available on the internal College website.²¹

²⁰ <https://www.libraryjournal.com/?detailStory=How-Pay-Shakes-Out-Placements-Salaries-2019>

²¹

<http://internal.ischool.umd.edu/governance-planning/umd-ischool-committees/master-of-library-information-science-committee/>

A visual representation of the Program's decision making processes can be seen in *Appendix I-10: Decision Making Graphic*.

As part of its regular program evaluation, the MLIS Program team reviews the learning outcomes data for core courses (LBSC 602, LBSC 631, LBSC671, and the field study course) every semester (spring, summer, fall), as described in section I.2.

With respect to this data, the MLIS Program Manager maintains a central repository in the MLIS Program's Google Drive so that they are accessible to all members of the MLIS Program team. This repository contains the raw outcomes data as well as reports. As described in section I.4.1, the MLIS Program Manager and Graduate Assistant create reports that are reviewed by the MLIS Program Committee twice a year. The spring semester review includes the preceding summer and fall semesters, while the fall semester review covers the previous spring semester. This repository contains learning outcomes data for every semester from Spring 2013 through Spring 2019. This information is available on the accreditation website.

Information regarding changes to curriculum is also available in the PCC Committee's shared Google Drive folder. This includes proposals to update existing or create new courses, specializations, certificate programs, majors etc. During the 2016-2017 academic year, the MLIS Program submitted a Self-Study to PCC, available in *Appendix I-11: MLIS Program Self-study to PCC 2016-2017*. This report provides an overview of the following: the program's mission and vision; its processes for curriculum design and integration; staffing and resources; mechanisms for program evaluation; and, its accomplishments and challenges. This report thus presents a "snapshot" of the MLIS Program's decision-making processes in effect during the first four years of this accreditation period.

The process of changing the name of the program and degree from MLS to MLIS provides an additional example of how changes related to the program are made and documented. *Appendix I-12: MLIS Program Name Change Confirmation and Proposal 2016* includes the original proposal to College PCC – explaining the rationale for the change as well as impacts it will have – followed by official letters of approval. The proposal had to go through several stages of approval: the College PCC, the University Senate PCC, the University System of Maryland, and the Maryland Higher Education Commission (MHEC).

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

During the accreditation period, the MLIS program has used learning outcomes data and the evaluation data described in section I.4.1 above to improve the program and to plan for the future. Examples include:

Development of new specializations: According to alumni survey data, a number of our graduates find jobs in the government sector (i.e., 33.3% in 2012-2013; 20% in 2014-2015; and 25% in 2015-2016). This trend was one of the driving factors in the development of two new specializations during the period from 2017 to 2019: Legal Informatics and Intelligence & Analytics.

Proposed changes to core curriculum: These changes, described more fully in Standard I.1.2, are a direct result of an initiative undertaken by the MLIS Program Committee during the 2016-2017 academic year. At that time, the Committee surveyed faculty to find out the extent to which they believed the current core courses were covering important topics in information studies. The gaps in coverage identified through this survey contributed to our decision to undertake a revision of the core curriculum. The minutes of Committee meetings held during that year capture the discussion and decision-making related to this matter.²²

Review of online education: The 2017 student survey identified issues with online courses, with students noting a lack of consistency among classes and the negative effects of faculty not being well-versed in Canvas. In response to this survey, in its 2016-2017 Self-Study prepared for PCC, the MLIS Program team proposed several ideas for addressing these concerns:

- Create an online education task force, which ran during the 2017-2018 academic year;
- Audit online MLIS offerings and improve the communications efforts surrounding that option, including what courses/specializations can be completed entirely online;
- Additionally, consider the frequency that face-to-face students are forced to take online classes;
- Advocate for hiring an instructional designer to support online education if we are going to continue to offer online classes;
- Monitor student satisfaction qualitatively through Current Student surveys and an online comment box.

As discussed in I.1.2, an online task force was created, leading to improved procedures for orienting and advising online students and increased opportunities for them to participate virtually in extracurricular events. In recognition of the concerns raised by students, the MLIS Program team strives to offer a reasonable balance of online and face-to-face courses to the best of its ability, taking into account course content and faculty availability. Faculty are encouraged to work with the College's part-time instructional designer, and the hiring of a full-time instructional designer is currently being considered. The MLIS Program continues to send student satisfaction surveys, but we have yet to identify a suitable platform for an online comment box.

Going forward, the MLIS Program intends to focus on the following: 1) exploring the possibility of appointing designated support persons to assist both students and faculty with online education, including the appointment of an online education liaison to work specifically with adjunct faculty who are teaching online; and 2) work with College administrators to find a suitable platform that allows students to provide anonymous feedback.

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<http://internal.ischool.umd.edu/governance-planning/umd-ischool-committees/master-of-library-information-science-committee/>

Increased career/professional development opportunities: Alumni survey data has suggested that the College could provide students with more career support (e.g., CV/resume review, mock interviews). In response to these concerns, the MLIS Program has worked to strengthen ties with local chapters of professional associations (e.g., the Maryland Library Association, the DC Special Libraries Association) to host events for students focused on career development.

Administration of specializations: This change, which was implemented Fall 2019, is more fully described in Standard II.7.

During the ERP visit, the Director of Academic Programs will provide members of the ERP with the opportunity to review Learning Outcomes reports, completed course evaluation reports (with identifying personal information redacted in accordance with Maryland law), and other relevant evaluation documents.

Standard II: Curriculum

The MLIS curriculum responds to the evolving set of knowledge and skills needed to design and deliver 21st century library and information services, emphasizing areas long considered central to librarianship in addition to emerging areas of information research and professional practice. The MLIS Program requires the completion of 36 credit hours, including 12 credit hours of core courses and either a thesis or a field study as the culmination of the program. The Master's Thesis option requires the completion of 9 credit hours spread over at least 2 semesters, but students are strongly encouraged to complete these requirements over 3 semesters. The field study requires students to take a 3-credit course (LBSC 703 or LBSC 707), while working for an information institution. Students must work a minimum of 120 hours during the semester in which they take the field study course. A full description of the MLIS Program requirements can be found in the *2019-2020 MLIS Student Handbook*.²³

The College uses three prefixes for its courses: LBSC, INFM and INST. The LBSC prefix, short for "Library Science," is used for courses designed primarily for the MLIS degree, including the core courses. INFM, short for "Information Management," is used for courses designed primarily for the MIM degree. The INST prefix, short for "Information Studies," is used for courses that are relevant to more than one program, reflecting the breadth and flexibility of the College's programs. While LBSC and INST courses are considered primary courses for the MLIS, students can take INFM classes that suit their interests and needs. For the purpose of this self-study, courses in the MLIS curriculum are defined as the more than 160 classes with either an LBSC prefix or an INST prefix at the 600 and 700 (graduate) level. A list of all College courses (active, in development, and retired) is provided in *Appendix II-1: List of College Courses*, as well as in the graduate course catalog available on the College's website.²⁴

Courses marked "active" are current courses that are able to be offered without committee approval. Courses marked "Note eligible for repeat offering without approval" are special topics courses that were approved to be taught once and would need committee approval to be offered again. Courses that are required core courses or required by the School Library specialization have been indicated. All other MLIS-related courses are considered electives that can be used to fulfill specializations. Specialization courses are not required but rather serve as recommendations.

Over the course of the accreditation period, the College published a two-year graduate course plan, indicating which INST, INFM, and LBSC courses the College planned to offer over the next 2 years, based on instructor availability and other factors. The plan, shown in *Appendix II-2: Two-year Course Plan 2018-2021*, was available to all on the College's website until Fall 2019. The Director of Academic Programs and the Graduate Program Managers continually work together to improve course planning and communication about courses to best meet the needs of students.

Currently, MLIS classes are available on the College Park campus and online. During the first few years of the accreditation period, MLIS classes were also offered at the Shady Grove campus; these courses were discontinued in 2014 due to low enrollment. Now, both face-to-face and online classes are available to all students, increasing students' ability to construct schedules that are responsive to their

²³ https://ischool.umd.edu/sites/default/files/u19934/2019-2020_mlism_student_handbook.pdf

²⁴ <https://ischool.umd.edu/courses>

needs. The School Library specialization, however, can only be completed online.

The curriculum is flexible while maintaining an underlying structure that ensures that graduates are well-prepared to begin their chosen careers. The specializations, interdisciplinary programs, research opportunities, and field work opportunities available to MLIS students are each discussed in this chapter.

In creating course content, instructors are able to consult with various resources. The MLIS Program Co-Directors, the MLIS Program Manager, and the Director of Academic Programs are all available to discuss courses and offer feedback at instructor request. The Teaching and Learning Technology Center (TLTC) provides many learning opportunities in course development and implementation²⁵ and sample syllabi²⁶; the University Office of Faculty Affairs also offers a syllabus template.²⁷

A brief history of the MLIS Program and changes involving curriculum can be found in *Appendix II-3: History of the MLIS Program 2013-2019*.

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.

Per the MLIS Program's current learning objectives, first introduced in Spring 2019, each graduate will be prepared to:

- Lead and manage information institutions, and be able to adapt to continually changing social, cultural, technological, and economic contexts;
- Advocate for the needs of information institutions, their users, and their communities, as well as the needs of creators of information;
- Develop and implement theories and best practices of information at all stages of the information cycle, from creation to evaluation to dissemination to access;
- Apply user-focused strategies to work inclusively and equitably with diverse populations;
- Solve community-based problems related to information; and
- Contribute new approaches, ideas, and innovations to the field.

An overview of the systematic planning process for the MLIS Program was described in detail in Standard I: Systematic Planning. In this chapter, we will focus on how this process shapes the development of the MLIS Program curriculum. The MLIS Program team, the Senior Associate Dean, and the Director of Academic Programs all play significant roles in the ongoing development of the MLIS curriculum. In addition to these individuals, the MLIS Program Committee plays an important role in the systematic planning process as it relates to the curriculum. Faculty, staff, and MLIS students are

²⁵ <https://tltc.umd.edu/events/archive>

²⁶ <https://tltc.umd.edu/write-syllabus>

²⁷ <https://faculty.umd.edu/teach/syllabus.html>

all represented on this Committee, as set forth in **Table II-1**:

Table II-1: MLIS Program Committee Current Members, 2019-2020

Name	Status	Membership
Ursula Gorham	Faculty	Co-chair (Only votes in the event of a tie)
Paul Jaeger	Faculty	Co-chair (Only votes in the event of a tie)
Brian Butler	Faculty	Ex-officio (Non-voting)
Katrina Fenlon	Faculty	Member (Voting)
Ken Heger	Faculty	Member (Voting)
Renee Hill	Faculty	Member (Voting)
Morgan Adle	Staff	Ex-officio (Voting)
Jeff Waters	Staff	Ex-officio (Voting)
Karina Kletscher	Student	Member (Voting)

MLIS Program Committee membership for the entire accreditation period can be found in *Appendix II-4: MLIS Committee Membership 2013-2020*.

MLIS Program Committee meetings are open to the College's faculty, staff, and students, encouraging broad participation in its decision-making processes. The MLIS Program Graduate Assistant, for example, regularly attends the Committee's monthly meetings, providing additional insight into how proposed changes to the curriculum may impact students. The committee meets monthly, conducts business via email (as permitted to do so under the Plan of Organization), and makes use of subcommittees to consider specific issues where appropriate. Minutes of the MLIS committee meetings are available on the college website²⁸ and accreditation website.

The MLIS curriculum is developed and periodically revised to meet program goals, objectives, and learning outcomes. The MLIS Program Co-Directors and the Manager work with instructors to develop new courses and revise existing courses. They offer guidance on situating the course content within typical goals and career plans of students, as well as with crafting assignments and choosing readings. The MLIS Program Co-Directors, Manager, and Committee then provide feedback on course proposals regarding the appropriateness of the content and the fit of the course to the overall MLIS curriculum. Input from professionals in the field is also sought as appropriate.. The creation of new specializations within the MLIS Program follows a similar trajectory.

In general, frequently taught courses are regularly evaluated by the instructors (on their own, in conjunction with others teaching the same course, and/or in consultation with the Program Co-Directors

²⁸

<http://internal.ischool.umd.edu/governance-planning/umd-ischool-committees/master-of-library-information-science-committee/>

and Manager) to keep the material current, while the MLIS Program Committee revisits the MLIS core courses on a regular basis. This iterative process of course evaluation ensures regular consideration of the appropriateness of courses – and specializations – to overall MLIS Program goals, objectives, and learning outcomes.

The MLIS curriculum, through the variety of courses and experiences it offers, provides a thorough consideration of theories, principles, practices, ethics, and values necessary for the provision of service in libraries and information agencies and in other contexts.

Core Curriculum

A major review and revision of the core and required courses was carried out in 2010 and 2011, and the proposed revisions were approved by the Assembly in 2011. The resulting core courses were offered for the first time in fall semester 2013 and 2014. During 2017-2018, the MLIS Program Committee surveyed faculty, staff, current students, alumni, and the MLIS Advisory Board about the core curriculum. Based on the results of this survey, the Committee developed a plan for revising the core curriculum but decided to delay action until after the accreditation review.

Currently, the four core courses for the MLIS Program are:

- **LBSC 602 Serving Information Needs (3 credits)** – An introduction to the skills necessary to interact directly with individuals through the exploration of user behavior **theory**; strategies to locate and evaluate information from print and electronic resources; and **policies** and procedures to ensure that all individuals can become information literate.
- **LBSC 631 Achieving Organizational Excellence (3 credits)** - Overview of the **principles, practices**, and techniques required for effective leadership and management. The innovative strategies, management responsibilities, and skills needed to achieve and sustain high organizational performance in information-based cultural institutions.
- **LBSC 671 Creating Information Infrastructures (3 credits)** – Foundations of acquiring and managing collections, information structures, indexing and discovery systems in library and information studies. An introduction to theoretical **concepts**, trends, systems, and technologies central to organizing and managing information resources. Students will create, index, and produce their own objects and descriptive metadata for physical and digital contexts.
- **LBSC 791 Designing Principled Inquiry (3 credits)** – Critical analysis of the roles of information professionals and institutions in integrating **theories**, methods, **practices, policies**, and **values** of the field, and applying them to the design of future information systems and services.

Students must complete the first three core courses as part of their first 18 credit hours in the program. They take the final core course, LBSC 791, after completing at least 18 credit hours in the program. Current syllabi for core courses can be found in *Appendix II-5: Current Core Course Syllabi*.

Specializations

At this time, there are seven specializations available within the MLIS program:

- Archives and Digital Curation
- Diversity and Inclusion
- Individualized Program Plan (IPP)
- Intelligence & Analytics
- Legal Informatics
- School Library
- Youth Experience (YX)

Both the Archives and Digital Curation and School Library specializations existed during our last accreditation review. The creation and evolution of the remaining specializations are shown in **Figure II-A**.

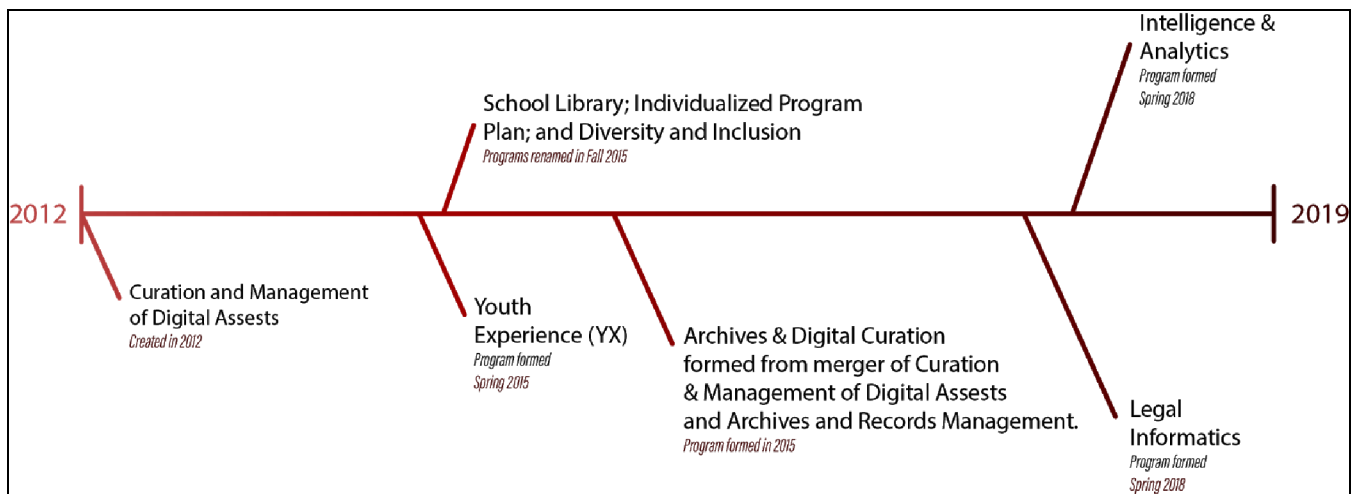


Figure II-A: Evolution of Specializations, 2012-2019. [*Curation and Management of Digital Assets* was created in 2012. *Youth Experience* was created in Spring 2015. *School Library, Individualized Program Plan, and Diversity and Inclusion* were renamed in Fall 2015. *Archives & Digital Curation* formed in 2015 from a merger of *Curation & Management of Digital Assests* and *Archives and Records Management*. *Legal Informatics* was created in Spring 2018. *Intelligence & Analytics* was created in Spring 2018.]

As with the MLIS Program itself, the specializations consistently receive high rankings in the *US New and World Report*, including the #5 spot in archives and preservation, school library media, and services to children and youth. *Appendix II-6: Specialization Guide* lists the courses recommended for students pursuing each specialization.

Archives and Digital Curation

The Archives and Digital Curation specialization consists of a highly innovative curriculum, which not only meets all requirements recommended for archival education by the Society of American Archivists (SAA), but also ensures that graduates will be prepared for successful archives-related careers in the 21st century. Students in this specialization can follow one of several career pathways, including Archives and Special Collections, Records Management, Digital Curation and Preservation, and Data

Management. An Individual Pathway is also available, allowing students to tailor their own path through the program according to their own specific interests and needs.

The Archives and Digital Curation specialization focuses on instruction about and research into the creation, management and use, long-term preservation, and current and future access to digital assets in a variety of disciplines and sectors of the economy. It provides students with the academic, technical, and practical/experiential skills to work in diverse organizational settings such as the business/commercial sector, cultural heritage organizations, the digital arts and humanities, and scientific research and development.

Student learning is enhanced by the vast array of archives in the Washington, DC region, including the National Archives and Records Administration (NARA) facility in College Park (Archives II). The Digital Curation Innovation Center (DCIC), under the leadership of Richard Marciano, also provides students in this specialization with various opportunities to get involved in research.

Dr. Ken Heger is the head of the Archives and Digital Curation specialization.

School Library

The mission of school library programs in K-12 schools is to ensure that students and staff are effective users of ideas and information. Ideal for students interested in providing services in a K-12 school environment, the School Library specialization has adopted an American Association of School Librarians (AASL)-endorsed mission to provide students with a theoretical and research-based foundation in the issues and practices impacting the field.

Graduates of the School Library specialization fulfill this mission by developing the skills and knowledge to provide intellectual and physical access to materials in all formats; provide instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas; and work with other educators to design learning strategies to meet the needs of individual students. The specialization is state-approved and graduates are eligible for Maryland certification as Pre-K-12 school librarians.

Empirical studies demonstrate that students enrolled in K-12 schools with a library staffed by a trained librarian (as opposed to a classroom teacher who is assigned to the library for part of the day, an instructional aide, or a volunteer) fare better when it comes to standardized tests and overall academic achievement. Additionally, recent research indicates that collaboration between school librarians and classroom teachers helps to build resilience for beginning teachers which leads to higher levels of retention.²⁹ As many students in the school library program are current classroom teachers, face-to-face afternoon or evening courses are difficult, if not impossible, for them to attend. In an effort to make the School Library Specialization more readily accessible to potential students and to maximize the positive impact that the program can have on schools and school libraries in the region, we offer this specialization completely online.

²⁹ School Library Impact Studies: <https://www.lrs.org/data-tools/school-libraries/impact-studies/>; Soulen, R. R. & Wine, L. D. (2018). Building Resilience in New and Beginning Teachers: Contributions of School Librarians. *School Libraries Worldwide*, 24(2), 80–91.

Dr. Renee Hill is the head of the School Library specialization. Currently, students can only complete this specialization online.

Diversity and Inclusion

The importance of equal access to information by all members of society means that the study of information must be framed in the most inclusive terms possible. The Diversity and Inclusion specialization focuses on instruction about and research into the design, development, provision, and integration of information services, resources, technologies, and outreach that serve diverse and often underserved populations.

The Diversity and Inclusion specialization responds directly to the urgent need to prepare students to provide inclusive information services as information professionals, regardless of their career goals. A student may enroll concurrently in the Diversity and Inclusion specialization and one of the other specializations, thus providing a distinctive academic focus to meet their individual career or research interests.

Dr. Paul Jaeger is the head of the Diversity and Inclusion specialization.

Intelligence & Analytics

The Intelligence & Analytics specialization builds on the foundational skills gained during the MLIS Program core courses, such as finding, organizing, synthesizing, and evaluating information, with additional emphasis on intelligence, research, data analysis, and information privacy and security. While the specialization has a focus on information security as it relates to the government and government contractors, graduates will be prepared for positions in a broad range of settings. *Appendix II-7: Intelligence and Analytics Specialization Proposal* contains the approved proposal for this specialization.

Dr. Jaeger is the head of the Intelligence & Analytics specialization.

Legal Informatics

The Legal Informatics specialization is intended not only for students who are interested in pursuing careers in public and academic law libraries, but also for those who wish to work with legal information in a variety of settings, including government agencies, special libraries, public libraries, and archives. Students in the specialization develop research and analytical skills, as well as an in-depth understanding of the broader social and political contexts that surround legal information and resources. *Appendix II-8: Legal Informatics Specialization Proposal* contains the approved proposal for this specialization.

Dr. Ursula Gorham is the head of the Legal Informatics specialization.

Youth Experience (YX)

The YX specialization prepares leaders, educators, and change agents to deeply understand the dynamic contexts of youth. Today's children and adolescents need cultural institutions that can rapidly evolve their services, spaces, leadership, and programs. Through YX courses, students learn to design and implement policies, programs, and technology in these institutions that support youth learning and development.

Dr. Mega Subramanian is the head of the YX specialization.

Individualized Program Plan (IPP)

Students in the Individualized Program Plan (IPP) can design their own course of study based on their own personal interests and career goals, focusing on the specific knowledge areas in which they wish to build their skills.

Students declaring an IPP specialization work with Morgan Adle, MLIS Program Manager.

Field Study Requirement

As MLIS students near the end of their program of study, the field study provides them with an opportunity to work in an entry-level professional position at a library or other type of information institution. The course also focuses on the development of professional skills.

To fulfill the field study requirement, students select the appropriate course from among the following options:

- **LBSC 703 Field Study in Archives and Digital Curation (for students in the Archives and Digital Curation specialization)** – Supervised experience in archival, records, or information management programs in organizations and institutions. Application of theories, methods, and approaches to effectively carry out work and meet program goals.
- **LBSC 707 Field Study in Library Service (for all students except those in the Archives and Digital Curation or School Library specializations)** — Supervised experience within library operations and/or the opportunity to perform a study to solve a specific problem in a suitable library or other information agency.
- **LBSC 744 Internship in School Library (for students in the School Library specialization)** — Opportunities to observe and participate in the operation of school libraries at the elementary and secondary levels under the supervision of certified school librarians.

Thesis Option

A student who pursues the thesis option completes 30 hours of formal coursework and six hours of thesis research (LBSC 799 Master's Thesis Research). The 30 hours of coursework must include INST 701 Introduction to Research Methods, a three-credit course covering research processes and ethical issues that can arise in the conduct of research, or another research methods course agreed upon by the student and the student's advisor. With the advisor's approval, students can take three of the required six credits of thesis research in another academic department.

Examples of completed MLIS theses include:

- Steven Dodge, Hello Internet - An Online Starting Point for Adult Digital Literacy Learners, 2014;
- Courtney Douglass, A house of brick: Using the ACRL framework to [re]build a stronger, more sustainable democracy through a stand-alone, information literacy course, 2017;
- Marie H. Slaby, Children's Public Library Use and Kindergarten Literacy Readiness in the State of Maryland, 2014; and
- Kristin Williams, The cost of turning heads: The design and evaluation of vocabulary prompts on a head-worn display to support persons with aphasia in conversation, 2015.

Other MLIS Educational Experiences

In addition to the thesis option and field study placements, the MLIS curriculum offers students other types of experiences in which they can customize and add variety to their program of study. These experiences include joint programs with other units at UMD, independent studies, special topics courses, global engagement courses, Information Management (INFM) courses, and courses from other departments and institutions.

History and Library Science Dual Degree Program (HiLS)

The History and Library Science Dual Degree Program (HiLS) is offered jointly by the College and the Department of History. HiLS is designed to satisfy the employment demands of libraries, museums, and archives in the public sector and private industry by preparing students for archival and bibliographic research, archives management, curatorship, conservation, and public history interpretation. This interdisciplinary program emphasizes both traditional historical methodology and cutting-edge archival and technology skills.

Structured as a three-year program of study and training, the HiLS program requires fifty-four (54) credit hours, including a minimum twenty-four (24) hours in each of the two degrees. Upon successful completion of the program, the student earns both an MLIS and an MA in History. The student must meet degree requirements for the MLIS (as described above), as well as those for the MA in History. HiLS students must complete a thesis under the Department of History degree requirements. They can then choose to do a thesis or field study in the MLIS Program. The thesis they complete for their History degree does not satisfy their MLIS Program thesis/field study requirement.

Ms. Morgan Adle is the College contact for the HiLS dual degree program. Currently, 9 students are enrolled in the program.

Certificate in Museum Scholarship and Material Culture (MSMC)

The Certificate in Museum Scholarship and Material Culture (MSMC) is a collaborative effort between the College of Information Studies. This program requires four courses (12 credit hours) and can be completed on its own or as part of the MLIS degree. Curriculum, advising, and admission to the MSMC

Program are managed by Co-Directors Dr. Mary Alexander and Dr. Ricardo Punzalan, together with a steering committee.

Founded in 2014, this certificate program was originally co-funded by the College of Arts & Humanities (ARHU) and the College of Behavioral & Social Sciences (BSOS). The College of Information Studies joined the collaborative effort in 2016 with the approval of a new funding proposal (this proposal is available in *Appendix II-9: Museum Scholarship and Material Culture Proposal 2016*). Pursuant to this proposal, the College agreed to pay one-third of the \$18,000 annual budget (\$6,000) for five years.

The program's mission and vision are as follows:

Mission: The Certificate in Museum Scholarship and Material Culture focuses on museum studies from the perspective of the intellectual scholarship emerging from work conducted at museums. The Certificate offers UMCP graduate students many opportunities to collaborate in a growing interdisciplinary field by enhancing their primary degrees with instruction on museum scholarship, opportunities for professional networking, and a hands-on practicum project in a museum setting.

Vision: There is no other museum scholarship graduate certificate program in the region. This is a rather unique program in the region. In addition, the accomplishments over the past year demonstrate a high and increasing interest in the Certificate program by students enrolling in the introductory course and submitting applications of intent to continue with the Certificate beyond the first course. Partnerships developed with local museums and professionals indicate an interest in collaboration from outside of the University. This proposal has strong potential for enhancing both the Graduate Student learning experience and partnerships between the University and museums in the region. The Certificate's current collaborative projects with both the Smithsonian and museums in Prince George's County testify to the robust commitment of the University of Maryland with both national and local institutions.

Independent Study

Through an independent study, a student may pursue an in-depth investigation of a topic introduced in a regular class or engage in a study of a topic that is not included elsewhere in the curriculum. Students not writing a thesis may include up to nine credits of independent study in their program of study, whereas students pursuing the thesis option can take up to three credits of independent study.

Centers and Labs

Through centers and labs housed in the College, MLIS students can become involved in research and service projects that align with their academic and professional interests. The DCIC, in particular, supports course research projects by providing access to 1) digital scanning and preservation technologies that enhance course curriculum, and 2) a variety of materials and collections that students can use for individual or group projects in their coursework. *Appendix II-10: DCIC Student Projects* includes examples of student course projects created through the DCIC.

Special Topics Courses

The College offers special topics courses that cover topics new to the curriculum or explore curricular topics in greater depth. Subject to student interest and instructor availability, special topics courses may become regular courses and part of the permanent curriculum. Examples of special topics classes offered over the accreditation period include:

- LBSC708A Making E-Government Work
- LBSC708D Digital Public History
- LBSC708P Archives and Archivists in America
- LBSC 708T Introduction to Genealogy

Information Management (INFM) Courses

The College offers about 15-20 courses in the INFM series; while these courses are primarily intended for students in the MIM program, MLIS students may register for them, as well. The INFM courses emphasize information technologies and their use within an organizational context, as well as organizational management from the perspective of information-dependent enterprises. MLIS students have taken INFM 600: Information Environments, INFM 605: Users and Use Context, and INFM 700: Information Architecture.

MLIS-specific courses are offered in both the LBSC and INST series.

Courses Outside the College

MLIS students may include up to 12 credits from other academic units of the University or from other colleges and universities in the Consortium of Universities of the Washington Metropolitan Area³⁰ in their academic programs. For example, the HiLS dual degree program requires students to take at least 24 of the 54 required credits in the History Department at the University of Maryland. HiLS students may also take up to an additional six credits of electives in the History Department. Students pursuing the Museum Studies and Material Culture Certificate often take courses in History, Anthropology, or American Studies. These courses are used to fulfill both MSMC requirements and MLIS elective requirements.

Students interested in academic librarianship often taken courses in the Department of Education or through the Teaching and Learning Transformation Center. In 2018, a student took TLTC 798: University Teaching and Learning. In her request to take the course she stated:

“I’m crafting an IPP program around art and academic librarianship, specifically at the university level. This class provides the formal training I lack in preparing university instruction materials. It will also help me craft the teaching portfolio I may need for job applications. Finally, I hope to complete the University Teaching and Learning Program through the TLTC, and this class is one of the requirements.”

³⁰ <https://www.consortium.org/>

Another student interested in academic librarianship took a course in Education Leadership, Higher Ed and International Ed, EDHI 788P: Qualitative Research: Case Study Methods. In taking this course, she was looking to fill “holes in [her] educational experience as far as education goes, since we don't have an academic librarianship track...[and] improve [her] knowledge of performing research, which is often a requirement for many librarians at academic institutions.”

MLIS students interested in taking courses outside of the College must submit a form titled *Taking Courses Outside the iSchool*³¹ before registering for the course. A Program Co-Director and the Program Manager review the request and approve or deny it. The Program Academic Advisor then makes necessary changes in the student's degree audit in U.achieve to make sure the course counts towards their degree. U.achieve³² is a degree auditing system that allows the Program Academic Advisor to track student progress towards degree completion by auditing completed coursework in the context of MLIS curriculum requirements. For students to be cleared for graduation, the advisor must submit a u.Achieve “audit” that shows a student has completed 36 credits that fulfill the MLIS degree requirements. Students may also use it to see what courses they have completed and whether they fulfill core or elective requirements. The system does not provide advising information, it is merely a way to track progress towards a degree. Instructions for using The Graduate School provides instructions on using the system.³³

Systematic Course Evaluation

While the preceding text notes many specific instances of the review and revision of courses and specializations, it should be noted that all courses in the MLIS Program are regularly reviewed for improvement and revised as needed. The first level of responsibility for this is the instructor, using the end of semester student course evaluations, in addition to any other forms of feedback that the instructor has collected. The Director of Academic Programs reviews the course evaluation data for all courses and discusses any issues or areas of concern with the MLIS Program Manager and the MLIS Program Co-Director.

In addition, the MLIS Program Co-Director and Manager, in consultation with the Director of Academic Programs, also use the data gathered from advisory boards, students, alumni, and employers (discussed in Section I.IV.1) in their regular evaluation of courses. This evaluation involves consideration of the extent to which courses -- individually and collectively -- meet the MLIS program learning objectives.

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

³¹ <https://ischool.umd.edu/forms/taking-courses-outside-ischool>

³² <https://uachieve.umd.edu/>

³³ <https://gradschool.umd.edu/students/academic-progress/uachieve-grad-student-guide>

users, and management of human and information resources.

Information resources and the services and technologies to facilitate their management and use are at the center of the research and teaching taking place at the College and within the MLIS program. The MLIS core curriculum has been designed to cover all of the information processes set forth in Standard II.2. Specifically, within the core courses, there is particular attention given to the following processes.

Table II-2: Information Processes (Standard II.2) Aligned with Core Courses

Information Process (Standard II.2)	LBSC 602	LBSC 631	LBSC 671	LBSC 791	Field Study
Information and knowledge creation	X		X		
Information and knowledge communication	X				
Information and knowledge identification	X		X		
Information and knowledge selection and acquisition	X		X		
Information and knowledge organization and description			X		
Information and knowledge storage and retrieval			X		
Information and knowledge preservation and culture			X		
Information and knowledge analysis, interpretation, evaluation and synthesis	X	X			X
Information and knowledge dissemination	X			X	
Information use and users	X			X	
Management of human and information resources		X	X		X
	LBSC 602: Serving Information Needs LBSC 631: Achieving Organizational Excellence LBSC 671: Creating Information Infrastructures LBSC 791: Designing Principled Inquiry				

Throughout their programs of study, MLIS students have multiple opportunities to consider each of these information processes within the context of different information organizations. Rather than give a complete inventory of College classes and their relationship to the six curricular requirements in Standard II.2, we will demonstrate how these points are considered in the curriculum through examples.

The curriculum:

II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served

In the core classes, content focuses on information services that are emerging and changing to meet current needs. Students identify and analyze information and institutional problems and issues, propose new approaches, and consider the implications. The field study, which students take during the latter part of their program, embeds students in an actual information operation and requires them to think critically about the environment and the work that they are performing. Students are urged to consider themselves as emerging professionals with valuable knowledge and skills and with a forward-looking perspective that will be invaluable to their employers.

II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

First and foremost, the College's research-active faculty bring their interests and experiences to the classroom, drawing examples, framing questions, suggesting methods of inquiry, and discussing the results of their own work. An example of this connection between basic and applied research and teaching is the work of Dr. Mega Subramaniam, whose research focuses on enhancing the roles of libraries in fostering the mastery of emerging digital literacies that are essential to STEM learning among underserved young people. Two examples of classes taught by Dr. Subramaniam in recent years include:

- **Collaborative Instructional Design and Evaluation (LBSC 742):** Full-semester course involving the application of instructional system design methods in designing information-based learning by school librarians in collaboration with teachers with the ultimate aim of creating opportunities for learners to use a full range of information resources for authentic, problem-based learning.
- **Design Thinking and Youth (INST652):** Full-semester course on methods of design thinking specifically within and for youth contexts, covering user-centered design, understanding user needs, ideation, contextual design, participatory design, iterative prototyping, and visual design.

In addition, MLIS instructors strive to include relevant classic and current research within their classes. An examination of course syllabi will yield many examples of the various types of research to which our MLIS students are exposed. One example is the reading list for LBSC 602 Serving Information Needs, which includes:

- Furnas, G. W., Landauer, T. K., Gomez, L. M., & Dumais, S. T. (1987). The vocabulary problem in human-system communication. *Communications of the ACM*, 30(11), 964-971;
- Chatman, E. A. (1996). The impoverished life-world of outsiders. *Journal of the American Society for Information Science*, 47(3), 193-206; and
- Hartel, J., Cox, A., & Griffin, B. (2016). Information activity in serious leisure. *Information Research*, 21(4).

This emphasis on drawing connections between research and teaching encourages students to make the transition from reading others' research to conducting their own research. For instance, three MLIS students - Christina Gibson, K. Sarah Ostrach, and Natalie Salive - are presenting their research, "The DMV ensemble search: Meeting the information needs of amateur musicians in the D.C. metropolitan region" at the annual conference of the Music Library Association in February 2020. This research grew directly out of an assignment that they completed for LBSC 602.

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

Information technology theory, design, application, and use are integrated throughout the MLIS curriculum and life at the College. Some courses, such as INFM 700 Information Architecture and INST 733 Database Design, focus explicitly on aspects of information technology. Other courses, such as INST 607 Government Information, INST 716 Information, Technology, and Society, LBSC 622 Information and Universal Usability, and INST 652 Design Thinking and Use, apply technology to information problems.

In addition, the College operates its own Virtual Computer Lab (VCL) to support students in all of its academic programs. This tool uses cloud-based computing resources that leverage Amazon web services in conjunction with an internally developed launch platform, providing students with access to a wide variety of software packages and computing platforms from anywhere at any time, regardless of the type of computer that the student is using.

Usage of the VPL across all programs averages 300-400 per semester; approximately 120 students in the MLIS program use the VPL per semester across a variety of courses. Additionally, specific to the MLIS program, the college provides students with access to applications such as RDA toolkit, Catalogers Desktop, and OCLC to name a few. These tools are utilized across a number of classes and are regularly accessed by 50-100 MLIS students per semester at various times across various courses.

Students also have access to a variety of software tools that are made available by the Division of IT through terpware.umd.edu. Additionally, services such as UMD's online learning environment, ELMS, give all of our student access to a wide array of tools and computing services in advancement of both online and face-to-face instruction. Finally, UMD libraries provides access not only to many online publication databases to all of our students, but also hosts a number of publicly accessible computer labs that are available to all students on campus. Specific numbers for available public computers can be found at <https://www.lib.umd.edu/services/library-computer-availability>. As many students in our MLIS program work in various libraries throughout campus, these computers are readily available to students in our MLIS program.

Table II-3 shows software downloads from TERPware³⁴ for FY20 by students in the College of Information Studies.

³⁴ <https://terpware.umd.edu/> ("TERPware is a software distribution service for University of Maryland (UMD) students, faculty, and staff. TERPware offers a wide variety of software packages at no charge, including site-licensed products from Adobe, Microsoft, and other vendors. Software packages include programs for operating systems, office applications, and anti-virus. The university pays for the licenses through agreements with vendors; this allows students, faculty, and staff to use the programs available through TERPware free of charge")

Table II-3: Software Downloads by College of Information Studies Students FY20

Software Name	Downloads by Students
JMP Pro	2
Mathematica	13
Matlab	6
NVivo	9
Office 2011	3
Office 2013	1
SPSS	1
VPN	198
Windows 10	48
Windows 8.1	7
WinSCP	40

It is important to note that UMD Software licensing cannot track the current version of MS Office, the entire Adobe Suite, and a few other products; as such, there is no data available for these products.

II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved in groups;

The Diversity and Inclusion specialization addresses the needs of a diverse and global society, including the needs of underserved groups, through courses such as INST 620 Diverse Populations, Inclusion and Information, INST 622 Information and Universal Usability, INST 614 Literacy and Inclusion, and INST 613 Information and Human Rights. Visits to institutions that serve these populations enhance students' learning. For example, in Fall 2019, Dr. Jonathan Lazar arranged to take his students in INST 622 on variety of tours of local institutions, including the Maryland State Library for the Blind and Physically Handicapped, a library at Gallaudet Library, and the National Federation of the Blind. Dr. Lazar features pictures and descriptions of these visits on the Trace Center twitter account that he maintains.³⁵

Many courses in addition to those in the Diversity and Inclusion specialization include readings and facilitate discussions that emphasize the information needs of and services to underserved groups from legal, ethical, societal, and technological perspectives. LBSC 602: Serving Information Needs, a core

³⁵ https://twitter.com/trace_center?lang=en

class that students typically take early in their course of study, introduces students to the wide range of issues in providing inclusive access, while the required capstone course for the MLIS Program. Moreover, LBSC 791: Designing Principled Inquiry, raises issues of diversity and inclusion in the profession during the second week of the semester. Syllabi and representative sample materials for these courses – as well as INST 613 Information and Human Rights; INST 620 Diverse Populations, Inclusion, & Information; and INST 622 Information & Universal Usability – are included as *Appendix II-11: Sample Course Material INST 613 614 620 622 LBSC 791*.

Working on their own or in collaboration with their instructors, a number of students in these classes have turned their work products into publications and presentations. A few examples from INST 613 Information and Human Rights include:

- Jardine, F. M. (2013). Inclusive information for trans* persons. *Public Library Quarterly*, 32(3), 242–260.
- Peterson, K. (2014). Including the culturally excluded and socially forgotten: Information services for Spanish-speaking migrant workers in the United States. *Library Quarterly*, 84(3).
- Reilly, H. E. (2016). Abortion is an information issue. *International Journal of Information, Diversity, and Inclusion*, 1(1).
- Petri, C. (2017). Rural libraries and the human right to Internet access. In B. M. Real (Ed.), *Rural and small libraries: Challenges and Opportunities*. Emerald.

In addition, students in a section of INST 622 Information & Universal Usability, together with their professor, Dr. Mega Subramaniam, published a paper in *Public Library Quarterly* on the topic of accessibility in library makerspaces. This paper, the first of its kind on its topic, is available in *Appendix II-12: M. Subramaniam, et al MakeAbility Paper*.

In addition, the Diversity and Inclusion Officer and Committee have an ongoing engagement in establishing an inclusive perspective in all College courses. In addition, during the accreditation period, the student group, iDiversity, worked with the instructors of LBSC 602 to update the reading list to incorporate diverse perspectives and voices

II.2.5 Provides direction for future development of a rapidly changing field

The review, evaluation, and planning processes described in Standard 1 and below in this chapter enumerate instances in which the entire curriculum and individual courses are examined for relevance and updated. For example, when developing the Legal Informatics and Intelligence & Analytics specializations, the Co-Directors substantially revamped the government information course to emphasize digital government services and resources. In addition, the MLIS program regularly introduces new courses that are designed to meet contemporary concerns; examples of these courses include INST 613 Information and Human Rights; INST 616 Open Source Intelligence; INST 627 Data Analytics for Information Professionals; INST 614 Literacy and Inclusion; and INST 660 Strategic Leadership. In a number of these elective courses, students benefit from outstanding adjunct faculty members who share their experiences with emerging information practices, challenges, and opportunities.

The MLIS curriculum also provides direction for future development of the field by encouraging students to critically assess current thinking and practice. In LBSC 645 Children's Literature and

Materials, students consider the effect of Internet resources on factual materials for children and the relationship between e-books and print books. One of our core courses, LBSC 671 Creating Information Infrastructures, includes consideration of theoretical and technical issues that arise from the use of information organization structures in digital library systems.

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

Many classes, including LBSC 602 Serving Information Needs, stress the importance of both reading the research literature and keeping up with developments in the field, thus encouraging students to follow a path of lifelong learning. Field study students are asked to explore the professional development practices in their host institutions and to consider how they will participate in professional development in the future.

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.

Plans of Study

The specializations described in Standard II.1 provide students with the opportunity to construct coherent programs of study that allow them to meet their own needs, goals, and aspirations. As described in greater detail in Standard IV, Graduate Student Services (GSS), the MLIS Program team, and the heads of specializations (as well as other faculty members) within the College assist students with constructing their plans of study. Students use Specialization Checklists³⁶ to plan their courses and ensure that they are taking appropriate classes. The College's website has an extensive list of advising resources available for students, including curriculum information³⁷; the two-year course plan (previously); course descriptions³⁸; registration instructions³⁹; and the student handbook and required forms⁴⁰ (e.g., waiver of continuous registration, permission to take a course outside of the College).

Students report that the MLIS Program and the specializations we offer successfully enable their needs, goals and aspirations to be met, even as they may change across time. Three examples from students illustrate this:

“When I was applying for the MLIS Program, my plan was to pursue a career in public libraries. The Diversity and Inclusion track appeared to be the best fit for what I wanted to do, so I applied through that track. My heart has always been towards helping people and the coursework in Diversity and Inclusion has given me a well-rounded glimpse in how I can adequately serve people from a variety of

³⁶ https://ischool.umd.edu/sites/default/files/page_files/mlis_specialization_guide_fall_2019.pdf

³⁷ <https://ischool.umd.edu/mlis-curriculum>

³⁸ <https://ischool.umd.edu/courses>

³⁹ <https://ischool.umd.edu/course-registration>

⁴⁰ <https://ischool.umd.edu/gradpolicies>

backgrounds. The more coursework I took in my track, the more I realized it was the right path for me. In addition to the required coursework, I was also able to take electives in areas that interested me like The History of the Book and Young Adult Literature.” – Myiesha Speight (2019), employed at Towson University

I came to the MLIS Program knowing that I wanted to prepare for reference and user services in either an academic or public library, and this career goal is what drove my Individualized Program Plan (IPP). From the outset, I have hoped that I will be able to find work in Westminster, where I’ve lived all my life. After receiving my acceptance letter in spring 2016 I studied the Individualized Program Plan Checklist, the User Service Knowledge Area Course Recommendations, and the Grad School Two-Year Course offerings 2016-2018 posted on the MLIS website at that time: About halfway through LBSC 631, I used these documents to create a plan for what I would take over the rest of my degree program. I then contacted Ursula Gorham (my professor for LBSC 602), who affirmed my plan, but more importantly, suggested alternative, but related courses, for several of my elective choices, in case something was not available when I needed it. As I took classes, I used academic/small college or consumer health as subject areas for each major paper or project. – Loretta Spangler (2019), will graduate in December 2019

“I knew I wanted to be an archivist for a few years before entering the program.... I chose my courses based on what skills I knew were becoming important in the field, like digital preservation, which I focused upon heavily during my time at UMD. I already had the base processing and theory knowledge, but had never had the chance to get experience with the digital aspects of archival work. Trevor Owens' digital preservation class was insanely good, and I learned a lot. I then recommended the class to anyone who would listen. That's essentially how I figured out which classes to take, also. If a class looked cool in the catalog, I'd ask other students their opinions about it.” – Margaret McCready (2019), employed at the Library of Congress

Full narrative descriptions, in which five MLIS students describe their experiences creating personal plans of study, can be found in *Appendix II-13: MLIS Student Narratives, Creating a Plan of Study*.

Cooperative Programs

The College cooperates in academic programs with the Department of History in offering the HiLS dual degree; with the College of Education (COE) in relation to the School Library specialization; and with the Department of American Studies, the Department of Anthropology, and the Department of History in relation to the Certificate in Museum Scholarship and Material Culture (MSMC).

The College’s work with the College of Education to deliver the School Library specialization illustrates this collaborative approach. The MLIS Program and the College of Education collaborated on the CAEP (Council for the Accreditation of Educator Preparation) accreditation process and the School Library specialization was granted national recognition by AASL. MLIS students in the School Library specialization visit College of Education classes to share with pre-service teachers and in-training teachers the benefits of school library programs and ways in which school librarians can assist or contribute to the teacher’s curriculum area.

The School Library specialization and certificate programs are separate from the COE; however, the COE has limited administrative responsibilities in connection with the School Library specialization. Upon a student's completion of the MLIS with the School Library specialization, the COE is responsible for issuing a "Maryland Approved Program" stamp on the student's transcript.

Interdisciplinary Opportunities

The College has always been a center of interdisciplinary research, scholarship, and teaching. The faculty brings expertise and perspectives from the humanities, social sciences, computer science, engineering, business, education, and other fields, as will be examined in detail in the Faculty chapter. As a result, MLIS students can experience information problems and the quest for solutions from a number of different perspectives.

The degree programs in the College give students access to courses and other learning experiences that would be less accessible within a departmentalized structure. For example, MLIS students who are interested in technical dimensions of the field can take HCIM courses on technology design and implementation or data visualization, as well as MIM courses on data processing and data management. Because of the College's non-departmentalized structure, MLIS students can readily register for these courses and have direct access to diverse faculty for mentoring and other types of support. MLIS, MIM, and HCIM students regularly meet each other in College classes, engaging each other in discussions and working together on projects and on research teams, each bringing their own unique knowledge and skills to the work at hand. Students from across all three of our programs meet socially through events sponsored by the College and various student organizations.

External Partnerships

The College has agreements with The University of Maryland Libraries, the National Park Service, and the Young Reader's Center at the Library of Congress to provide a wide range of opportunities to MLIS student. For example:

- **University of Maryland Libraries.** The three-semester University of Maryland Libraries Research and Teaching Fellowship exposes aspiring academic librarians to information literacy instruction and reference work, while also providing mentorship opportunities. Each fall semester, a cohort of 4 to 6 fellows are accepted. All past fellows have received job offers or enrolled in a Ph.D. program upon completion of the MLIS program.
- **National Park Service (NPS).** The College has two active cooperative agreements with the NPS to offer paid internships to College students. There are currently twelve College students working in multiple locations engaged in records management, archival surveying and processing, and Section 508 compliance remediation. In addition to gaining practical archival experience, interns participate in field trips and educational seminars hosted by senior NPS employees.
- **Young Reader's Center (YRC).** The YRC at the Library of Congress hosts one MLIS student intern (a paid position) every summer.

Experiential Opportunities

MLIS students who do not choose the thesis option are required to complete a field study course that is appropriate for their career plans. The nature of the field work may involve everyday operational tasks, a special project (in its entirety or as part of a larger project where the rest of the work can be completed by others), or some combination thereof. In any case, the field study provides challenging, important, and interesting work for the student, helping them to gain real-world experience and prepare for their chosen professional career. A field study site must meet certain qualifications (e.g, the student must be supervised by an information professional), and the instructor of the field study course must approve the placement. For LBSC 703 Field Study in Archives, Records and Information Management and LBSC 707 Field Study in Library Service, a field study assignment requires a minimum of 120 hours. This is normally carried out as a regular number of hours each week of the semester, but other scheduling is possible if both the student and supervisor agree.

The Maryland-District of Columbia-Virginia region offers students thousands of possible field study locations. During the 2018-2019 academic year (including summer 2019), students engaged in field studies with the University of Maryland Libraries; Montgomery County Archives; NASA Goddard Library; Smithsonian Institution Archives; University of Maryland at Baltimore County; Empowered Inc.; National Library of Medicine; Father Andrew White SJ School Library; University of the District of Columbia; Smithsonian Institution; Heritage Frederick; NASA Goddard Archives; National Oceanic and Atmospheric Administration (NOAA); McDaniel College; Towson University; Preservation Maryland; Library of Congress; Baltimore County Public Library (BCPL); Montgomery History; Maryland Institute College of Art (MICA); the College's Human Computer Interaction Lab (HCIL) & KidsTeam; Maryland AskUsNow!; Johns Hopkins University; Georgetown University; Smithsonian Folklife Archives & Collection; Maryland State Archives; Archives of American Art; The Federal Communications Commission Library; Loyola University; The MITRE Corporation; National Archives and Records Administration (NARA); White House Historical Association; and the Montgomery County Historical Society.

In LBSC 744 Internship in School Library Media, each student is expected to demonstrate the ability to function effectively in the five roles of the school librarian: teacher, leader, instructional partner, information specialist, and program administrator. The school library field study course requires students to complete at least one placement in an elementary school and one in a secondary school under the supervision of certified school librarians for a total of 30 full school days. Students seek placements in all of the public-school systems and many private schools in the Washington DC, Baltimore, and northern Virginia metropolitan areas.

In addition to the formal field study, students complete short-term field placements, participating as researchers in ongoing projects, creating information products, interviewing librarians and other information professionals, attending conferences and meetings, giving professional presentations, and engaging in other learning experiences as part of their MLIS Program of study.

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

Through the core curriculum, students learn the general foundation of library and information studies early on in their program of study. The specializations (including the Individualized Program Plan (IPP)) then allow them to build upon this foundation throughout the remainder of their program.

The standards and competencies statements of the American Library Association (ALA) and the standards of the Society of American Archivists (SAA) were used in the review of the core curriculum described earlier in this document. In addition, statements of knowledge and competencies of relevant professional organizations are consulted as part of the planning process for new courses and specializations and are periodically re-checked to get an overall look at the extent to which our curriculum covers emerging knowledge areas and competencies. *Appendix II-14: Professional Organization Competencies Aligned with Curriculum* is a matrix listing the knowledge and competencies specified by key professional organizations, showing their alignment with the courses taken by our MLIS students. The organizations included are the Association for Information Science & Technology (ASIS&T), SAA, the Special Library Association (SLA), the American Association of School Librarians (AASL), the Young Adult Library Services Association (YALSA), the American Association of Law Librarians (AALL), and the Medical Library Association (MLA). An example of our consultation of the standards is our careful consideration of the AALL general and subject competencies in the design of our Legal Informatics Specialization. As indicated in this appendix, we also have a good foundation for a specialization in Health Informatics, an area that has been considered by the College in recent years.

The School Library specialization curriculum is aligned with the Specialty Professional Associations (SPA) CAEP Standards prepared by AASL (ALA/AASL Standards for Initial Preparation of School Librarians (2010)). A CAEP review is currently underway in the COE. Because the school library program is located within an ALA-accredited unit, the MLIS Program has chosen not to seek CAEP accreditation. We do, however, provide the COE with information about the School Library specialization to assist with their CAEP accreditation. Documents from the 2011-2013 CAEP accreditation process are available in *Appendix II-15: School Library Program CAEP Documents 2011-2013*.

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

In Standard II.1, we described the processes through which the MLIS Program Committee (comprised of faculty, staff, and students) updates and revises the curriculum. In some cases, the impetus for these curricular changes comes from constituents, including students, employers, alumni, and advisory board members as they provide input and feedback through various mechanisms. In other cases, these constituents provide feedback to the MLIS program as curricular changes are being formulated and implemented. As the *Re-Envisioning the MLS* initiative and the assessment of learning outcomes have already been discussed in depth in Standards I.1 and I.2, respectively, we will reiterate just a few key

points here:

- *Re-Envisioning the MLIS* paved the way for the MLIS Program to review and revise its learning objectives;
- The MLIS program has been consistently collecting learning outcomes assessment data since Fall 2013. Learning outcomes assessment data continues to be a useful tool for regularly evaluating the extent to which the core curriculum aligns with the program's overarching learning objectives.

For the remainder of this substandard, we will focus on feedback received through course evaluations, student surveys, alumni surveys, alumni focus groups, employer focus groups, and meetings with advisory boards.

Course Evaluations

UMD maintains a University-wide online student course evaluation system, CourseEvalUM, authorized by the University Senate. Results are used for improving teaching and learning at Maryland, as well as for instructor review and course assignment. Reminders to complete evaluations are sent to students and instructors automatically through the system. Assuming an adequate response, evaluation data are available to students (student interest items only), as well as to faculty and relevant administrators (student interest items and administrative items).

Utilizing a universal set of course evaluation questions allows both students and academic administrators to make more meaningful and consistent comparisons among courses and their instructors. Evaluation items fall into groups based on who has access to the results as explained below. Unless otherwise noted, items are answered on the following scale:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
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Administrator Items

Results from these items are seen by instructors and authorized campus administrators. Administrators use evaluation results to help them assess and improve faculty performance. Because faculty performance review is a personnel function, the evaluation feedback used in those decisions is confidential by Maryland law. For this reason, students and administrators see responses to different sets of items from the evaluation.

1. The instructor treated students with respect.
2. The instructor was well-prepared for class.
3. The course was intellectually challenging.
4. The standards the instructor set for students were... (Too Low, Appropriate, Too High)
5. I learned a lot from this course.
6. Overall, this instructor was an effective teacher.
7. How does this course fit into your academic plan or course of study? (CORE or General

Education Requirement, Major/Certificate/Minor/Program Requirement, Elective)

8. Additional comments, e.g. about course content/materials, teaching style, etc. (free-text item)

Student Items

Results from these items are seen by instructors and students. Students use evaluation results to aid them in choosing courses each term.

1. The instructor was effective in communicating the content of the course.
2. Course guidelines were clearly described in the syllabus.
3. The required texts (e.g., books, course packs, online resources) helped me learn course material. (added Fall 2017)
4. The instructor was responsive to student concerns.
5. The instructor helped create an atmosphere that kept me engaged in course content.
6. Based on the quality of my work in this course, the grades I earned were... (Too Low, Appropriate, Too High)
7. Given the course level and number of credits, the workload was... (Too Low, Appropriate, Too High)
8. How much effort did you put into the course? (Little, Moderate, Considerable)

Teaching Assistant Items

Results from these items are seen by teaching assistants, instructors teaching with the TA, and campus administrators.

1. The teaching assistant (TA) treated students with respect.
2. The teaching assistant (TA) was well-prepared for class.
3. Overall, this teaching assistant (TA) was an effective teacher.
4. Additional comments, e.g. about the discussion/lab/studio section, TA's teaching style, etc. (free-text item)⁴¹

At the end of each term, the Director of Academic Programs shares course evaluation data with the MLIS Program Co-Directors and Program Manager. As these evaluations are considered confidential employment records, they are not available for curriculum committees to review, but may be discussed in general terms when thinking about course revisions, course planning, and related matters.

Student Surveys

College-wide surveys to current students were conducted between 2014 and 2018. These surveys asked a series of questions focused on the MLIS curriculum, asking students to rate their level of satisfaction with the variety of courses offered during the fall, spring and summer semesters, both in person and online. As noted in the summary report for the 2017 survey, “[c]ommonly cited issues include feelings that not enough online classes offered and not enough face-to-face classes offered, disappointment in the lack of variety in course topics, frustration with the lack of summer courses, and confusion about the

⁴¹ <https://confluence.umd.edu/display/courseeval/Course+Evaluation+Items>

frequency and scheduling of course offerings.” *Appendix II-16: Current Student Survey Results 2014-2018* includes the MLIS-specific results of these surveys.

Additionally, in 2017, students expressed interest in more hands-on courses that would allow them to develop concrete skills as well as more courses in the areas of Programming/Coding, Pedagogy/Information Literacy, and Leadership/Management. As a result, the Program team continues to encourage MLIS students to take courses INST and INFM courses that teach these skills. For example, during the winter term the College offers Introductory, 1-credit courses in Javascript Programming, Web Programming, and Hands on Machine Learning with Weka.

In Spring 2019, the MLIS Program reviewed the graduate course catalog and identified a number of elective courses that had not been taught in recent years. A short survey was then sent to students, asking them to indicate which of those courses they were interested in taking, as well as other courses in which they had an interest. The stated purpose of this survey was to provide students with an avenue to “tell [the program] how you’d like to see the MLIS curriculum develop over the next few years.”

Current Student Focus Group

At a focus group held during Summer 2019, the participants were asked to reflect on the content and delivery of courses in the MLIS program. Overall, participants gave high marks to faculty for their approachability, responsiveness, and level of engagement. Moreover, a couple of students noted with approval the recent efforts made by the MLIS program team to ask students about what classes they would like to see offered (“I appreciated that we had that survey about what classes people wanted to take and that we saw results from that....it’s helpful to know that your voice can be heard”; “I appreciate that there is an effort to improve the student experience for online and in-person students”)

Participants, however, raised a few specific concerns related to the curriculum. Student dissatisfaction with course offerings stems largely from 1) changes from the published two-year course plan (e.g., classes being cancelled due to low enrollment), 2) the increasing number of classes being offered only in an online form. The latter was of particular concern to some students due to the perceived uneven quality of online courses.

The complete reports from this and the other focus groups (recent alumni, MLS alumni, and employers) are available in *Appendix II-17: Focus Group Reports 2019*.

Alumni Surveys

In 2017 the College conducted a survey of alumni. The results include 409 responses, 77% of which are from MLIS alumni, 14% from MIM alumni, 4% from HiLS alumni, and 6% from Ph.D., HCIM, and certificate program alumni. The results of this survey are available in *Appendix II-18: Alumni Survey Results, 2017*.

Overall, nearly all respondents (97%) of respondents felt that their degrees are useful (80%) or somewhat useful (17%). The majority of respondents (55%) indicated that the College was doing a good job in producing students with a competitive skill set. Survey results also suggested one area for

improvement: providing hands-on professional work experience.

Alumni Focus Group

At a focus group held during Summer 2019, participating alumni agreed that courses that emphasize practical skills are valuable. More specifically, they felt that hands-on classes that emphasize active learning, such as INST 622 Information & Universal Usability (which provided students with the opportunity to do onsite work at DC Public Libraries), LBSC 734 Seminar in Academic Libraries, and LBSC 791 Designing Principled Inquiry, helped to prepare them for the “real world.”

Classes in which technical skills (e.g., XML, building databases) are taught, such as LBSC 671 Creating Information Infrastructures, were deemed difficult but important. Regarding LBSC 671 in particular, alumni had mixed opinions about the way in which the material is taught, with one participant suggesting that the class covers so much material that it would be better if it were broken up into two classes.

Employer Focus Group

At a focus group conducted in Summer 2019 with employers of our MLIS graduates, participants identified several topics that should be covered more extensively in the MLIS curriculum, including reference, cataloging, and marketing. Other perceived gaps in course coverage, including management, leadership, and administrative skills (e.g., budgeting), were viewed as a wider problem. As one librarian explained, most students do not understand the importance of these topics until they are working in the field.

MLIS Advisory Board⁴²

Between 2014 and 2017, the MLIS Advisory Board provided input into a number of issues related to the curriculum, including consideration of a portfolio requirement, the incorporation of more experiential learning opportunities into the curriculum, and the development of the Legal Informatics and the Intelligence & Analytics specializations. For example, Board members recommended that the MLIS Program design courses for the specializations to meet the needs of private industry, as well as public libraries. As a result, the legal research class developed for the Legal Informatics specialization incorporates the use of databases often used by information professionals working in law firms (e.g., Westlaw).

iLead Advisory Board

At its most recent meeting in April 2019, members of the iLead Advisory Board discussed trends in the field, interest in courses on leadership and budgeting/grant writing, and career paths for MLIS graduates. The Board recommended a range of specific topics that could be covered more extensively in the curriculum, including communications, project management, financial management, and data

⁴² A list of members, overview, charter, and meeting minutes are available in Standard I: Introduction above.

governance. The Board counseled that students have a broad understanding of information principles and skills that could serve them well across a wide variety of jobs.

The MLIS Program Team, the MLIS Program Committee, and the Director of Academic Programs actively use all of these sources of data to continually evaluate and update the curriculum. These sources, for example, inform decisions about the frequency with which courses are offered, the creation of new courses, the revision of existing courses, and the creation or modification of specializations.

For example, the minutes of the MLIS Program Committee meeting (available on the accreditation website) demonstrate different ways in which the Committee uses different types of data in the evaluation of curriculum. Two examples will suffice to illustrate this point:

- At the committee meeting on May 2, 2012, the Committee discussed the growing demand for archives courses, based upon enrollment statistics and student feedback,
- At the committee meeting on March 1, 2018, Dr. Jaeger presented ideas for revamping the core courses based upon feedback from relevant stakeholders and the committee devised a plan for future data collection efforts.

During the site visit, the Director of Academic Programs will provide members of the ERP with the opportunity to review completed samples of course change documents and student evaluations of faculty and courses – with identifying personal information redacted in accordance with Maryland law – along with other related evaluation documents.

Evaluation of the curriculum includes assessment of students' achievements

Evaluation of the MLIS program curriculum focuses on the extent to which students succeed in the classroom and in the workplace. The process of assessing learning outcomes for core classes, as described in Standard I.2, provides a means for ascertaining whether students are acquiring the skills and competencies set forth in the MLIS program learning objectives. Moreover, according to 2018 *Library Journal* data, 95.8% of our 2018 Program graduates are employed. 91.3% of those employed are employed full-time; our consistently high job placement rates are one marker of student achievement. As to whether the MLIS curriculum prepared them for the job market, 95.83% of Program respondents indicated that the opportunity to learn about ethics was useful, whereas 66.2% said that the opportunity to learn about leadership was useful.

Participants in our Summer 2019 employer focus group noted a number of strengths they commonly observe in our MLIS students:

- “They do really well with all the technical stuff that we’ve dished out to them [e.g., work with metadata]”
- “They...got high marks from supervisors with their technical work and their ability to communicate in writing.”
- “All of them have great research skills and I’m impressed with how they’re able to navigate our difficult ILS”

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 MLIS Program is committed to a process for iterative evaluation and improvement of courses and curriculum to ensure the most effective learning experience possible for students. The previous sections have summarized the ongoing decision-making processes and the data gathered to substantiate the evaluation of the curriculum. The Program Manager, assisted by the MLIS Program Graduate Assistant, maintains full documentation, in coordination with the College and University offices responsible for different aspects of the records. The Program Manager maintains a Google Drive with relevant documentation and is in a position to capture new sources of evidence as they are gathered.

Information on committees (including meeting minutes) is also maintained on the school website but requires a faculty or staff login. Information of a more sensitive matter, such as student course evaluations, is available only to relevant administrators. By way of example, the MLIS Program Manager maintains the central repository of completed learning outcomes rubrics and creates reports that are reviewed by the MLIS Program Committee twice a year. At each review, the Committee receives a summary of findings, and discusses if necessary, any actions required to ensure successful attainment of the MLIS Program learning outcomes. Minutes from the MLIS Program Committee (available on the accreditation website) contain discussion of learning outcomes reports and resulting decisions made by the committee -- see, for example, minutes from the January 25, 2016 meeting.

The MLIS Program Committee meeting minutes, together with minutes from PCC meetings, document specific examples of the program's curriculum change process. This process typically involves creating a new course or specialization or modifying an existing course or specialization. The MLIS Program follows the process for creating and modifying academic programs set forth in the University's PCC Manual.⁴³ *Appendix II-19: PCC Example - Archives and Digital Curation* provides one such example of this process. Other examples are available in both Appendix II-7 and II-8.

The review of the HiLs program following a May 2014 decision to halt admissions to it (*Appendix II-20: Re-Envisioning HiLS Report 2014*) provides another example of a significant curriculum evaluation that occurred during the accreditation period.

During the ERP visit, the Director of Academic Programs can provide members of the ERP with the opportunity to review completed samples of course evaluation reports, with identifying personal information redacted in accordance with Maryland law. In addition, the MLIS Program Manager can provide the learning outcomes reports that are generated each semester.

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 myriad ways in which the College conducts ongoing and regular evaluation of the curriculum are detailed in Standard I and Standard II.5. Highlights of key activities which support program

⁴³ <https://www.provost.umd.edu/PCC/2018PCCManual.pdf>

improvements and future planning include:

- The learning outcomes assessment process, described in Standard I.2;
- The *Re-Envisioning the MLS* project, described under Standard I.1, which set future directions; and
- The review of the online program and the core courses by the online task force and the MLIS Program Committee, respectively, described under Standard I.1.

Through the student survey conducted in Spring 2019, the students identified courses of interest. The Program Manager and Co-Director reviewed the survey results and presented major findings to the Director of Academic Programs. Together, we identified a few major courses of interest: Collection Development, Metadata Tools, and Principles of Records and Information Management. We then reached out to potential adjunct faculty to teach these courses, ascertaining their interest and preference for teaching format (online or face-to-face). Based on these efforts, we were able to offer Collection Development and Metadata Tools in Fall 2019 and Principles of Records and Information Management will be offered in Spring 2020.

This feedback proved to be quite valuable, as it has also led to plans to update classes in certain areas, such as records management, to better prepare students for the workforce.

The recent process of creating the two newest specializations for the program – Legal Informatics and Intelligence & Analytics – demonstrate the use of multiple kinds of data and evaluation in the expansion of the curriculum. The MLIS Program has a history of developing new specializations to meet burgeoning career opportunities, as well as reformulating or even retiring specializations that no longer prepare students for the career opportunities currently available. The two newest specializations were developed concurrently to fit very clear needs of employers for program graduates in the region, thus ensuring that interested students are ready to best take advantage of the available career opportunities.

In both cases, a number of incoming students every year were looking to pursue careers working with legal information in a variety of settings (e.g., law school libraries, public law libraries, law firms, government agencies) or government information in government agencies (but not in government archives or libraries). Although alumni were not having trouble finding jobs in these areas, it seemed like a space where we could better prepare students for these kinds of jobs.

MLIS program leadership spoke with a number of employers in both of these areas to ascertain the key topics and skills that employers felt would be most valuable. They also sought input from the MLIS Program committee, the MLIS Advisory Board, and faculty members already teaching courses in these areas. Students gave feedback through discussions in related courses, a listening session, and meetings with officers of the student organizations. Based on the information gathered, the MLIS Program Co-Directors, in consultation with the MLIS Program Manager and the Director of Academic Programs, created draft specialization proposals, and revised existing courses and created new courses as needed. By creating these specializations at the same time, we were able to develop courses that would serve students in either of the two new specializations.

These drafts were shared with the Dean, the Senior Associate Dean, the MLIS Program Committee, and the MLIS Advisory Board to solicit their feedback. Drawing on this last round of feedback, the new

specialization proposals (Appendices II-7 and II-8) were submitted to the MLIS Program Committee, the College PCC committee, and the University PCC committee for approval.

More recently, in August 2019, a new specialization guide (available in Appendix II-6 or on the College website⁴⁴) was created. The decision to create this guide was supported by several findings:

- **Current student support.** During the Current Student Focus Group, conducted during Summer 2019, students expressed support for changing the specializations from a list of required courses to a more flexible list of suggested courses. They felt a guide would be more flexible and would not take away from the specialization as a credential.
- **Advisor workload.** Checking, maintaining, and auditing student specialization checklists required a significant amount of administrative work for the previous academic advisor.
- **Consultations with specialization heads.** The MLIS Program team brought the new specialization guide format before the MLIS Program Committee and individual specialization heads. The lists of recommended courses were created in consultation with specialization heads and other faculty subject specialists. For example, Ricardo Punzalan, Richard Marciano, and Adam Kriesberg helped to create the list of recommended Archives and Digital Curation courses.

Note: this updated specialization guide does not include the School Library specialization. The School Library specialization requires a detailed checklist with strict course requirements that meet state requirements for teaching certification.⁴⁵

In December 2019, the MLIS Program team sent a new “MLIS Program Course Plan” that outlines the projected schedule of courses for the foreseeable future.⁴⁶ This course plan was created in response to student concerns that the existing “2-year course plan” had become insufficient.

These examples show the ways in which data is collected and used to engage in systematic program evaluation and curriculum planning. They also demonstrate the extent to which these processes involve the MLIS Program Team, the MLIS Program Committee, College leadership, faculty, staff, students, student organizations, advisory boards, alumni, and employers.

⁴⁴ https://ischool.umd.edu/sites/default/files/page_files/mlis_specialization_guide_fall_2019.pdf

⁴⁵ https://ischool.umd.edu/sites/default/files/page_files/school_library_checklist_2019.pdf

⁴⁶ https://ischool.umd.edu/sites/default/files/page_files/mlis_course_plan_11.15.2019.pdf

Standard III: Faculty

As Dean Marzullo notes in his welcome message on the College's website,

Our faculty and researchers are accessibility designers, archival scientists, computer scientists, cybersecurity experts, data scientists, human-computer interaction designers and researchers, information scientists, organizational psychologists, privacy researchers, social scientists, systems engineers, user-experience designers, and a former mayor of College Park. What brings such a diverse group of educators and researchers together is that we are changemakers: we are interested in leading, guiding, and understanding the major transformation that the Information Age brings to our lives.⁴⁷

Due to the College's non-departmentalized structure, the faculty is unified across the four graduate programs and one undergraduate program. Although some faculty primarily teach MLIS courses, virtually all of them teach classes open to, or taken by, MLIS students.

As of the writing of this report, there are 9 full professors, 8 associate professors and 14 assistant professors on the College faculty. In addition, there are 23 professional track faculty members, including instructional, research and specialist faculty; a visiting professor; and two professors of the practice. Faculty titles are defined by the University of Maryland Office of Faculty Affairs;⁴⁸ the University of Maryland Policy on Appointment, Promotion, and Tenure of Faculty (UMD APT Policy)⁴⁹ specifies the titles that may be used for appointees to faculty status.

Adjunct faculty and affiliate faculty (as defined in the UMD APT Policy) also teach courses in the College and, more specifically, in the MLIS program. In this document, we generally group adjunct and affiliate faculty together using the term "adjunct." Affiliate faculty members hold a full-time faculty appointment in another department on campus. For example, Suzy Wilson holds a faculty appointment in the University Libraries as Teaching and Learning Librarian. Therefore she is categorized as an "affiliate" faculty member, rather than an adjunct who does not have another faculty association with the University.

The only designated officer within the College is the Diversity and Inclusion Officer. This title, which is derived from University practice, is a faculty leadership position which is responsible for overseeing and leading efforts to improve the College as a place where all faculty, students, and staff can participate in the study and practice of information studies. The Diversity and Inclusion Officer is selected and appointed by the Dean in consultation with Assistant/Associate Deans.

Over the course of the accreditation period, the size of the faculty has significantly increased. The College has been successful in attracting individuals with extensive experience in information studies research and teaching to both tenured/tenure-track (TTK) and professional track (PTK) senior positions. Examples include:

⁴⁷ <https://www.ischool.umd.edu/message-from-the-dean>

⁴⁸ <https://faculty.umd.edu/faculty/titles.html#perm>

⁴⁹ <http://president.umd.edu/policies/2014-ii-100a.html>

- Dr. Jonathan Lazar (Professor) joined the College in 2019, after 19 years as a professor of computer and information sciences at Towson University.
- Dr. Gregg Vanderheiden (Professor) joined the College in 2016, having worked in the area of access to technology for over 47 years.
- Dr. Ken Heger (Senior Lecturer), who previously held the position of Supervisory Archivist at the National Archives and Records Administration (NARA), joined the College as a full-time lecturer in 2015.
- Dr. Renee Hill (Principal Lecturer), who is well known for her work on both school librarianship and diversity and inclusion, joined the College in 2016.
- Dr. Bill Kules (Principal Lecturer) joined the College in 2016, having most recently served as Chair of the Department of Library and Information Science at Catholic University.

A table of all faculty who have worked in the College from 2013-2019 is available in *Appendix III-1: iSchool Faculty List 2013-2019*.

Moreover, two tenure-track faculty members whose work contributes directly to the Program were hired in Fall 2018:

- Dr. Katrina Fenlon joined the faculty as an Assistant Professor in Fall 2018. Dr. Fenlon is an affiliate faculty member at the UMD Maryland Institute for Technologies in the Humanities (MITH) and the Digital Curation Innovation Center (DCIC), where she engages in interdisciplinary work focusing on digital collections, data modeling, and digital curation.
- Dr. Ana Ndumu joined the faculty as an Assistant Professor in Fall 2018. Her academic career involves multiculturalism within the library & information science (LIS) professions. She is interested in information access and inclusion and is committed to utilizing her research, teaching, and service to strengthen underrepresented communities.

During the accreditation period, a number of faculty members also received promotions. Of the 30 faculty members at the College in 2013, 14 remain and 11 of those have been promoted.

Appendix III-2: Tenure, Tenure Track, Professional Track Faculty provides a list of TTK Faculty with appointment and promotion dates and a list of PTK Faculty with appointment dates.

Table III-I lists full-time College faculty who have regularly taught in the MLIS program during the accreditation period.

As has been previously noted, the College does not have departments, and faculty can – and regularly do – teach in multiple programs in the College. No faculty members are assigned to teach in a specific program. While some faculty members more frequently teach in certain programs, most regularly teach in multiple programs. Even one of the co-directors of the MLIS program, Dr. Ursula Gorham, teaches both MLIS and BSIS courses most semesters. Further, many MLIS students choose to take some courses from other graduate programs, meaning that College faculty often teach MLIS students in non-MLIS courses. As such, this section addresses all of the College faculty, since all of them are eligible to teach MLIS courses.

Table III-1: MLIS Program Faculty, 2013-2019

Name	Title	Professional Track (PTK) or Tenure/Tenured-Track (TTK)
John Bertot	Professor	TTK
Paul Jaeger	Professor	TTK
Kari Kraus	Associate Professor	TTK
Jonathan Lazar	Professor	TTK
Richard Marciano	Professor	TTK
Ana Ndumu	Assistant Professor	TTK
Ricardo Punzalan ⁵⁰	Associate Professor	TTK
Katie Shilton	Associate Professor	TTK
Beth St Jean	Associate Professor	TTK
Mega Subramaniam	Associate Professor	TTK
Ursula Gorham	Sr. Lecturer	PTK
Ken Heger	Sr. Lecturer	PTK
Renee Hill	Principal Lecturer	PTK
Adam Kriesberg ⁵¹	Lecturer	PTK
Katy Lawley	Lecturer	PTK
Phil Piety	Sr. Lecturer	PTK

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 full-time faculty of the College is comprised of TTK and PTK faculty. All TTK faculty are full members of the Graduate Faculty,⁵² and PTK faculty can be nominated for membership on the Graduate Faculty.⁵³ The MLIS Program makes a concerted effort to staff core classes with full-time faculty members:

⁵⁰ Dr. Punzalan was a faculty member through Fall 2019.

⁵¹ Dr. Kriesberg was a faculty member through Spring 2019.

⁵² <https://academiccatalog.umd.edu/graduate/policies/faculty-members/>

⁵³ https://gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/Forms/nomination_to_graduate_faculty_form.pdf

- Dr. Beth St. Jean and Dr. Ursula Gorham regularly teach LBSC 602 Serving Information Needs
- Dr. Paul Jaeger and Dr. Gorham regularly teach LBSC 791 Designing Principled Inquiry
- Dr. Phil Piety regularly teaches LBSC 631 Achieving Organizational Excellence
- Dr. Katy Lawley teaches LBSC 671 Creating Information Infrastructures
- Dr. Ken Heger teaches LBSC 707 Field Study in Library Service

Full-time faculty members also have ample opportunities to teach courses in their area(s) of expertise. The MLIS Program specializations are described in Standard II; due to the diversity of the full-time faculty, each specialization head has relevant subject matter expertise and regularly teaches courses within that specialization. For example:

- Dr. Jaeger (Diversity & Inclusion specialization head), who publishes extensively on issues of information access for underserved populations as well as disability and accessibility, teaches INST 614 Information and Human Rights
- Dr. Subramaniam (YX specialization head), whose research focuses on enhancing the role of libraries in fostering the mastery of emerging digital literacies among youth, teaches LBSC 742 Collaborative Instructional Design and Evaluation

A complete list of College faculty and staff is available in *Appendix III-3: College Faculty and Staff, 10.21.2019*. Full CVs for full-time faculty members are available on the accreditation website. Highlights from faculty CVs are discussed under the applicable standards in this chapter. While faculty are not assigned to specific programs and can contribute to multiple academic programs, the individuals referenced above are clear examples of new hires making significant contributions to the educational and research opportunities available to MLIS students.

Adjunct Faculty

Adjunct faculty (considered to be professional track faculty, with attendant rights and privileges including promotion) are an integral part of the College's faculty. Candidates for adjunct faculty positions are evaluated on the basis of academic preparation and credentials, type and extent of professional experience, and teaching experience or potential.

"Adjunct" is a term that is used in two different ways at UMD:

- "Adjunct faculty" (or adjunct instructors) is used to refer to part-time (<50% FTE) teaching faculty who are on a single semester contract. University policies regarding these faculty can be found at: <https://faculty.umd.edu/policies/ptkfaculty.html#adjunct>.
- An "adjunct appointment" is an unpaid appointment used to acknowledge the affiliation of a faculty member with the College when they have a faculty appointment at another university. The College's policies regarding adjunct appointments of this type can be found at <http://internal.ischool.umd.edu/wp-content/uploads/2019/06/AffiliateFacultyProcedures-approved-May-6-2016.pdf>.

Affiliate faculty positions are unpaid positions used to recognize the affiliation of a tenure-track, tenured, or professional track faculty member whose primary appointment is with an academic unit within the University other than the iSchool. The College's policies regarding affiliate faculty can be

found at

<http://internal.ischool.umd.edu/wp-content/uploads/2019/06/AffiliateFacultyProcedures-approved-May-6-2016.pdf>.

Affiliate faculty, adjunct instructors, and faculty with adjunct appointments all have access to university infrastructure and resources, are added to faculty email distribution lists (at their request), are included in the College directory, and are encouraged to participate in College activities, research projects, and engage with students. With additional review and approval by the College Appointments, Promotion, and Tenure (APT) committee, faculty of each type may also teach courses; be members, co-chairs, or chairs of doctoral dissertation or master's thesis committees; and may serve on college committees. They may not, however, vote in College Assembly or serve as a program director or an assistant/associate Dean.

Adjuncts and affiliates bring knowledge and experience from their primary positions into the classroom, enriching the students' learning experiences. For example:

- Rachel Gammons, who teaches LBSC 602 Serving Information Needs, is the Head of Teaching and Learning Services at McKeldin Library and the Subject Specialist for the College;
- Rocco DeBonis, who taught LBSC 707 Field Study in Library Service, is the Library and Services Technology Act Grants Coordinator for Maryland;
- Margaret Dull, who teaches LBSC 671 Creating Information Infrastructures, is the Head of Metadata Strategies at the University of Rochester;
- Trevor Owens, who teaches LBSC 784 Digital Preservation, is a Digital Content Manager at the Library of Congress;
- Mary Ann Francis, who teaches INST 616 Open Source Intelligence, is an independent information technology consultant.

Adjunct and affiliate faculty may teach regularly; however, some teach occasionally as best fits their schedules and the College's needs. For example, Dr. Stephen Greenberg, who is Head of the National Library of Medicine Rare Books and Early Manuscripts section, teaches a well-received class (LBSC 611 History of the book) annually.

Full CVs for a number of adjunct faculty members are available on the accreditation website. Highlights from these CVs are discussed under the applicable standards in this chapter.

Faculty Emerita/Emeritus

Dr. Jennifer Preece is Dean and Professor Emeritus. There are eight additional Professors Emerita/Emeritus in the College: Dr. Frank Burke, Dr. Alison Druin, Dr. James Liesener, Dr. Charles Lowry, Dr. Anne MacLeod, Dr. Ann Prentice, Dr. Dagobert Soergel, and Dr. Claude Walston. Dr. M. Delia Neuman and Dr. Marilyn Domas White are Associate Professors Emerita. Dr. Ann Carlson Weeks is Professor of the Practice Emerita.

Dr. Preece and Dr. Prentice remain involved in the College through occasional teaching, mentoring, and grant projects.

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.

At present, the College is experiencing significant faculty growth due to the ongoing development and expansion of programs at all levels, including the MLIS Program. The developing undergraduate offerings in the College have provided a strong argument for allocation of increased state funds to support tenure-track hires within the College, an argument that has been well received and supported by the current University administration. Sustained strong enrollment in entrepreneurial graduate programs has contributed to a stable and growing stream of revenue based on fees and a percentage of tuition.

Together, these factors have allowed the College to prepare a plan for future faculty growth of between 6-10 new full-time faculty members per year in 2020 - 2023. While this plan is ultimately subject to continued demand for educational offerings, administration support for the College, and general economic conditions, the breadth of revenue sources and the diversity of student populations provide a basis for mitigating some of the risk associated with changing conditions.

The composition of faculty hiring is, and will continue to be, determined based on factors such as ratio of research faculty (i.e. positions with a substantial research requirement, such as tenure-track faculty and research professional track faculty) and teaching faculty (e.g. faculty with full-time teaching expectations, such as lecturers); coverage of courses by full-time faculty vs. part-time instructors; program leadership needs; development or expansion of academic programs; partnership opportunities with other UMD units; and strategic priorities of the College.

The statement of values set forth in the College's Strategic Planning Report of April 2019 describes an environment in which excellence, innovation, and creativity will thrive, emphasizing five specific values:

- Service to Society
- Creativity, Discovery and Innovation
- Develop and Empower People
- Collaborative and Multidisciplinary
- Quality and Continuous Improvement

These values guide faculty hiring within the College. Over the course of the accreditation period, the College faculty has grown from 30 to 54 full-time members. Identifying, hiring, and mentoring faculty members have been major activities for the College in recent years.

The College's Appointments, Promotion and Tenure Committee (APT) plays an important role in the hiring of new faculty members. APT, a standing committee of the College Assembly that is chaired by a full-time, tenured professor in the College, establishes policies for the appointment, review, and promotion of both TTK and PTK faculty. The Plan of Organization provides a full description of the composition of APT.

Faculty Appointments

The faculty search process is governed by University procedures. Job openings are advertised in journals, newsletters, and online job sites, including the University jobs site⁵⁴, through the eTerps tool.⁵⁵ The Equity Administrator for the College, Dr. Renee Hill, ensures that searches are conducted in an equitable manner according to University guidelines.

Every APT member, regardless of their rank or position type, has the opportunity to participate in the campus interview, College discussion and the ultimate decision for an initial paid appointment in the College as Assistant Professor, Associate Professor, or Professor. APT members have the opportunity to review materials, including a position description, the candidate's resume or CV, reference letters, a teaching statement, a research statement, and feedback from the interview. Voting is as specified in the Plan of Organization, and recommendations are provided to the Dean.

Candidates for PTK positions are reviewed, in the case of the junior positions, by an appointments subcommittee, and in all cases by the APT committee, with recommendations provided to the Dean. Materials reviewed include a position description, the candidate's resume or CV, reference letters, a teaching statement and/or research statement, and feedback from the interview. Criteria are specified and depend on the category of appointment.

Previously, candidates for adjunct faculty positions were reviewed by the APT committee; however, this review moved to a subcommittee because of the increasingly large number of adjuncts employed by the College, especially in the undergraduate program.

For faculty who will teach graduate courses, a second vote of the tenured and tenure-track faculty for appointment to the Graduate Faculty of the University is also required.

Faculty Mentoring and Review

Policies and practices at both the College and University levels promote the integration of new faculty members into the community and help to support them as they begin their work at UMD. At the beginning of the fall semester, UMD holds an orientation session for new faculty members, and the College holds their own faculty orientation as well. The College assigns new assistant professors a mentor from the senior faculty and assists new senior faculty in individualized ways.

The College's mentoring program for assistant and associate professors, overseen by the Associate Dean for Faculty Affairs, is carefully structured to facilitate the development and socialization of tenure track faculty members as they progress toward tenure. A primary role of the mentoring program is to provide junior faculty with encouragement and assistance with identifying and developing their personal research and teaching programs and with help in defining their unique contributions to the College. A similar but somewhat less formal program also exists for PTK faculty, with senior faculty paired with more junior ones. Both TTK and PTK mentor-mentee pairings are encouraged to meet regularly, with

⁵⁴ <https://ejobs.umd.edu/>

⁵⁵ <https://uhr.umd.edu/eterp/>

the College reimbursing them for one meal every semester. The College's current faculty mentoring partners are shown in *Appendix III-4: College Mentoring Matrix 2019-2020*.

A central focus of mentoring is to prepare tenure track faculty members for annual reviews, third-year contract extension reviews, and promotion and tenure reviews. In the year in which a faculty member is up for tenure review, the mentor also serves as chair of their records preparation committee (RPC).

Mentoring is expected to cover the nature of each review process; expectations for faculty at the college and university review levels; elements that are reviewed (including the mentee's CV, personal statement, teaching evaluations, syllabi, teaching statement, research statement, etc.); the role of reviewers inside and outside of the university; and the evolving nature of review processes. Mentoring also assists tenure track faculty members in articulating the ways in which their research fits into the broader College research context, the definition of excellence in their area of study within the broader field of information, and the appropriate methods and means to demonstrate achievement of excellence in their area of study.

In addition, UMD requires an annual peer review of each full-time faculty member's accomplishments and contributions. Within the College, two separate merit pay committees – one for tenured and tenure track faculty and the other for professional track faculty - carry out these reviews. The members of each merit pay committee are elected by the members of their respective constituencies and include members at multiple ranks. The recommendations of the committees are advisory to the Dean in allocating merit pay. For both TTK and PTK faculty, the College's Merit Pay Policy is set forth in the appropriate Procedures for Review, Appointment, and Promotion policy documents. Current APT Policies and Procedures (listed in Standard III.8) are available on the internal College website.⁵⁶

For each promotion or tenure case, APT elects a record preparation committee that gathers and reviews materials and references, writes an evaluative report, and submits the package to the APT. The report is sent to the dean, and subsequent handling proceeds as specified in the University's APT manual⁵⁷.

Environment for Learning and Research

Central to the research environment are the research centers and laboratories associated with the College. Centers have the governance and administrative structures that allow them to sustain an identity and operations over time and at a larger scale. Labs are research groups that are composed of 1 or 2 faculty members and the students they are working with. The centers include:

- The **Digital Curation Innovation Center (DCIC)**⁵⁸ sponsors interdisciplinary projects that explore the integration of archival research data, user-coordinated data, and technology to generate new forms of analysis and historical research engagements. Focus areas include social justice, human rights and cultural heritage.(Dr. Richard Marciano, Director)

⁵⁶

<https://internal.ischool.umd.edu/governance-planning/umd-ischool-committees/committee-on-appointments-promotion-and-tenure/>

⁵⁷ <https://faculty.umd.edu/policies/documents/APTManual.pdf>

⁵⁸ <https://dcic.umd.edu/>

- The **Trace Research & Development Center (Trace Center)**⁵⁹ has been a pioneer in the field of technology and disability, and is well-known for their high-impact research and development. The center applies engineering, computer science, disability studies, public policy, and information science to develop solutions aimed at reducing barriers to current and emerging technologies experienced by populations with disabilities (Dr. Gregg Vanderheiden, Director)
- The **Human-Computer Interaction Lab (HCIL)**⁶⁰ is a leader in HCI research and teaching, focused on understanding user needs and developing and evaluating the technologies that support those needs (Dr. Niklas Elmqvist, Director; Dr. Jessica Vitak, Associate Director)
- **Information Policy and Access Center (iPAC)**⁶¹ addresses the pressing need for research on the processes, practices, policies, and social issues that govern access to information in our increasingly digital information society. The center is committed to studying what policies and/or technologies lead to equitable and inclusive information access, a digitally-literate population, an informed and engaged public, and access to Internet-enabled resources and technologies. (Dr. John Bertot and Dr. Paul Jaeger, Co-Directors)
- **Computational Linguistics and Information Processing Laboratory (CLIP Lab)**⁶² is engaged in designing algorithms and methods that allow computers to effectively and efficiently perform human language-related tasks. (Dr. Jordan Boyd-Graber, Director)
- **Center for Advanced Study of Communities and Information (CASCI)**⁶³ facilitates research and education that advances our understanding of the technology, information, and organization approaches needed to realize the potential of 21st century communities to support learning, facilitate innovation, transform science and scholarship, promote economic development, and enhance individual and civic well-being (Dr. Vitak and Dr. Susan Winter, Co-Directors)
- **Center for Advances in Data and Measurement (CADM)**⁶⁴, a joint initiative of the College of Information Studies and the Joint Program in Survey Methodology (JPSM) within the College of Behavioral and Social Sciences, is an inter-disciplinary academic and research center (Dr. Christopher Antoun, Member)

Laboratories associated with the College include:

- The Health, Aging and Technology Lab (THAT) – Dr. Amanda Lazar, Director
- Social Intelligence Lab – Dr. Jen Golbeck, Director
- Urban Computing Lab – Dr. Vanessa Frias- Martinez, Director
- Ethics and Values in Design Lab (EVID) - Dr. Katie Shilton, Director
- Paletz Lab – Dr. Susannah Paletz, Director
- Youth Experience Lab – Dr. Mega Subramanian and Dr. Tamara Clegg, Co-Directors
- Privacy Education and Research Lab – Dr. Jessica Vitak, Director
- Maryland Educational Digital Infrastructure Lab – Dr. Phillip Piety, Director

⁵⁹ <https://trace.umd.edu/>

⁶⁰ <https://hcil.umd.edu/>

⁶¹ <http://ipac.umd.edu/>

⁶² https://wiki.umiacs.umd.edu/clip/index.php/Main_Page

⁶³ <https://casci.umd.edu/>

⁶⁴ <https://cadm.umd.edu/>

Both centers and labs provide opportunities for students to observe research, become involved in research, and participate in presentations:

- HCIL hosts a weekly brown bag session and an annual Symposium⁶⁵, in addition to bi-weekly talks that educate attendees about emerging technologies and systems that impact communities and a reading group that reads and discusses theory-oriented research papers.
- Students can take INST746 Digitization of Legacy Holdings or INST747 Research in Advanced Digital Curation to get elective credit while working on hands-on projects in the Digital Curation Innovation Center (DCIC). By way of example, “The Mapping Inequality: Redlining in the U.S. Project” gives students the opportunity to work with historians, archivists, and information managers to digitize documents and maps, extract information, and make the data accessible to the public through the creation of a usable database.⁶⁶
- Students working with the Information Policy and Access Center (iPAC) provide service to the information profession through conferences and other educational activities.

Through the centers and labs in the College,⁶⁷ education and research are closely integrated, providing a rich learning environment that fosters students’ diverse information-related interests. The research conducted in many of the centers and labs, including the Trace Center,⁶⁸ also has implications for the future of libraries and other information organizations. The GPII [Global Public Inclusive Infrastructure] Automated Personalization Project, for example, was tested in “public libraries of all sizes, with a focus on providing libraries with cost-effective ways of serving users with a wider range of abilities.”⁶⁹

Appointment and review processes work to ensure that faculty have a sustained record of accomplishment in research or other appropriate scholarship. Another perspective on the rich research environment is the wide array of funded research projects currently ongoing within the College. We have in our College a total of 55 researchers, 50 active research grants, and \$39 million dollars in research funding.⁷⁰ The following is a sampling of faculty members’ current grant-funded research projects:

- **Developing a Computational Framework for Library and Archival Education**
 - Principal Investigator: Dr. Richard Marciano
 - Funding Agency: IMLS
 - Description: The College held a workshop in conjunction with the 2019 iConference meeting to create the building blocks of a Master's level educational curriculum to educate the next generation of librarians and archivists in the computational treatments of collections. Project outputs will include a framework for creating curricula and lesson plans, open access tools for institutions to deliver this type of educational program, and a community development plan to seed future collaboration in this area.
- **Internships to Increase Public Access to Archival Resources in National Capital Region Parks**

⁶⁵ <https://hcil.umd.edu/events/event/hcil-annual-symposium/>

⁶⁶ <https://dcicblog.umd.edu/mapping-inequality/2016/11/30/212/>

⁶⁷ <https://ischool.umd.edu/research/centers>

⁶⁸ <https://trace.umd.edu/projects>

⁶⁹ <https://trace.umd.edu/success-stories>

⁷⁰ <https://ischool.umd.edu/research/>

- o Principal Investigator: Dr. Ken Heger
- o Funding Agency: U.S. Department of Interior-National Park Service
- o Description: The National Park Service and the College have collaborated to create an internship program in which students learn about existing archival resources as well as assist in developing and implementing a strategy to locate, identify, and survey archival records throughout National Capital Region parks. Mobile devices are efficient and convenient, but also increase the potential for more pervasive forms of digitally mediated surveillance by media companies, marketers, governments, employers, and Internet Service Providers. This project evaluates mobile users' mental models of privacy.
- **Counted In: National Forum on Libraries Census 2020 and New Americans**
 - o Principal Investigators: Dr. Ana Ndumu and Dr. Paul Jaeger
 - o Funding Agency: IMLS
 - o Description: The College will host a national forum and develop materials and training for promoting participation in the 2020 census. The forum will be held in conjunction with the 2019 Conference on Inclusion and Diversity in LIS (CIDLIS) and will bring together 30 community leaders and experts, including marketing consultants, to develop approaches for increasing census participation through the production of materials that benefit from professional marketing conceptualization and techniques. The materials will be available in a free online repository for download and customization by all libraries.
- **Capturing Computational Thinking (CT) Literacy Development**
 - o Principal Investigators: Dr. Mega Subramanian and Dr. David Weintrop
 - o Funding Agency: IMLS
 - o Description: UMD will help library staff evaluate and improve computational thinking programming for youth through a three-year research in service to practice project. They will develop a collection of assessment tools and a suite of case studies demonstrating computational thinking literacy development among youth aligned with desired learning outcomes that are tailored to both youth needs and the capabilities of public libraries. The project will result in a typology of the current state of CT programming in libraries, a bank of assessment tools for capturing CT literacy development in libraries, and resources to support library staff in using these materials.

Additional descriptions of the research programs of each faculty member can be found in the curriculum vitae and resumes of full-time and adjunct faculty on the accreditation website.

As faculty members can – and do – contribute to the research and educational opportunities for students across academic programs, the overall growth of the College faculty has provided MLIS students with the opportunity to take a wider range of courses and participate in a wider range of research projects.

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

The University of Maryland has long promoted diversity as a core value, and recognizes a diverse educational community as one of its greatest strengths: “The University has a deep commitment to

diversity, inclusiveness and respect for cultural differences.”⁷¹ Efforts are coordinated by the Office of Diversity and Inclusion⁷², led by the Vice President of Diversity and Inclusion, Dr. Georgina Dodge. All University Policies are publicly available on the University Human Resources (UHR) website,⁷³ on the Office of the President’s website,⁷⁴ and through the University System of Maryland (USM) website.⁷⁵ The policies are available in text or PDF format. The Office of the President’s website provides more accessible access to these documents, making all documents available in text format instead of downloadable PDFs. Some of these policies and hiring practices are summarized on the internal College website for ease of use by faculty and staff.⁷⁶

Policies and procedures for faculty appointment, review and promotion are based on the University of Maryland Policy and Procedures on Appointment, Promotion and Tenure of Faculty (II- 1.00(A))⁷⁷ and the University of Maryland Policy on Professional Track Faculty (II-1.00(G))⁷⁸. The relevant College documents covering procedures and criteria for review, appointment, and promotion of TTK and PTK faculty are available on the College’s website.⁷⁹

Commitment to Diversity in Hiring and Recruitment

The College follows hiring and recruitment policies maintained by UMD and the University System of Maryland (USM).⁸⁰ The University of Maryland is an Equal Employment/Affirmative Action employer.

⁸¹ The *University of Maryland Equal Employment Opportunity & Affirmative Action Statement of Policy* states:

It is the policy of the University of Maryland not to discriminate or allow the harassment of employees or applicants on the basis of sex, gender identity or expression, sexual orientation, race, color, religious creed, national origin, physical or mental disability, protected Veteran status, age or any other characteristic protected by law with regard to any employment practices, including recruitment, advertising, job application procedures, hiring, upgrading, training, promotion, transfer, compensation, job assignments, benefits, and/or other terms, conditions, or privileges of employment, provided the individual is qualified, with or without reasonable accommodations, to perform the essential functions of the job. This policy applies to all jobs at the University of Maryland.⁸²

⁷¹ <https://provost.umd.edu/SP07/Vision-Mission-ValuesWD.pdf>

⁷² <https://www.diversity.umd.edu/>

⁷³ <https://uhr.umd.edu/policies/>

⁷⁴ <https://www.president.umd.edu/administration/policies>

⁷⁵ <https://www.usmd.edu/regents/bylaws/>

⁷⁶ <https://internal.ischool.umd.edu/human-resources/>

⁷⁷ <https://president.umd.edu/administration/policies/section-ii-faculty/ii-100a>

⁷⁸ <https://drupal-base-s3-drupalshareds3-1qwpjwcnqwwsr.s3.amazonaws.com/president/s3fs-public/II-100G.pdf>

⁷⁹

<https://internal.ischool.umd.edu/governance-planning/umd-ischool-committees/committee-on-appointments-promotion-and-tenure/>

⁸⁰ <https://www.president.umd.edu/administration/policies>

⁸¹ <https://uhr.umd.edu/eo/>

⁸² <https://uhr.umd.edu/wp-content/uploads/Equal-Employment-Opportunity-and-Affirmative-Action-Statement-of-Policy.pdf>

According to the USM Policy on the Employment of Full-time, Non-tenureTrack Instructional Faculty, “Search procedures shall reflect the commitment of the institutions and the University System of Maryland to equal opportunity and affirmative action.”⁸³

The College’s Human Resources department is committed to equitable practices in the search and selection of faculty. Search procedures include the development of an advertising plan and a plan detailing the specific efforts to be made to recruit women and minority applicants. Searches utilizing a search committee must be charged by the College’s Equity Administrator, Kibbi Henderson, and the hiring official prior to the review of any candidates. Search committees must be diverse and identify a consistent method for reviewing candidates. The faculty Equity Officer, Dr. Renee Hill, acts as a resource for the search committee and monitors the search process to ensure compliance with established procedures.⁸⁴

The College has several positions and organizations devoted to promoting and celebrating diversity and inclusion in the College and connecting the College to wider university, local, state, national, and international communities, including:

- Diversity and Inclusion Officer, Dr. Paul Jaeger;
- Equity Administrator and Associate Diversity and Inclusion Officer, Dr. Renee Hill;
- Equity Administrator, Kibbi Henderson;
- The Diversity Committee; and
- The iDiversity Student Organization.⁸⁵

Retaining Faculty from Diverse Backgrounds

In accordance with UHR requirements, our College does the following:

1. Puts Equal Employment Opportunity posters⁸⁶ up in places where staff and faculty gather, such as break rooms and kitchens.
2. Posts all competitive appointments through eTerp. Does not accept emailed or paper applications directly from the applicant.
3. Encourages all faculty and staff to self-identify race, ethnicity, gender, disability and protected veteran statuses.
4. Refers anyone who wants to discuss an accommodation for a disability to the Office of Staff Relations or the Office of Faculty Affairs.

There are a number of resources available to faculty on campus that complement the diversity and inclusion efforts within the College:

- Accessibility & Disability Service (ADS);⁸⁷

⁸³ <https://www.usmd.edu/regents/bylaws/SectionII/II105.html>

⁸⁴ <https://internal.ischool.umd.edu/human-resources/search-committee-resources/>

⁸⁵ <https://internal.ischool.umd.edu/human-resources/diversity-and-inclusion/>

⁸⁶ <https://www.dol.gov/ofccp/regs/compliance/posters/pdf/eeopost.pdf>

⁸⁷ <https://www.counseling.umd.edu/ads/>

- Office of Staff Relations;⁸⁸
- The LGBT Equity Center;⁸⁹
- Office of Multi-Cultural Involvement & Community Advocacy (MICA);⁹⁰
- Nyumburu Cultural Center;⁹¹

On Friday August 23, 2019, Human Resources staff within our College hosted a workshop entitled, “The Importance of Inclusive Culture in the iSchool.” All faculty and staff were encouraged to attend, via an email describing the aims of the workshop as follows: “The purpose of this workshop is to bring faculty and staff into a conversation on the importance of cultivating an inclusive culture in the College of Information Studies. A goal of the College is to foster an environment where people of different identities, backgrounds, and experiences feel welcomed and that they have a home within the college. Through this workshop we will explore what it means to create inclusive culture, the barriers that can be in its way, and the actions we all can take to strengthen our work in this area.” At the end of the workshop, all members of faculty and staff (even those unable to attend) were asked to complete a survey, paying special attention to the following question: “Can you list 1-3 concrete actions you would like to see the organization take to improve trust?”

On Friday, April 12, 2019 there was a mandatory Staff Retreat where the new Performance Review and Development (PRD) process was shared with staff. There was also a presentation on “Identity and Power” given by Dr. Carlton Greene, Director of Diversity Training & Education with the College’s Office of Diversity & Inclusion.

Faculty Response to the 2019 Climate Survey

The 2019 Climate Survey described under Standard I above, included questions about diversity and inclusion. Among the comments received from faculty respondents were:

- “This is by far the healthiest workplace I have ever experienced with regard to inclusion and equity. It doesn't mean that there isn't significant work to be done, but that it receives the focus and importance that it deserves. I think almost everyone is aware and cares. That's huge.”
- “Based on the numbers, the staff seem to be quite diverse. Recruiting diverse faculty and students will require outreach earlier in the process.”
- “I feel like this college, more than most, is very aware of issues of inclusion and diversity. Individuals make strong attempts to overcome their biases. This is true for staff and faculty.”
- “I think that overall this College is much more inclusive and diverse than other Colleges I have experienced.”

The results of this survey are available in *Appendix III-5: College Climate Assessment Survey Results 2019*.

Five years ago, the College’s Diversity Committee reviewed hiring practices at peer iSchools, seeking to assess and learn from their approaches to recruiting a diverse pool of faculty candidates. Through this

⁸⁸ <https://uhr.umd.edu/staff-relations/>

⁸⁹ <https://lgbt.umd.edu/>

⁹⁰ http://thestamp.umd.edu/multicultural_involvement_community_advocacy

⁹¹ <http://www.nyumburu.umd.edu/>

process, the Diversity Committee identified key places and organizations with which to post job openings in order to reach a more diverse potential applicant pool. The Diversity Committee is currently engaged in an updated review of hiring practices to promote diversity, again reviewing practices at peer iSchools. During the Spring 2020 semester, the Committee intends to seek input from the University's Office of Diversity and Inclusion for further ideas.

The College has also actively recruited for applicants to the University's Presidential Postdoctoral Fellows program. This program supports the hiring of fellows from underrepresented populations with the goal of preparing them for tenure track appointments. Dr. Ana Ndumu, currently an Assistant Professor in the College, first joined the UMD faculty as a Presidential Postdoctoral Fellow.

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.

Competence in Teaching Areas

Both regular and adjunct faculty members teach courses with content that is closely related to their areas of scholarly interest and professional accomplishment. As search committee members and other faculty members review applications and interview finalists in the search process, they consider how a potential faculty member can best contribute to the program's instructional needs. Applicants are required to submit a teaching statement that describes their philosophy of, and experience with, teaching. The following examples illustrate the relationship between faculty competencies and teaching areas, as well as faculty members' participation in relevant organizations.

Brief biographical sketches of each of the current specialization heads are presented below.

Dr. Ursula Gorham (Legal Informatics)

Dr. Ursula Gorham, a Senior Lecturer and member of the Maryland bar, teaches both online and face-to-face courses, including: INST 615 Information Professionals and the Law.; LBSC 602 Serving Information Needs; LBSC 791 Designing Principled Inquiry; and INST 607 E-Government: Information, Communication and Policy. Dr. Gorham's research interests include: E-government; role of libraries in public policy and political processes; and technology and social justice. Because of her legal background, Dr. Gorham was appointed head of the Legal Informatics specialization. Dr. Gorham is consistently called upon to teach online courses because of the positive course evaluations she receives from students.

Dr. Gorham's complete CV is available in *Appendix III-6: Ursula Gorham CV*.

Dr. Kenneth Heger (Archives & Digital Curation)

Kenneth Heger is a Senior Lecturer, head of the Archives and Digital Curation specialization, and a research associate at the DCIC. Dr. Heger came to the University with 35 years of experience working at the National Archives and Records Administration (NARA). His research and teaching centers on digital

curation, particularly around cultural collections. He is principal investigator of the Global Journeys, Local Communities Project, which identifies and extracts data from cultural collections to build dynamic datasets documenting the movement of people for the years between the American Civil War and World War I. Dr. Heger teaches INST 746 Digitization of Legacy Holdings and co-teaches INST 747 Research in Advanced Digital Curation with DCIC Director, Dr. Richard Marciano. These courses are hosted in the DCIC and through hands-on exercises and real-world projects, students learn how to incorporate digitization of analog holdings into an existing archival program and how to link records of different formats and from different collections together. Dr. Heger is a member of a number of professional organizations including the Society of American Archivists (SAA), the Maryland Historical Society, and the Maryland Genealogical Society.

Dr. Heger's complete CV is available in *Appendix III-7: Kenneth Heger CV*.

Dr. Renee Hill (School Library)

Renee Hill, Principal Lecturer, was appointed head of the School Libraries specialization because of her experience working in school libraries, her long record of teaching, and her ability to effectively teach online courses (as seen in course evaluations). Dr. Hill has been teaching since 2001 and consistently teaches courses in the School Library specialization and courses related to diversity and inclusion. Some of these courses include: INST 622 Information & Universal Usability; INST 749 Internship in School Libraries; LBSC 641 Selecting & Evaluating Resources for Learning; INST 620 Diverse Populations, Inclusion & Information; and INST 650 Facilitating Youth Learning in Informal & Formal Environments. Dr. Hill holds professional memberships in the American Association of School Librarians (AASL), the Black Caucus of the American Library Association, and the Association for Library and Information Science Education (ALISE). Dr. Hill was awarded the ALISE Excellence in Teaching Award in November 2017 based on student and faculty nominations.⁹²

Dr. Hill's complete CV is available in *Appendix III-8: Renee Hill CV*.

Dr. Paul Jaeger (Diversity and Inclusion; Intelligence & Analytics)

Paul Jaeger's research interests include: Information law and policy, access for underserved populations, disability and accessibility, information and human rights, e-government, and social theory of information. Currently the heads of both the Diversity and Inclusion and Intelligence and Analytics specializations, he is the author of more than one hundred and eighty journal articles and book chapters, along with sixteen books. His research has been funded by the Institute of Museum & Library Services, the National Science Foundation, the American Library Association, the Smithsonian Institute, and the Bill & Melinda Gates Foundation, among others. Dr. Jaeger is the Co-Editor of *Library Quarterly*, the Editor of the *Advances in Librarianship* book series, and the Associate Editor of the *International Journal of Information, Diversity, & Inclusion*. He is founder of the *Conference on Inclusion and Diversity in Library and Information Science* (CIDLIS), and co-founder of the *UMD Disability Summit*.

⁹² <https://ali.memberclicks.net/alise-excellence-in-teaching-award>

Dr. Jaeger's complete CV is available in *Appendix III-9: Paul Jaeger CV*.

Dr. Mega Subramaniam (Youth Experience)

Dr. Subramaniam is an Associate Professor, Co-Director of the Youth Experience (YX) Lab, and head of the YX specialization. Dr. Subramaniam's research focuses on enhancing the role of libraries in fostering the mastery of emerging digital literacies that are essential to STEM learning among underserved young people. Her work has been generously funded by various federal and private agencies, and is intended to bring research and practice together to enhance the skills of in-service and pre-service librarians. Her rewards and achievements include: 2019 Fulbright Specialist; 2019 LJ (Library Journal) Movers & Shakers Award - Educators; and 2017 ALISE Pratt-Severn Faculty Innovation Award.

Dr. Subramaniam's complete CV is available in *Appendix III-10: Mega Subramaniam CV*.

Technological Awareness and Effectiveness in Teaching

The College and University place a high value on excellence in teaching. The teaching philosophy and experience of candidates for faculty positions are assessed at each stage of the selection and hiring process. An applicant for a position is required to submit a Teaching Statement as part of the initial application. Search committees look for evidence of teaching experience in the applicant's CV and technical experience that aligns with the needs of the course. Interview questions address teaching experience, instructional styles, and technical skills.

New tenure-track faculty members are given release time for planning courses and preparing to teach. While mentors within the College faculty assist new faculty with questions about teaching, the University's Teaching and Learning Transformation Center is also a valuable resource.⁹³ Beginning with a New Faculty Workshop that is regularly offered early in the fall semester, the TLTC helps faculty develop pedagogical understanding and skills. TLTC offers individual consultations, workshops, webinars, and a newsletter to assist faculty in improving their instruction. Central to the TLTC's mission, its Faculty Launch Program⁹⁴ provides faculty with a cohesive but customizable series of professional development activities to help them advance their teaching, collect evidence of their effectiveness, and leverage innovative, evidence-based approaches in their classrooms. Graduate Teaching Assistants are encouraged to use TLTC resources as well.

Effectiveness in teaching is assessed in all faculty reviews through a review of course evaluations and the faculty member's teaching statement. The review committee or the Dean can refer a faculty member who needs to improve their instructional effectiveness to a faculty mentor or to TLTC for assistance. The Director of Academic Programs consults with adjunct faculty on matters related to instruction. Assistance for adjunct faculty is available from full-time faculty and from TLTC.

⁹³ <https://tltc.umd.edu/>

⁹⁴ <https://tltc.umd.edu/launch>

Course evaluations for the Spring 2019 semester showed that, on a scale of 0 (Strongly Disagree) to 4 (Strongly Agree), the mean rating for the statement “Overall, this instructor was an effective teacher” in the College was 3.43. This data is an average taken from courses in the College that are either required by the MLIS curriculum (i.e., core classes) or often taken by MLIS students specifically. Non-aggregated course evaluation data is confidential, but the program can obtain anonymized data from the Director of Academic Programs Director.

Every Fall semester, full-time faculty participate in peer teaching evaluations. Faculty are paired based on expertise and courses being taught by Associate Dean for Faculty, Doug Oard. The current schedule of peer teaching evaluations is available in *Appendix III-11: Peer Teaching Evaluation Schedule 2019*. These reviews are used in promotion decisions, post-tenure reviews, and to help faculty improve their teaching. The College’s *Policy and Procedures for Peer Evaluation of Teaching*⁹⁵ is available on the College website. The policy applies to Professional Track, Tenured, and Tenure-Track faculty. Adjunct faculty who are appointed less than half-time and Visiting Professors (at any visiting rank) are not covered by this policy.

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.

Overall, the College has maintained and expanded its emphasis on research with practical benefits to information professionals, information institutions, and technological innovation.⁹⁶ Between 2013 and 2019, the College received 203 grant awards totaling \$46,293,788, including 96 grants from the National Science Foundation (NSF), 22 grants from the Department of Defense (DOD), and 15 grants from the Institute for Museum and Library Services (IMLS). The largest source of grant funds in terms of dollars in this period was the Department of Education, awarding 3 grants that totaled \$18,317,592. The College currently has \$39.3 million in active research funding. A table listing all College research funding between fiscal years 2013-2019 is available in *Appendix III-12: College Research Data 2013-2019*.

Key, cross-disciplinary research groupings in the College include:

- **Cybersecurity and Privacy:** Finding new ways to approach threats to cybersecurity and privacy;
- **Data Management, Analysis, and Curation:** Creating new tools that allow professionals to more effectively conduct knowledge work in a variety of fields;
- **Diversity, Accessibility, and Inclusivity:** Striving to make information equitably available to a wider range of people by identifying and eliminating barriers;
- **Environment and Sustainability:** Solving environmental challenges by developing better systems for collecting, accessing, understanding, and sharing environmental information;
- **Health Informatics:** Examining how to improve people’s ability to access, understand, and make use of health information;

⁹⁵ <http://internal.ischool.umd.edu/wp-content/uploads/2019/06/teachingevaluationpolicyandprocedures-4dec2015.pdf>

⁹⁶ <https://ischool.umd.edu/researchprojects>

- **Living in Smart and Connected Communities:** Facilitating the ability to pool knowledge without regard to physical boundaries and to provide access to learning opportunities; and
- **Youth Learning and Technologies:** Understanding information behavior of youth, methods to engage youth in STEM, and library services for young learners.⁹⁷

College faculty members have received national and international recognition of their research. For example:

- A 2019 study published in *Public Library Quarterly* identified the top international public library scholars from 1983 to 2018, with Dr. John Carlo Bertot and Dr. Paul Jaeger tying for the top spot, and Dr. Ursula Gorham being ranked 36th. For the decade of the 2010s, Dr. Jaeger was ranked first, Dr. Bertot third, and Dr. Gorham ninth.⁹⁸
- Another 2019 study published in *Scientometrics* named the College's faculty first among LIS programs based on total number of citations and most cited articles, as well as second for our collective H-index. Five faculty members also earned individual honors in the study, being listed as among the top ten faculty for total number of publications (Dr. Douglas Oard), total number of citations (Dr. Niklas Elmqvist), citations per article (Dr. Yla Tausczik, Dr. Jessica Vitak, and Dr. Jennifer Preece), and most cited articles (Dr. Elmqvist, Dr. Jennifer Preece, and Dr. Tausczik);⁹⁹
- Six members of the faculty currently hold research awards from the National Science Foundation (NSF) (Dr. Jordan Boyd Graber, Dr. Eun Kyoung Choe, Dr. Elmqvist, Dr. Vanessa Frias-Martinez, and Dr. Katie Shilton) and the Institute of Museum and Library Services (Dr. Ricardo Punzalan and Dr. Ann Weeks);
- Other members of the faculty have been recognized with funding from private foundations (i.e., Dr. Jonathan Lazar [2019 Google Faculty Research Award] and Dr. Jennifer Preece [2015 Yahoo Faculty Research Award]);
- Dean Keith Marzullo and Dr. Allison Druin (Professor Emerita) are Association for Computing Machinery (ACM) Fellow;
- Dr. Jennifer Golbeck and Dr. Elmqvist are ACM Distinguished Members; and
- Dr. Gregg Vanderheiden's work on accessibility has led to 19 patents and the development of 9 standards.

Faculty have also received recognition and awards from the University and professional organizations for significant contributions to education and the information professions, including:

- *Library Journal* Mover and Shaker Award (Dr. Weeks, 2016 and Dr. Mega Subramaniam, 2019);
- Exemplary Service Award from the Society of American Archivists (Dr. Michael Kurtz, 2019)
- Fulbright Specialist Award (Dr. Subramanian, 2019);
- Digital Library Fellowship (Dr. Ana Ndumu, 2018);
- IMLS Career Award (Dr. Punzalan, 2016-19);

⁹⁷ <https://ischool.umd.edu/research/areas-expertise>

⁹⁸ Adkins, D. (2019). Journals, subjects, and authors of research literature on public libraries: An analysis. *Public Library Quarterly*, 38(2), 211-233.

⁹⁹ Lund, B. (2019). Examination of correlates of h-index as a measure of research productivity for library and information science faculty in the United States and Canada. *Scientometrics*, 120, 897-915.

- Kluge Fellowship in Digital Studies, Library of Congress, (Dr. Kari Kraus, 2018);
- ALISE Excellence in Teaching Award (Dr. Jaeger in 2015 and Dr. Renee Hill in 2018);
- University Faculty Member of the Year: UMD President's Commission on Disability Issues in 2018 (Dr. Jaeger);
- President's Commission on Ethnic Minority Issues in 2012 (Dr. Jaeger);
- UMD Provost's Award for Professional Track Faculty - Service (Dr. Ann Weeks, 2016);
- Emmett Leahy Award (Dr. Richard Marciano, 2017); and
- UMD 2015 Research Communicator Impact Award (Dr. Golbeck).

The College was also selected by the President's Commission on Ethnic Minority Issues (PCEMI) to receive the 2016 PCEMI Ethnic Minority Achievement: Instructional Unit Award.¹⁰⁰ Through this award, the University recognized the College's many outstanding accomplishments and contributions related to diversity and inclusion - with special recognition for the Diversity and Inclusion specialization in the MLIS program.

The College's contributions to advancing scholarly and professional discourse include the hosting of various conferences, such as:

- The annual Conference on Inclusion and Diversity in Library and Information Science (CIDLIS)¹⁰¹ draws up to 200 practitioners, educators, and scholars interested in issues of diversity, inclusion, rights, and justice in LIS to learn, share, and network. It was founded by the College and will celebrate its 10th Anniversary in the fall of 2019. It is the only annual conference in the field devoted to diversity and equity issues;
- The biennial UMD Disability Summit¹⁰² was co-founded and is co-sponsored by the College. It is a cross-discipline, cross-disability conference, that brings together more than 300 scholars, educators, activists, government officials, and disabled persons;
- The annual Human-Computer Interaction Lab (HCIL) Symposium¹⁰³ is hosted by the College. It draws more than 100 professionals, faculty members, and students from around the world to share innovation in HCI design and education;
- Organized by the members of the Students Archivists at Maryland (SAM), the annual Americana Conference¹⁰⁴,¹⁰⁵ brings together student and professional presentations related to archives and historical collections; and
- In 2019, the College hosted the annual iConference¹⁰⁶, welcoming more than 600 international attendees.

Faculty members also contribute to scholarly discourse through editorships at leading library and information science publications. For example:

¹⁰⁰ <https://www.president.umd.edu/commissions/PCEMI/awards/2016>

¹⁰¹ <https://cidlis.umd.edu/>

¹⁰² <https://ischool.umd.edu/events-type/umd-disability-summit>

¹⁰³ <https://hcil.umd.edu/events/event/hcil-annual-symposium/>

¹⁰⁴ <https://ischool.umd.edu/events/performance-and-cultural-memory-archives-and-ephemeral>

¹⁰⁵ <https://www.facebook.com/events/d41d8cd9/beyond-americana-2019/2390584397628115/>

¹⁰⁶ <https://iconference2019.umd.edu/>

- The *Library Quarterly* has been edited at the College for more than a dozen years. Currently, two of the journal's three co-editors (Dr. Paul Jaeger and Dr. Ursula Gorham) are faculty members of the College. Additionally, several faculty members (Dr. Renee Hill, Dr. Ricardo Punzalan, Dr. Beth St. Jean, and Dr. Mega Subramaniam) currently serve on its editorial board.
- Dr. Jaeger is the editor of the *Advances in Librarianship* (AiL) book series. Dr. St. Jean is currently editing a volume of the AiL series entitled, "Roles and Responsibilities of Libraries in Increasing Consumer Health Literacy and Reducing Health Disparities." Dr. Gorham and Dr. Punzalan serve on the editorial board of this book series.
- Dr. Subramaniam currently serves as Co-Editor of the journal, *School Library Research*.
- Dr. Jaeger and Dr. John Bertot were the founding editors of *The International Journal of Information, Diversity, and Inclusion* (IJIDI).

Publications

Members of the College faculty regularly write articles, conference papers, book chapters, and books for a wide-range of professional and academic venues. The faculty CVs on the accreditation website amply demonstrate the diverse publication outlets to which members of the faculty contribute.

Examples of journals in which faculty members regularly publish include: *American Libraries*; *American Archivist*; *Journal of Education for Library and Information Science*; *Der Kurier: Quarterly of the Mid-Atlantic Germanic Society*; *Library Quarterly*; *Archivaria*; *School Libraries Worldwide*; *Public Library Quarterly*; *Library Trends*; *Library & Information Science Research*; *Law Library Journal*; *Journal of Archival Organization*; *First Monday*; *Curator: The Museum Journal*; *Journal of the American Society for Information Science and Technology*; *Government Information Quarterly*; *Knowledge Quest*; *Journal of Academic Librarianship*; *Journal of School Library Media Research*; *Data Science Journal*; *Information Polity*; *Archival Science*; *Information Technology and Libraries*; and *International Journal of Information, Diversity, and Inclusion*, among many others.

Examples of recent and soon to be published books by members of the faculty include:

- *Access to Information, Technology, and Justice: A Critical Intersection* (2017) by Dr. Ursula Gorham;
- *Accessible Technology and the Developing World* (2020) by Dr. Jonathan Lazar and Dr. M. Stein;
- *Borders & Belonging: Critical examinations of LIS approaches toward immigrants* (2020) by Dr. Ana Ndumu;
- *Celebrating the James Partridge Award: Essays toward the Development of a More Diverse, Inclusive, and Equitable Field of Library and Information Science* (2017) by Dr. Diane Barlow and Dr. Paul T. Jaeger;
- *Components, Infrastructures, and Capacity: The Quest for the Impact of Actionable Data Use on P-20 Educator Practice* (2019) by Dr. Phil Piety.
- *Digital literacy and digital inclusion: Information policy and the public library* (2014) by Dr. Jaeger, Dr. Subramaniam, and Dr. Bertot (with Dr. Natalie Taylor and Dr. Kim Thompson)
- *Foundations of Information Policy* (2019) by Dr. Paul T. Jaeger and Dr. Natalie Greene Taylor;
- *Perspectives on the Impact that Librarians and Libraries Have on Our World* (2020) by Dr. Renee Hill;

- *Roles and Responsibilities of Libraries in Increasing Consumer Health Literacy and Reducing Health Disparities* (2020) by Dr. Beth St. Jean, Gagan Jindal, Yuting Liao, and Dr. Paul T. Jaeger (Ms. Jindal and Ms. Liao are doctoral candidates in the College).

Some recent examples of award-winning faculty papers include:

- 2014 Beta Phi Mu/LRRT (Library Research Round Table) Research Paper Award: The hows and whys of disadvantaged tweens' online credibility assessment: Implications for digital literacy instruction (Dr. St. Jean & Dr. Subramaniam)
- 2017 ASIS&T SIG-USE Innovation Award: Is ignorance really bliss?: (Dr. St. Jean and Ms. Jindal, Ms. Liao).
- 2018 CHI Best Paper Award: Making as Expression: Informing Design with People with Complex Communication Needs through Art Therapy (Dr. Amanda Lazar).

Events

In addition to this rich environment of research and educational innovation, the College maintains an active community environment that includes events such as:

- The annual (now bi-annual) College Career Fair for current students, which draws about 30 information-related employers (a more detailed description and list of employers who participated in the most recent fair are available in Standard IV.4);
- The annual UMD Data Challenge¹⁰⁷ for students from across the University;
- The annual iSchool Symposium¹⁰⁸ where students from all programs showcase their field study and capstone projects;
- The annual James Partridge Outstanding African American Information Professional Award¹⁰⁹, presented in conjunction with the advocacy group, Citizens for Maryland Libraries. Established in 1997, the award recognizes information professionals who exemplify the highest ideals of the information professions;
- The Dean's Lecture Series¹¹⁰, which regularly brings in distinguished speakers from the academic, private, and public sectors to speak to a university-wide audience on topics of information;
- Bi-weekly Tech Talks¹¹¹ where information technology and design industry members share their expertise and advice with students; and
- Weekly talks sponsored by the College's Center for the Advanced Study of Communities and Information (CASCI)¹¹², the Computational Linguistics and Information Processing (CLIP) Lab¹¹³, and the Human Computer Interaction Lab (HCIL)¹¹⁴ create opportunities for discussion and learning about emerging technologies, developing research, and outreach efforts related to LIS.

¹⁰⁷ <https://datachallenge.ischool.umd.edu/>

¹⁰⁸ <https://ischool.umd.edu/events-type/2nd-annual-ischool-symposium>

¹⁰⁹ <https://citizensformarylandlibraries.org/Partridge>

¹¹⁰ <https://ischool.umd.edu/events-type/dean%E2%80%99s-lecture-series-nadya-bliss-disinformation>

¹¹¹ <https://www.hcim.umd.edu/single-post/2019/02/01/HCIM-Spring-Tech-Talks>

¹¹² <https://casci.umd.edu/casci-events-2/fall-2019-casci-activity-schedule/>

¹¹³ <https://wiki.umiacs.umd.edu/clip/index.php/Events>

¹¹⁴ <https://hcil.umd.edu/events/>

As the College has grown and evolved, it has remained steadfast in preparing future library and information science professionals who are ready to serve and improve their institutions and communities. The impact of the research of the Trace Center and iPAC; the creation and success of CIDLIS, the Disability Summit, and the *International Journal Information, Diversity, and Inclusion*; the establishment of the Diversity and Inclusion Specialization of the MLIS Program; the presentation of the James Partridge Award; publications by faculty and staff members in the areas of access, policy, inclusion, and human rights; and the founding of the iDiversity student group are among the many demonstrations of this commitment.

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.

Faculty who regularly teach for the MLIS Program hold the following advanced degrees:

- John Bertot: M.A., Communications, State University of New York at Albany; Ph.D., Information Transfer, Syracuse University, School of Information Studies
- Jonathan Lazar: LL.M., University of Pennsylvania Law School; Ph.D., Information Systems, University of Maryland, Baltimore.
- Kenneth Heger: M.A. in European History, University of Maryland, College Park; Ph.D. in European History, University of Maryland, College Park.
- Paul Jaeger: M.Ed., Curriculum and Instruction, University of North Florida; M.S., Library & Information Science, Florida State University; J.D., Juris Doctor with Honors, Florida State University; Ph.D., Information Studies, Florida State University.
- Ursula Gorham: M.L.S., College of Information Studies, University of Maryland; M.P.M., University of Maryland School of Public Affairs; J.D., University of Maryland School of Law (with honors); Ph.D., Information Studies, College of Information Studies, University of Maryland.
- Renee Hill: M.S., College of Information Studies, Florida State University; Ph.D., Information Studies, Florida State University.
- Ana Ndumu: MLIS, Florida State University; Ph.D. in Information, Florida State University.
- Beth St. Jean: M.S., Information (Library & Information Services), University of Michigan; Ph.D., Information, University of Michigan.
- Mega Subramaniam: M.S., Education (Instructional Systems Technology), Indiana University; Ph.D., Information Studies, Florida State University.
- Richard Marciano: M.S., Computer Science, University of Iowa; Ph.D. Computer Science, University of Iowa.
- Ricardo Punzalan: MLIS, University of the Philippines Diliman; Ph.D., Information, University of Michigan.
- Katrina Fenlon: Ph.D., Library and Information Science, University of Illinois at

Urbana-Champaign.

Many of our faculty members have extensive related professional experience that informs their work as educators. As some examples, prior to entering academia, Dr. Heger spent several decades working at the National Archives and Records Administration (NARA), Dr. Bertot was a systems administrator for the New York state legislature, Dr. Subramaniam was an instructional designer, and Dr. Gorham was a special librarian.

Many of these faculty members also have extensive qualifications in academic planning and assessment. Drs. Hill, Jaeger, and Subramaniam all have degrees in education, amongst their various degrees earned. Drs. Bertot and Gorham regularly teach the planning and evaluation courses in the College; Dr. Jaeger used to teach academic assessment courses at a previous institution. Planning and assessment are also central to the research of these last three faculty members. For faculty members without such experience, the TLTC offers courses that all faculty members can take related to academic planning and assessment.

Interaction with Faculty of Other Disciplines

The College uses shared appointments to strengthen existing relationships, as well as to create new opportunities for collaboration, between the College and other campus units. Shared appointments are visible proof of the close connections between the College and the broader UMD community. Current joint appointments are as follows:

- Applied Research Laboratory for Intelligence and Security (ARLIS): Dr. Susan Campbell, Dr. Susannah Paletz, Dr. C. Anton Rytting;
- College of Journalism: Dr. Naeemul Hassan;
- College of Behavioral & Sciences
 - Department of Anthropology: Dr. Kate Izsak;
 - Department of Geographical Sciences: Dr. Sergei Skakun;
 - Joint Program in Survey Methodology: Dr. Chris Antoun, Dr. Brian Kim
- College of Computing, Mathematics, and Natural Sciences: Dr. Jordan Boyd-Graber, Dr. Jen Golbeck, Dr. Evan Golub;
- College of Arts & Humanities (ARHU)
 - Department of English: Dr. Kari Kraus;
 - Maryland Institute for Technology in the Humanities: Dr. Matthew Kirschenbaum [a joint program between ARHU and UMD Libraries];
- College of Education
 - Department of Teaching and Learning, Policy and Leadership: Dr. Tamara Clegg, Dr. David Weintrop;
- Maryland Language Science Center: Dr. Jordan Boyd-Graber
- National Consortium for the Study of Terrorism and Responses to Terrorism: Dr. Kate Izsak;
- School of Public Policy: Dr. Charles Harry
- School of Architecture, Planning Preservation
 - Urban Studies and Planning Program: Dr. C. Scott Dempwolf
- University Libraries: Ashleigh Coren, David Durden, Rachel Gammons, Lindsay Inge Carpenter, Dr. Adrienne Lim, Jordan Sly, Josh Westgard, Suzy Wilson

- University of Maryland Institute for Advanced Computing Studies (UMIACS): Dr. Jordan Boyd-Graber, Dr. Niklas Elmqvist; Dr. Vanessa Frias-Martinez, Dr. Ge Gao, Dr. Douglas Oard.

Joint appointments to the University of Maryland Institute for Advanced Computer Studies (UMIACS) have resulted in a number of grants involving faculty from both units. Examples of related UMIACS projects include:¹¹⁵

- **Developing Innovative Language Technologies**
 - *Principal Investigators:* Dr. Oard (College of Information Studies); Dr. Philip Resnik (ARHU); Dr. Marine Carpuat and Dr. Hal Daume (CMNS)
 - *Funding Agency:* Intelligence Advanced Research Projects Activity (IARPA)
 - *Description:* UMD is part of a multi-institutional team tasked with building a powerful set of language technologies that can unlock information that has previously been unsearchable, and thus unfindable. This four-year, \$14.4 million project will produce a language processing system that allows a user to type in a query in English and have information returned in English - even if the content is only available in a lesser-known language like Croatian.
- **Data-driven Models of Human Mobility and Resilience for Decision Making**
 - *Principal Investigator:* Dr. Vanessa Frias-Martinez (College of Information Studies and UMIACS)
 - *Funding Agency:* NSF
 - *Description:* This project looks at the reactions that people have to a given type of shock or disaster and the large volume of location data generated by people with cell phones in these cases. A better understanding of available data will be used to suggest ways in which decision makers can create preparedness and response plans using accurate and informative representations of these data.
- **Finding Practices that Cultivate Ethical Computing in Mobile and Wearable Application Research & Development**
 - *Principal Investigators:* Dr. Katie Shilton and Dr. Susan Winter (College of Information Studies) and Dr. Adam Porter (UMIACS)
 - *Funding Agency:* NSF
 - *Description:* This research team studies academic and commercial software research and development to discover factors that encourage discussion and action on ethical challenges. We will then incorporate findings into curricular materials for computer ethics by building interactive simulations both for the classroom and for massive online open course-ware (MOOCs).

College faculty also work with researchers from other institutions. An example of this type of multi-institution collaboration is PERVADE (Pervasive Data Ethics for Computational Research),¹¹⁶ an

¹¹⁵ <http://www.umiacs.umd.edu/research/research-projects>

¹¹⁶ <https://pervade.umd.edu/>

NSF-funded project that studies big data ethics. Led by Dr. Shilton, this project aims to study stakeholders in big data capture and use, using the results to guide best practices for each group using decision-support tools, risk management methods, public educational materials and an open dataset of findings. Collaborators are from the University of California Irvine, the University of Colorado Boulder, Princeton University, the University of Wisconsin/Milwaukee, and the Data and Society Research Institute.

UMD Libraries

The College and the University of Maryland Libraries¹¹⁷ have a close working relationship, with a history of library staff teaching as adjuncts in the College and College classes carrying out projects in the libraries. The University of Maryland Libraries Research and Teaching Fellowship¹¹⁸, described in greater detail in Standard II.3, is another example of this close working relationship. The MLIS Program team worked with Rachel Gammons and Suzy Wilson, who oversee the fellowship program, to create a 3-credit course opportunity for fellows. As part of the fellowship program, students have to complete a substantial amount of academic work (readings, as well as face-to-face and online discussions) and they are now able to receive credit for this work.

The College and the University Libraries also meet periodically to discuss possible joint ventures. During the 2018-2019 academic years, this was accomplished through regular brown bag lunches. Members of the College, including MLIS Program Co-Directors, as well as the MLIS Program Manager, and Graduate Assistant, participated in these lunches to meet candidates for the Dean of Libraries position in Spring 2019. Attendees provided their notes, opinions, and evaluations of the candidates to Dean Marzullo following these meetings. The University uses a secure system (Candidate Review Search Management tool) to share applicant CVs and collect feedback on candidates.

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

Faculty workload for instruction, research, and service is described in the University System of Maryland Faculty Workload Policy.¹¹⁹ Faculty assignments for teaching, research, and service are determined with the competencies and interests of the faculty, as well as the needs of the College, in mind.

The College's standard faculty workload policy for each type of faculty position is described in *Appendix III-13: Workload Guidelines*. These workload expectations are used as the basis for appointment letters and position descriptions, annual and merit pay reviews, and promotion reviews and evaluations.

¹¹⁷ <https://www.lib.umd.edu/>

¹¹⁸ <https://www.lib.umd.edu/tl/fellowship>

¹¹⁹ <http://www.usmd.edu/regents/bylaws/SectionII/II125.html>

Instruction

For assistant professors, standard teaching load is 6 credits (typically 1 Fall and 1 Spring or 1-1) during their first year and 9 credits (2-1) until tenure is granted. For associate and full professors, standard teaching load is 12 credits (2-2). Teaching loads are adjusted account the demands on an individual faculty member's time because of heavier responsibilities in research or service. Faculty who are working on funded research; fulfilling major service responsibilities to the College, University, or profession; or undertaking other special tasks may have a reduced teaching load; such adjustments are arranged between the faculty member and the Dean.

The teaching load for professional track faculty is determined by the individual faculty member's contract. In general, the expected teaching load for instructional PTK faculty members is 18 credits (3-3) with adjustments made for administrative responsibilities, research, advising and mentoring, and other professional contributions and responsibilities. This includes adjustments for associate deans, program directors, and other faculty with leadership responsibilities.

Research and Scholarship

Expectations for faculty research are more difficult to express quantitatively because of variations in topics and areas, projects, funding cycles, and other aspects of research and scholarship. However, the University expects that faculty will "be engaged continually and effectively in creative activities of distinction."¹²⁰ Most full-time faculty members, as reflected in their CVs, do engage in research and scholarship on a regular basis.

Service

Each faculty member is expected to fulfill appropriate service responsibilities to the College, the University, and the profession. Examples of College service responsibilities appropriate for senior and tenured faculty are directing a degree program, coordinating a degree specialty, chairing a search committee, and chairing the College Assembly committee or a major standing committee. Examples of service for junior faculty include committee membership (a standing committee or search committee), representing the College on the campus Senate, or serving on a campus task force or committee. Service responsibilities assumed by full-time faculty are described in their CVs. Most College faculty serve on one or more committees within the College; a list of committee assignments for the current year is in *Appendix III-14: College Committee Assignments 2019-2020*.

Faculty members follow their personal preferences in engaging in service to professional organizations and institutions, although assistant professors are advised to select those opportunities that will best enhance their research and teaching responsibilities.

¹²⁰ https://www.faculty.umd.edu/policies/documents/APTManual_14-15.pdf. Page 57.

Per their job descriptions, faculty members serving as Director or Co-Director of the MLIS Program maintain the following responsibilities:

- Strategic development of the program and its curriculum
- Representation of the program at formal events,
- Development of strategic partnerships with employers and other external stakeholders,
- Working with the Program Manager and iSchool Faculty to establish the MLIS program as a high quality educational offering and student experience.

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. University and iSchool procedures for systematic evaluation of faculty with variations based on the rank and status of the faculty member are the framework for systematic review of iSchool faculty members. These procedures are appropriate for a research university. Faculty members are reviewed generally on teaching, advising, and mentoring; research, scholarship, and artistic creativity; and service to the profession, university, and the iSchool.

The following APT Policy and Procedure documents are publicly available on the College website:

- Affiliate and Adjunct Faculty Policy and Appointment Procedures (May 6, 2016)¹²¹
- Policies and Procedures for Peer Evaluation of Teaching (December 4, 2015)¹²²
- Procedures for Post-Tenure Evaluation of Tenured Faculty (November 1, 2013)¹²³
- Procedures for
- Procedures for Review, Appointment and Promotion of Professional Track Faculty (May 3, 2019)¹²⁴
- Criteria for Review, Appointment, and Promotion of Professional Track Faculty (May 6, 2016)¹²⁵
- Procedures for Review, Appointment, Promotion and Tenure of Tenure-Track and Tenured Faculty, Professors of the Practice, College Park Professors, University of Maryland Professors (September 2019)¹²⁶
- Criteria for Review, Appointment, Promotion and Tenure of Tenure-Track and Tenured Faculty (April 4, 2014)¹²⁷

Review of TTK Faculty

The annual review committee, a subcommittee of APT, conducts: 1) annual merit pay review for all faculty members with paid College appointments; 2) contract renewal reviews for assistant professors at the end of their contract period; and 3) progress reviews for assistant professors and early-career

¹²¹ <http://internal.ischool.umd.edu/wp-content/uploads/2019/06/AffiliateFacultyProcedures-approved-May-6-2016.pdf>

¹²² <http://internal.ischool.umd.edu/wp-content/uploads/2019/06/teachingevaluationpolicyandprocedures-4dec2015.pdf>

¹²³ http://internal.ischool.umd.edu/wp-content/uploads/2019/06/ischoolposttenurereviewproceduresnov2013_0-1.docx

¹²⁴ <http://internal.ischool.umd.edu/wp-content/uploads/2019/09/PtkProcedures-Adopted-2019-05-03.pdf>

¹²⁵ <http://internal.ischool.umd.edu/wp-content/uploads/2019/06/ProfessionalTrackAptCriteria.pdf>

¹²⁶ <http://internal.ischool.umd.edu/wp-content/uploads/2019/09/iSchoolTenureTrackAptProcedures-2019-approved.docx>

¹²⁷ <http://internal.ischool.umd.edu/wp-content/uploads/2019/06/iSchoolCriteria-final.pdf>

associate professors. All TTK faculty members must provide a CV in the format specified by the University's APT guidelines and complete an online summary of their accomplishments during the prior calendar year and their plans for the current year. Faculty members scheduled for a progress review must additionally submit a research statement and a teaching statement. The Dean's office provides additional information, including a teaching evaluation summary for each course taught by faculty members.

Appointment as, or promotion to, the rank of associate professor and award of tenure to an untenured associate professor involves the appointment of a record preparation committee (RPC) for each case, elected from the APT. External reviewers are provided with representative publications written by the candidate and a summary statement of their professional accomplishments. The tenure package goes to APT for vote and then to the dean, with subsequent handling of the case as specified by University procedures. Promotion and tenure review for existing faculty normally occurs during an individual's sixth year as an assistant professor.

A similar process is carried out for faculty members who wish to be considered for promotion to professor. Comprehensive reviews for faculty with tenure are required by University policy and are normally conducted every five years. Each comprehensive review is carried out by a separate comprehensive post-tenure review committee elected by the APT, with results discussed with and acted upon by the dean.

Review of PTK Faculty

Professional Track faculty (PTK) titles and ranks are grouped in four broad categories: Research Faculty, Instructional Faculty, Specialist Faculty, and Term-Limited Faculty. The College considers all Principal level titles to be generally parallel to Professor, albeit without tenure.

Except for the term-limited faculty position titles, there is no mandated minimum, maximum, or expected term length or time to promotion for Professional Track Faculty appointments. Assignments and expectations of PTK faculty are specified in their individual contracts.

Candidates for PTK positions are reviewed, in the case of junior positions, by the appointments subcommittee, and in all other cases by APT, with recommendations provided to the Dean. Criteria are specified and depend on the category of appointment. The PTK review committee conducts an annual merit pay review for all PTK faculty; annual progress reviews for junior PTK faculty; and biannual progress reviews for mid-level PTK faculty. Materials reviewed include a CV in the format specified by the University's APT guidelines, together with the faculty member's summary of accomplishments and plans. For progress reviews, research and teaching statements provided by the faculty member and additional information from the Dean's office, including a teaching evaluation summary (if applicable) are reviewed. Further procedures are specified in the procedure documents mentioned above.

When PTK faculty are hired, they spend their first year on a one-year contract allow the College to initially evaluate the new faculty member. If they are deemed a success, then the faculty member is offered a longer-term contract of three, five, or ten years, based on their seniority and career aspirations.

All full-time faculty members in the College, including PTK faculty members, are assigned a mentor

who is expected to regularly discuss their career goals, needs, and opportunities with them. Mentors, the Associate Dean for Faculty, and the Senior Associate Dean regularly work with PTK faculty members to identify the next promotion opportunity, or if necessary, changes that might be made to their appointment to better fit their interests, expertise and aspirations. When a PTK faculty member is promoted, a new contract is drafted to reflect their new status and compensation.

Promotion review starts with a request to the Dean and election of an RPC, following a procedure similar to that for TTK faculty and as specified in College and University policies.

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 RPCs for tenure and promotion cases gather relevant information about the faculty member under evaluation, as detailed in Standard III.8. This information is reviewed by the chair of the RPC, who then prepares a written statement. The written statement, together with the supporting evidence, is made available to APT members on a closed Canvas site.

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

The processes of determining faculty hiring priorities for the MLIS Program provide a clear example of drawing on the results of the evaluation of our faculty to improve the program. Across the College, decisions of hiring priorities are determined by the College administration, based on available funds and faculty lines. However, the Deans seek detailed input from the program directors, as well as the program managers and the Director of Academic Programs, as each year's faculty hiring plans are formulated.

To identify faculty needs, the MLIS Program Co-Directors and Manager gather information from student surveys, feedback provided in student course evaluations, the MLIS Advisory Board, the MLIS Program Committee, alumni, and employers of alumni, along with monitoring job position announcements and recent professional literature. In combination, these methods enable us to identify areas in which new faculty could contribute to the curriculum and to the preparation of students for their careers. By 2017, the MLIS Program team had identified a growing need for faculty with expertise in: 1) digital collections, curation, and modeling; and 2) information behavior of immigrant, migrant, and non-English speaking populations. Though vastly different areas, both were identified as hiring priorities due to significant student interest in these topics and an increase in career opportunities related to these areas.

These needs were presented to the Dean, the Senior Associate Dean, and the Director of Academic Programs. Once approved, position announcements were created and search committees formed and charged. During the 2017-2018 hiring season, Dr. Katrina Fenlon and Dr. Ana Ndumu were hired to fill these important teaching and research roles in the College.

Similarly, in Fall 2019, a number of faculty and staff members drafted a curriculum needs analysis

focused on archives and digital curation and presented this report to the Dean (*Appendix III-15: Archives Curriculum Analysis 2019*). This report factored into the hiring plan developed for the current year, which includes hiring at least one TTK faculty member and one PTK faculty member whose work focuses on the area of archives and digital curation.

We are actively recruiting adjunct faculty to teach in this area as well. For example, Siobhan Hagan is currently developing a course on film and moving image archiving. She works for DC Public Libraries as the Memory Lab Network Project Manager and is founder and President of the Mid-Atlantic Regional Moving Image Archive.

Standard IV: Students

Enrollment

The College's student body has experienced significant growth since 2012. The creation of an undergraduate program in Fall 2016 is the largest contributor to the rapid increase in the overall student population in the College; however, three of the four graduate programs in the College - MLIS, HCIM, and Ph.D. - have also experienced growth in recent years. Beginning in 2016, the MLIS Program began to enroll students in the Spring, as well as the Fall (our traditional admissions period). This change has been a key factor in the program's growth, as we have witnessed a steady increase in the number of spring applicants every year since this change was instituted. **Table IV-1** provides enrollment data for College academic programs for the 2016-2017, 2017-2018, and 2018-2019 academic years, as well as for the Fall 2019 semester.

Table IV-1: Enrollment Data for College Graduate Programs, Fall 2016-Fall 2019

	Fall 2016 & Spring 2017			Fall 2017 & Spring 2018			Fall 2018 & Spring 2019			Fall 2019 & Spring 2020*		
	APP LIE D	ACC EPT ED	ENR OLL ED	APP LIE D	ACC EPT ED	ENR OLL ED	APP LIE D	ACC EPT ED	ENR OLL ED	APP LIE D	ACC EPT ED	ENR OLL ED
MIM	452	105	44	200	62	34	169	61	20	130	68	17
MLIS (Fall)	164	111	47	145	115	47	209	170	79	228	164	61
MLIS (Spring)	48	36	23	61	50	35	81	66	54	74	60	14
HCIM	139	76	16	183	90	26	298	118	35	364	122	26
Ph.D.	74	16	9	75	18	10	90	13	11	115	17	10
Total	877	344	139	664	335	152	847	428	199	837	371	114

[*Fall 2019 data more accurately reflects enrollment numbers based on University systems. Previous semester totals were calculated using internally maintained rosters. Fall 2019 "enrolled" totals refer to students who are registered for classes and does not include those who have deferred enrollment to a later semester.]

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.

Program Policies

The UMD Graduate School provides baseline policies and procedures for all graduate students. Additionally, the College has established additional policies and procedures that are college-wide and oftentimes specific to programs. Students are expected to familiarize themselves with the policies and procedures in The Graduate Catalog¹²⁸ and their program handbook. Students are also expected to abide by the Code of Academic Integrity¹²⁹ as detailed by the University. Students involved in academic dishonesty¹³⁰ will be referred to the Office of Student Conduct.¹³¹

The *2019-2020 MLIS Student Handbook*¹³², which is publicly available on our College website, contains all program policies currently in effect.¹³³ This handbook is reviewed and updated every summer to reflect changes to University and Graduate School policies. These annual updates provide the MLIS Program with the opportunity to address any questions and concerns that had arisen during the previous academic year. For example, a section was added to reflect a formal policy (created in 2019) to allow students to use the MSMC certificate capstone course to fulfill MLIS Program field study requirement: “For the MSMC Practicum to replace LBSC703, the internship must meet the MLIS field study requirements: The field study must include 120-hours of work and be completed in an information organization under the supervision of an information professional.”¹³⁴

MLIS Student Recruitment

Since 2012, the way in which recruitment is handled within the College has evolved. Historically, recruitment was primarily event-based, with the College maintaining a presence at certain University of Maryland events (e.g., Office of Multi-Ethnic Student Education [OMSE] orientation, career fairs) and holding open houses for prospective students. The MLIS Program would hold multiple information Sessions throughout the semester. *Appendix IV-1: Recruitment Report 2013-2014* includes information on 2013-2014 recruitment efforts including information session time, date, and number of RSVPs.

Information sessions were conducted via WebEx from 2016-2018 by the MLIS Program Coordinator at that time. These information sessions were held four times each semester, but they were not well-attended (less than three attendees per session).

The position of Assistant Director of Communications was created in Spring 2017, and a recruiter was hired in Fall 2017 to begin targeted marketing/advertising campaigns designed to more effectively meet the College’s recruitment goals.

The College has since adopted a more proactive approach to recruitment, switching from a focus on local communities (e.g, undergraduate students at the University of Maryland) to developing

¹²⁸ <http://apps.gradschool.umd.edu/Catalog/policy.php>

¹²⁹ <https://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-100A.pdf>

¹³⁰ <https://www.studentconduct.umd.edu/academic-dishonesty>

¹³¹ <https://www.studentconduct.umd.edu/>

¹³² https://ischool.umd.edu/sites/default/files/u19934/2019-2020_mlis_student_handbook.pdf

¹³³ <https://ischool.umd.edu/gradpolicies>

¹³⁴ https://ischool.umd.edu/sites/default/files/u19934/2019-2020_mlis_student_handbook.pdf. Page 29.

strategies to reach individuals -- regardless of location -- who are interested in or have a background in information science. This approach has been driven, at least in part, by the MLIS Program's increasing number of online offerings. For example, in response to low attendance at the information sessions held via WebEx, the MLIS Program Manager recorded an information session video and posted it on YouTube and embedded it on the MLIS Program webpage.¹³⁵ From the time when it was first posted in November 2018, the video has been viewed nearly 1,000 times.

At this point in time, recruitment is a collaborative effort among the Communications team; the Director of Academic Programs and staff; the MLIS Program team; and the Recruitment and Outreach Coordinator. The Communications team consists of Mia Hinckle, Assistant Director of Communications, and Craig Taylor, Graphic Design and Media Coordinator.

In June 2018, a new position of Recruitment and Outreach Coordinator was created under the Director of Academic Programs. Among other responsibilities, the Coordinator works with all undergraduate and graduate programs to identify recruitment goals and to implement recruiting and outreach campaigns in collaboration with the Communications team. Most recently, the current Recruitment and Outreach Coordinator, Noah Dibert, represented the College and the MLIS Program at the Legal Research Institute 2019 conference hosted by the Law Library Association of Maryland. The MLIS Program team discusses recruitment regularly in biweekly meetings with the Senior Associate Dean and the Director of Academic Programs. During the Fall 2019 semester, several program-specific meetings were also held between the MLIS Program team, the Director of Academic Programs, and the Recruitment and Outreach Coordinator.

College recruitment goals and priorities continue to evolve with current efforts focused on the following:

- Promoting each of the graduate programs in a way that aligns with the individual program goals (e.g., targeted enrollment)
 - Placing advertisements on social media and with other businesses/publications
 - Updating promotional materials for each program that are tailored to prospective student needs. This involves the creation of branded information packets (including one-pagers and FAQs), as well as recruitment videos
 - Developing virtual information sessions (which are made available on YouTube and close-captioned to increase accessibility), as well as a standard template for all College programs to use in making these videos.
- Making our programs more financially accessible through scholarships and other means of financial support
- Developing an automated communication system with prospective students
- Enhancing the College website
- Increasing findability of College website via search engine optimization (SEO)

The MLIS Program Manager and the MLIS Program Academic Advisor regularly meet with prospective students to answer questions. Because of the high number of requests for face-to-face meetings, the Program team has recently decided to limit face-to-face meetings with prospective students, encouraging

¹³⁵ <https://ischool.umd.edu/mlis>

them instead to attend an Open House event (held in the Spring and Fall), Maryland Day, or another College event open to the public. This approach benefits prospective students as well, as these events provide more opportunities to engage with current students, faculty, and staff. For example, students attending the Open House event have the option to attend an actual class during their visit to campus.

Recruitment Communications

General admissions questions are answered over email or phone. The College maintains a general admissions email (ischooladmission@umd.edu) and prospective students are also encouraged to email the Program directly (mlisprogram@umd.edu).

Prospective students can also request general information through the College website about one or two potential programs of study.¹³⁶ Communications with prospective students who have started an admissions application are maintained using a CRM tool (formerly called WebCenter) by Campus Management.¹³⁷ This tool helps GSS and the Program Manager manage communications with prospective students. The tool allows the Program to create communication plans with automated workflows, draft template emails, use a text messaging service, and create standard letters for bulk emailing. The Program is able to save and re-use content to communicate with applicants. After creating an application, applicants are sent periodic emails asking if they would like more information and reminding them of important admissions deadlines.

Admissions

The admissions process is a collaborative effort between Graduate Student Services (GSS), the MLIS Program team, the MLIS Program committee, and College faculty who teach in the MLIS Program. The Program has two application cycles and has been accepting Spring admits since 2016. Applications are reviewed in October for admission in the spring semester, and applications are reviewed in February for admission in the fall semester. Throughout each application cycle, GSS acts as a liaison between the Graduate School and each graduate program within the College. GSS also assists graduate program personnel in the following ways:

- Providing updates throughout the open application period regarding the number of complete and in-progress applications;
- Exporting application data, checking it for completeness; and,
- Communicating with applicants regarding any issues with their application (e.g., missing transcripts, missing letters of recommendation).

Once the application deadline has passed, the Program Manager is responsible for coordinating the review of applications and working with reviewers to ensure the timely completion of all reviews. Currently, each application is reviewed by three people: the Program Manager, a Program Co-Director, and one member of the faculty. Faculty who serve on the MLIS Program Committee are responsible for reviewing applications each cycle. Each reviewer uses the University's AppReview system to view

¹³⁶ <https://umdgrad.askadmissions.net/emtinterestpage.aspx?ip=umdinformationstudies>

¹³⁷ <https://www.campusmanagement.com/>

applications. They are responsible for submitting a “recommendation,” as well as supplying notes regarding the various factors that led to their decision. “Recommendations” they can choose from include: Admit (Full); Admit (Provisional); Reject; and Reject (Incomplete Application). Applications are considered incomplete if they are missing the Supplementary Application, transcripts to verify GPA, a resume, or more than one letter of recommendation. Applications with at least two letters of recommendation are reviewed as complete.

After all application reviews are submitted, the MLIS Program team reviews the information for consistency. Decisions agreed upon by a majority of reviewers ($\frac{2}{3}$) are considered final. Applicants who received mixed reviews (for example one reject, one admit, and one admit-provisional) are reviewed again by the Program team. Once the MLIS Program team completes reviews, the decisions are forwarded to the Graduate School.

The Graduate School accepts or denies enrollment to applicants based on the recommendation of the MLIS Program. In cases in which the applicant does not meet the Graduate School’s basic requirements (e.g., a minimum GPA of 3.0), the Program must provide a “Letter of Justification” in support of a recommendation for admission. In some cases, applicants have an undergraduate GPA below 3.0, but an additional degree with a higher GPA. In other cases, the MLIS Program team considers when the undergraduate degree was earned, if there were extenuating circumstances the applicant addresses in their application essays, and if the applicant has substantial experience in the field.

Examples of past Letters of Justification include:

- 1 *“Please accept this letter of justification for Mr. X. Despite having an undergraduate GPA below 3.0, we wish to admit X to the MLIS degree program. While X’s undergraduate GPA was 2.912, his law school GPA was 3.35. His solid performance in law school, together with his strong verbal and analytical writing GRE scores (in the 99th and 93rd percentiles, respectively), make a persuasive case for his admission to the graduate school...”*

- 2 *“...Based on her statements, letters of recommendation, her current position in our field, and her service-based work history, we consider Ms. X to be an excellent candidate for the MLIS Program. However, her undergraduate GPA of 2.96 is just below the 3.0 threshold of the Graduate School. As she explains in her statements, she was tasked with travelling from Salisbury to Frederick every weekend to care for her mother, who had just had a stroke. This greatly affected her ability to fully focus on her studies.*

She has shown her ability to succeed in online courses by taking two courses at UMUC last spring and attaining a 4.0 GPA. Based on all of these factors, we believe that she would be a strong addition to the MLIS program.”

- 3 *“...Ms. X has 30 years of work experience in our field, having worked in the DC Public Library system since 1988. She also has strong letters of support from members of our profession. We believe that she would be a successful student in the MLIS program.*

While her undergraduate GPA of 2.8 is below the 3.0 threshold of the Graduate School, we request that Ms. X be admitted to the MLIS program. As she explains in her statements, she attended the University of Maryland, University College as an adult learner and it was a new experience for her. She was also working full-time in our field at the time. We find her 20 years of professional experience to be an important factor in considering her as a candidate for the MLIS Program.”

Once the Graduate School has notified applicants of their decision, GSS then begins to communicate with prospective students to share important College and Program information.

It should be noted that applications to the HiLS program follow a somewhat different process, owing to the fact that this program is jointly administered by the College and the Department of History. Historically, the application deadline for the HiLS program has been earlier than that for the MLIS Program. For example, in 2019, the deadline for the HiLS program was January 11, 2019, whereas the deadline for the MLIS Program was February 15, 2019.¹³⁸ This will not be the case going forward: admission deadlines for the MLIS Program and HiLS Program will be consistent for administrative purposes. The MLIS Program and the Department of History review each application separately, in accordance with their own established policies and procedures. After those reviews have been completed, the MLIS Program Manager coordinates a joint review of the applications, during which time representatives from the MLIS Program and the Department of History meet to discuss each of the applicants. For each applicant to the HiLS program, there are four possible outcomes: admission to the HiLS program; admission to the MLIS Program; admission to the History program; or rejection from both programs.

Since 2012, several key changes have been implemented to the application review process followed by the MLIS Program, with the goal of ensuring consistency and a holistic review of each applicant's materials. For example:

- In Spring 2017, the MLIS Program Committee voted to remove the GRE requirement for MLIS applicants, in response to emerging research findings that indicate that standardized testing is a poor indication of academic success and is a known barrier to entry for students, particularly those from underrepresented populations. The GRE, however, remains a requirement for applicants to be considered for the HiLS program.
- The MLIS Program team requires a minimum of three reviews for each application. Currently reviews are provided by the Program Co-Directors, the Program Manager, and an additional member of the MLIS faculty.

¹³⁸ For the 2019-2020 academic year, the MLIS Program committee voted to have one application deadline (January 15, 2020) for HiLS and the MLIS Program.

- In Spring 2019, the MLIS Program Committee opted to replace the supplementary essay with a series of targeted questions. Implementation of these changes commenced with the Spring 2020 application cycle. Examples of these questions include:
 - Find and briefly describe a current job opening that you could see yourself pursuing upon completion of the MLIS degree. How will the MLIS Program prepare you for this?
 - Students often tell us they love books. How can a love of books help you as an information professional?
 - Reflect on an experience where you have had to navigate adversity. Describe how you persevered.

The current Supplementary Application essay questions are available on both the College website and the Graduate School website.¹³⁹

Financial Aid Policy

Financial aid is available in the form of scholarships, fellowships, graduate assistantships, student loans, and jobs. Information about the various financial aid opportunities available to MLIS students can be found through the Office of Student Financial Aid¹⁴⁰ and on the College website.¹⁴¹

Scholarships and Fellowships: Detailed information about scholarships and fellowships (including eligibility requirements) can be found in *Appendix IV-2: College Scholarship Information 2019*. A list of MLIS Program students who received scholarships during the accreditation period can be found in *Appendix IV-3: College Scholarship Recipients 2010-2019*. In addition to scholarships and fellowships funded by the College, the MLIS Program also helps students in identifying other potential sources of funding. Recent achievements in this area include the following:

- Four MLIS students – Shannon Bland, Andrea Castillo, Carmen Collins, and Lauren Cooper – were named ALA Spectrum Scholars in 2018;
- Two MLIS students – Gabi Huesca and Jennifer Conway – were named ALA Spectrum Scholars in 2019;
- MLIS student Tracee Haupt won scholarships and travel awards from five organizations to support her research, including the White House Historical Association, the Visual Resources Association, the Museum Computer Network, and the University of Virginia Library;
- MLIS student Ivy Donnell was the first winner of the Association for Library Collections & Technical Services (ALCTS) Scholarship; and
- MLIS student Colleen Wood received scholarships from the Connecticut Library Association and the Fairfield County Library Administrators Group.

Graduate Assistantships: Historically, the College has provided a limited number of graduate assistantships to incoming and returning students, providing MLIS students with the opportunity to serve

¹³⁹

<https://gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/admissionsforms/umdsupplementaryapplicationlbsclbso.pdf>

¹⁴⁰ <https://financialaid.umd.edu/>

¹⁴¹ <https://ischool.umd.edu/scholarships-awards>

as research assistants (RAs) and teaching assistants (TAs), as well as administrative assistants in the College's front office. Since the launch of the undergraduate program in Information Science, the College has been able to provide an increasing number of teaching assistantships to current students. For the 2019-2020 academic year, 1 Graduate Student Instructor and 8 TAs are current MLIS students. In addition, College faculty hire graduate students (including MLIS students) to work on grant-funded research projects. These positions may be hourly or come with a stipend and tuition remission. By way of example, MLIS students have worked as research assistants in support of the following projects:

- Health Aging and Technology Lab (led by Dr. Amanda Lazar), focused on the accessibility of technology for people with dementia.
- Hackhealth (led by Dr. Beth St. Jean and Dr. Mega Subramaniam), focused on the digital health literacy of youth from disadvantaged backgrounds.

In addition to positions within the College, MLIS students find graduate assistantships with different units and departments on campus. UMD Libraries offers many employment opportunities, for which MLIS students are preferred. Students can also apply for the Research and Teaching Fellows Program through UMD Libraries, described in detail in Standard II.3 above.

Student Loans: Federal loan programs are administered through the University's Office of Student Financial Aid. Information is available at ¹⁴²

Jobs: Most MLIS students are employed at least at some time during their degree studies. According to the 2018 MLIS Student Engagement Survey, 93% of MLIS students work part- or full-time while completing their degree.

MLIS Student Body

During the accreditation period, the MLIS program had a total of 931 students enrolled. Of these 931 students:

- 75.4% (702) were female; 24.6% (229) were male
- Students' average age was 35.28 years old;
- Four students had prior active duty military service;
- Thirty-two were foreign students or US Permanent Residents;
- Five students (0.5%) identified as American Indian or Alaskan Native, 23 (2.5%) as Asian, 79 (8.5%) as Black or African American, 52 (5.6%) as Hispanic, 44 (4.7%) as Two or More Races, 683 (73.4%) as white, and 45 (4.8%) did not indicate.

Table IV-2 and **Table IV-3** present demographic data (gender and race) of registered students during the accreditation period.

¹⁴² <http://www.financialaid.umd.edu/>

Table IV-2: MLIS Student Demographics: Gender by Semester¹⁴³

Semester	Total # of Registered Students	Male	Female
Fall 2012	302	53 (17.5%)	249 (82.5%)
Spring 2013	269	44 (16.4%)	225 (83.6%)
Fall 2013	263	64 (24.3%)	199 (75.7%)
Spring 2014	236	59 (25.0%)	177 (75.0%)
Fall 2014	244	63 (25.8%)	181 (74.2%)
Spring 2015	222	54 (24.3%)	168 (75.7%)
Fall 2015	219	46 (21.0%)	173 (79.0%)
Spring 2016	210	44 (21.0%)	166 (79.0%)
Fall 2016	187	36 (19.3%)	151 (80.7%)
Spring 2017	203	35 (17.3%)	168 (83.2%)
Fall 2017	189	36 (19.0%)	153 (81.0%)
Spring 2018	201	36 (17.9%)	165 (82.1%)
Fall 2018	221	36 (16.3%)	185 (83.7%)
Spring 2019	246	42 (17.1%)	204 (82.9%)
Fall 2019	261	46 (17.6%)	215 (82.4%)

According to a report prepared by the UMD Graduate School in August 2018, among MLIS degree programs located at Association of American Universities (AAU) and Big 10 member institutions, our MLIS program awarded the second highest number of graduate degrees to underrepresented minority (URM) students. This report, written by the UMD Graduate School, can be found in *Appendix IV-4: UMD Big10 and AAU Ranking for URM Degrees*.

¹⁴³ Students are able to graduate in Spring, Summer, or Fall semesters. The Program has also been accepting Spring admits since 2016. For these reasons, we have broken down the demographic data in Tables IV-2 and IV-3 by semester.

Table IV-3: MLIS Student Demographics: Race by Semester

Semester	*Total # of Students	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Pacific Islander	Two or more races	Unknown	White
Fall 2012	302	0	14	19	14	0	8	8	239
Spring 2013	269	0	14	16	13	0	7	8	211
Fall 2013	263	0	10	16	9	0	6	6	216
Spring 2014	236	0	7	15	9	0	6	4	195
Fall 2014	243	0	5	15	13	0	9	6	195
Spring 2015	222	0	4	13	12	1	9	3	180
Fall 2015	219	0	6	14	14	1	9	3	172
Spring 2016	210	0	4	11	12	0	8	3	172
Fall 2016	187	1	4	11	14	0	6	6	145
Spring 2017	203	1	7	12	16	0	6	8	153
Fall 2017	189	1	9	10	15	0	4	12	138
Spring 2018	201	1	8	13	15	0	5	12	147
Fall 2018	221	0	12	16	10	0	6	12	165
Spring 2019	246	0	15	19	13	0	8	13	178
Fall 2019	261	0	16	19	11	0	5	17	193

* “Total # of Students” refers to students who were registered for courses.

The College climate survey conducted in Spring 2019 (Appendix III-5) highlighted different aspects of our diverse community. This survey gave students the opportunity to provide demographic information about themselves, including race, ethnicity, gender status, sexual orientation, marital status, disability, and status as a first generation college student). Approximately 50 MLIS students (roughly 16% of current students in our program) participated in the survey. **Tables IV-4 and IV-5** offer a snapshot of the diversity of the current MLIS student body based on sexual orientation and disability, respectively.

Table IV-4: MLIS Student Demographics: Sexual Orientation

Heterosexual/Straight	61.54%	32
Gay/Lesbian	1.92%	1
Bisexual	15.38%	8
Prefer to self-describe:	11.54%	6
Prefer not to answer	9.62%	5
Total	100.00%	52

Table IV-5: MLIS Student Demographics: Students with an Identified Disability

Yes, I have a disability (please describe)	17.31%	9
No, I do not have a disability	73.08%	38
Prefer not to answer	9.62%	5
Total	100.00%	52

The MLIS Program does not designate students as face-to-face or online. Each semester, the MLIS program strives to offer half its classes face-to-face and the other half online. Most students take a combination of online and face-to-face courses; as detailed in Standard 2.1, students in the School Library specialization are the exception, taking all of their required courses for the specialization online. Accordingly, the data collected by the program does not differentiate among students based on whether they take classes online, face-to-face, or via both modalities.

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

Current and accurate information about the College and the MLIS Program is available on the College website, which is optimized for use on mobile devices. From the website's homepage, visitors can navigate to information about each of the following:

- a. [Curriculum](#) (including links to checklists for the specializations and [course descriptions](#));
- b. [Admissions](#);
- c. [Faculty](#); and
- d. [Career and Internship Resources](#).

Further, individuals can navigate to additional resources from the MLIS landing page, linked off the main page. These resources include the [MLIS Student Handbook](#), which provides up-to-date information about College and Program policies and procedures; the [iSchool Field Study Database](#), which aims to help students identify potential sites where they can complete their required field study experience; links to the [Financial Aid Office](#) and the [Course Scheduling Office](#); and pages on [job opportunities](#), [scholarships and awards](#), and [events](#). GSS maintains a portion of the website for current students that houses Graduate Policies, Forms, and Handbooks and information on Graduate Financial Aid. In accordance with the statistical reporting requirements set forth in *Accreditation Processes, Policies and Procedures* I.18.1, the following information is also available on the MLIS landing page:

“Our average time to degree completion is 2.22 years (based on data from 2014-2018). Our retention rate after 2 years is 96.3% (based on our Fall 2016 cohort). Of the graduates who were awarded a degree in 2017, 91.2% had a job in the field before graduation and 97.2% had a job within 2 months of graduation.”

The program is currently in the midst of redesigning its graduate student advising experience, but the website has played a prominent role in past processes and will continue to do so in revised processes. Until 2019, the College maintained a two-year course plan, which attempted to identify all courses the College would offer over the next two years. The two-year course plan worked well when first implemented; however, problems arose when changes to the plan became necessary due to factors such as faculty turnover and scheduling logistics. As the findings from our 2016 survey of current MLIS students revealed that the majority (63%) of respondents said they use these course scheduling tools to plan their degree programs, the MLIS Program leadership felt it was important to come up with an alternative to the two-year course plan.

Findings from the Fall 2018 MLIS Student Engagement Survey (*Appendix IV-5: MLIS Student Engagement Survey, 2018*) led to the creation of an “MLIS Student” site on Canvas. One purpose of the survey was to identify the best ways to communicate with students. Survey findings showed that, while a majority of students use social media, there is no common platform used by all students. The Program Manager was considering creating and maintaining a Facebook page, but only 59% of respondents felt this would be useful. Based on this information, the Program decided to create a Canvas site that includes discussions boards; announcements; Program, College, and University resources; and modules that cover a variety of topics (e.g., advising, joining professional organizations, attending conferences, publishing coursework, etc.).

The MLIS Program Manager also sends out regular emails that provide an easy-to-read digest of information related to registration, events, job openings, and other items of interest. Example emails are attached as *Appendix IV-6: Sample Program Emails to MLIS Students*. The program also provides course information in a different format. The website now provides information on courses that are offered each fall and spring, including all core courses and any courses central to one of the specializations. The schedule provides information on the semesters in which the courses will be offered, as well as their modalities. The program then provides an additional list of elective courses that will be offered, making this information available to students at least three months before the start of the next semester. Notably, a large-scale revision of the website is underway and expected to be completed by January 2020. With

respect to the academic programs, the landing page for each program is being updated, with the use of a template to ensure consistency among the programs. A major focus of this revision is improving accessibility - going forward, all images on the website will have alt tags, all hyperlinks will be accessible, and meta tags will be added to each page. In preparing to make these changes, the Communications team has done the following:

- Gathered feedback from students, faculty, and staff through a College-wide survey and by visiting committee meetings within the College, such as the Academic Programs weekly meeting;
- Used Google analytics, as well as heat maps, to assist with targeted advertising and to gain insight into how visitors navigate the College website (e.g., which pages do they spend the most time on?). A screenshot of a sample heat map is attached as *Appendix IV-7: MLIS Webpage Heat Map*. From this heat map, one can see that information about admissions was popular among users who navigated to the MLIS Program landing page;
- Created a Website Advisory Committee to discuss organization, creation, and responsibilities associated with designing, developing, and maintaining the website; and
- Created and began a new “Social Media Strategy” based on audience research and alumni survey results (discussed in Standard II.5). Facebook¹⁴⁴ is used to share our College’s story with current and prospective members of the College. Twitter¹⁴⁵ is our news feed and Instagram¹⁴⁶ shows our story through College images. A strategy for YouTube will be launched in Fall 2019.
- Worked with Senior Associate Dean Brian Butler to create a College LinkedIn¹⁴⁷ page in October 2019. Dr. Butler notes that “with its acquisition of Lynda.com (now LinkedIn Learning) and significant increase in substantial professional content related to information and technology professions, LinkedIn has become an important channel for us to communicate with and support our alumni, students, and friends of the College.”
- Created a monthly e-newsletter and quarterly mailed newsletter to alumni based on the 2017 Alumni Survey results that showed a significant interest in these forms of communication (discussed in Standard II.5). The College has been sending monthly e-newsletters since October 18, 2018 and the first mailed newsletter was sent March 2019 with a focus on the MLIS Program. The first quarterly, mailed newsletter and the most recent e-newsletter (sent October 2019) are available in *Appendix IV-8: Alumni Quarterly Mailer and E-Newsletter*.

An informational video for prospective students is also available on YouTube¹⁴⁸ and embedded in our Program’s informational webpage.¹⁴⁹ Over the accreditation period, the program also maintained a blog, *blogMLIS*, which published information about job openings, scholarship opportunities, and events happening at the College. While this blog is not currently being maintained, updates and revisions to the College website, scheduled for Spring 2020, will include features for the blog, jobs, and news postings. The MLIS Program team will use the new blog and job features to post information that was previously posted on the blog.

¹⁴⁴ <https://www.facebook.com/iSchoolUMD>

¹⁴⁵ <https://twitter.com/iSchoolUMD>

¹⁴⁶ <https://www.instagram.com/ischoolumd/>

¹⁴⁷ <https://www.linkedin.com/school/umd-ischool/>

¹⁴⁸ https://www.youtube.com/watch?time_continue=1&v=RsK0dSB8MDo

¹⁴⁹ <https://ischool.umd.edu/mlis>

2019 Communications Initiatives

The College Communications team, in partnership with the Deans, set out to help to foster a sense of connection between our faculty, staff, and students and to create a more comprehensive understanding of the work being done at the College and the mission driving our work. In 2019, they created:

- Weekly Dean's Update: This weekly faculty and staff email from the Dean shares internal organizational updates, accolades, and other news;
- Weekly iSchool Bulletin: This weekly e-newsletter to faculty, staff, and students shares College news, reminders, career resources, and events;
- Monthly iStar: This monthly email from the Dean highlights 3-4 faculty members, staff members, or Ph.D. students, helping to foster awareness and understanding of each other's work and accomplishments;
- Quarterly Info Insider: This monthly research e-newsletter was designed to go to external academy and industry audiences, but another important audience that receives it is our own faculty, staff, and students, thereby encouraging a better internal understanding of the depth and breadth of research happening here; and
- Social Media: The College uses a proactive social media strategy on Twitter, Instagram, and Facebook to share content that will better tell our story and foster a sense of connection with current students, prospective students, alumnae, donors, and other stakeholders.

The College Communications team also promotes the inclusive nature of the College through the marketing and recruiting materials. The materials for each program feature images of students and faculty from a range of underrepresented groups, seeking to make all prospective students feel more welcome and included. The current MLIS Program brochure is available as *Appendix IV-9: MLIS Marketing Brochure Fall 2019*.

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.

Admissions policies are maintained by the University and Graduate School. According to these policies:

“Responsibility for admitting applicants to graduate programs rests with the Dean of the Graduate School. Academic department and program offices review admissions applications and credentials and make admissions recommendations to the Graduate Dean. In cases where credentials were earned abroad, the Graduate School admissions staff will evaluate to ensure that the applicant has the equivalent of an accredited 4-year U.S. baccalaureate degree. The standards

maintained by the Graduate School and individual departments and programs are applied to ensure that applicants admitted to the University are well qualified and trained to study at this institution and have a reasonable expectation of successfully completing a graduate program... In many degree programs, the number of applications received from individuals qualified for graduate study regularly exceeds the number of applicants who can be accommodated. In such cases, only the most highly qualified are offered admission. The number of spaces available in various departments is limited according to the availability of faculty, special resources, and funds for students requiring financial assistance.”¹⁵⁰

All graduate applicants to the College of Information Studies must meet the minimum requirements set by the University of Maryland Graduate School:

- Applicants must have earned a four-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent degree from a non-U.S. institution;
- Applicants must have earned a minimum 3.0 GPA (on a 4.0 scale) in all prior undergraduate and graduate coursework; and
- Applicants must provide an official copy of a transcript for all of their post-secondary work.

In addition, international applicants must meet the Graduate School’s English Language Proficiency Requirements. The minimum requirements set by the Graduate School are: TOEFL (Test of English as a Foreign Language): 100; IELTS (International English Language Testing System: 7; and PTE (Pearson Test of English): 68.

All students seeking admission to a graduate program must submit a Statement of Purpose, three letters of recommendation, and a resume/CV. Prospective MLIS students are also required to submit a Supplementary Application¹⁵¹ that consists of written essays that enable those reviewing applications to develop a better sense of applicants’ educational and professional goals. In addition, School Library Candidates must also submit a Foundational Competencies Self-Assessment Form¹⁵² and the Criminal History Disclosure Form.

The MLIS Program’s application review process is fully described in Standard IV.1. Each academic year, the MLIS Program team reviews the program’s admission and enrollment trends with the Senior Associate Dean and the Director of Academic Programs. This review, together with a consideration of available resources, enables the MLIS program to come up with a rough estimate of the number of students it would like to enroll during each application cycle.

The program’s recent change to its Supplementary Application (i.e., allowing students to select from a series of targeted essay prompts) exemplifies its commitment to holistic evaluation of applications. The MLIS Program Team created these questions to capture the range of characteristics, skills, and interests that potential students bring with them to the MLIS Program. These essay prompts have been written to

¹⁵⁰ <https://academiccatalog.umd.edu/graduate/policies/admissions-policies/#text>

¹⁵¹ <https://gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/admissionsforms/umdsupplementaryapplicationlbsclbso.pdf>

¹⁵² https://ischool.umd.edu/sites/default/files/page_content_files/foundationalcomp.pdf

maximize the insight that the answers will provide into applicant career goals, reasons for entering the field, chances for succeeding in the program, and aspirations for community service and engagement. The essays and the letters of recommendation are the key tools used to evaluate applications.

As the program's holistic review process places less emphasis on numbers (namely, GPA), an otherwise qualified candidate who does not meet the Graduate School's requirement of a 3.0 undergraduate GPA may still gain admission to the MLIS program. It is not unusual to receive an application from an individual who has significant relevant work experience and includes strong essays and letters of recommendation, but has an undergraduate GPA below 3.0. In such cases, the MLIS Program can submit a Letter of Justification to the Graduate School; if accepted, the MLIS Program can offer admission to the applicant.

Reviewers access applications through the ApplyYourself system. The MLIS Program Manager provides detailed instructions to reviewers each semester and is readily available to answer any questions that may arise throughout the review process. Each reviewer provides detailed notes on the strengths and weaknesses of each applicant. In any case in which the reviewers make different recommendations, the MLIS Program Manager and Co-Directors meet to discuss the applicant and reach a consensus decision.

Acceptance rates from Fall 2013 to Spring 2020 are available in Table IV-6.

TableIV-6: MLIS Program Admissions, Acceptance Rates Fall 2013 - Spring 2020

Semester	Applications Submitted	Recommendation to Admit	Recommendation to Reject	Acceptance Rate
Fall 2013	314	247	67	78.7%
Fall 2014	278	246	32	88.5%
Fall 2015	235	207	28	88.0%
Spring 2016	31	24	7	77.4%
Fall 2016	141	111	30	78.7%
Spring 2017	51	39	12	76.5%
Fall 2017	150	123	27	82.0%
Spring 2018	62	51	11	82.3%
Fall 2018	210	170	40	80.1%
Spring 2019	82	67	15	81.7%
Fall 2019	228	164	64	71.9%
Spring 2020	74	60	14	81.1%

***"Recommendation to Reject" includes applications that are rejected for being incomplete.**

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.

The foundation of every student's plan of study is a set of four (4) core classes and either a field study or a Master's thesis. The MLIS Program developed a learning outcomes measurement and assessment plan, as described in Standard I.2. As described in Standard II.1, MLIS students have the option of selecting courses from one or more of six specializations. In making this decision, students are advised by GSS as well as the MLIS Program team and the specialization heads. Information about available courses of study, including the specializations and the Individualized Program Plan (IPP), is available on the MLIS Program website¹⁵³. *Appendix II-13* presents narratives prepared by several current MLIS students, detailing how they went about constructing a coherent plan of study.

The majority of MLIS students ultimately choose to pursue the IPP as it provides them with the greatest flexibility in terms of course selection, allowing them to construct a plan of study that best supports their interests and goals.. For students seeking a more generalized education or pursuing one of the more common career paths in LIS, such as public librarianship or academic librarianship, the IPP allows them to choose from a large selection of relevant courses. In contrast, the other specializations are designed to meet the needs of students with tailored interests, by laying out a course of study comprised of a set of classes that will help them develop knowledge and skills in specific areas.

In addition to the services offered at the University level (such as the University Career Center & the President's Promise¹⁵⁴ and the Graduate School's Professional and Career Development services¹⁵⁵), the College provides an array of career services for its students, including resume/cover letter review workshops, panels about specific career paths, and events geared to help students develop their networking skills (e.g., crafting an "elevator pitch"). The College has held internship and career fairs on a regular basis, as well. The biannual Internship & Networking Fair, last held in 2017, featured employers such as the Library of Congress, National Archives, and Google, drawing over 200 students.

In Fall 2019, Dr. Katy Lawley, a full-time Lecturer in the College stepped into the role of Career Services Lead. In her first semester in the position, Dr. Lawley has created a slate of thematic career and internship fairs (e.g. "digital curation," "cybersecurity"), worked with the College web designer to develop a jobs database to be hosted on the revamped College website,¹⁵⁶ and hosted a Library, Archives, and Museum (LAM)-focused career fair. Dr. Lawley suggested the latter upon learning that, in the past, LAMs looking to hire MLIS students comprised a large percentage of the employers who attended our career events. Given the recent growth of the BSIS program, however, LAMs were finding it more difficult to connect with MLIS students at large College-wide events. To remedy this situation, Dr. Lawley, in consultation with the MLIS Program leadership, chose to hold a targeted career and internship fair designed to better meet the needs of LAM employers and our MLIS students.

The following employers participated in the October 2019 Career Fair: Albert S. Cook Library, Towson University; American Association of Geographers; American Institute of Physics, Niels Bohr Library &

¹⁵³ <https://ischool.umd.edu/mlis-curriculum>

¹⁵⁴ <https://careers.umd.edu/>

¹⁵⁵ <https://gradschool.umd.edu/professionaldevelopment>

¹⁵⁶ The jobs database will be available by Summer 2020.

Archives; Baltimore City Archives; Brookings Institution; Department of Justice; FBI - Data Analyst and Digital Operations Specialist Programs; Federal Communications Commission Library; Federal Judicial Center; Historical Society of Washington, DC; LAC Group; Library of Congress: Young Readers Center and Signature Programs; Lubuto Library Partners; Maryland State Archives; Montgomery History; NASA Goddard Space Flight Center; National Library of Medicine; Prince George's County Memorial Library System; Smithsonian Channel; Smithsonian Libraries; St. Mary's College of Maryland; Universities at Shady Grove; University of the District of Columbia.¹⁵⁷

At an alumni focus group held in July 2019, participants expressed enthusiasm for working with students by reviewing resumes and cover letters, conducting mock interviews, and other activities aimed at helping them prepare to navigate the job market. With the involvement of our alumni, we will be able to enhance the career development opportunities we can offer to our students.

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

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

There are different avenues available for students who wish to participate in policy-making and revision at both the program and College level. The College Assembly and the MLIS Program committee each elect an MLIS student to serve as a voting member. Currently, Karina Kletscher is the student member of the committee and the program's Graduate Assistant (and MLIS student), Caroline Drogin, serves as notetaker and contributes to the meetings as well. Marybeth Gill serves as the MLIS Program Student Representative at College Assembly meetings.

In recent years, student members of College Assembly, for example, have had the opportunity to deliberate on the College's Plan of Organization throughout an extensive revision process. In addition, the student representative on the MLIS Program committee, as well as the MLIS Program Graduate Assistant, have both participated in the committee's deliberations on a number of issues, including revisions to the supplemental essay required of applicants to the MLIS program, and review of a proposed course in women's leadership.

MLIS student K. Sarah Ostrach currently serves as the program's Graduate Student Government representative. She sends notes, updates, and announcements from these meetings to all MLIS students through the program's email listserv. An example of an email she sent can be seen in *Appendix IV-10: GSG Representative Email*.

Three students from the College serve on the UMD Libraries Student Advisory Group¹⁵⁸. This group is appointed by the Dean of Libraries and meets throughout the academic year to engage in discussions about the changing nature of libraries and to advise the Dean on issues important to them. The UMD Libraries Student Advisory Group members include BSIS student Janell Coleman, MLIS student

¹⁵⁷ <https://ischool.umd.edu/umdischool-career-fair-fall2019>

¹⁵⁸ <https://www.lib.umd.edu/about/deans-office/student-advisory-group>

Christina Taylor Gibson, and Ph.D. student Sigfried Gold.

The MLIS Program Manager maintains a list of MLIS student ambassadors, who assist the program by contacting prospective students to share their experiences and by volunteering to help out with College events. GSS is currently working to revamp the program ambassador roles across the graduate programs.

IV.5.2 Participate in research

The Program has fostered several university and external partnerships to maximize opportunities for student research. Examples of these partnerships include the Research and Teaching Fellowship with UMD Libraries (discussed in Standards II.3 and III.6) and the Fellowship in Digital Curation at the National Agricultural Library (NAL). In an October 2014 press release, Dr. Ricky Punzalan, the advisor of the NAL Fellowship, noted that “the fellows appreciate the opportunity to do collaborative research and create strategies to solve real-world institutional challenges.”¹⁵⁹ In addition, a wide range of organizations, including Preservation Maryland, the Smithsonian Institutions, the Library of Congress, and local museums, regularly reach out to the MLIS Program when they have paid or unpaid research opportunities for students.

The DCIC, in particular, offers various ways for students to conduct research, providing them with the space, resources, and faculty guidance to help them succeed. Each fall, the DCIC offers students the opportunity to get involved in various projects (descriptions of Fall 2019 projects are available in *Appendix IV-11: Fall 2019 DCIC Project*). Students, working in small teams, commit to meet once a week for eight consecutive weeks to work on a specific computational archival science project, under the guidance of DCIC Director, Dr. Richard Marciano. The culmination of the project is a public event at which students can present their work and engage with the broader research community. Also, in several advanced archives and digital curation classes (e.g., INST 746 Digitization of Legacy Holdings and INST 747 Research in Advanced Digital Curation) and through individually-tailored independent studies, MLIS students work on DCIC projects under the guidance of Dr. Marciano and Dr. Ken Heger. For example, with Dr. Heger’s *Global Journeys, Local Communities* project, students learn to

- process and digitize government documents, government-created visual images, and related records, and;
- extract data from the records illustrating the movement of people.

Another DCIC project - “Revisiting Segregation through Computational History: The Case of the WWII Japanese American Tule Lake Segregation Center”¹⁶⁰ - has provided MLIS students with the opportunity to collaborate with NARA staff from the Office of Innovation and Research Services, National Parks Service (NPS) staff from the NPS Tule Lake Unit, Tule Lake historians, colleagues from King’s College London, and experts from the US Holocaust Memorial Museum. This research was shared with the broader UMD community in October 2019 through a public screening of “Resistance at Tule Lake”, an award-winning documentary, that will be followed by a discussion facilitated by the filmmaker.

¹⁵⁹ <https://umdrighnow.umd.edu/news/umd-ischool-fellows-help-solve-digital-curation-problems-nal>

¹⁶⁰ <https://dcicblog.umd.edu/Japanese-AmericanWWIICamps/project-showcase/>

MLIS students Margaret Hunt and Margaret McCready conducted research through the DCIC (by taking INST 747) for their project titled “The Power of Controlled Vocabulary: Drawing Narratives of Internment from Big Data.” Between 1942 and 1946 “crimes” (taking extra rations, a car accident, a peaceful protest) committed at the Tule Lake Internment Camp were recorded on index cards. Hunt and McCready cleaned and harmonized the metadata from these digitized index cards to understand what offences took place at the camp and add to the historic record. Their project poster won one of five awards at the 2019 iSchool Symposium.

In April 2019, the *Baltimore Sun*¹⁶¹ recognized the MLIS program’s innovative contribution to student education through partnerships with the DCIC:

“In addition to groundbreaking course offerings, students have access to research centers and labs including the Digital Curation Innovation Center (DCIC), where students have the opportunity to work on research projects that address real archival and information management challenges faced by different organizations including government agencies, academic institutions and corporations. Billy Frederick earned his bachelor’s degree in information science at UMD and is currently working towards his MLIS (with a specialization in archives and digital curation) at UMD. Frederick discovered his interest in archival work while working on a project, Legacy of Slavery, at the DCIC. The project, part of a partnership with the Maryland State Archives, allows students to learn transcribing, data analytics, data visualization, database design and archival analytics. ‘I started out as a computer science major, but it wasn’t a good fit for me,’ says Frederick. ‘It didn’t take advantage of my ability to speak and communicate or to write. My volunteer work with the DCIC led me to library science – I was drawn like a fly to a flame to these data curation projects. I found my place here. The work with the DCIC is really at the forefront of archival science. It’s really progressive.’”

The strong relationships that the College maintains with professional associations can also yield ad hoc research opportunities. For example, in Fall 2017, four MLIS students who had completed LBSC 713 (Planning and Evaluating Library Services) were invited to participate as observers in the Measures that Matter Data Summit¹⁶², a collaboration between Chief Officers of State Library Agencies (COSLA) and the Institute of Museum and Library Services (IMLS) that sought to help public libraries track and measure outcomes that align with community-based measurement systems. Our students completed observer protocols that assisted COSLA with the preparation of a final report to be submitted to IMLS.

During the accreditation period, MLIS students have been encouraged to showcase their research in a variety of forums, both on campus and beyond:

¹⁶¹

<http://marketplace.baltimoresun.com/baltimore-md-features/special-section/Education/04-07-2019/Page-6/Story/The-benefits-of-a-master-s-degree>

¹⁶² <https://cmpinc.net/measures-matter-data-summit/>

- The annual iSchool Symposium¹⁶³: At this Symposium, which is typically held at the end of the spring semester, students from all programs showcase their field study and capstone projects to family, peers, sponsors, industry members, faculty, and staff;
- The annual Conference on Inclusion and Diversity in Library and Information Science (CIDLIS)¹⁶⁴,
- The University of Maryland Disability Summit¹⁶⁵; and
- The iConference (held in College Park in March 2019)¹⁶⁶

Several MLIS students won awards at the 2nd Annual iSchool Symposium in April 2019: Perri Pyle (MLIS) - Winner in Year of Immigration with her project, “Archives in the Attic: The Washington Committee for Human Rights in Argentina”; Margaret Rose Hunt (MLIS) & Margaret McCready (MLIS) - Winners in Archives & Digital Curation with their project “The Power of Controlled Vocabulary: Drawing Narratives of Internment from Big Data.”

For those students interested in presenting their research, the College provides specific funding to support student participation in conferences through the “Beyond These Walls” program. As indicated in Appendix IV-3, MLIS students received three out of the four awards given out during the 2018-2019 academic year. In addition, MLIS students have received travel awards from other sources:

- Amy Dickinson received a \$1,000 scholarship to attend the IDEAL Conference on Advancing Inclusion, Diversity, Equity, and Accessibility in Libraries & Archives at Ohio State University;
- Perri Pyle received a SALALM (Seminar on the Acquisition of Latin American Library Materials) conference attendance scholarship and worked on a project in which she found, curated and digitized rare Argentine documents; and
- Christina Taylor Gibson, K. Sarah Ostrach, and Natalie Salive have been awarded \$1,500 by iPAC to help cover their expenses to attend the Music Library Association 2020 Conference to present the research they first undertook in LBSC 602 Serving Information Needs.

Student involvement with research is also reflected in the number of faculty members who have co-written journal articles and presented at conferences with MLIS students. During the accreditation period:

- Dr. Paul Jaeger co-wrote 30 refereed journal articles and book chapters with MLIS students;
- Dr. Mega Subramaniam co-wrote four refereed journal articles with MLIS students;
- Dr. Ann Weeks co-wrote four refereed journal articles with MLIS and Ph.D. students;
- Dr. John Bertot co-presented with MLIS students at three international conferences; and
- Dr. Ken Heger assisted students with publishing a journal article, as well as a records guide, in connection with a DCIC project focused on digitizing consular agency records.

And, finally, MLIS students are encouraged to publish papers and articles from research they conduct in their coursework. Recent examples include:

¹⁶³ <https://ischool.umd.edu/events-type/2nd-annual-ischool-symposium>

¹⁶⁴ <https://cidlis.umd.edu/>

¹⁶⁵ <https://ischool.umd.edu/events-type/umd-disability-summit>

¹⁶⁶ <https://iconference2019.umd.edu/>

- Zachary Tumlin's 2019 article "'This is a quiet library, except when it is not:': On the lack of neurodiversity awareness in librarianship" was published in *Music Reference Service Quarterly*;
- Drawing on work they began in LBSC 602 Serving Information Needs, MLIS students Andrea Castillo, Carmen Collins, Liz Larabee, and Dolly Martino co-authored a chapter, "Amira in America: A Graphic Pathfinder for Refugees," that was recently published in *Librarians with Spines: Information Agitators in An Age of Stagnation, Vol. II*;
- Kimmi Ramine is currently co-authoring a chapter in *Borders and Belonging: Critical examinations of library approaches toward immigrants* (a forthcoming volume in the Critical Race Studies and Multiculturalism in LIS series, published by Library Juice Press).
- Based on her final paper in INST 613: Information and Human Rights course, MLIS alumna Cecelia Parks published "Beyond compliance: Students and FERPA in the age of big data" in the *Journal of Intellectual Freedom & Privacy*.

IV.5.3 Receive academic and career advisement and consultation

Academic Advising

Academic advising at the College is a collaborative effort among the Graduate Student Services (GSS), the MLIS Program Manager, and faculty who teach in the MLIS program, particularly the specialization heads. The placement of GSS within the larger division of Academic Programs in the College creates strong collaborative relationships with other members of the Academic Programs team, who are listed below under "Adjacent Personnel."

Graduate Student Services personnel:

- Jeff Waters - Manager of GSS
- Nicole Pietrucha - Advisor to MLIS students
- Dustin Smith - Advisor to MIM and HCIM students
- Zora Moore - Hourly (10 hours per week) graduate student who monitors the ischooladmission@umd.edu email address and interfaces with prospective students.

Adjacent personnel:

- Dr. Kate Izsak - Director of Academic Programs
- Morgan Adle - Program Manager for the MLIS program
- Michelle Simon - Program Manager for the MIM program
- Carol Boston - Program Manager for the HCIM program
- Emily Dacquisto - Program Coordinator for the Doctoral program
- Ron Padron - Assistant Director for the BSIS program

Jeff Waters, Manager of GSS, oversees academic advising for the approximately 450 students in the College's three master's level programs and doctoral program. Mr. Waters works closely with the MLIS Program team for each College program, as evidenced by the fact that this position is a voting member of each graduate degree program committee. The GSS Manager, together with the academic advisor, oversee graduate admissions and course registration, institutional petitions and waivers, and graduation clearances. The advisor is the primary contact for current students as they have questions about coursework and registration (including general advising, course sequencing, and degree requirements).

Program Managers and Coordinators, who have content expertise in their degree program's field of study, provide resources and materials to support the advisors in GSS. Examples of how the MLIS Program Manager provides supports GSS include the creation of course checklists for advisors to use and the identification and sharing of materials to help advisors understand trends in the field. *Appendix IV-12: Job Description and Duties MLIS Program Manager and Advisor* provides additional information about the MLIS Program Manager's and the Graduate Advisor's specific responsibilities.

GSS also provides support for College events (such as new student orientation) and help to establish best practices for admissions and enrollment management. GSS serves as the liaison between the College and the Graduate School, as well as the point of contact for the Office of the Registrar, the Office of International Student & Scholar Services (ISSS), and other adjacent campus units. In consultation with the Director of Academic Programs, the Manager also supports students who are in academic, social, and/or emotional distress, and assists them in getting support through either campus and/or external resources.

Students can make appointments to meet with advisors in person or by phone. While not encouraged, advisors will also accommodate walk-ins if possible. Advisors also regularly answer student questions via email and, at this time, GSS is interested in developing the capacity to conduct online advising through the use of webcams.

With respect to advising prospective students, GSS staff, including student workers, are responsible for answering general inquiries (e.g., application requirements and deadlines). As needed, GSS staff forward inquiries to the MLIS Program Graduate Assistant and/or Manager.

GSS offers two information sessions over the summer. While the first session is geared towards undecided prospective students, the second session focuses on helping students who have decided to enroll in our program to acclimate to the Program, College, and the broader University. Attendance at one or both information sessions is optional; nevertheless, approximately 30-40 students typically take advantage of these opportunities. In addition to the information sessions, GSS maintains regular email contact with students once they decide to enroll in the College. Through these emails, GSS provides students with information about course registration and orientation, as well as logistical issues (e.g., parking).

Advising for continuing students occurs on an as-needed basis. GSS uses U.achieve (described in Standard II.1) to monitor students' progress through the program. This tool is available to students as well. In addition, throughout their time in the MLIS Program, students can receive advising on coursework, changing specializations, taking a leave of absence, obtaining course waivers, and other types of issues from GSS staff, the MLIS Program team, and the specialization directors.

Throughout each semester, GSS strategically and judiciously sends out mass communications to all current students, approximately twenty-five times each semester. These communications generally are related to University policy, academic deadlines, advising resources, registration reminders, and graduation. In addition, each academic advisor sends out emails to their specific program listserv that would not be appropriate for the entire graduate student population.

Emails communicating a deadline (e.g., applying to graduate or for dropping/adding courses) are typically sent out four times over a few weeks leading up to, and on the day of, the actual deadline. Emails sharing general information (e.g., campus resources, announcement of a new course) are typically sent out only once. Sample GSS emails to students are attached as *Appendix IV-13: Sample Emails Sent to MLIS Students from GSS*.

GSS also sends mass communications to prospective/admitted students approximately eight times at the end of Spring and throughout the summer, providing answers to FAQs as well as information about campus resources and course registration.

Advising services offered by the College continue to evolve. In addition to the recent creation of a new position focused on career services, as described in Standard IV.V, there are plans to develop a peer advising program.

Career Services

The University Career Center & The President's Promise¹⁶⁷ “serves as a hub of activities that include advising appointments, workshops, industry panels, employer meet-ups, information sessions and on-campus interviews.” The Center also offers an array of online career-related tools (e.g., videos, checklists, resource guides).

In providing career-related services (fully described in Standard IV.4), the MLIS Program often partners with other units on campus or professional associations. Such collaborative events provide students with opportunities to meet with and learn from professionals in the field. Recent examples include:

- The UMD Teaching and Learning Librarians presented “So You Want to be an Academic Librarian?” at the College in November 2018;
- The DC and Maryland chapters of SLA held a speed mentoring event on the College Park campus in February 2019.

IV.5.4 Receive support services as needed

In addition to the array of advising and career services described in Standard IV.5.3, MLIS students also have access to a variety of support services at the University level. Below are brief descriptions of these services.

- The **Counseling Center**¹⁶⁸ provides a full suite of services to students:
 - The Counseling Service, which is staffed by licensed psychologists, is the “primary campus provider of free and confidential therapy to help UMD students manage personal, social, and academic challenges.” The Counseling Service also conducts campus outreach presentations, provides emergency response services, and assists with referrals to off-campus mental health providers.

¹⁶⁷ <https://careers.umd.edu/>

¹⁶⁸ <https://www.counseling.umd.edu/>

- Accessibility and Disability Service (ADS) “provides reasonable accommodations to qualified individuals to ensure equal access to services, programs and activities sponsored by the University of Maryland”
- Learning Assistance Service provides academic counseling, academic success workshops, Guided Study Sessions Program and study skills courses, with the goal of helping students improve their study skills and prepare more effectively for exams.
- **The Ombuds Office**¹⁶⁹ provides “confidential and informal assistance in resolving... conflicts and promotes fair and equitable treatment within the university.”
- **International Student and Scholar Services**¹⁷⁰ “assists international students with transitioning to the U.S., advising on immigration requirements, and making the most of their academic experience here.”
- **The Office of Civil Rights and Sexual Misconduct**¹⁷¹ assesses, investigates, and responds to complaints of sexual misconduct and discrimination.
- **The Graduate School Writing Center**¹⁷² offers “support for graduate students at every stage of their development as academic and professional writers who can, in turn, fulfill the university’s mission of sharing research, educational, cultural, and technological strengths with the broader community.”
- **Graduate Student Legal Aid**¹⁷³ provides free legal information, consultations, referrals, and brief assistance to UMD-College Park graduate students on a wide range of both off-campus and university matters.
- **The Graduate Student Life**¹⁷⁴ strives to build community among GradTerps, provide effective communications to resources and people, and advocate for GradTerps throughout the University of Maryland.
- **The Department of Residence Life**¹⁷⁵ oversees student housing, providing support to students living on campus 24 hours a day, year round.¹⁷⁶ Priority for on-campus housing (9,500 beds in 37 residence halls and 3,000 beds in two University-affiliated apartment communities¹⁷⁷) is given to undergraduate students, though exceptions are made to accommodate graduate students with disabilities. Two apartment communities on campus are reserved for graduate students.¹⁷⁸ Graduate Student Life and Off-Campus Housing Services both work to help graduate students find off-campus housing options.

¹⁶⁹ <https://gradschool.umd.edu/about-us/ombuds-office>

¹⁷⁰ <https://globalmaryland.umd.edu/offices/international-students-scholar-services>

¹⁷¹ <https://www.ocrsmd.umd.edu/>

¹⁷² <https://gradschool.umd.edu/graduate-school-writing-center>

¹⁷³ <https://terplinksites.umd.edu/Departments/GradLegalAid>

¹⁷⁴ https://thestamp.umd.edu/graduate_student_life

¹⁷⁵ <http://reslife.umd.edu/housing/>

¹⁷⁶

¹⁷⁷ <http://reslife.umd.edu/housing/overview/>

¹⁷⁸ <http://reslife.umd.edu/housing/graduate/>

Other University entities that provide services for specific student populations include the LGBTQ Equity Center¹⁷⁹, Veteran Student Life¹⁸⁰, and Interfaith Programs and Spiritual Diversity¹⁸¹, among many others.

IV.5.5 Form student organizations

There are currently two active student organizations in the College in which MLIS students are engaged: iDiversity (“focused on promoting awareness of diversity, inclusivity, and accessibility within the information profession”) and Student Archivists of Maryland (SAM). At different times during the accreditation period, students within the College maintained active chapters of ALA (ALA@UMD) and SLA (SLA@UMD). Due to declining student interest, however, neither of these student organizations is currently active. The MLIS Program Team has actively worked to revive interest in ALA@UMD and SLA @UMD through emails, presentations at orientation, and other methods; however, these efforts have yet to be successful in reviving either organization.

Often working in collaboration with one another and other student organizations from around campus, our student organizations host a range of events throughout the academic year. Examples from 2018 and 2019 include:

- An ice cream social at College orientation (organized by SAM, ALA, and iDiversity);
- LGBT+ Self-Defense Workshop (organized by iDiversity);
- Film Preservation workshop (organized by SAM);
- Wikipedia Edit-a-thon (co-organized by iDiversity); and
- Americana (annual event co-organized by SAM).

Additional examples of events and activities hosted by the various student organizations that have been active at one time or another during the accreditation period can be found via the online presence maintained by each organization:

- the iDiversity Facebook page;¹⁸²
- the Student Archivists at Maryland Facebook page;¹⁸³
- the ALA Chapter (ALA@UMD) Facebook page;¹⁸⁴
- the SLA @ UMD website.¹⁸⁵

¹⁷⁹ <https://lgbt.umd.edu/>

¹⁸⁰ https://thestamp.umd.edu/Veteran_Student_Life

¹⁸¹

https://thestamp.umd.edu/Multicultural_Involvement_Community_Advocacy/Student_Involvement_Areas/Interfaith_Programs_and_Spiritual_Diversity

¹⁸² <https://www.facebook.com/iDiversityatUMD/>

¹⁸³ <https://www.facebook.com/studentarchivists/>

¹⁸⁴

https://www.facebook.com/umda/?_tn=%2Cd%2CP-R&eid=ARCPJYgkhXw6QQADM5LpMkkXsvpAJelUOcpRLB DqmPYrwTCSOUUIWY8Fb6gL10FsVFKXxjuxixOjsjS

¹⁸⁵ <https://sla-umdischool.umd.edu/>

IV.5.6 Participate in professional organizations

Students are also encouraged to join professional organizations (at the national and local levels) and to attend professional association meetings. To encourage participation, the MLIS Program team created a list of professional organizations and conferences relevant to students in the LIS field. This information was shared via the Program's email listserv and was added to an educational module in the MLIS Students ELMS site and is available in *Appendix IV-14: LIS Professional Organizations and Conferences*. The program also makes a concerted effort to promote events held by professional organizations, using the various means of communication discussed in Standard IV.2 above.

As the ALA Annual Conference was held in DC this year, the MLIS Program invited students to apply for scholarships to attend the Conference. In addition to conference registration, the scholarship covered the costs of a one-year student membership to ALA if the student was not already a member. Eleven students applied for the scholarship, and four scholarships were awarded.

In addition, students benefit from established relationships between the College and the local chapters of the Special Libraries Association (SLA). SLA representatives from the Maryland chapter of SLA, two of whom are University Libraries employees, participated in the program's new student orientation in August 2019. Similarly, students benefit from the relationship between the College and the Maryland Library Association (MLA), which most recently has led to renewed discussions regarding collaborative professional development opportunities for our students (e.g., sessions in which MLA members provide resume review services and conduct mock interviews).

MLIS students are regularly informed of opportunities for participation in professional organizations. The MLIS Program Manager provides students with opportunities related to professional organizations in the weekly email to students; the Communications team conveys additional opportunities through emails to the college community. Individual faculty members also highlight opportunities and events for organizations in which they are active in emails to students. Student organizations also share opportunities with their own members and the broader student population.

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.

Evaluation data related to student achievement is derived from the range of sources detailed in preceding sections of this reports, including academic achievement data; student feedback from surveys and focus groups; faculty input; perspectives from alumni, advisory boards, and employers. The MLIS Program Team analyzes this data and creates written reports, which are then shared with the MLIS Program Committee, the Director of Academic Programs, the Dean and associate deans, other standing committees, and faculty and staff as appropriate. Through a regular review of reports as they are generated, the MLIS Program Team is able to triangulate the data and identify issues, propose solutions,

and take other actions as needed, following the decision-making processes outlined in Standards I.5 and II.5.

By way of example, data collected through surveys and focus groups (as discussed in Standard II.5) not only inform curriculum-related decisions, but also assist the MLIS Program with evaluating the effectiveness of its academic and administrative policies and activities. Common themes that have emerged from student surveys conducted during the accreditation period include the need for improved communications from the College, as well as additional career and advising services. The following responses are illustrative:

- “Basic communication like when classes are cancelled or when they are changed to online instead of face-to-face would be really, really nice... [There is a] lot of miscommunication and getting bounced around [to] different staff people when trying to have simple questions answered about classes and/or ischool-related charges to accounts.” [2017 Student Engagement Survey]
- “I'm grateful for the ability to be paired with an advisor who can help me navigate things like course requirements and what not but I think there should also be an additional advisor (more in a mentorship capacity) assigned to students with personal knowledge of the field to help navigate what courses I should be taking and what other steps I should or can take to be successful when I graduate.” [2017 Current Student Survey]
- “I wish there was more career guidance, other than job postings on the blog. I feel unprepared for applying for jobs when I graduate and I don't feel like I know about all of the jobs available to someone with an MLS degree. I also wish there was guidance in attending events like ALA. I would love to go to one, but I would like help with planning and I'm not sure where to start.” (2014 Current Student Survey).

Similar themes have arisen in the data we collect through our annual job placement surveys, with respondents indicating that more networking opportunities, assistance with resume writing and interviewing, and more contact with advisors would have been helpful in preparing them to secure post-graduation employment. For example, one survey respondent stated, “[I]t would have been helpful to have some job placement services offered so I could maybe get some insight into what, if anything, my resume and cover letters were missing.” [2013-2014 MLS Job Placement Report]

Participants from the various focus groups held during Summer 2019 also emphasized the importance of providing as much support as possible to our students in the area of career services. In the employer focus group, for example, the participants seemed very interested in engaging with the College more, whether through events, such as the resume review workshops that were held in the past, or through more direct communications about the field study program, which would allow them to better plan field study opportunities for our students.

Looking across all of these data points, the need for additional career services support for MLIS students is clearly documented. The MLIS Program Manager and Co-Directors have held initial discussions with Dr. Katy Lawley, in her capacity as the newly appointed Career Services Lead in the College, and look forward to working with her to hold more career-focused events that allow our students to get to know

alumni and other professionals in the field.

Similarly, these various data sources have revealed a need for the MLIS Program to think through how to better engage with students. The 2017 Student Engagement Survey found that a majority of students (52.78%) take courses both online and in person; 34.48% take courses completely online; and 12.64% take courses completely in person. In addition, 93% of our students work either part-time or full-time. The MLIS program considers this data in connection with event planning, advocating for College events to be made accessible to online students and hosted in the evening to accommodate our high percentage of working students.

For example, students are asked to participate in a survey after new student orientation. Historically there has not been an face-to-face orientation for Spring admits because the cohorts have been small. Based on feedback received from past orientation surveys, as well as the data cited above, the MLIS Program plans to host a shorter, evening orientation for Spring 2020 admitted students.

More generally beyond these examples, our analysis of evaluation data leads to changes in MLIS Program policies, practices, and services. In 2018-2019 and 2019-2020, this data was used to refine the topics covered in orientation, the paperwork and structure of fulfilling specialization requirements, and the advising structure for students.

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.

At the program level, the evaluation of the learning outcomes (see Table I-1) is based on direct measures that include course evaluations, aggregate student outcomes (average grades), completion rates, field study feedback, findings from student surveys and focus groups, while the indirect measures include employment rates, feedback from employers, and feedback from advisory boards. At the student level, the evaluation of learning include course grades, field study feedback and completion, and feedback from faculty and other mentors; indirect measures include field study placement and job placement. Further discussion of the measures employed to evaluate learning outcomes are detailed in Standard I.1.2. With respect to the evaluation of student learning, it is worth noting that the MLIS Program does not track students separately as face-to face or online students. As such, we do not collect data that supports a comparative analysis of online vs. face-to-face students.

Primary decision-making processes for the MLIS Program involve the MLIS Program Team, the MLIS Program Committee, the Director of Academic Programs, the Senior Associate Dean, and the PCC.¹⁸⁶ In the Google Drive maintained by the Program Manager, the MLIS Program team has access to the raw survey data generated by each of the surveys discussed herein, as well as to summary reports that have been generated to aide discussion of the survey results. Information of a more sensitive matter, such as course evaluations, also inform certain decision-making processes; such information is made available to

¹⁸⁶ The functions of PCC are fully described in the Introduction to Standard I.

the MLIS Program Team on an as-needed basis.

The MLIS Program Committee meets at least once a month during the academic year, providing primary decision-making process for course approvals and revisions, specialization approvals and revisions, admissions criteria, orientation planning, academic policy changes, and program procedures. As noted above, the Committee also discusses the impact of evaluation data collected and analyzed on all of these processes and procedures. The Director of Academic Programs and the Senior Associate Dean consult with the MLIS Program Team and the MLIS Program Committee on any issues they request feedback on, while also serving as a conduit for feedback from the other deans as needed.

The MLIS Program Committee meeting minutes (available on the accreditation website) are direct evidence of these processes and decisions. These minutes document the decision-making processes followed in connection with the improvements discussed below in Standard IV.8.

The MLIS Program Manager also maintains a central repository of completed learning outcomes rubrics and creates reports that are reviewed by the MLIS Program Committee twice a year. During each review, the Committee receives a summary of findings, and discusses if necessary, any actions required to ensure the attainment of the MLIS Program learning objectives. As the field study is one of the courses for which learning outcomes are assessed, the MLIS Program Committee has regular opportunities to consider whether the program should retain the field study requirement. Data we have gathered from our employer focus group, as well as insights gleaned from the MLIS Advisory Board and iLEAD, support the retention of this requirement. For example, one focus group participant (a public library director) noted that the questions he has foremost in his mind when reviewing applications are: “Where have they worked? Have they done a field study? How have they been occupying their time?” Among focus group participants, there was a general consensus that UMD MLIS students have a reputation for being “well-prepared for entry-level positions” who often “exceed our expectations.” One focus group participant’s statement that “[t]hey seem to get hired quicker [than students from other schools is] because they’re ready to hit the job market” is evidence of the high caliber of our MLIS students.

The process followed by the MLIS program recently when changing the format of specializations demonstrates our current data-driven approach to making program improvements. A new specialization “guide” (Appendix II-6) was created, consolidating 6 separate checklists into one document. This decision was made to present students, faculty, and advisors with more easily accessible information.

During the ERP visit, the Director of Academic Programs will provide members of the ERP with the opportunity to review completed samples of student work and portfolios – with identifying personal information redacted in accordance with Maryland law – along with other documents relevant to the evaluation of student learning.

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.

Evaluations of student learning outcomes at both the program and the student level directly inform program planning and program improvements. Evaluations of student learning outcomes related to field studies, career development, and career placement similarly inform continuous improvement in program marketing, recruitment, and curricular design and implementation.

Since Spring 2013, the MLIS Program has been engaged in the systematic assessment of learning outcomes for MLIS core classes. This process has been described in detail earlier in the report. A review of minutes from MLIS Program Committee meetings offers examples of decision-making processes that are informed by evaluation data. For example, minutes from meetings throughout the 2017-2018 academic year capture the ongoing discussion regarding the revision of core classes based on learning outcomes data and feedback received via a survey that was sent to instructors of core classes.

In terms of individual student learning, feedback from end-of-semester course evaluations – in conjunction with the midterm evaluations collected by many faculty members – are frequently used by faculty to improve pedagogical approach, content, format, and grading method of courses. Course evaluations offer students the opportunity to write in comments, which often provide insight into students' individual learning experiences within a given course. The Director of Academic Programs reviews course evaluations each semester and brings any matters of interest and/or concern to the MLIS Program team. This data then guides the Director of Academic Programs and MLIS Program team as they develop a plan for further action. By way of example, in recent years, reviews of LBSC 631 have often expressed concern that the class was too theoretical and did not help students to develop the practical management skills they would need in the workplace. As noted by one alumna in a recent focus group, "There wasn't anything particularly useful [in this class]...budgeting, human resources is what I think of when I think of management and this class was all theory."

This issue has also been raised by current students responding to our surveys, as noted in MLIS Program Committee meeting minutes from February 2016. In an effort to address this well-documented problem, the Program Co-Directors met with one of the instructors of LBSC 631 to discuss the possibility of introducing more "practical" skills into this course. The instructor fully supported this change. During the the 2018-2019 and 2019-2020 academic years, the instructor introduced several new activities (e.g., giving students the chance to work with data from libraries and archives, adding a unit on Excel applications) and student evaluations continue to be monitored to see if the underlying problem has been addressed

These are examples of the various ways in which evaluations of student learning outcomes are used to directly improve program planning and the program itself. As has been documented throughout this Self Study, student learning outcomes data and evaluations are employed to iteratively inform the development and refinement of all aspects of the MLIS Program.

Standard V: Administration, Finances, and Resources

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

The College operates on a model of shared governance, as established in the *Plan of Organization of the College of Information Studies*. The Preamble of the Plan of Organization states:

“The Plan of Organization (the Plan) and other policy documents for the College of Information Studies (the College) establish the basic framework necessary for the College to fulfill its mission in an orderly and fair manner with due regard to the shared rights, responsibilities, and participation of the entire College community. The Plan addresses specific details of the College’s organization, and is consistent with the policies, procedures, and regulations for shared governance at the University of Maryland, as set forth in the University Plan of Organization. At the same time, the Plan acknowledges the executive authority of the Dean(s) of the college, who derive their authority from the Provost.

The Plan establishes a non-departmental structure that supports the collegiality of the College. It creates a framework designed to facilitate cooperation and collaboration of the entire College community in all aspects of the college’s mission, it is meant to ensure that academic and professional growth may be pursued in an atmosphere of stability, freedom, inclusion, and trust.”¹⁸⁷

The Plan goes on to:

- detail the responsibilities of administrators, faculty, staff, and students in this shared governance structure;
- describe the duties and responsibilities of administrators, faculty, staff, and students;
- outline the composition, membership, duties, responsibilities, and elected positions for the Assembly;
- authorize the standing committees of the College (such as the MLIS Program Committee and APT) and describe their duties, responsibilities, and meeting requirements;
- authorize ad hoc committees;
- provide for student organizations;
- and establish a structure for regular review of the Plan.

Following the Plan’s directives, the College also maintains a robust structure of faculty committees to support the shared governance of the College, including:

¹⁸⁷ <https://internal.ischool.umd.edu/wp-content/uploads/2019/06/Plan-Approved-by-iSchool-Assembly-11-2012.pdf>

- **Accreditation:** Paul Jaeger, 2019-2020 Chair;
- **Appointments, Promotion, and Tenure (APT):** Jennifer Golbeck, 2019-2020 Chair;
- **Arbitrary and Capricious Grading:** Jennifer Golbeck, 2019-2020 Chair;
- **Awards, Scholarships, and Honors:** Beth St. Jean, Yla Tauczik and Ron Padron, 2019-2020 Co-Chairs;
- **Bachelor of Science in Information Science (BSIS) Program:** Vedat Diker, 2019-2020 Chair;
- **Center for Advances in Data and Measurement:** Katie Shilton, 2019-2020 Chair;
- **College Assembly:** Katy Lawley, 2019-2020 Chair; Amanda Lazar, 2019-2020 Parliamentarian; Beth St. Jean, 2019-2020 Secretary;
- **College Advisory:** Carol Boston and Beth St. Jean, 2019-2020 Co-Chairs;
- **Data Challenge 2020:** Kathy Weaver, 2020 Director
- **Development:** Keith Marzullo, 2019-2020 Chair;
- **Diversity and Inclusion:** Renee Hill and Paul Jaeger, 2019-2020 Co-Chairs;
- **Doctoral Program:** Katie Shilton, 2019-2020 Chair;
- **Master of Human-Computer Interaction (HCIM Program):** William Kules, 2019-2020 Chair;
- **Design Systems Program:** Wayne Lutters, 2019-2020 Chair;
- **Master of Information Management (MIM) Program:** David Loshin, 2019-2020 Chair;
- **Master of Library and Information Science Program:** Ursula Gorham and Paul Jaeger, 2019-2020 Co-Chairs;
- **Programs, Courses, and Curriculum (PCC):** Brian Butler, 2019-2020 Chair;
- **Research Centers and Collaboration:** Susan Winter, 2019-2020 Chair;
- **Salary and Merit, Professional Track:** Kenneth Heger, 2019-2020 Chair;
- **Salary and Merit, Tenured/Tenure Track:** Douglas Oard, 2019-2020 Chair;
- **Space Design:** Keith Marzullo, Chair; and
- **Year of Data Science:** Chris Antoun, 2019-2020 Chair.

Following guidelines established by the Maryland Higher Education Commission, the University System Board of Regents, and in consultation with the Provost, the Provost's Office, and other relevant University administrators, the College determines the academic programs it will offer and the academic structure and intellectual content of each of the programs. In so doing, the College works closely with the other academic units, including the Graduate School, the Office of Undergraduate Studies, the University Libraries, the Division of Information Technology, and other campus administrative units in order to accomplish the mission, goals, and objectives of the College and the University.

Faculty hiring processes demonstrate the autonomy of the College. The College Deans and faculty collaborate on the identification of current and emerging areas of faculty needs, and the Dean takes these needs to the Provost for approval of the creation of new faculty positions. Once a new faculty line is created – or when an existing faculty line becomes open – the College follows standard University procedures for faculty selection, as detailed in Standard III.3 above. The search committees are charged by and receive guidance and support from the Dean, the Associate Dean for Faculty, and the Equity Officer. Each search committee and the faculty at large (via APT) provide feedback to the Dean about the candidates for the position, and the Dean selects the candidate to whom the position will be offered.

The policies, procedures, and forms for appointment of new faculty, as well for the promotion of current faculty, are located on the website for the Office of Faculty Affairs.¹⁸⁸

The College also employs established procedures to preserve its autonomy in admitting students at the graduate level, while also adhering to all of the admissions requirements of the Graduate School. The MLIS Program's admission processes are fully described in Standard IV.3 above.

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.

Per the University's Plan of Organization for Shared Governance¹⁸⁹:

“Shared governance at the University recognizes:

- 1) The responsibility of administrators for providing strategic leadership, and for managing its human resources, finances, and operations;
- 2) The central role of the faculty in the institution's teaching, research, and outreach programs, and in determining degree requirements and academic standards including the assessment of the quality of these activities through peer review;
- 3) The essential responsibility of the staff in managing the institution's operations;
- 4) The role of students as the institution's main academic educational focus, and their legitimate interest in matters affecting their ability to complete their education; and
- 5) The legitimate interest of all constituencies in participating in the development of policies and procedures, which affect them and the welfare of the University.

The College's Plan of Organization expressly codifies these principles of shared governance in Article II:

“Governance of the College is shared among administrators, faculty, staff, and students. Administrators are responsible for seeking advice, initiating action, making decisions, and implementing policy as well as for assuring accountability for their actions. Administrative accountability requires active accounting to other constituencies with whom governance is shared. Faculty members have the responsibility for informed and regular participation in governance activities related to all aspects of the academic mission of the College. Staff members have a vital role in support of the College's mission and have the responsibility for regular and informed participation in governance activities. Students have the right to

¹⁸⁸ <https://pdc-svpaap1.umd.edu/faculty/promotion.html>

¹⁸⁹ https://www.senate.umd.edu/sites/default/files/resources/Plan_of_Organization.pdf

and responsibility for informed and regular participation in governance activities that specifically impact their areas of interest.”¹⁹⁰

All members of the College community – faculty, staff, and students – have opportunities to serve as members of University-level advisory, policy-making, and search committees. Such opportunities are comparable to those available to members of other academic units on campus. Examples of University appointments of College faculty and staff members include:

- **Associate Provost for Academic Affairs:** Dr. John Bertot;
- **Campus Assessment Working Group:** Emily Dacquisto (member);
- **Diversity Officers Council:** Dr. Paul Jaeger (member);
- **Diversity Recruitment Working Group:** Jeff Waters (member);
- **Equity Council:** Dr. Renee Hill (member);
- **Graduate Admissions Advisory Group:** Jeff Waters (member);
- **Office of Student Conduct Academic Integrity:** Liaison Group: Michelle Simon (member);
- **President’s Commission on Disability Issues:** Dr. Paul Jaeger (co-chair), Ron Padron, (member);
- **Provost’s Commission on Learning Outcomes and Assessment:** Dr. Kate Izsak (member);
- **Research Development Committee:** Dr. Susan Winter (member);
- **Smart Cities Initiative:** Dr. Susan Winter (member);
- **University Appointments, Promotion, and Tenure Committee:** Dr. Richard Marciano (member);
- **University Committee on Restricted Research:** Dr. Keith Marzullo (chair);
- **University Graduate Council:** Dr. Katy Lawley (member);
- **University Library Council:** Dr. Brian Butler (member);
- **University Senate:** Dr. Eun Kyoung Choe, Ron Padron and Dr. Susan Winter (representatives);
- **University Senate Educational Affairs Committee:** Dr. Beth St. Jean and Dr. Katy Lawley (members);
- **University Student Judiciary:** Dr. Kate Izsak (faculty representative), Ron Padron (staff representative);
- **Vice President’s Advisory Council:** Dr. Kate Izsak (member); and
- **Year of Data Science Initiative:** Dr. Vanessa Frias Martinez, (co-chair).

Members of the College faculty also serve the University by participating in high-level search committees. Examples include:

- **2019 Search Committee for the Dean of the University Libraries** (Appointed: Dr. Adrienne Lim): Dean Marzullo, chair, and Dr. Mega Subramanian, member;
- **2018 Search Committee for UMD Vice President and Chief Information Officer** (Appointed: Dr. Jeff Hollingsworth): Dean Marzullo, chair;
- **2017 Search Committee for the Dean of the College of Education** (Appointed: Dr. Jennifer King Rice): Dr. Brian Butler, member;
- **2016 Search Committee for the Dean of the College of Information Studies** (Appointed:

¹⁹⁰ <https://internal.ischool.umd.edu/wp-content/uploads/2019/06/Plan-Approved-by-iSchool-Assembly-11-2012.pdf>

Dean Marzullo): Dr. John Bertot, Dr. Paul Jaeger, Dr. Douglas Oard, Dr. Subramanian, Dr. Ann Weeks, members.

Standard III.6 above provides details on members of the College faculty who have joint appointments with other departments on campus.

Administrative Relationships with other Academic Units

The College collaborates on several academic programs with other units, including:

- **Dual Master's Degree in History and Library and Information Science (HiLS):** iSchool, Department of History;
- **Certificate in Museum Scholarship and Material Culture (MSMC):** iSchool, Department of American Studies, Department of Anthropology, Department of History;
- **MLIS School Library Specialization:** iSchool, College of Education; and
- **Dual Master's Degree in Information Management and Community Planning:** iSchool, College of Architecture.

Standard II.3 above provides additional details about each of these ongoing collaborative efforts. In addition, the College is currently in discussions with the College of Journalism and the Joint Program in Survey Methodology to develop crossover undergraduate programs and dual graduate degrees.

In addition, the College has an especially close relationship with the University Libraries. The University Libraries provides many graduate assistantships to MLIS students. Since 2016, applicants to the MLIS Program have been able to indicate their interest in being considered for assistantships with the University Libraries. In Fall 2019, the Libraries had 12 positions available, 5 of which went to incoming MLIS students. One student, Sarah Hesler, was hired to work in the Preservation Department and her alma mater featured her achievement in an article.¹⁹¹ MLIS students also often find hourly positions in the University Archives and Special Collections Library through announcements shared by Coordinator, Amber Kohl. The College and the University Libraries also launched a workshop series in 2018 to discuss ideas for potential research collaborations between College faculty and University Libraries faculty.

The College's research centers and labs (fully described in Standard III.2) also provide many opportunities for cross-campus collaborations, as well as collaborations with other institutions throughout the world.¹⁹²

V.3 The administrative head of the program has authority to ensure that students are supported in their academic program of study. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability,

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https://news.library.virginia.edu/2019/04/26/fourth-year-library-student-employee-sarah-hesler-awarded-graduate-assistantship-to-attend-university-of-marylands-i-school/?fbclid=IwAR3x7HR3KIKmooUAGdRxsxJM_EsF6BSBbhYmx6o8TiENgSbm3IL2KbsUJQ8Q

¹⁹² <http://ischool.umd.edu/research/centers>

experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

As the College maintains a non-departmentalized structure, the Dean, the Senior Associate Dean, and the Associate Deans all provide direct support to the MLIS program. The College's full Organizational Chart can be found in *Appendix V-1: College Organizational Chart, March 2019*.

Keith Marzullo, College Dean and Professor, has been with the College for three years. With his background in both academia and government, as well as the multidisciplinary nature of his own education and research, Dean Marzullo is highly qualified to serve as the chief executive officer of the College of Information Studies.

Prior to joining the College in 2016, Dean Marzullo served as Director of Networking and Information Technology Research and Development (NITRD)¹⁹³ under the Obama administration. Before joining the White House, Dean Marzullo had been Division Director for the Computer and Network Systems Division in the Computer & Information Science & Engineering (CISE) Directorate at the National Science Foundation (NSF). Dean Marzullo began his career as a faculty member in the Computer Science Department of Cornell University from 1986-1992 and then served on the faculty of the University of California, San Diego's Computer Science and Engineering Department (1993-2014), serving as Department Chair from 2006 to 2010. An expert in cybersecurity, privacy, and distributed computing – as well as the developer of one of the first clock synchronization protocols for widely distributed clocks and namesake for the Marzullo algorithm – Dean Marzullo maintains an active scholarly agenda. A frequent speaker at conferences and professional association meetings, Dean Marzullo's curriculum vitae can be found in the faculty CVs section of the accreditation website.

Dean Marzullo reports directly to the Provost and Vice President for Academic Affairs. According to him, "My duties as the Dean include being the academic leader of the College of Information Studies as well as the representative of the College with University administration (as well as vice versa). In exercising these duties, I recognize the centrality of the MLIS Program to our college's mission."

The Co-Directors, Dr. Ursula Gorham and Dr. Paul Jaeger, share responsibility for the MLIS Program and report directly to Dean Marzullo. As the following brief biographical sketches show, they have complementary strengths and skills that enable them to support the MLIS Program (and our students) in myriad ways.

Ursula Gorham, Co-Director of the MLIS Program

Dr. Gorham is a Senior Lecturer in the College. She earned a Ph.D. in Information Studies and an MLS from our College, as well as an MPM from the University of Maryland School of Public Affairs and a J.D. from the University of Maryland School of Law. As an attorney and then a special librarian, she gained expertise in the areas of government and legal information and continues to teach courses in these areas today. Dr. Gorham has written extensively on e-government, with an emphasis on the role of

¹⁹³ <https://www.nitrd.gov/about/index.aspx>

technology in promoting access to justice. Since earning her doctoral degree, her research and teaching focus has expanded to include information behavior and information literacy. Working with Dr. Beth St. Jean, an Associate Professor at the College, she is currently developing an information behavior textbook intended for use by undergraduate information science students. This scholarship, along with her service as co-editor of *The Library Quarterly*, enable her to keep up-to-date on developments in the field.

Dr. Gorham was appointed to the position of Co-Director of the MLIS Program in September 2018. Since joining the faculty in September 2015, she has been very actively involved with the MLIS program, serving on the MLIS Program Committee for several years, as well as on the online education task force. During her first four years as a faculty member in the College, she demonstrated leadership skills and administrative ability in two key areas: the revision of the College's Plan of Organization and the development of the Legal Informatics specialization.

As a dedicated professional-track faculty member, Dr. Gorham has served as a representative on the University Senate, participated in the ADVANCE Program for professional-track faculty during the 2016-2017 academic year, and assisted with the planning of the PTK Symposium held at UMD in October 2019. In addition, through her service on the Student Conduct Committee (a committee of the University Senate), Dr. Gorham has been involved in the revision of University-wide policies regarding academic integrity and sexual misconduct. During the current academic year, she is serving as an administrative lead for the development of a College Action Plan for Preventing and Addressing Sexual Assault. Through these activities, her understanding of, and influence on, the academic environment at UMD continues to grow.

Paul Jaeger, Co-Director of the MLIS Program

Dr. Jaeger is a Professor, Diversity and Inclusion officer, and Co-Director of the Information Policy and Access Center (iPAC) in the College. He holds an M.S. in Library & Information Science, a J.D., and a Ph.D. in Information Studies from Florida State University, as well as an M.Ed. from the University of North Florida. His research and teaching focus on the impacts of law and policy on information behavior and human rights.

He is the author of more than one hundred and eighty journal articles and book chapters, along with eighteen books. His most recent book is *Foundations of Information Policy* (2019), published by ALA/Neal Shuman. His research has been funded by the Institute of Museum & Library Services, the National Science Foundation, the American Library Association, the Smithsonian Institute, and the Bill & Melinda Gates Foundation, among others. Dr. Jaeger is the Co-Editor of *Library Quarterly* and the Editor of the book series, *Advances in Librarianship*. He was a founding editor of the *International Journal of Information, Diversity, & Inclusion*. He is the founder of the Conference on Inclusion and Diversity in Library and Information Science (CIDLIS) and the co-founder of the UMD Disability Summit.

Dr. Jaeger has received recognition for a wide range of contributions he has made to the field and to the university through education, research, and service. Some examples of recognition that he has received include: the 2010 President's Commission on Ethnic Minority Issues Faculty Minority Achievement

Award from the University of Maryland; the *Library Journal*/ALISE Excellence in Teaching Award in 2014; and the 2017 President's Commission on Disability Issues Faculty Service Award, University of Maryland. A 2019 study published in *Public Library Quarterly* named him one of the two most influential scholars of public library research over the past 35 years.

Dr. Jaeger served as Director of the MLIS program from May 2015 to August 2019, when Dr. Gorham became the Co-Director of the program. Prior to May 2015, Dr. Jaeger was involved in the MLIS Program Committee for most of his time at the iSchool, which began in August 2006. His contributions to the program include creation or co-creation of five specializations in the MLIS program, including three that are still offered to this day (Information and Diverse Populations, Legal Informatics, and Intelligence and Analytics). He also oversaw the change of the degree name from Master of Library Science (MLS) to Master of Library and Information Science (MLIS) in 2016 and the creation of the Online Education Task Force in 2017, as well as the establishment of our ALA Student Chapter (ALA@UMD) and the iDiversity Student Organization. Dr. Jaeger has published dozens of articles, book chapters, and conference papers related to education in the field, particularly in the area of diversity and inclusion.

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.

Throughout the accreditation period, the MLIS Program Director (and now the Co-Directors) have fostered an environment that encourages student engagement in the classroom, the College, and the field. As part of the *Re-Envisioning the MLIS* initiative, then-MLIS Program Dr. John Bertot held regular listening sessions with our students, giving them the opportunity to learn more about what was going on in the College as well as to voice their opinions about curriculum changes, program requirements, and related matters. Throughout Dr. Paul Jaeger's tenure as Director, his leadership in promoting diversity and inclusion initiatives on campus (such as CIDLIS) opened the door for our students to get involved in these initiatives, all of which closely align with the MLIS program mission.

Currently, Dr. Paul Jaeger and Dr. Ursula Gorham work together to represent the MLIS Program at all College-wide events, from open houses for prospective students to new student orientation to internship and career fairs. With respect to orientation, the MLIS Program team conducts an annual review of survey data collected from students who attended previous orientation with an eye toward iteratively improving the event. In recent years, for example, well-received additions include 1) an "Opportunities Fair" that introduces prospective students to various facets of the College (e.g., student groups, research centers), and 2) a panel discussion with current students who are able to share their experiences and offer additional insight into the MLIS Program.

The MLIS Program team also works to create opportunities for our students to socialize with one another (as well as with students in other graduate programs), learn about the LIS field, and connect with our alumni and other information professionals. Previous sections of this report detail our efforts to promote student engagement with professional associations (Standard IV.5.6) and to seek student input

on a variety of issues, including course offerings and communications. Other recent events sponsored by the MLIS Program include a “watch party” for a webinar hosted by the Public Library Association (“Understanding Trauma-Informed Approaches in Public Libraries”) and a pizza party we held at the beginning of the semester where new and returning students were able to meet up between classes. These efforts contribute to a sense of community within the MLIS Program, as evidenced by an email sent by a student who recently received a scholarship from the program to attend a local conference: “I just wanted to say thank you for this opportunity! The conference was fantastic! [W]e learned a few things and met some interesting and friendly people....[The other students and I] also got to know each other a little better and share information and experiences at UMD. It was a great day.”

College leadership works with each degree program, including the MLIS, to ensure that the students are taught by expert faculty and gain experience that prepares them to be leaders in their chosen field. One of the ways that College leadership supports this goal is by maintaining strong relationships with:

- The Maryland State Library: Dr. Keith Marzullo (member);
- The Maryland State Library Community of Practice: Dr. Brian Butler (College representative);
 - Dr. Butler provides quarterly updates to the Maryland State Library board. These updates include information about College and Program events, faculty achievements, and curriculum changes that have occurred. Examples of these updates are available in *Appendix V-2: Sample Updates to Maryland State Library 2019*.
- The Maryland Association of Public Library Administrators: Dr. Butler (College representative);
- Citizens for Maryland Libraries: Dr. Butler (College representative);
- The Maryland Library Association: Dr. Butler (College representative);
- The University Libraries, University Library Council: Dr. Butler (member);

Each member of the College administration contributes to these efforts through the specific area of the College in which they provide leadership. As Dean Marzullo explains:

“In my short presentation I frequently give as to what an iSchool is – a frequent question! – I frame it in the context of our history of being a library school and the continued importance of our MLIS Program. I firmly believe that we cannot be a successful iSchool without a strong MLIS Program. Indeed, the values we hold as a faculty reflect the centrality of our MLIS roots, including a desire to democratize information and the decisions that are made, as well as our concerns about information overload, privacy, and misinformation and disinformation.”

Senior Associate Dean Dr. Brian Butler believes that one of the top priorities of his position is to work with the Program to encourage innovation:

“I work with the MLIS Program leaders and other faculty to create an environment where experimentation and innovation is encouraged. Whether through financial support, staff and administrative support, recruiting expert faculty, or regular one-on-one conversations with MLIS Program leadership, my goal is to maintain the College of Information Studies as a place where faculty, staff, and students are free to creatively study and learn about the

core values, foundational concepts, current practice, and emerging issues of libraries and librarianship in a way that advances their careers and the field overall.”

Dr. Susan Winter, the Associate Dean of Research, emphasizes the role that collaborative research plays in creating interactions between members of the College community and with those outside of the College :

“Faculty and students who engage in research create new knowledge and share their insights through research-informed educational experiences. I help faculty and students identify research opportunities and potential collaborations and provide guidance regarding funding sources and proposal preparation. I also work to expand and strengthen the College’s research base, encourage multi-disciplinary collaborations, and increase external collaborative research activities regionally, nationally, and internationally.”

The Associate Dean for Faculty, Dr. Douglas Oard, sees faculty support and mentorship as essential to the quality of the academic programs and the experiences of the students in our College:

“Among the key constituencies that together constitute the College of Information Studies (students, faculty, and staff), it is the faculty who have the most direct impact on the nature of our programs, and in particular on what our students will learn here. My role as Associate Dean for Faculty is to help to recruit, nurture, and develop those faculty members. A focus on learning is a defining characteristic of a university, and continuous learning is at the core of a faculty career. New faculty need to learn many things, and to help with that I coordinate our mentoring program. As faculty become more senior, there are new things to learn, so our mentoring program now includes mentoring for mid-level faculty as well. I also manage our process of peer assessment of teaching, in which members of our faculty spend time in each other’s classrooms (or their virtual equivalent). Finally, the promotion and progress reviews that I help to organize are designed to help faculty to progress in their career in ways that benefit both our programs and themselves. In all of these ways, and of course also by working closely with individual faculty members to help them capitalize on specific opportunities or to address specific issues, my goal is to help shape the process by which we grow and evolve the faculty who, collectively, help to define the educational experiences that we craft for our students.”

In Fall 2017, the College launched the Dean’s Lecture Series. The College hosts distinguished speakers from the academic, private, and public sectors once or twice each semester, inviting all students, faculty, and staff to learn about trends and developments in the field. For example, the October 2019 lecture featured Dr. Nadya T. Bliss, Executive Director of the Global Security Initiative. Her lecture entitled “Disinformation and the Democratization of Technology” provided an overview of the converging factors that led to the currently hospitable environment for disinformation campaigns and present a framework for identifying and combating such campaigns.

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.

College Administrative Staff

A complete list of College faculty and staff is available in *Appendix III-3: College Faculty and Staff 10.21.2019*. The College now has 35 staff members, with plans to hire several more in the near future. The staff is a diverse group by gender (24 staff members are female) and race and ethnicity (14 are non-white: 6 African American, 4 Latinx, 2 Asian American, and 2 other). While the significant growth of the College has led to many new hires in the past few years, several staff members have been with the College for more than five years (including Tetyana Bezbabna, Carol Boston, Craig Taylor, and Jeff Waters) or ten years (including David Baugh and Daisy Mason).

Staff members come to the College from a wide range of educational and industry backgrounds, contributing a wealth of skills and insights to the College. Staff members have worked in many other units at the University of Maryland, at other universities (including American University, Baruch College, Chonnam National University in Korea, George Washington University, and University of Ohio), and at government and private enterprises (including US Department of Health and Human Services, Federal Trade Commission, Whole Foods, and YMCA).

The staff are organized into six areas, with the majority falling into either Administration and Finance, Academic Programs, or Information Technology and Facilities.

Six positions report directly to the Dean:

- The Senior Associate Dean, Dr. Brian Butler, is a faculty member who oversees twenty-staff and five faculty members (all directors of degree programs) working on academic programs and planning for the College;
- The Associate Dean of Research, Dr. Susan Winter, is a faculty member who oversees one staff member working on research and grant-making activities for the College;
- The Associate Dean for Faculty, Dr. Douglas Oard, is a faculty member who oversees faculty development, assessment, and promotion processes for the College (no staff members report to this position);
- The Assistant Dean for Administration and Finance, Melekte Truneh, oversees ten staff members working on College finances, human resources, business, grant administration, and other administrative operations;
- The Assistant Director of Communication, Mia Hinckle, oversees three staff members working on College communications, marketing, design, and promotion activities; and
- The Development Officer, Daniel Christopher, oversees one College staff member working on fundraising, development, and alumni engagement activities.

Academic Programs (headed by Dr. Kate Izsak) and Information Technology and Facilities (headed by David Baugh) all report to the Senior Associate Dean.

When all pending positions are filled, each major activity within the College will be supported in the following ways:

- **Administration and Finance** is supported by: Senior Associate Dean, Assistant Dean for Administration and Finance, Executive Assistant to the Dean, Senior Projects Manager, HR Manager, HR and Payroll Coordinator, Payroll Assistant, Program and Events Coordinator, Financial Services Business Manager, Operations Specialist, and two Business Managers.
- **Information Technology and Facilities** is supported by: Senior Associate Dean, Information Technology and Facilities Director, Facilities Coordinator, Senior Systems Administrator, Desktop Support Specialist, Database Developer, Systems Developer, and two Web Developers.
- **Communications** is supported by: Senior Associate Dean, Assistant Director of Communications, Graphic Design and Media Coordinator, Communications Coordinator, and Communications Team Assistant.
- **Development** is supported by: Development Officer, and Development Coordinator.
- **Faculty** is supported by: Associate Dean, Adjunct Faculty Liaison, and one of the College's Business Managers.
- **Research** is supported by: Associate Dean, and Research Coordinator (grants administration is handled by the Administration and Finance team).
- **Undergraduate Education** is supported by: Senior Associate Dean, Director of Academic Programs, Undergraduate Director (a faculty member), two Undergraduate Assistant Directors (one for College Park campus and one for Shady Grove campus), Senior Undergraduate Advisor, four Undergraduate Advisors (three for College Park campus and one for Shady Grove campus), and Academic Program Specialist (Shady Grove campus).
- **Graduate Education** is supported by: Senior Associate Dean, Director of Academic Programs, Curriculum and Enrollment Coordinator, Graduate Student Services Manager, two Graduate Student Advisors, two MLIS Program Co-Directors (faculty members), MLIS Program Manager, HCIM Program Director (faculty member), HCIM Program Manager, MIM Program Director (faculty member), MIM Program Manager, Doctoral Program Director (faculty member), and Doctoral Program Coordinator. Several positions support both undergraduate and graduate education: Scheduling and Data Coordinator, Adjunct Faculty Liaison, Outreach and Recruitment Coordinator.
- **The MLIS Program** is supported by the Senior Associate Dean, the Director of Academic Programs, two Program Co-Directors, the Program Manager, and the Graduate Assistant. The Graduate Student Services Manager and two Graduate Student Advisors also provide support for the program.

The Dean supports all of the functions of the College.

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.

Dean Marzullo has overseen major changes at the College over the past several years. The size of the College has increased dramatically during his tenure and so has the budget, which increased 17% in his first year, an additional 20% in his second year, and an additional 25% in his third year. Since 2016, the College budget has nearly doubled, increasing from \$6,775,752 to \$11,966,739.

College Finances

A base budget provided by the University provides the College's largest source of funding. The College's base budget has increased from \$3,827,354 in FY 2017 to \$6,148,043 in FY 2020. These funds cover salaries and wages for the faculty and for some of the staff, as well as some of the operating costs. The University formula for base budget is not a per-student formula, nor is it tied to the amount of tuition and fees paid by students. However, sustained changes in numbers of students enrolled and courses offered do lead to permanent changes in funding.

Table V-1: College Budget, 2017-2020

	FY17	FY18	FY19	FY20 (ESTIMATE)* **
Base Budget	3,827,354	4,137,854	4,320,266	6,148,043
Tuition/Fees	2,235,339	1,872,173	2,285,111	5,070,000
Soft Funds*	576,978	978,069	1,322,589	748,696
Fund Balance Use**	136,081	944,790	1,610,134	-
TOTAL OVERALL BUDGET	6,775,752	7,932,886	9,538,100	11,966,739
	% Growth from previous FY	17%	20%	25%
*Mainly funds from Provost's office to support operations and some foundation funds.				
**Utilization of funds that have been accumulated over the past years.				
***A forecast based on the budget we have developed for the new FY.				

TableV-2 includes current and projected budget information for the College for the 2020 fiscal year (July 1, 2019 - June 30, 2020).

Table V-2: College Revenue and Expense Estimate FY20

	BSIS/PhD	MLIS	HCIM	MIM
Base Budget	6,146,983	-	-	-
Tuition/Fees	1,415,518	2,000,683	838,550	495,238
Soft Funds	756,354	-	-	-
TOTAL OVERALL FUNDING	8,318,855	2,000,683	838,550	495,238
Personnel Expenses*	7,954,565	1,170,636	520,282	260,141
Non-Personnel Expenses	882,212	387,814	167,677	90,866
TOTAL EXPENSES	8,836,777	1,558,450	687,959	351,007
FINAL BALANCE	(517,922)	442,233	150,591	144,231
*Tenured and tenure-track faculty salaries are not allocated to MLIS/HCIM/MIM program funds but these faculty are actively involved in the programs.				

The University also facilitates the development of innovative programs which it deems entrepreneurial. For such programs, the tuition and fees paid by students in the program are divided between the University (to support infrastructure and overhead costs) and the program (to pay direct or indirect costs associated with running the program). The College has been very successful in applying the entrepreneurial model to some of its academic offerings. Due to the University's enthusiasm for offering online education, all online master's level courses offered by the College (whether MLIS, MIM, or HCIM courses) have been classified as entrepreneurial for nearly a decade now. In Fall 2019, the College received approval to convert all of its master's level courses to the entrepreneurial designation, regardless of mode of delivery.

Under the entrepreneurial model, the College receives 90% of the tuition revenue for these courses. Tuition and fees vary from year to year as the base tuition rate and fee structure change. Due to overall economic conditions and a change in the Maryland Governor's approach to higher education funding, tuition and fee increases have been routine since 2014. Due to the College's efforts to increase entrepreneurial offerings, the total tuition and fees received by the College has more than doubled, growing from \$2,235,339 in FY 2017 to \$5,070,000 in fiscal FY 2020.

The MLIS Program follows the UMD Graduate School's standard tuition rates.¹⁹⁴ Courses taught fully or partially on the College Park campus are subject to these standard rates. The tuition rates change once a year as part of an annual budgeting process done by the University and the State of Maryland. Tuition for MLIS students is based on the number of credits a student is taking and their residency status (Maryland resident vs. out-of-state). In-state and out-of-state tuition rates apply to online, as well as face-to-face, courses. Because individual students' tuition and fees are dependent on the number of credits they take, their tuition and fees vary from semester to semester.

¹⁹⁴ <https://gradschool.umd.edu/funding/tuition-and-fees>

Students taking online courses must pay not only standard tuition but also a technology fee, which is assessed on a per-credit hour basis. Currently, students taking face-to-face courses are not required to pay the technology fee. Since Spring 2016, students taking online courses through the College have been charged \$100/per credit.¹⁹⁵ However, after a review of course-based technology needs by the Director of Academic Programs, it was determined that the technology fee supports facets of online learning and tools that benefit both face-to-face and online courses, such as the hiring of an instructional design coordinator and the purchase of systems like RDA ToolKit. Therefore, beginning Fall 2020, a more equitable fee structure of \$50 per credit will be charged for all graduate courses in the College (both online and face-to-face).

In addition to regular tuition and fees, the College receives funds associated with the following:

- Self-supporting academic courses, namely, the courses offered by the College during Summer and Winter terms. The College receives any funds left after expenses incurred in connection with these courses, such as, instructor salaries, course materials fees, and other direct costs, are covered
- Tuition revenue from the College's non-degree certificate programs for current professionals. All revenue earned from these programs is used for expenses associated with non-degree professional education.
- The College's portion of the University's mandatory technology fees charged to each student. University policy mandates that these funds be devoted to support and enhancement of instructional technology, including technology in classrooms and labs. The College has used these funds to upgrade classroom technology, make computers available for student usage, provide server space for students, and create new online educational environments for projects and courses.

The University also provides funding for special purposes or areas of emphasis that are consistent with its Strategic Plan. As the BSIS program has been identified as an area of particular importance by the Provost's Office, the College receives additional funding for this program's operations and programming costs.

In addition to these various sources of University funding, the College receives significant support from contracts and grants with federal agencies, state agencies, private foundations, and corporations. Between 2013 and 2019, the College received 203 grant awards totaling \$46,293,788, including 96 grants from the National Science Foundation (NSF), 22 grants from the Department of Defense (DOD), and 15 grants from the Institute for Museum and Library Services (IMLS). The largest source of grant funds in terms of dollars in this period was the Department of Education, awarding 3 grants that totaled \$18,317,592. The College currently has \$39.3 million in active research funding. Income derived from research and educational grants and contracts support students, faculty, staff, and infrastructure as specified in the terms of a specific grant or contract.

And, finally, the College receives additional funds through gifts, trusts, and endowments. The flow of

¹⁹⁵ <https://ischool.umd.edu/tuition-fees>

gifted funds from loyal alumni and friends is highly variable, but provide support to the College on a consistent basis. A number of gifts have led to the establishment of funds that support student scholarships or events, such as the Anne Scott MacLeod Lecture Fund that supports a lecture series on children's literature. From 2013 to 2019, the College has received a total of \$5,911,033.98 in gifts, from an annual average of 232 distinct donors each year.

The College does not manage its master's programs as financially, administratively, or curricularly distinct units. This approach allows faculty to work with whichever programs their interests, expertise, and experience best fit, enables students to take courses and interact with students from a variety of disciplinary and professional backgrounds, facilitates collaborative problem solving among the academic programs staff, and encourages program directors and managers to lead their programs with a focus on mission and pedagogy.

While this approach makes it impossible to create a traditional income and expense report for any particular master's program, the monitoring of particular indicators, analysis of financial implications of major decisions, and budgeting and review of the overall financial condition of the portfolio of master's programs allows for responsible management of program offerings without the financial and organization distortions which are inherent in the program-based model.

For example, it is possible to clearly identify the direct costs of support staff, services, and supplies used by the MLIS program (approximately \$120,000 in FY20). However, these costs, which represent only a small fraction of the cost of operations, are the only expenses that can clearly and unambiguously be allocated on a program level. Allocating other costs (e.g., instructor cost, the program director's/co-directors' time, student services costs, or general administrative overhead) necessarily burdens program directors/managers with factors they cannot control; discourages collaboration among programs; incentivizes assignment of adjunct instructors and hinders effective involvement of tenure-track and senior professional track faculty.

Similar problems arise when considering the nature and source of revenue. While it is possible to estimate tuition revenue at a program level based on general student enrollment characteristics, the link between enrollment and revenue is only interpretable if student status (full-time vs. part-time), residency (Maryland resident vs. out-of-state students) and tuition source (university funded assistantship vs. external funded assistantship vs. other sources) are considered. Assigning revenue to a program based on the student's home program simply adds more ambiguity while discouraging programs leaders from collaborating with each other to offer courses that bridge disciplines and bring together students from throughout the College.

The College uses multiple strategies to ensure that each of its programs has the resources they need to support reliable operations, provide a high-quality student experience, continually refine and develop their curricula, and engage in responsible growth. All of our master's programs are structurally designed to have low break-even points and generate surplus resources. A recent analysis of costs and tuition

revenue revealed that each of our master's programs had a cohort break-even point of 10-12 students. In other words, in order to 1) offer the full set of required courses that students would need to graduate, together with an appropriate selection of electives, and 2) maintain adequate support staff to ensure reliable operations of the program, each program requires the revenue generated by the tuition and fees of between 10-12 master's students. By typically maintaining class sizes above this level, the College ensures that its master's programs are able to cover their expenses, contribute to shared academic programs infrastructure, provide resources for research and other critical activities in the College, and support innovation and development of the programs. Although the three existing master's programs (MLIS, MIM, and HCIM) all have very different pedagogical approaches, student populations, and employers, the expectation that they design their offerings to fit this structure has, and is expected to continue, to provide the resources needed to grow and develop each program, the overall portfolio, and the College as a whole.

Each College Program receives a "Program budget" of \$5,000 per fiscal year. The MLIS Program budget is used at the discretion of the MLIS Program team and spending is tracked by the Program manager in conjunction with the College Financial Services Business Manager. During the current fiscal year, this budget has been used to pay for:

- a welcome back event for MLIS students;
- a webinar hosted by the Public Libraries Association (PLA) titled "Understanding Trauma-Informed Approaches in Public Libraries." The webinar was streamed in a conference room for faculty, staff, and students to watch together; and
- registration for 6 MLIS students to attend the Legal Research Institute 2019, hosted by the Law Library Association of Maryland.

The Program Co-Directors and Managers also want to provide professional development opportunities for the Program GA, Caroline Drogin. As such, program budget funds will pay for Ms. Drogin to attend the PLA 2020 Conference. Ms. Drogin will represent the MLIS Program at this event, while also having the opportunity to explore her academic and professional interests in public libraries.

Further, as an academic program, the MLIS program does not receive research funding. Since 2013, faculty members in the College have received several grants that have contributed to the development of courses and infrastructure. Examples include:

- Curation and Management of Digital Assets (CMDA) Grant - This IMLS grant funded the development of the CMDA certificate. Insights gleaned from the creation of the CMDA certificate contributed to the ongoing refinement of the Archives and Digital Curation specialization in the MLIS program.
- Youth eXperience Grant - This IMLS grant funded the development of the Youth eXperience Design certificate and associated specialization in the MLIS Program.
- Virtual Computer Lab Grant - This multi-year, multi-principal investigator project led to the development of the Virtual Computer Lab platform which allows the College to use Amazon

Web Services efficiently to provide students with access to software and data.

In addition, students from the MLIS program have the opportunity to serve as graduate research assistants on grant funded projects throughout the College. However, due to lack of integration of the student records system, the personnel information systems, the grant management system, and the university accounting system, it is not possible to provide a comprehensive list of graduate research assistants enrolled in the MLIS program or the projects on which they have worked.

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

The Diamondback, the University's student newspaper, maintains and publishes a database of faculty and staff salaries. This information is publicly available through their website.¹⁹⁶

Faculty Compensation

The Office of the Provost sets the salary of the Dean. Salaries for faculty members are set by the Dean in negotiation. Dr. Brian Butler, in his role as Senior Associate Dean, negotiates salaries for part-time faculty in consultation with Dean Marzullo. Salaries for faculty follow guidelines established by the University's Division of Academic Affairs.¹⁹⁷ These guidelines set a minimum and maximum salary based on title and contract length (9 or 12 month).

In cases where the salary for a new appointment will exceed salary guidelines, the requesting department submits the following documentation to the Office of Faculty Affairs:

- A cover letter detailing why the salary is appropriate given 1.) the salary structure for similar appointments in the department / unit, and 2.) the appointee's credentials and responsibilities;
- For non-tenure track faculty appointments, a copy of the proposed appointment agreement defining the appointee's duties / responsibilities;
- The appointee's CV;
- Other documents, as appropriate, to support the discussion in the cover letter.¹⁹⁸

Qualifications for faculty appointment or promotion are set by the University's *Policy & Procedures on Appointment, Promotion, and Tenure of Faculty*.¹⁹⁹ The College follows these guidelines. When requesting a waiver of a policy-based credential requirement, the department/unit head submits the following documentation to Faculty Affairs:

- A cover letter explaining why, given the department's/unit's structure and needs, the appointee's

¹⁹⁶ <https://salaryguide.dbknews.com/>

¹⁹⁷ <https://provost.umd.edu/pers-bud/Forms/salguidefacFY19.pdf>

¹⁹⁸ <https://faculty.umd.edu/policies/exceptions.html>

¹⁹⁹ <https://president.umd.edu/sites/president.umd.edu/files/documents/policies/II-100A.pdf>

professional experience and academic background warrants an exception to the credential requirement;

- A copy of the proposed appointment agreement defining the appointee's duties / responsibilities;
- The appointee's CV;
- Other documents, as appropriate, to support the discussion in the cover letter.²⁰⁰

Due to the fact that the College does not have departments and faculty members are not assigned to specific degree programs, it is not possible to compare faculty salaries across the College's various programs.

Faculty reviews include all faculty of eligible rank. For tenure track faculty, assistant professors are reviewed by associate and full professors; associate professors are reviewed by full professors; and full professors are reviewed by other full professors. For professional track faculty, lecturers are reviewed by senior lecturers, associate professors, principal lecturers, and full professors; senior lecturers are reviewed by principal lecturers and full professors; and principal lecturers are reviewed by other principal lecturers and full professors.

Staff Compensation

Staff salaries are determined by a University schedule.²⁰¹ Salaries for senior staff members are set by the Dean in negotiation. The University Human Resources (UHR) office of Classification and Compensation oversee compensation and classification policies and procedures for staff employees. "The formal salary structures, for both Exempt and Nonexempt positions, are developed under the umbrella of the University System of Maryland (USM). Each salary scale is reviewed biannually, on alternating years. Recommendations to adjust the scales are made in accordance with market movement. Each USM institution is involved in the development of the recommendations. The UHR Office of Classification and Compensation (C&C) adheres to using a market-based pay system. Various national and local salary surveys are used to determine the appropriate salaries for staff employees.

The Compensation Guidelines adhere to the following principles of:

- Creating compensation structures that are competitive and that attract and retain a high-performance workforce.
- Rewarding exceptional performance and employee contributions through compensation and other forms of recognition, (dependent upon funding).
- Setting salaries and salary adjustments which consider: Performance, Internal equity, and Experience and expertise.
- Following fair and equitable compensation and recognition practices."²⁰²

Student Compensation

Graduate Assistants and Fellows receive stipends, following the schedule set by the University Graduate

²⁰⁰ <https://faculty.umd.edu/policies/exceptions.html>

²⁰¹ <https://uhr.umd.edu/ecc/salary-structure/>

²⁰² <https://uhr.umd.edu/compensation/compensation-classification-guidelines/>

School. Stipends fall into one of three steps, with the Graduate School setting a minimum stipend level for Step 1. Each unit is then responsible for ensuring that its Step I stipend level is equal to or higher than the minimum. Stipend levels have no caps. *Appendix V-3: Stipend Information for Graduate Assistants and Fellows 2019* is a letter from the Graduate School outlining the most current information on stipends and the 2019 COLA increase.

The University provides Graduate Assistants with financial support in the form of a stipend, tuition remission, and benefits.²⁰³ Fellows may also be eligible for tuition remission. *Tuition Award Guidelines* are set by the Graduate School: “The Graduate School provides a tuition award to graduate fellowship recipients who are paid from University and Dean’s Fellowship funds, Graduate School full-time fellowship funds, prestigious external fellowship funds, or by written agreement with the Graduate School.”²⁰⁴

The University also sets the payment schedule for hourly student employees. Undergraduate students earn between \$10.10 - \$15.00 per hour while Graduate Students earn \$10.10 - \$16.65 per hour. The University must adhere to the State of Maryland’s minimum wage law (\$10.10 per hour as of July 1, 2018).

Merit Pay and PRD

The Dean determines the distribution of merit pay funds in accordance with University guidelines, upon consideration of advisory recommendations made through annual review processes. Even in those years in which no merit pay funds are available, these processes are conducted for all faculty and staff, with the understanding that the cumulative record of accomplishments and contributions between merit pay increases will be considered when such funds are available.

All University employees participate in an annual review process. The mandatory annual Performance Review and Development (PRD) process for staff (as well as for Deans) includes an initial goal and expectation-setting meeting, followed by ongoing feedback and iterative employee input throughout the year, and concluding with a final performance evaluation. Each step of the process involves the employee and the employee’s immediate supervisor. In the case of the Dean, the Provost leads the process. Goals of the PRD process are to:

- Coordinate efforts toward common strategic goals and objectives of campus;
 - Provide regular feedback to employees;
 - Make informed administrative decisions; and
 - Document performance and progress of employees.
- The annual review cycle is April 1- March 31 each year. More information about the University PRD process can be found at: <http://uhr.umd.edu/development/prd.cfm>.

Cost of Living Increases

²⁰³ <https://gradschool.umd.edu/funding/assistantship-information>

²⁰⁴ <https://gradschool.umd.edu/funding/fellowship-information/tuition-award-guidelines>

Annual cost of living increases are determined by the State. The most recent Cost of Living Adjustment (COLA) for faculty and staff was approved by the Maryland Legislature in April 2019. It consisted of a .5% COLA increase and one-time \$500 bonus. All active employees within the following employment categories received the COLA increase and bonus: Tenured Faculty, Tenure Track Faculty, Faculty Non-Tenured Term Contract, Graduate Assistant, Faculty Non-Tenured Continuing Contract, Nonexempt Regular, Post-Doctoral Scholars, Exempt Regular, Faculty Non-Regular-Non-Tenured.²⁰⁵

Graduate Assistants and Fellows received a 2% COLA applied to stipends, effective January 1, 2019. Effective April 1, 2019 an additional 0.5% COLA was applied. Students holding graduate assistantships were also given a one-time \$500 bonus prorated according to their Full-time Equivalent (FTE) status.²⁰⁶

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

Faculty are expected to include funds for travel as part of budgets for grant proposals that they submit; the significant increases in grant funding noted above have greatly facilitated the ability of faculty and students to travel to conferences. Additional funds for conferences and travel are available to all faculty from the College as needs arise and financial resources allow.

TTK faculty are expected to use their startup funds or grant funds for conference travel. The College provides travel funds to our to attend one conference per year. For full-time PTK (and other) faculty members who do not otherwise have grant funding for travel, the College budgets funds for attendance at one conference or professional meeting each year (approximately \$2000/faculty member). These funds are available upon request from the Dean's office.

Start-up funding packages are made available to many new faculty hires. Table V-3 lists faculty members receiving start-up funds in fiscal years 2018, 2019, and 2020.

Table V-3: Faculty Receiving Start-Up Funding Fiscal Years, 2018-2020

FY18	FY19	FY20
Joel Chan	Katrina Fenlon	Wei Ai
Eun Kyoung Choe	Ge Gao	Babak Fotouhi
Hernisa Kacorri	Dan Greene	Naeemul Hassan
Amanda Lazar	Jonathan Lazar	Ana Ndumu
David Weintrop	Wayne Lutters	Molly Sauter
	Sergii Skakun	

²⁰⁵ <https://uhr.umd.edu/p-new-annc/2019-april-cola-and-bonus-instructions/>

²⁰⁶ https://gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/docs/fy19_ga_fellow_stipend_memo_revised_0.pdf

Since 2015, the College has provided small seed grants to faculty and students, which are known as Research Improvement Grant (RIG) awards. There are two tracks in this grant program: Incremental Improvement and Impact Magnification. A list of previously funded projects is available on the College website.²⁰⁷ *Appendix V-4: Awarded Research Improvement Grant 2016-2018* also lists awardees and the title of their project.

In addition to the faculty travel/conference funds, the College also has two funds that provide travel support for students attending conferences: Beyond these Walls (for master's students) and the Dana Rotman Travel Fund (for doctoral students). Resources from these accounts are dispersed based on competitive review of proposals by the Honors and Awards Committee, the Doctoral Program Committee, and the Research, Centers, and Collaborations Committee.

The College faculty and staff are eligible to apply for a large number of University awards, grants, and honors. Some of these awards also provide support for research, development, and travel. The College's Associate Dean for Research has also created an internal program to provide start-up funds for preliminary research projects.

Paid leave – such as medical leave, family medical leave, and parental leave – is available for faculty and staff of the College as part of the standard University benefits package provided to all employees. Descriptions of leave policies for faculty can be found in the Faculty Handbook,²⁰⁸ whereas descriptions of leave policies for staff can be found on the UHR website.²⁰⁹

Tenured faculty may apply for sabbatical leave through the process described in the University Faculty Handbook.²¹⁰ Since the last Self-Study, the College faculty members who have received a sabbatical are:

- Dr. Kari Kraus, 2013-2014;
- Dr. Jennifer Golbeck, 2014-2015;
- Dr. John Bertot, 2015-2016;
- Dr. Jennifer Preece, 2016-2017;
- Dr. Mega Subramaniam, 2016-2017;
- Dr. Douglas Oard, 2016-2017;
- Dr. Katie Shilton, 2017-2018;
- Dr. Ping Wang, 2018-2019;
- Dr. Tamara Clegg, 2019-2020;
- Dr. Jessica Vitak, 2019-2020; and
- Dr. Jordan Boyd-Graber, 2019-2020.

Students in the College are able to apply for and receive financial aid from the University through standard processes. The Office of Student Financial Aid is the main information center for loans, grants, scholarships, assistantships, fellowships, and work-study programs: <http://financialaid.umd.edu>. The University provides funds to support some of the fellowships, teaching assistantships, and graduate

²⁰⁷ <https://ischool.umd.edu/research/archive-previously-funded-projects>

²⁰⁸ <http://www.faculty.umd.edu/faculty/leave.html>

²⁰⁹ <https://uhr.umd.edu/leave/>

²¹⁰ <https://pdc-svpaap1.umd.edu/faculty/promotion.html>

assistantships offered by the College, as well as funds for hourly student employees. It is up to the College to determine how these funds will be distributed to individual students in the College.

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.

In the discussion that follows, physical facilities designated for the College are described first, then the general-purpose facilities. Photographs of the College's facilities are available through the College's photo library maintained by Communications.²¹¹

College Facilities

The majority of the College's space is located in the Hornbake Building, which was originally constructed for the College and the undergraduate library in 1972. Each floor of the building has restrooms, storage closets, and housekeeping closets. Two centrally located elevators and two sets of stairs at either side of the building provide access. The Hornbake Building is accessible to disabled people through entrances on both the east and west sides of the building. Designated accessible parking spots are located in parking lots adjacent to the building and in the Regent's Drive Parking Garage, which is a short distance across Hornbake Plaza. The Department of Transportation Services provides paratransit services on campus.

The South Wing of the Hornbake Building is shared with the Career Development Center, the Office of Multicultural Student Education, general purpose classrooms, and other smaller units not affiliated with the College. The College occupies all of the 2nd and 4th floors, as well as storage space on the ground floor, of the South Wing. The 2nd and 4th floors house offices, classrooms, meeting spaces, study areas, centers and labs, and common areas. The 4th floor has a gender-neutral restroom, a kitchen, and a quiet/lactation room.

In the North Wing of Hornbake, the College now has the majority of the ground floor, housing the undergraduate program offices, other faculty and staff offices, classrooms, study areas, centers and labs, student design studios, collaboration areas, meeting spaces, and an audio-visual recording studio.

With the acquisition of new space in Hornbake, the College will have a total of 46,410 square feet of space in the Hornbake Building.

The College's space in Hornbake was last comprehensively renovated, refurbished, and updated in 2006, with partial renovations occurring in 2008, 2011, 2013, and 2017 as the College has grown. With direct support from the Provost's office, a complete renovation of Hornbake will begin in 2020 and likely last until 2022. The key goals of this renovation will be to create new spaces that:

- Communicate the College's distinctive values, ideas, and accomplishments;

²¹¹ <https://umdischool.zenfolio.com/p326860295>

- Promote partnerships by inviting new partners to work with the College; and
- Increase collaboration and collegiality by being places that promote community.

The College also occupies both the 1st and 2nd floors (totaling 8,955 square feet) of the Patuxent Building, which was originally built in 1990. In this space, the College has meeting rooms, storage closets, administrative and faculty offices. Each floor of the building has restrooms, storage closets, and housekeeping closets. One centrally located elevator and a set of stairs on the south side of the building provide access. The ground floor of the building is space devoted to offices of the University's Division of Information Technology. The building was comprehensively renovated, refurbished, and updated in 2017 prior to the College moving in to the building.

After the Hornbake expansion in Spring 2020, the College will have a total of 55,365 square feet on the College Park campus.

Shady Grove Camps

On the Shady Grove campus, the College rents three offices (513, 5113, and 5109) in Building III from the Universities at Shady Grove. These offices are used by administrators, advisers, and graduate assistants for the undergraduate program, as well as by faculty members when on the campus. A new building devoted to STEMM fields is currently under construction, and the College's offices and classes will be relocated to the new STEMM building when it opens. The MLIS Program does not hold courses in this space.

General Purpose Facilities

On the College Park campus, many of the College's classes are held in general purpose classrooms maintained by the University. In Hornbake, the College maintains 6 self-supported seminar rooms of varying size, capable of seating between 17 and 60 students in a classroom setting: rooms 0215, 0302H, 0302J, 2119, 4113, and 4115. The College also has priority scheduling for the general-purpose classrooms within the Hornbake Building. Although classes are held in buildings throughout campus, the College regularly schedules many classes in the Edward St. John Building and the Plant Sciences Building, both of which are adjacent to Hornbake.

The fact that the vast majority of students in the College use their own laptop computers and other mobile devices greatly reduces the need of the College and University to provide access to workstations. Wireless access for mobile devices is available throughout campus. Nevertheless, there are computers available for use throughout Hornbake. There are also 26 computer labs located around campus, some of which are housed in nearby buildings such as A. V. Williams and Jeong H. Kim Engineering, and the McKeldin Library. Fifteen of these computer labs are maintained by the University Libraries, and students can check the Libraries' website to see real-time availability of the computers in these labs. Some of the University's computer labs are open 24 hours a day, 7 days a week.

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.

College Facilities

The College's physical facilities provide a functional learning environment for students and faculty. The College's facilities include 60 faculty offices, 46 staff offices, 5 conference rooms, and 8 common areas, along with classrooms, centers, labs, studios, and an array of meeting and collaboration spaces. The IT services team, located on the 4th floor of the Hornbake Building, provides technology-related support whenever needed.

The expansion of the College's space on the College Park campus provided an opportunity to physically reorganize administrative functions and research areas, resulting in greatly enhanced communication and collaboration. For example, the central administration for the College – including the offices of the Dean and all of the Associate and Assistant Deans – is now all located in the Patuxent Building. Staff offices are grouped by function as well. Research groups exist in all floors of both buildings. HCI, usability, and accessibility-focused faculty, for example, are co-located on the 2nd floor of Hornbake with the HCIL and the Trace Center.

The main features of each of the floors of the College's buildings are:

- Hornbake Building, ground floor: undergraduate program administration and advising, classrooms, community spaces, design studios, and labs;
- Hornbake Building, 2nd floor: HCIL, Trace Center, HCIM program administration, faculty offices, and meeting spaces;
- Hornbake Building, 4th floor: DCIC, iPAC, MLIS Program administration, MIM Program administration, Facilities and Information Technology team, faculty offices, classrooms, meeting spaces, and community spaces;
- Patuxent Building, 1st floor: Dean, Associate Dean, and Assistant Dean offices, Development team, Administration and Finance team, and meeting spaces;
- Patuxent Building, 2nd floor: Communications team, graduate education administration, graduate student services and advising, faculty offices, and meeting spaces.

Floor plans for these spaces are available in *Appendix V-5: Hornbake and Patuxent Building Floor Plans*. Photographs of College spaces are available on the internal College website.²¹²

Virtual Computer Lab (VCL)

Arising out of the need to meet the increasing technology requirements for instruction in the College, the College now operates its own Virtual Computer Lab (VCL) to support students in all of its academic programs. The VCL, which is available across all College programs to any instructor for any course upon request, provides students with access to a wide variety of software packages and computing platforms from anywhere at any time, regardless of the type of computer that the student is using. This tool uses cloud-based computing resources that leverage Amazon web services in conjunction with an

²¹² <https://umdischool.zenfolio.com/p326860295>

internally developed launch platform, both facilitating access to a broad range of technologies while also significantly reducing the cost and environmental impact of a physical infrastructure.

The technology that the VCL makes available benefits instructors and students in several different ways. First, the system provides instructors the ability to request virtual computers for all of the students in the class. In doing so, specific software can be used by students in a given course, independent of the type of computer that a student is using, without having to dedicate class time on configuring the students' computers. Secondly, the system allows the instructor to access the virtual machines being used by their students in real time, providing a venue for remote assistance with coursework. Finally, the system also enables instructors to assign virtual systems to groups of students, simplifying collaboration on group projects.

Currently, work is underway to develop an improved and more user-friendly launch platform, browser enabled access to the virtual systems, and a streamlined provisioning process for instructors that wish to deploy this resource in their class.

Accessibility

The College adheres to all University accessibility guidelines for acquiring, procuring, and developing physical and electronic materials and resources to ensure equitable access for all members of the College community. The University procures much of the software and hardware used by the College under the Division of Information Technology Accessibility Policy.²¹³ When the College procures software, physical materials, or services outside of the standard University channels, the College ensures that these procurements meet or exceed the University standards.

IT and Facilities Staff

The College has a staff of five full-time employees devoted to supporting information technology and facilities:

- David Baugh, Director of IT and Facilities is responsible for developing and maintaining physical and technical infrastructure at the College by providing operational stability and strategic direction in both of these areas that align with the overall mission of the College.
- David Napier, Systems Administrator, is responsible for the development and maintenance of networked IT systems at the College in support of teaching, research, and administration, including developing and maintaining the College's Virtual Computer Lab.
- Allan Oliveros, Desktop Support Specialist and Student Employee Manager, is typically the first point of contact when faculty, staff or students have IT related issues.
- Cecilia Penn-Diallo, Facilities Coordinator, provides support for all of the college's facilities needs and acts as the primary contact for facilities tasks ranging from requesting repairs, to ordering furniture to managing building and office access.
- Rochelle Robinson, Web Developer, is the primary point of contact for all web-related projects at the College, developing and maintaining the primary College site as well as a variety of internal administrative sites.

²¹³ https://umd.service-now.com/itsupport?id=kb_article&article=KB0012432

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.

Instructional Facilities

The College maintains 6 self-supported seminar rooms of varying size, capable of seating between 17 and 40 students in a classroom setting. While these rooms also have slight variations in technology resources, all generally adhere to the campus classroom IT standard configuration (detailed below), with modifications to reflect special capacities for the room needed for various College educational needs:

- HBK2119: 40 seats in lecture style – dual projectors, webcam, ceiling microphones, computer, multiple video connections, whiteboard, lectern, web conferencing software, lecture capture software, closed captioning software, and DVD player;
- HBK 4113: 17 seats lecture style – 73-inch LCD display, webcam with microphone, computer, multiple video connections, whiteboard, lectern, web conferencing software, lecture capture software, closed captioning software, and DVD player;
- HBK 4115: 17 seats lecture style – 73-inch LCD display, webcam with microphone, computer, multiple video connections, whiteboard, lectern, web conferencing software, lecture capture software, closed captioning software, and DVD player;
- HBK 0215: 24 seats lecture style – projector, multiple floating LCD displays, webcam with microphone, computer, multiple video connections, whiteboard, lectern, web conferencing software, lecture capture software, closed captioning software, and DVD player, as well as three individual breakout rooms for group study;
- HBK 0302H: 60 seats lecture style, with the general University technology-equipped classroom set-up; and
- HBK 0302J: 60 seats lecture style, with the general University technology-equipped classroom set-up.

The College's Information Technology and Facilities staff proactively keep the technology available in these rooms up-to-date and in good working order.

The College also has priority use of four general purpose classrooms on the ground floor of the Hornbake Building. Three of these rooms – HBK 0103, HBK 0105, and HBK 0109 – can be combined into a large auditorium, with a seating capacity of 132 people. They are normally used, however, as separate rooms. Special noise abatement dividers help prevent noise from traveling among them. The fourth room, HBK 0113-0115, can be divided into two smaller spaces by means of a moveable partition, although the College prefers to use it as one room, with a seating capacity of 50 people.

All of these rooms have the standard equipment found in the approximately 200 general-purpose classrooms across the UMD campus that are controlled by the University. With slight variations in location, the general-purpose classrooms contain the following equipment: audience response system, audio-capture ceiling microphones, whiteboard or chalkboard, closed caption decoder, computer,

DVD/CD/VHS player, lectern, projector, video camera, web conferencing software, and document camera. The Division of Information Technology maintains classroom support for these rooms.²¹⁴

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

The rich array of library and information technology resources and facilities meets the needs of College faculty, staff, and students. Multiple branches of the University Libraries have print and electronic materials highly relevant to the College's programs, and the Libraries' collections include the vast majority of top impact library and information science journals and many relevant databases. The library liaison assigned to the College provides specialized services to College faculty, staff, and students. The hours of the various library branches are varied, but extensive. Most libraries are open at least 7 hours a day, and McKeldin Library is open 14 hours a day. The electronic resources provided by the library are always available.

All campus libraries are accessible for disabled people. The University Libraries have dedicated staff members who are responsible for library services for disabled patrons, including additional research assistance.²¹⁵ The University's Assistive Technology Lab is located inside McKeldin Library. Additionally, the University's Office of Accessibility and Disability Services can provide support with usage of library materials, depending on the individual's particular disability.

University Library Facilities

The University Libraries is the largest university library system in the Washington DC-Baltimore region, comprising eight libraries. The Association of Research Libraries (ARL) ranked the University Libraries, with annual expenditures of \$29,881,576 million in 2017-2018, as 45th out of its 116 members on its library investment index. In the 2017-2018 academic year, the University Libraries employed 278 full-time staff members.

The eight libraries serving the University community are:

1. McKeldin Library – the main University library – provides access to the majority of the physical collection, study spaces, the Information Commons, the Adaptive Technology Lab, the Graduate School Writing Center, the University Writing Center, the MakerSpace, and numerous other services;
2. The Architecture Library includes a special collection devoted to historical preservation, town planning, and architecture, as well as study spaces and specialized audio/visual equipment;

²¹⁴ <http://www.it.umd.edu/tc>

²¹⁵ <http://www.lib.umd.edu/services/disabilities>

3. The Art Library provides access to a collection of more than 100,000 volumes related to art history, archaeology, decorative arts, studio arts, photography, and graphic design;
4. The Hornbake Library includes special collections and archives related to the history of the University of Maryland and the state of Maryland, rare books, American history, labor, mass media, and Japanese printing, as well as houses the Maryland Institute for Technology in the Humanities and the Katherine Anne Porter Room;
5. The Performing Arts Library houses special collections and archives related to the performing arts;
6. The Priddy Library, located at the Universities at Shady Grove and jointly administered by USG and the University Libraries, has a general interest collection of resources;
7. The Severn Library, a high-density, closed-stacks shelving facility of the University Libraries, housing materials and research collections and providing access to its materials upon request;
8. The STEM Library, which provides resources related to and research support for science, technology, engineering, and mathematics, also serves as a US Patent and Trademark Resource Center.

Across types of format and licensed and owned materials, the collection of the University Libraries includes:

- 4.65 million volumes, of which 2.59 million are e-books;
- More than 17,000 e-journals; and
- More than 350 databases.

All of these electronic resources are readily accessible through the University Library's Research Port. Further materials are available in the Digital Repository of the University of Maryland (DRUM) that contains theses, dissertations, pre-publication paper drafts, working papers, policy papers, and other materials submitted by faculty, staff, and students.

The University Libraries maintain a range of international, national, regional, and state partnerships and collaborations that enhance the availability of materials for members of the University community, through interlibrary loans, collection development, and on-site library services beyond the Maryland campus. Notable examples of these partnerships include:

- The University System of Maryland and Affiliated Institutions (USMAI) is a 16-member consortium that allows borrowing privileges for all member institution libraries;
- The Chesapeake Information and Research Library Alliance (CIRLA) provides reciprocal borrowing privileges with many university and government libraries in Maryland, Virginia, Delaware, and Washington DC; and
- The Committee and Institution Cooperation (CIC) is the Big Ten's network for promoting collaboration on collection development, resource optimization, and problem solving among libraries of member universities.

When materials are not available through existing partnerships, the Interlibrary Loan Office can obtain monographs, articles, dissertations, government documents, technical reports, and other materials at no charge to the patron.

The Library and the College each has a designated liaison to the other to enhance communication and ensure that the library collection meets the needs of the faculty, staff, and students at the College. The liaison from the library is Rachel Gammons (an affiliate member of the College faculty who regularly teaches in the MLIS Program) and the liaison from the College is Paul Jaeger.

The Division of Information Technology is responsible for the computing, networking, and telecommunications services for campus, including both the wired and wireless networks on campus. Each faculty member, staff member, and student is issued a Gmail account and access to a suite of related Google products and services, such as Drive and Calendar. They also make available specific resources and services for students, for faculty, for teaching, for research, and for other areas. Specialized computing services include assistive technologies through the Adaptive Technology Lab, digital media production through Digital Media Services, and the management of the CANVAS-based Enterprise Learning Management System (ELMS).

The full array of information and communications technology resources and services for faculty, staff, and students are so extensive to be far beyond the scope of this document. The resources and services provided by the University that are relevant to the College are detailed in many parts of this document.

The College ensures that faculty and staff have the technology necessary for them to succeed in their positions. New faculty hires are asked to specify their technology needs at the time of their hiring. All faculty members and staff members receive new equipment according to the technology replacement schedule (faculty and staff computers are replaced every 4 years) or as needed. To the greatest extent possible, individual work preferences (e.g., types of devices and operating systems) are taken into consideration.

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

The College Dean, Associate Deans, and Assistant Dean have overall responsibility for evaluating the use of College resources and facilities, as well as assessing their adequacy in meeting College needs for research, instruction, administration, and general community life. Directors, Associate Directors, and Managers of academic programs, Directors of centers and labs, and other College administrators provide similar evaluative functions for their particular areas of responsibility, sharing their ideas and concerns with the Dean and the Senior Associate Dean. The Dean presents the College's needs to the Provost and other campus-level administrators.

To gather the data to make these assessments, members of College leadership have regularly scheduled meetings with academic programs and other administrative units within the College, such as the

Diversity and Inclusion Officer and Equity Administrator. The MLIS Program Team meets every other week with the Senior Associate Dean and the Director of Academic Programs to discuss policies, support, and resources for the MLIS Program. Relevant information from these discussions is then conveyed to the other members of the College leadership in the weekly Deans meeting.

The Dean forms working groups to provide advice on specific issues, as needed. In Academic Year 2019-2020, the Dean has created a working group of faculty, staff, and students to develop guidelines and suggestions for the renovations of the Hornbake Building.

As the College of Information Studies does not have departments, these approaches are applied to all degree programs in the College.

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.

Decision-making processes related to administration, finances, and facilities in the College involve clearly specified policies and procedures. Within the College, administrative, facilities, and financial resources are allocated through a combination of routine planned allocation processes and adaptive need-based review. When possible, needs are identified, investigated, and aggregated to inform scheduled planning cycles that follow the University's academic and fiscal calendars. However, as needs for staff, funds, or facilities arise, processes exist to identify, investigate, and address needs at a variety of levels, depending on the scale and complexity of the need.

One example of ongoing collection of data in the area is the biennial College climate assessment survey. Designed to continually improve the environment for the College community, the Diversity and Inclusion Officer conducts biennial climate assessment surveys of the entire College – as well as regular informal feedback sessions – using the data to iteratively improve the inclusiveness of courses, programs, and events and the overall College environment. The College makes sample climate survey instruments developed here freely available on the diversity section of its website²¹⁶ – these instruments have been employed by other units at the University of Maryland and by other academic institutions around the country, such as the University of Arkansas and the Community College system of Pennsylvania, to assess their own organizational climate for diversity and inclusion.

Specifically in terms of administration, finances, and resources, the College climate assessment data is used to inform decisions about staffing needs, the distribution of some types of administrative duties within the College, service assignments for faculty members, and levels of resource support for extracurricular activities and professional development events, among others.

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.

²¹⁶ <http://ischool.umd.edu/diversityinitiatives>

Two examples of the use of systematic evaluation of administration, finances, and resources are the processes for the hiring of non-research support staff and of the allocation of funds for non-personnel College expenses.

Hiring of Non-Research Support Staff: Broadly speaking, support functions in the College are handled by 5 groups: Administrative & Finance; Academic Programs (which includes Program Administration and Student Services), Communications, Research Support, and IT & facilities. On an ongoing basis, senior staff members in each area monitor operations and identify areas that may need additional staffing. When a potential need is identified, the senior staff lead identifies the factors that drive the need for the additional support, gathers data to demonstrate that need, and works with the HR Manager and the Dean's office to identify the most appropriate approach for meeting the need (e.g. new hire, restructuring an existing position). Identified staff needs are then added to the College staffing worksheet, which is maintained by the Senior Associate Dean. Periodically (no less than twice a year), the Senior Staff Team reviews the staffing worksheet, collaboratively creating a recommended Staffing Plan that summarizes high priority hires or changes to positions. The Dean then reviewed and approve this plan.

Allocation of funds for Non-Personnel College Expenses: During the university budgeting process (typically mid-Spring), preliminary allocations are determined for each program and administrative area of the College. These initial budgets are based on prior expenditures with adjustments for known plans for the coming year. Senior staff and faculty leaders provide feedback on the preliminary budgets, including additional information about planned activities. The Senior Staff overseeing each area manages the allocated resources, with regular review by the Dean's Office. In addition, staff and faculty are encouraged to identify needs as they arise and work with the Assistant Dean for Administration and Finance to meet these needs. In many cases, the identified needs are consistent with the planned activities and thus can be met with budgeted funds. When this is not the case, the proposals are reviewed by the Dean's Office and funded when they are consistent with the identified strategic goals of the College.

Similar processes are used for allocation of space and facilities, development and deployment of IT resources, hiring and allocation of graduate assistants and hourly student employees, and assignment of faculty for teaching. In each case, a combination of routine planning and adaptive response to needs is used to involve relevant stakeholders in the process of identifying, investigating, and allocating resources to meet the needs of the programs and projects within the College.

Summary and Future Directions

The College of Information Studies at the University of Maryland is an innovative, diverse, and collaborative community that provides students with distinctive opportunities to pursue their educational and professional goals. The MLIS Program is one of five complementary and mutually supportive degree programs at the College that allows students opportunities to take courses and conduct research in a broad range of areas and to interact with current and future information professionals in a wide variety of careers and institutions. The program, through individual courses and specializations, evolves to meet new educational and professional needs. With a broad portfolio of research grants, initiatives, and centers and labs, students can actively engage in research and collaborate with faculty, staff, fellow MLIS students, and students in other degree programs. The MLIS Program prepares graduates to be leaders, advocates, activists, and change agents, ready to meet changes in technology, services, and communities as they emerge.

Service to the University, the profession, and the organizations of the field is also a hallmark of the MLIS Program and the College as a whole. In addition to the numerous awards and recognitions for their leadership and service contributions that members of the College community have received, the College has founded several important conferences and journals that have greatly advanced discourse and innovation related to diversity, inclusion, equity, and justice in the field and beyond.

The remainder of this section serves as a collation and reiteration of the key points of the Self Study by the order of the ALA Standards and the accompanying next steps that we anticipate in these areas for the MLIS Program and the College.

Standard I: Systematic Planning

The College has established systematic processes for administrative and pedagogical planning, implementation, and iterative evaluation for all of its programs, including the MLIS Program. Highlights of the MLIS Program's systematic planning efforts over the course of the accreditation period include the following:

- The 2014 *Re-Envisioning the MLIS* initiative paved the way for more clearly defined learning objectives, most recently revised in Spring 2019.
- Valuable input from internal stakeholders (i.e., faculty, staff, and students) and external stakeholders (i.e., iLead, the MLIS Advisory Board, employers, and alumni) has assisted the MLIS program with the assessment of the program's goals, objectives, and student learning outcomes.
- The MLIS Program has created and implemented a comprehensive learning outcomes strategy centered on the core curriculum.
- The MLIS program has used assessment data to improve individual classes (including core classes), develop new specializations, review online education, and offer students enhanced professional development opportunities.

The success of the systematic planning, implementation, and evaluation processes employed by the College is reflected in the extent to which the College has maintained its identity in the face of such

dynamic growth in numbers of students, faculty members, staff members, and space over the past few years. Rather than being staggered or paralyzed by tripling the number of students and employees in five years, the College has embraced the growth as a proliferation of new abilities and opportunities. For students in the MLIS program, this growth has created many new opportunities in terms of courses they can take and research opportunities to become involved in, as well as learning from and collaborating with students in other areas of study.

Next Steps

The College is currently working on a revised version of its Strategic Plan, which will continue to refine the systematic planning, implementation, and evaluation processes used by the MLIS Program and the rest of the College. This new Strategic Plan will be completed in the 2019-2020 academic year and implemented in the 2020-2021 academic year.

The MLIS Program will also begin implementing its new learning outcomes and indicators in the 2020-2021 academic year.

Standard II: Curriculum

The curriculum of the MLIS Program is based on clearly articulated goals and objectives and continues to evolve through systematic planning and iterative evaluation processes involving students, alumni, employers, faculty, and staff. Our curriculum is continually evolving, reflecting the College's awareness of changes in the LIS field, responsiveness to student interests, and agility in bringing about curriculum change. Both the size and the composition of the overall College faculty have changed dramatically since the last Self-Study to the benefit of the educational options available. Students in the MLIS Program now have far more opportunities to take classes and participate in research with a rich array of faculty.

Through six specializations and an individualized program plan, students are able to construct a coherent plan of study that meet their needs and career goals. The HiLS dual degree program and the MSMC certificate program are two examples of the interdisciplinary educational opportunities available to MLIS students. Students have access to an expansive network of field study opportunities, ensuring them the opportunity to apply what they have learned in their courses prior to graduation.

Professional advisors, faculty members, program directors and managers, and online resources are all available to guide students in constructing the educational path best for their interests. In consultation with current students, Graduate Student Services, and the specialization heads, the MLIS Program recently created a new specialization guide, moving from sets of required courses to a more flexible list of suggested courses.

Next Steps

The next step in the MLIS Program curriculum is the revision of the MLIS core curriculum. Data collection for the purpose of developing the next iteration of the core curriculum has already begun, involving faculty, students, alumni, and advisory boards in the process. The MLIS Program will use a

multi-step process to plan and design the new core courses, with faculty teams working to design individual cores and the MLIS Program Team working to ensure the coherence of the new courses and their fit with program goals, mission, and learning outcomes. The implementation will occur in academic year 2020-2021 and assessment of the new core courses will follow.

The Program has also begun exploring the possibility of a “4+1” degree program for our undergraduate (BSIS) students in which they complete their B.S. degree and MLIS degree in 5 years by following a structured course plan.

Standard III: Faculty

The College has a large, diverse full-time faculty representing a wide range of educational backgrounds, degrees from academic institutions, and areas of expertise. In addition to its intellectual and disciplinary diversity, the faculty is diverse in terms of gender, age, race and ethnicity, orientation, ability, and national origin. This diversity is a hallmark of the College; personnel policies and procedures are designed to foster this diversity through recruitment and retention.

The College’s full-time faculty has increased in size (from 30 to 54), with key tenured/tenure-track and professional track hires in archives, school libraries, and diversity and inclusion accruing directly to the benefit of the MLIS program. Overall, the considerable growth in the size of the College faculty has brought a great amount of additional diversity to scholarly and educational expertise of the faculty, to the significant benefit of the students.

The College mentors and evaluates faculty members to promote success in three areas: research, teaching, and service.

- **Research:** The College’s faculty cultivate a rich research environment, as evidenced by their prolific contributions to scholarly and professional discourse, as well as their robust portfolio of grant-funded research. Through the DCIC, HCIL and other research centers and labs, education and research are closely connected throughout the College, fostering students’ diverse information-related interests.
- **Teaching:** The College’s non-departmentalized structure allows faculty members to teach in all five of the College’s degree programs in the areas of their competence. Students consistently highly rate the teaching in the MLIS Program and the College as a whole.
- **Service:** All full-time faculty members are involved in governance of the College and service to the institution, and many have a direct role in the governance of at least one of the College’s academic programs. Many faculty members also have direct roles in student mentoring, advising of student groups, and professional service.

Next steps

The most important next step for the area of faculty entails the continuing need to recruit and hire additional full-time faculty members, while ensuring robust support for the development of these new faculty members. With the ongoing significant growth of the student enrollment in the College, most notably in the BSIS program, the need for hiring and mentoring additional new full-time faculty seems

likely to be a major emphasis for many years to come. Hiring priorities are decided by the Dean in consultation with the associate deans, the Director of Academic Programs, and the academic program directors and managers. The MLIS program team has regular opportunities to convey faculty needs related to the program to the College leadership, and the needs of each program can be reflected in candidates for multiple searches. As the faculty hired for the College regularly teach across programs, the growth of BSIS and the attendant faculty lines will provide the College with more faculty who bring additional areas of expertise that enhance the MLIS program.

Standard IV: Students

Our MLIS program has grown in recent years, fueled by the addition of a spring admissions cycle. During this time, the College has implemented changes in the following areas:

- With an enhanced communications team, recruitment efforts have continued to evolve, with a current focus on social media advertising, branded information packets, and virtual information sessions
- With the removal of the GRE requirement and the addition of target application essay questions, the MLIS Program is better able to conduct a holistic evaluation of each application.

The changes related to the MLIS Program's learning objectives, student learning outcomes, and curriculum - as detailed in Standards I and II - obviously impact our students. At all times during the accreditation period, advisors, program managers and directors, and faculty members, as well as online tools, have been available to help students evaluate their academic progress and to plan their curricular and career paths. Through surveys, focus groups, and representation on MLIS program and College bodies, students have various opportunities to have input into the processes and policies that impact them. And through research projects, student organizations, and the College's affiliation with professional organizations, they have various opportunities to engage with professionals and make contributions to the field.

Next steps

As the percentage of MLIS students taking primarily or exclusively online courses continues to increase, providing more opportunities for online students to be involved in extracurricular activities is a priority. To date, student organizations in the MLIS Program have thus far been primarily focused on activities in the DC metropolitan area, and broadening these horizons will be important for helping online MLIS students feel more integrated into the program.

Finally, the MLIS Program has been recognized for its achievement in diversity among MLIS Programs, but the program will continue to strive to increase diversity through recruitment and retention so that the MLIS student body reflects the overall diversity of the United States population.

Standard V: Administration, Finances, and Resources

The College of Information Studies is one of many academic units at the University of Maryland, possessing the same rights and responsibilities as other colleges and schools. It also has the same level

of autonomy and self-governance as do other academic units on campus in areas such as curriculum and pedagogy, admissions, and hiring. Similarly, the Deans, faculty members, staff members, and students participate in University governance in the same ways that their peers in other units do. In fact, the extent to which members of the members of the College community participate at the University-level is noteworthy.

Administrative structures are clearly articulated and understood, with direct supervisory relations and regular reviews. As the College maintains a non-departmentalized structure, direct program administration in each degree program is provided by a program director, a senior member of the faculty, and the program manager, a member of the staff. For the past two years, the MLIS Program has had Co-Directors to ensure that all programmatic needs were met during the period of re-accreditation. The program directors and managers are supported by a graduate assistant, a program committee, and College staff.

The financial resources of the College are derived primarily from a base budget from the University, enhancement funds, and technology fees; entrepreneurial fees for online courses, winter term courses, and summer term courses; contracts and grants; endowments; and gifts. With sustained success in grant-making and the growing number of entrepreneurial courses, the College has been fortunate in expanding its resources beyond its base budget. Gifts and endowments have also been increasing in recent years.

The online and face-to-face resources and services provided by the University Libraries and the information technology resources and support provided the University Division of Information Technology and the Information Technology Office within the College are uniformly excellent. The faculty, staff, and students have the information and technology resources necessary to accomplish their work face-to-face and online, and the library and technology professionals of the College and the University are knowledgeable and attentive.

Because of the College's non-departmentalized structure, the five academic programs in the College share resources – faculty, staff, classrooms, labs, offices, and services. Therefore it is difficult to identify the resources that go solely to the MLIS Program (with the exception of the “MLIS Program Budget”). While this structure is an overall benefit, permitting greater integration, collaboration, and sharing of resources, it does preclude us from providing an independent financial picture of the MLIS Program. The unified administrative and financial structures of the College, however, supports the success of the MLIS program as evidenced by the feedback from external stakeholders described in Standard I; the expansive curriculum described in Standard II; the research and learning environment of the College described in Standard III, and the many educational and professional opportunities afforded to students described in Standard IV.

While the physical facilities and resources of the College have grown significantly in the past few years, they remain far from what could be considered optimal in light of the accelerated growth of the number of students, faculty members, and staff members in the College. Since the last Self-Study, the College has gained considerably more space within the Hornbake Building (most recently in Fall 2019) and the Patuxent Building. Yet, the College has almost tripled in size in that same time period. The available physical facilities and resources provide a functional learning environment and space for labs and other

types of collaboration, but, as the size of the College's community grows, parallel growth of physical facilities and resources will be vital.

Next steps

The continued pursuit of more space is the primary next step. The University administration is well aware of this issue and the College administration works tirelessly to advocate for increased space for the College. In the long-term, the College will likely need its own building, rather than parts of several buildings. The College will also renovate spaces on the ground, second, and fourth floors of the Hornbake Building in the coming years. Tours, listening sessions, and space planning in conjunction with College departments and the Space Design Committee are underway to ensure that spaces are accessible, equitable, and meet the needs of everyone in the College.