

Program Presentation *for the* Master of Library Science Program



February 2013

American Library Association
Committee on Accreditation



COLLEGE OF INFORMATION STUDIES

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ACCREDITED BY:

The Middle States Commission on Higher Education
Accreditation reaffirmed on November 15, 2012

The Master of Library Science degree program is presented for reaccreditation by the Committee on Accreditation, American Library Association (ALA). The program was founded in 1965 and has been continuously accredited by ALA since that time. The most recent review was in 2006.

FEBRUARY 2013

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Introduction

The College of Information Studies, Maryland's iSchool, has grown and expanded since the last review by the Committee on Accreditation in 2006. At that time, the College had two master's programs, a doctoral program, 16 faculty members, eight staff members, and one teaching location. Today the iSchool has three master's programs, a doctoral program, 29 faculty members, 17 staff members, and three teaching locations – two physical sites and online. Its research program explores an ever-broadening range of questions about information and information processes. Its service to the University of Maryland places it in leadership roles. Its connections with professional communities in the State of Maryland and the Baltimore, MD – Washington, DC metropolitan area are strong. It offers professional education of the highest quality to a student body that is more diverse than ever.

The College has developed a forward-looking perspective on information and is inventing the future for information through research, scholarship, and education. Based on this perspective, it has initiated innovative specialties in its academic programs, specialties that reflect current and emerging realities of information resources and services in the 21st century. It has built a larger faculty and staff with more diverse capabilities and interests. It has sponsored professional conferences and symposia that address cutting edge questions. Above all, it has evolved into a true multidisciplinary iSchool and a leader in the information field. The core values of the University of Maryland – excellence, diversity and inclusiveness; innovation and creativity; ethical action, civility and collegiality; and openness and accountability – are the foundation for and guiding principles of the iSchool community.

The iSchool welcomes the Committee on Accreditation (COA) of the American Library Association (ALA), and the External Review Panel (ERP). We are proud of and excited by our innovative, future-directed Master of Library Science (MLS) program. As the College and the program approach their 50th anniversary in 2015, we are breaking new ground in educating librarians, archivists, school library media specialists, and other information professionals for the fast-moving, richly diverse, and rapidly changing future of information.

In this chapter, we will describe the iSchool environment in which the MLS and other academic programs are thriving. We will begin by briefly describing the academic programs of the iSchool, and then position the iSchool in its current leadership role in the University of Maryland and the library and information studies field.

Appendices are presented on the accreditation website. Most additional evidence is on the accreditation website, the iSchool open website, a website external to the iSchool, or the iSchool faculty/staff intranet. A small number of items of evidence will be available for on-site inspection.

The URL for the accreditation website is www.mls2013.umd.edu. The login is as follows: user name is <Maryland> and password is <iSchool2013>.

Links to the iSchool open website and websites external to the iSchool are embedded in the Program Presentation text.

Evidence on the iSchool faculty/staff intranet will be available for on-site inspection.

Academic Programs at the iSchool

The iSchool is a unified, non-departmentalized academic unit that offers four degree programs: the MLS, Master of Information Management (MIM), Master of Human-Computer Interaction (HCIM), and Doctor of Philosophy (PhD). The MLS is the oldest degree program; the first students were admitted to study in 1965, the first year of the college's operation. The program has been continuously accredited since 1967. Planning for the PhD program began soon after the college opened, and the doctoral program admitted its first students in 1969. More than 30 years elapsed before the next degree program was added. Planning for the MIM program began in 2001, and the first students enrolled in 2003. While discussions about the possibility of a graduate degree program in human-computer interaction began about the same time as discussions that led to the MIM degree, planning for the HCIM occurred in 2009, and the first students matriculated in 2011.

The three master's programs complement each other. Each program is distinct in itself, educating students for diverse jobs in diverse organizations. The MLS program prepares students for professional careers in academic, school, special, and public libraries; archives; information centers; and other information-centered agencies and organizations. Most, but certainly not all, of its graduates will work for publicly-funded agencies, cultural heritage institutions, and privately funded educational institutions at all levels. The MIM program prepares students to work at the intersection of technology, information, and management, all within the context of an information-dependent organization. Its graduates will work in corporations, government agencies, non-profit associations and organizations, research centers, and other organizations with high value information resources that must be properly managed if the organization is to reach its full potential. The HCIM program prepares students with skills in designing, evaluating, and implementing new information technologies that are appropriate and appealing to users. Its graduates will become human-computer interaction leaders in industry and government. Together, the master's programs give potential students clear choices of educational preparation while leveraging the strengths of each individual program to the advantage of the others.

The doctoral program has the breadth to accept graduates of any of the three master's degree programs as well as graduates of programs of many other types who wish to engage in sustained, in-depth study of information problems.

Undergraduate Education

The iSchool does not offer an undergraduate degree or certificate at this time; however, faculty members teach at the undergraduate level, and planning for an undergraduate program is underway. Faculty members teach in [special undergraduate programs](#), such as University Honors and Digital Culture and Creativity, as well as in the [i-series courses](#).

The iSchool is planning a new bachelor's degree program that it will offer at the Universities at Shady Grove (Shady Grove or USG). The upper-level (junior and senior years) program will be available to students who complete an approved associate degree program in information systems, computer science, or other related fields at a community college. Curriculum design is focusing on tracks in social media, information in society, data mining, and human-computer interaction. The Undergraduate Education Committee is working with faculty and administrators of [Montgomery College](#), the two-year public community college in Montgomery County, MD, to craft an articulation agreement that would serve as a blueprint for students in the new program. The agreement has been provisionally approved pending submission of course plans for majors that could lead into the iSchool program.

The nascent undergraduate program fits well with the existing goals and strengths of the college and fills existing gaps. An undergraduate program would expand the curriculum offered by iSchool faculty and add even more diversity to the iSchool community. The program would contribute to the statewide priority of increasing the number of graduates in science, technology, engineering, and mathematical (STEM) fields. The anticipated date for the program to begin is 2015, dependent upon the availability of additional resources. Jordan Boyd-Graber is chair of the Undergraduate Education Committee.

Master of Library Science

The Master of Library Science (MLS) program is built upon a comprehensive foundation that combines knowledge and insights from scholarship and research in library and information science with those gained from professional practice. By imparting the knowledge, skills, ethics, values, and commitment to service that are characteristic of the information professions, the MLS program prepares students for professional careers in libraries, information centers, archives, and other information-centered agencies. By imbuing the curriculum with 21st century perspectives, the MLS program prepares students for leadership in the dynamic and evolving global information society.

The MLS program leverages its location in a unified, but multidisciplinary, multi-degree environment to prepare students for professional environments in which different types of information professionals work collaboratively to complement each other's strengths. The core values of the University and the iSchool are incorporated into the MLS program.

The goals of the MLS program are to:

1. Prepare students to be contributors, leaders, and change agents in libraries, archives, cultural heritage institutions, and other information agencies;

2. Promote a user-centered approach to information programs and systems, imparting values, ethics, and principles consistent with that approach to serve the needs of a diverse global and technological society;
3. Educate students in the theories and practices of information creation, communication, identification, selection, acquisition, organization, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management so they can apply them to specific functional or institutional settings; and
4. Educate students in the role and value of research, teaching, and service conducted in and outside the library and information studies field to the advancement of the field's knowledge base and to other fields.

The MLS program is fully accredited by the American Library Association (ALA). The course of study is 12 courses (36 credits), five of which are required of all students. There are thesis and non-thesis options, five specializations, an individually designed option, and a dual-degree program with the Department of History in which the student earns both the MLS and the Master of Arts in History.

The MLS program has been offered at the College Park campus since 1965, at the Universities at Shady Grove since 2008, and online since 2010. There are over 6500 alumni of the program. John Bertot is Program Director; Lindsay Sarin is Program Coordinator. More information can be found at <http://ischool.umd.edu/content/master-library-science-mls-overview>.

Master of Information Management

The Master of Information Management (MIM) program draws upon information science, computing, and management to understand and address critical social, economic, legal, and policy implications and challenges associated with information use by individuals and organizations. The MIM program prepares graduates to successfully meet user information needs, lead efforts to develop an organization's information management capabilities, develop and deploy emerging technologies, and manage high-value information resources.

The goals of the MIM program are to:

1. Prepare professionals for leadership positions that bridge the gap between technology-oriented staff, functional personnel, and management;
2. Address the growing need for skilled information professionals who can strategically manage information and technology assets to fulfill critical information needs in organizations;

3. Provide leadership in the information management field through the study of ethical, political, social, and technical issues related to information management in modern society; and
4. Assist organizations in the formation of information policies, development and application of information systems and services, and the use of information management technologies and methods.

The course of study is 12 courses (36 credits), equally divided between required and elective courses. Students complete two project courses, one a team experience, the other an individual project. Three specializations and an individually designed program option are offered:

- Strategic Management of Information focuses on the managerial, administrative, and organizational aspects of information management.
- Technology Development and Deployment focuses on the development, implementation, and maintenance of systems in support of information management.
- Information Management Research focuses on conducting research which advances the state-of-the-art and state-of-the-practice in information technology and management as preparation for advanced study in information science doctoral programs and careers in cutting-edge corporate or entrepreneurial environments.
- Individualized Program Plan gives the student the opportunity to combine technical and managerial coursework to create a program of study customized to the student's interests and needs.

The MIM program has been offered at the College Park campus since 2003 and at the Universities at Shady Grove since 2010, graduating over 350 professionals. Planning for the MIM online is underway. Brian Butler is Program Director; Susan Winter is Program Coordinator. More information can be found at <http://ischool.umd.edu/content/master-information-management-mim> and <http://mim.umd.edu/>. We do not seek ALA accreditation for the MIM program.

Master of Human Computer Interaction

The Master of Human-Computer Interaction (HCIM) program provides students with the opportunity for advanced study in the design, evaluation, and implementation of new information technologies that are understandable, usable, and appealing. Through coursework and a thesis or capstone project, students focus on information studies, policy, user populations, the social impact of technology, and diverse design methods. The program prepares students to become human-computer interaction (HCI) leaders in industry and

government or enables them to be successful in doctoral work in a particular specialization of HCI.

Students completing the HCIM degree gain:

- An understanding of the fundamentals of the HCI field and research methodologies used within the field;
- Specific knowledge of the technology design process, tool-building technologies, evaluation techniques, application areas for users, and the social impact of technology on the individual;
- Preparation to become leaders in the HCI field within academia, private industry, and government organizations; and
- Opportunities to apply insights from the classroom to real-life technical problems for organizations in the public and private sectors.

The course of study is 30 credits, which includes three core courses, four elective courses, an internship, and either a thesis or a capstone project.

The program has been offered by the iSchool at College Park since 2011. Jennifer Golbeck is Program Director. The first two graduates received their degrees in December 2012. More information can be found at <http://www.ischool.umd.edu/content/master-human-computer-interaction>. We do not seek ALA accreditation for the HCIM program.

PhD Program

The PhD program, which admitted its first students in 1969, is based on an interdisciplinary approach to research and teaching. Students work closely with faculty mentors as they learn to identify knowledge gaps, investigate theoretical and practical solutions, evaluate results, and create and disseminate new knowledge. The course of study includes courses in the foundations of information, elective courses, and research courses.

Students complete a minimum of 27 graduate credit hours (or 30 hours if basic statistics has not been taken before matriculation) while matriculated at the University of Maryland, prepare for and pass a First Year Review, write an Integrative Paper, and successfully complete and defend a dissertation. The college assists a PhD student who is interested in attaining teaching experience. Ping Wang is Program Director. More information can be found at <http://www.ischool.umd.edu/content/phd-program-overview>.

iSchool at Shady Grove

The iSchool initiated its academic programs at the Universities at Shady Grove campus in 2008 when it admitted the first students to the MLS program at that location. The Shady Grove initiative was the result of discussions with leadership of libraries and information

organizations in Montgomery County, MD; western Maryland; and Northern Virginia. The [Universities at Shady Grove](#) (USG or Shady Grove) is a Regional Higher Education Center of the University System of Maryland. Nine institutions offer more than 70 academic programs, both undergraduate and graduate, at USG. The MLS was the first iSchool program at Shady Grove; the MIM program was expanded to Shady Grove in 2010.

It is very important to understand the role of USG in relation to academic programs on the campus. USG acts as a host institution, providing offices, classrooms, and labs; parking and transportation service; cafes and food service; library resources and services; and information technology. USG also operates a Career and Internship Center; Center for Academic Success; and Campus Recreation Center to enhance the student experience at Shady Grove.

USG does not offer academic programs of its own. All programs are offered by one of the nine partner institutions, such as the University of Maryland College Park (UMCP), which has eight undergraduate programs, nine graduate programs, and two certificate programs at Shady Grove. Michelle Gordon Marcellino, Director of College Park Programs at Shady Grove, coordinates all UMCP activities at Shady Grove and acts as liaison between the University of Maryland College Park and Universities at Shady Grove.

The iSchool programs at USG are completely under the direction and control of the iSchool at UMCP, and the same policies and procedures that govern the MLS at UMCP govern the MLS at Shady Grove. The programs are the same in courses, faculty, and, to some extent, students because students go back and forth between campuses as needed to suit their own requirements. USG assists the iSchool in scheduling classrooms, labs, and meeting rooms through their scheduling office and by providing excellent library and technology services for faculty and students. USG does not participate in any way in decisions related to the degree programs. The MLS at Shady Grove is in its fifth year of operation; more information will be given about the program under individual standards. The MLS at Shady Grove is an entrepreneurial program that is funded directly by tuition and fees; the entrepreneurial model for funding programs is discussed in *Standard V: Administration and Financial Support*.

The iSchool maintains an office at USG, staffed by Vedat Diker, Director of the iSchool at Shady Grove; Vicky Reinke, Program Coordinator; Hussain Abbas, Advisor; and a graduate assistant. More information about the iSchool at Shady Grove can be found at <http://ischool.umd.edu/content/ischool-shady-grove-overview> and in a summary report on the [accreditation website](#).

A free shuttle outfitted with Wi-Fi service links the College Park campus and Shady Grove campus. More information about the shuttle can be found at http://www.transportation.umd.edu/images/Shuttle/Schedules%20pdfs/current/124_USG.pdf.

Information about the shuttle and other public transit options for travel to Shady Grove can be found at <http://www.shadygrove.umd.edu/about/visit/public-transportation>.

iSchool Online

The iSchool began teaching online courses as part of the MLS more than ten years ago; however, a student could not earn the MLS degree online because not all required courses were offered in that format. The complete online MLS began in 2010 with an innovative cohort-based program to prepare digital government specialists, funded by the Institute of Museum and Library Services (IMLS). A new cohort of 20 to 25 students is admitted each fall semester for the online MLS two-year program; the curriculum varies for each cohort. The second and third cohorts began their programs in 2011 and 2012, respectively, and follow a general program of study in librarianship.

Three cohorts will enter in 2013: one cohort preparing to be [digital government specialists](#), one preparing to be school library media specialists, and one following a general program of study. The online MLS program adheres to the same policies and procedures and is administered through the same processes as the MLS at College Park and Shady Grove. The online MLS is an entrepreneurial program which is funded directly by tuition and fees; the entrepreneurial model for funding programs is discussed in *Standard V: Administration and Financial Support*.

The MIM program will be offered online beginning in 2013. Mary Choquette is Assistant Director for Online Programs for the iSchool. More information about online iSchool programs can be found at <http://ischool.umd.edu/content/online-programs-overview>.

Degree Program Administration

The expansion of iSchool academic programs created the need for a more robust administrative structure than had been previously in place. In the new structure, Ann Weeks, Associate Dean for Academic Programs, is responsible for the entire academic program of the iSchool and chairs the Program, Courses, and Curriculum Committee, which coordinates all academic programs for the good of the iSchool as a whole. Each program is directed by a faculty member, as noted in the program descriptions. Program Directors are John Bertot, MLS; Brian Butler, MIM; Jennifer Golbeck, HCIM; and Ping Wang, PhD. Each program director chairs a program committee that is responsible for business related to a single degree program. In addition, there are committees for Undergraduate Education and Professional Education that are responsible for planning iSchool activities in their respective areas. Jordan Boyd-Graber chairs the Undergraduate Education Committee, and Erik Mitchell chairs the Professional Education Committee. iSchool programs at the Universities at Shady Grove are directed by Vedat Diker. Mary Choquette is Assistant Program Director for Online Programs. Bertot is assisted as MLS Program Director by Lindsay Sarin, Program Coordinator. Butler is assisted as MIM Program Director by Susan Winter, Program Coordinator.

Leadership in the University

The iSchool has assumed a leadership role in realizing two goals set forth in the University's 2008 strategic plan [*Transforming Maryland: Higher Expectations*](#). (The strategic plan is discussed in more detail in *Standard I: Mission, Goals, and Objectives*.)

The first goal is to “build an inclusive community that is enriched by differences, brings together people from the widest array of backgrounds and perspectives, and recognizes that excellence cannot be achieved without diversity.”¹ In 2010, the University adopted [*Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*](#), a strategic plan for diversity and inclusion. Kumea Shorter-Gooden was appointed Chief Diversity Officer and Associate Vice-President. The iSchool's leadership role in diversity and inclusion is described below.

The second goal is to “take responsibility for the future, enhancing the quality of life for all people.”² iSchool faculty are part of the leadership team of the multidisciplinary campus project The Future of Information Alliance, which is described after the discussion of the Diversity Initiative.

Diversity Initiative

The iSchool committed itself to a diversity priority in its strategic plan of 2009, which is discussed in detail in the chapter *Standard I: Mission, Goals, and Objectives*. The extent and creativity of iSchool approaches to diversity have made it a national model for diversity in library and information studies education and a model for the University.

A Diversity Committee was added to the iSchool Plan of Organization as a standing committee charged with promoting awareness of issues of diversity in the iSchool and professional community; working to increase representation of diverse populations in the iSchool; representing the iSchool in organizations and events focused on diversity; advising on the Information and Diverse Populations specialization; and coordinating the James Partridge Award program. The Plan of Organization was revised in 2012 to establish the position of Diversity Officer of the iSchool; Paul Jaeger was appointed to the position. The University Office of Diversity and Inclusion cited the iSchool Diversity Officer position as the model for the rest of the University.

The diversity initiative with perhaps the potential for the most far-reaching and lasting impact is the new Information and Diverse Populations (IDP) specialization in the MLS program. Students in the specialization prepare to work with populations that are diverse in terms of race, ethnicity, gender, ability, language, literacy, socio-economic background, education, national origin, and other factors. The Provost's Office supported the launch of the specialization with a grant, and IMLS provided support for twenty students. Students in the specialization work in an active student group to promote diversity within the iSchool

¹ *Transforming Maryland—Higher Expectations: The Strategic Plan for the University of Maryland*, 2008, p. 3

² *Transforming Maryland—Higher Expectations: The Strategic Plan for the University of Maryland*, 2008, p. 3

community. More information about the specialization is in *Standard II: Curriculum* and *Standard IV: Students*. It is our belief that the iSchool was the first ALA-accredited program to offer an extensive, articulated set of courses on inclusive information services as a recognized specialization, and it may still be the only such program to do so.

The most recent diversity initiative was the Symposium on Diversity in Library and Information Studies Education, sponsored by the iSchool, the Information Policy and Access Center (iPAC), and IMLS in November 2012. Participants considered approaches to preparing all students in designing and delivering inclusive services to diverse populations in the information age. Herman Totten, Vice President, University and Community Affairs of the University of North Texas, was a featured speaker on Friday when the 2012 James Partridge Outstanding African American Information Professional Award was given to two recipients. At the symposium, Shorter-Gooden praised the contributions of the iSchool for its leadership in diversity and inclusion.

In 2010, Jaeger won the University's Faculty Minority Achievement Award for the innovative contributions of the IDP specialization to the diversity and inclusion-related curriculum at the University.

In March 2013, there will be a college-wide Diversity Climate Assessment effort; all members of the iSchool community will be invited to respond to a web survey. The results will be analyzed by the Diversity Committee and reported to the iSchool Assembly. Changes to improve the iSchool's inclusiveness will be implemented as appropriate.

Next steps include launching a certificate program in information and diverse populations; extending the scholarship program; and developing a sustainable model for the Symposium. More information about iSchool work in diversity can be found at <http://ischool.umd.edu/content/diversity-ischool>.

Future of Information Alliance

Information is central to visions of the future, and the iSchool has taken responsibility for leading the Future of Information Alliance (FIA), a University initiative that is a catalyst for transdisciplinary dialogue and research on issues related to the role of information as an effective resource for everyone. Allison Druin of the iSchool is a co-director of FIA, and all colleges and other administrative units on the College Park campus are participants.

FIA was launched in November 2011, with a week of programs featuring visiting futurists Dan Russell of Google, Mary Czerwinski of Microsoft, and Abdur Chowdbury formerly of Twitter, who spent a week engaging in conversation with students, faculty, and staff about the future of information. FIA programs for the current academic year are as follows:

- Transforming Education: MOOCs and More – Offered simultaneously at the University of Maryland and the Newseum, November 12, 2012
- Crowdsourcing for Creativity and Human Potential – Smithsonian, February 4, 2013

- Big Data: Challenges and Opportunities – Maryland State House, May 6, 2013

Founding partners of FIA with the University of Maryland are Maryland Governor Martin O'Malley, the Library of Congress, National Archives and Records Administration, Smithsonian Institution, National Park Service, Newseum, National Geographic Society, Sesame Workshop, American University Radio WAMU 88.5, and Barrie School. The Robert W. Deutsch Foundation is a Foundation Partner. Information about FIA can be found at <http://www.fia.umd.edu>.

Leadership in the Profession

The iSchool is a leader in library and information studies through its excellent academic programs, contributions to the professional community, and active research program. The academic programs of the iSchool were briefly described earlier, and the MLS program will be described in great detail in later chapters of this document.

The iSchool provides leadership for the library and information studies profession locally and nationally. The most prominent recent recognition of this leadership occurred at the Association for Library and Information Science Education (ALISE) conference in January 2013 where iSchool faculty, students, and alumna won prestigious awards:

- Ann Prentice received the ALISE Award for Professional Contributions to Library and Information Science Education in recognition of her ongoing service, contributions, and leadership in library and information science education. Prentice's foresight during her tenure as iSchool dean from 1993 to 2001 led the school to expand its focus on the field's new, broader demands. She has been a leader in global library and science education, teaching and creating learning exchange opportunities abroad, including in China and Brazil. She continues to teach leadership and management at the iSchool.
- Ann Weeks and doctoral candidate Jeffrey DiScala won the ALISE/LMC (*Library Media Connection* magazine) Paper Award for "Access Denied: School Librarians' Responses to School District Policies on the Use of Social Media Tools." Chosen through double blind peer review, the award goes to research papers on youth services in public and school libraries. "Access Denied" examines high school librarians' changing perceptions and responses toward new social media access policies as they were implemented and revised by one school district.
- Beth St. Jean won the ALISE/ProQuest Methodology Paper Competition for "Devising and Implementing a Card-Sorting Technique for Longitudinal Investigation of the Information Behavior of People with Type 2 Diabetes." The award is given to papers explaining a research method or technique and its implications for the field of library and information science. St. Jean's paper focuses on the information needs and seeking behavior of people with type 2 diabetes. In the paper, she describes the development and use of a card-sorting technique to yield quantitative data over time as research participants judge the usefulness of different

diabetes-related information. St. Jean also won first place in the 2011 ALISE/Jean Tague-Sutcliffe Doctoral Student Research Poster Competition.

- Deborah Barreau, iSchool doctoral alumna, posthumously was honored with the Award for Teaching Excellence, which is given to a faculty member who repeatedly demonstrates "evidence of regular and sustained excellence" in teaching. While Barreau won the award for work as a faculty member elsewhere, the iSchool proudly claims her as one of its own.

Faculty and students are frequent presenters at state and regional professional association meetings, sharing their knowledge and experience and engaging in ongoing discussions with librarians and library administrators. A few examples illustrate their various contributions:

- Mega Subramaniam and John Bertot were panelists in a session on mentoring at the joint conference of the Maryland Library Association (MLA) and Delaware Library Association (DLA) in May 2012.
- Subramaniam has spoken several times at the conference of the Maryland Association of School Librarians (MASL) on collaboration with math teachers, best practices and challenges in empowering learners with disabilities, and incorporating science fiction in the science curriculum.
- John Bertot was the featured speaker at the Baltimore County Public Library Service Day in September 2012. In November 2012, Bertot gave a presentation entitled "Stats Amazing!: Research Methods and Statistics for the Busy Librarian" for MLA.
- Bruce Ambacher will be a panelist on "Archival Education: Priorities and Prospects in the Digital Age" at the conference of the Mid-Atlantic Regional Archives Conference (MARAC) in May 2013.
- Paul Jaeger and John Bertot gave a talk "Research Methods and Statistics for Academic Librarians" to the Maryland Association of College & Research Libraries. Jaeger and others also presented on government resources and LibEGov to the Maryland Eastern Shore Library Consortium and on scholarly publishing at the MLA/DLA Conference in 2012.
- A three-person team that included Lindsay Sarin, MLS Program Coordinator, and Julie Strange, iSchool adjunct faculty member, presented "Steal These Ideas: 11 Free Marketing Strategies to Try Today" at the MLA/DLA Conference in 2012.

MLS students are being encouraged to submit proposals to participate in the Hall of Posters at the MLA/DLA Conference in May 2013. The deadline for proposals is March 1, 2013, so the extent of student participation cannot be described at this time. Information about MLS student participation will be placed on the [accreditation website](#) when it is available.

The iSchool hosted the Maryland Association of Public Library Administrators ([MAPLA](#)) meeting on January 23, 2013. MAPLA membership includes administrative officers of public, regional, and state library administrative officers. Several alumni of the MLS program are MAPLA members. John Bertot, Paul Jaeger, and Lindsay Sarin talked about the iSchool and the MLS program at the meeting.

The iSchool contributes and leads in the profession in many other ways. A few examples will illustrate this point.

- MLS student Sarah Weissman published a [guest blog post](#) on the Library of Congress Signals blog introducing her group project in the course LBSC 751 Information Access in the Humanities and outlining some of the scoping issues they encountered.
- Diane Barlow is Executive Director of Citizens for Maryland Libraries (CML), a statewide organization that advocates for libraries and promotes library services of the highest quality for residents of Maryland. CML is a co-sponsor with the iSchool of the James Partridge Award for an Outstanding African-American Librarian.
- Jordan Boyd-Graber collaborates with researchers at the National Center for Biotechnology Information/National Library of Medicine in Bethesda, MD.
- Ann Weeks recently completed a term as a member of the ALISE Board of Directors and is a member of the ALA Committee on Research and Statistics.

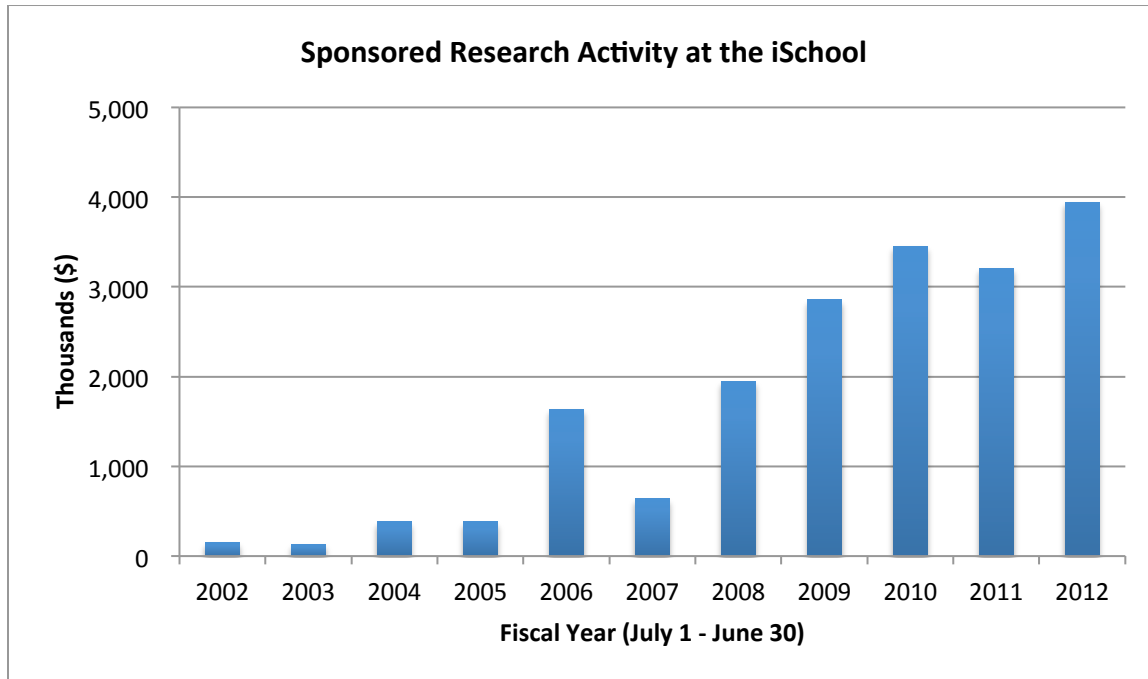
More information about faculty and student leadership will be given in later chapters.

Leadership in Research

The iSchool engages in collaborative, interdisciplinary, and innovative research, with strengths in information policy, public librarianship, human-computer interaction, social computing, cloud computing, and human language technologies, among others.

One way to quantify research is by the amount of sponsored research funding that the iSchool is able to attract. The growth of this indicator is shown in Figure Intro-1, which plots the amount of sponsored research awarded to the iSchool by fiscal year for the past decade. Figure Intro-1 shows strong and sustained growth in sponsored research activity over the past decade, from approximately \$150,000 in FY 2002 to \$3.9 million in the most recent fiscal year (2012).

Figure Intro-1. Sponsored Research Activity: Dollars Awarded in Fiscal Years 2002-2012



Source: University of Maryland Office of the Vice President of Research.

Dollar figures alone, however, are insufficient to capture the excellence of iSchool research activities and the real-world impact the iSchool faculty have on the communities around us. A few “vignettes” about ongoing research projects in the iSchool illustrate the real story of iSchool research:

- With support from IMLS, John Bertot and Paul Jaeger are examining how public libraries and government agencies can come together and accomplish what each cannot do individually. One example is Baltimore’s Enoch Pratt Free Library collaboration with the Baltimore Health Department and Santoni’s Supermarkets to address the lack of access to healthy foods in many Baltimore neighborhoods. In the partnership, library patrons can shop for groceries at one of the local library branches and have the groceries delivered to the library the next day. Another case study is the collaboration between the Hartford, CT public libraries and the U.S. Citizenship and Immigration Services to provide a “one stop shop” for immigrants, from applying for green cards to hosting citizenship swearing-in ceremonies. The goal of this research is to document successful collaborations, understand why they are successful, and develop best practices so that initiatives can be replicated in other locations.
- June Ahn, Mega Subramaniam, and Allison Druin are collaborating on a project funded by the National Science Foundation (NSF) that examines how social media can be introduced in the classroom to improve STEM education. In collaboration with middle schools in the District of Columbia, they have created an online community called SciDentity in which students create science-related stories, share their creations with their peers, “remix” and build on stories by others, and connect in a virtual peer

network. An example case study is exploring the physics behind superheroes by asking questions such as, “What would *really* happen if Peter Parker were bitten by a radioactive spider?”

- Douglas Oard, in collaboration with colleagues at the University of Texas at Dallas, is applying advanced speech recognition and text processing technologies to analyze the multimedia archives of NASA’s Apollo project, which contain a wealth of video, audio, images, and text transcripts from a number of moon missions. This project is funded by the NSF. One of the goals of this research is to understand how humans interact and make decisions under stress and in high-stakes environments, with potential applications to more recent disaster management scenarios, such as in the control room of the Fukushima nuclear power plant after the Japanese tsunami of 2011. More broadly, the project aims for a deeper understanding of dialogue and other verbal interactions between people, which offers insights for the development of verbal interfaces with machines in applications such as Apple’s Siri service. Beyond technology, this project is anticipated to give rise to innovative museum exhibits designed to highlight the importance of the Apollo missions in American history.
- Ann Weeks, with support from IMLS, is leading the Lilead Project, a national workforce study of the roles, responsibilities, and challenges of the school library supervisor in nearly 300 large and mid-sized school districts. The study aims to create a concrete, national picture of the tasks that supervisors are performing, challenges school library supervisors face, and the value that a supervisor brings to the school district. In addition to a survey of school districts, the project has created an online community where school library professionals can share thoughts and experiences, ask questions of their peers, and learn from each other. For more information about Lilead, please visit <http://ipac.umd.edu/our-work/the-lilead-project>.
- Leah Findlater, with support from Google, explores how touchscreen devices can be personalized and adapted to reduce information complexity and improve task efficiency. For example, she has found that individuals exhibit different typing pattern and that touchscreen keyboards can be augmented with multi-touch gestural input to facilitate more efficient interactions. Currently, she is exploring how these technologies can be made more accessible to individuals with mobility impairments.
- Jennifer Preece is leading an investigation into citizens’ motivations to contribute biodiversity data and scientists’ motivations for collaborating with citizens. There are several different strands to the project – a cross-cultural study of scientists’ motivations in the US, India, and Costa Rica; developing algorithms to recognize leaf shape using machine vision; a study of gamification as a motivator in citizen science; and development of an app to support citizen science. The NSF supports the work. More information can be found at <http://www.biotrackers.net/>. Preece is co-principal investigator on a related project to examine how deep involvement in the design and development of a table top system motivates participants in a nature park to contribute biodiversity data. The NSF supports the project.

Student Research

Students are active researchers at the iSchool. The breadth and creativity of research conducted by doctoral students is illustrated by these examples:

- Gregory Walsh recently completed his dissertation "Enabling Geographically Distributed, Intergenerational, Co-operative Design," in which he took a research-through-design approach to develop an online environment where geographically distributed children work together to design technologies for a global audience.
- An-Shou Cheng, who graduated in spring 2012 through his dissertation, "Values in the Net Neutrality Debate: Applying Content Analysis to Testimonies from Public Hearings," analyzed public testimony at Congressional and Federal Communications Commission hearings on the net neutrality debate for underlying values.
- Jeffrey DiScala is conducting dissertation research into organizational structures and decision-making processes that best enable school district library supervisors to provide knowledgeable information about effective school library programs to principals and human resource departments, in support of informed decisions regarding the human resource management of building-level school librarians. The title of the dissertation is "Governance and Knowledge Fit in the Decision Rights: How School Districts Make Decisions on Recruitment, Hiring and Evaluation of school libraries." DiScala is a graduate of the MLS program.
- PhD student Elizabeth Bonsignore has focused her dissertation research on the design of Alternate Reality Games (ARGs) as platforms for promoting information literacy, practices, and participatory culture. Her dissertation details opportunities and challenges in designing ARGs through two case studies, one in a public middle school, the second in a summer reading program at a public library.
- Amalia Levy's scholarly interests are on augmenting historical scholarship on diasporas and minorities through linking and enriching dispersed material, both in institutions and in the hands (and memory) of individuals. She is currently researching how social media affects memory. Levy is a graduate of the HiLS (MLS/MA in History) program.
- The working title of Lloyd Beers's dissertation is "Psychological Ownership in the Archives Workplace." He explores the emotional and psychological connection that archivists have with the archival materials in their custody and the impact that this connection has on archival appraisal, processing, access, preservation, and related institutional policies. Beers is a graduate of the MLS program.

Master's students work as research assistants on faculty-led projects and lead their own master's thesis projects as shown by these examples:

- Alexandra Moses and Rebecca Follman are important members of the Lilead Project research team. Moses created the contact database and verified the respondents in the fall 2012 national workforce survey of school district library supervisors; in addition, she is the manager of the Lilead Online Community for district supervisors. Follman is participating in analysis of the data collected through the national workforce study and is first author on an article about the diversity of titles held by individuals responsible for supervising library services in school districts and the possible consequences of the variations.
- Follman's thesis research is an investigation of barriers to information seeking in the academic mentoring relationship. Quantitative data have been gathered from junior faculty members via an online survey. Beth St. Jean is her thesis advisor.
- Frank Bonnevier, Kaitlin Peterson, and Molly Schwartz are assisting with the Public Libraries and the Internet survey project, funded by Bill & Melinda Gates Foundation, ALA, and IMLS. Paul Jaeger and John Bertot are co-principal investigators for the project, which is conducted through iPAC.
- Bonnevier and Peterson are conducting research about online community engagement platforms in a project funded by the Bruhn-Morris Foundation. Paul Jaeger and John Bertot are co-principal investigators for the project, which is conducted through iPAC.
- For her MLS thesis, Claire Valdivia is pursuing a project that will provide critical analysis of youth oriented social media implementation in Learning Lab sites that are funded by a grant from IMLS. Through qualitative analysis of semi-structured interviews with Learning Lab staff, she will explore how and why public libraries integrate social media into youth programming and provides an implementation framework for libraries seeking to engage youth through such tools.
- Rebecca Oxley, who received her MLS degree in December 2012, investigated the nature of collaboration between mathematics teachers and school librarians. Mega Subramaniam is co-principal investigator on the project, which is funded through the ADVANCE program by NSF.
- Katie Shanahan is investigating approaches to making museum websites and exhibits more accessible for students with autism. The University of Maryland and the Smithsonian Institution fund the research. Principal investigators are Mega Subramaniam and Paul Jaeger.

- Kim White, MLS student, is assessing state library agency organizational structures, services, and resources. John Bertot is principal investigator for the iPAC project, which is funded by the Baltimore County Public Library and the Division of Library Development and Services in the Maryland State Department of Education.
- Sophie Reverdy, MLS Student, is investigating the development of public library public access technology services benchmarks through the [LibraryEdge Initiative](#). John Bertot is principal investigator for the iPAC project, funded by the Bill & Melinda Gates Foundation.
- As students in the MIM program, Sonny Lee and Jia Sun worked with Ping Wang to study how small firms innovate their businesses with new information technology, applying and advancing the theory of mindful innovation in a case study of a mom-and-pop restaurant. Their paper “Innovating Mindfully with OpenTable: A Restaurant’s Experience” was presented at the 33rd International Conference on Information Systems (ICIS) in Orlando in December 2012.
- Several master’s students are part of the Open Communities for Education (OCEL) research team. Sarah Webster, HCIM student, is analyzing data and writing papers. MIM student Alisha Alam is a data analyst, while fellow MIM student Shashank Dhananjaya Dewjee is a database administrator/data manager. The goal of OCEL is to identify ways that the capabilities of online communities, social networking systems, and crowdsourcing can be used to support education and learning on a variety of scales.

iSchool Research Centers

Several research centers and labs are part of or affiliated with the iSchool. More information about these centers can be found at <http://ischool.umd.edu/content/centers-research-labs>. One center is discussed in detail in the next section because of its close affiliation with the MLS program.

Information Policy and Access Center (iPAC)

The Information Policy and Access Center (iPAC) aspires to be an innovative, forward looking research and education center that explores social, policy, and technology aspects of information access, and use across cultural institutions, government agencies, and other information-based organizations, communities, and populations. iPAC focuses on three major areas of research and education: library, cultural, and public institutions; policy; and diverse populations. It contributes to research and practice in the information professions at all levels and serves the needs of local institutions in the state of Maryland and metropolitan Washington, DC.

Eleven research projects and two scholarly journals (*Library Quarterly* and *Government Information Quarterly*) are part of iPAC. *The New York Times* recently cited iPAC work in a discussion of the digital divide. Data from the Public Library Funding and Technology

Access Survey were featured in the article. Survey data was collected by iPAC in partnership with ALA. John Bertot and Paul Jaeger are co-directors of iPAC; Mega Subramaniam is Associate Director. More information about iPAC can be found at <http://ipac.umd.edu>.

Library Research Seminar V

The iSchool organized and hosted Library Research Seminar V (LRS-V), the most recent seminar in the triennial series. The iSchool was the first program to host two seminars; in 2001, it was host to LRS-II. Approximately 200 faculty, practitioners, and students gathered October 6-9, 2010 for a full program of lectures, panels, poster sessions, and workshops. Presenters included faculty, doctoral and master's students, and practitioners from more than 35 colleges or universities and more than 25 libraries. The broad mix of presenters and topics created a rich learning environment for participants. IMLS and the Library Research Roundtable of ALA were primary sponsors of the seminar. IMLS sponsorship enabled large numbers of master's and doctoral students and junior faculty to attend free or at a reduced charge. The keynote speaker was David B. Gracy, II, Governor Bill Daniel Professor in Archival Enterprise, School of Information, the University of Texas at Austin. The 10th Anniversary Anne Scott MacLeod Lecture in Children's Literature was featured on Friday evening. More information about LRS-V can be found at the main conference website and on several blogs that can be accessed at <http://www.lrsv.umd.edu/index.html>.

While there is much more about the iSchool that could be included in this introduction, at this point we will stop and move on to discussion of the standards. In the chapters that follow, we will show in detail how the MLS program contributes to and benefits from its central role in the diverse, fast-moving, future-oriented iSchool at the University of Maryland.

STANDARD I: MISSION, GOALS, and OBJECTIVES

Introduction

The Master of Library Science (MLS) program is an integral part of the College of Information Studies (the iSchool or the College) and the University of Maryland College Park (the University or UMCP); the program's mission, goals, and objectives and planning processes are compatible with and support those of the iSchool and the University, its parent institutions. The iSchool has planning and evaluation processes at both the college and program levels. The iSchool governing document, the *Plan of Organization of the College of Information Studies—Maryland's iSchool*, provides for the involvement of faculty, staff, and students in planning and evaluation.³ Other stakeholders participate as appropriate. The achievements of the College during the past seven years are an important indicator of the effectiveness of these processes. The Plan of Organization can be found in Appendix 1.

This chapter contains a description of planning for the University, the iSchool, and the MLS. We recognize the potential for confusion among the various planning levels. MLS planning does not occur in a vacuum; it occurs within the larger context of the iSchool and the University. Just as the iSchool strives to support the University in attaining its vision and fulfilling its mission, the MLS, the other academic programs, the research program, and service activities contribute to the iSchool attaining its vision and fulfilling its mission. Planning for the iSchool as a whole affects the MLS program both directly, as will be shown, and indirectly as it sets the goals and strategies for the college in which the MLS program resides.

In the sections that follow, planning for the iSchool and for the MLS program are described in some detail. A short summary of the University's strategic plan, emphasizing those parts of the plan that are particularly relevant to the iSchool and the MLS program, is given. We have tried to clearly differentiate each planning event as either an MLS event or an iSchool event by the use of subheadings, descriptions of the purpose of the planning, and the use of distinctive terminology – all **strategic planning** is for the iSchool as a whole, and planning for the MLS program is designated as **program planning**.

One additional piece of information that may be helpful in understanding how the iSchool plans is the introduction of the [Center for Leadership and Organizational Change](#) (CLOC). In preparation for the 2006 college-wide strategic planning process, Dean Jennifer Preece engaged the services of CLOC, a University unit that assists colleges, departments, and offices with strategic planning, leadership coaching, and other organizational development processes. The iSchool's relationship with CLOC has continued since that time. CLOC personnel have worked with the iSchool on strategic planning, leadership development, and

³ *Plan of Organization of the College of Information Studies – Maryland's iSchool*, p. 16.

program evaluation and have come to know the iSchool community very well. Collaboration with CLOC has been beneficial to the iSchool during its rapid growth as it developed new administrative structures and processes, evaluated progress, and envisioned the future.

Strategic Planning for the iSchool as a Whole

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

The strategic planning described in this section pertains to planning for the iSchool as a whole. Sections of the iSchool strategic plan that directly relate to the MLS program are included in this discussion because they are part of the overall iSchool plan. Program planning for the MLS program is discussed later in this chapter and will be introduced in a way that clearly differentiates it from the strategic planning discussed here.

iSchool Strategic Plan 2006

The CLOC director and a staff member led an intensive, broad-based strategic planning effort that began with a two-day retreat in September 2006. All iSchool faculty and staff and representatives of students and alumni worked with the consultants to build the framework and identify key elements for the new plan. After the large group reached consensus at the end of the second day, smaller teams were charged with carrying the work forward after the retreat. The CLOC team continued to work with the planning process through the final review and approval of the Strategic Plan by the Collegium (the iSchool policy-making body, now called the Assembly) in December 2006.

University of Maryland Strategic Plan 2007-2008

Soon after the iSchool approved its new strategic plan, the Provost⁴ initiated a new strategic planning effort for the University. The iSchool was active in formulating the new Strategic Plan for the University and contributes to the attainment of its goals. Jennifer Preece was a member of the Graduate Education Major Initiative Committee of the University strategic planning process. The University Senate endorsed *Transforming Maryland—Higher Expectations: The Strategic Plan for the University of Maryland*, the strategic plan for the College Park campus, in May 2008, and then-President Dan Mote adopted the plan. An introduction and links to the plan and executive summary can be found at http://www.umd.edu/strat_plan/index.cfm.

⁴ Dr. Nariman Favardin served as Provost 2007-2010.

The vision set forth in *Transforming Maryland* calls for professional graduate programs that are “nationally recognized for their contributions to the practice of the professions, for their forward-looking curricula, and for their spirit of innovation and creativity.”⁵ Three goals were established for graduate education:

1. Graduate and professional programs will be of the highest quality.
2. The total graduate experience will promote success.
3. Maryland will be competitive with top institutions for the best students.

Strategic actions in the plan laid out the path to meeting these goals.

The iSchool has taken the University’s vision and three goals for professional graduate programs as its guide. It works to assure that the MLS program contributes to advancing the practice of librarians, archivists, and other information professionals through a forward-looking curriculum; that the MLS program is of the highest quality; that students have opportunities both in and beyond the classroom to prepare for a successful career; and that the program encourages innovation and creativity.

iSchool Strategic Plan Revision 2008-2009

The iSchool faculty felt it essential that its strategic plan align with the new University plan; to this end, the iSchool began a review of the 2006 Strategic Plan in September 2008, working again with CLOC facilitators. The revised iSchool plan, *Transforming the College of Information Studies Maryland’s iSchool: A Strategic Plan 2009 – 2019*, is based on the 2006 plan described earlier, but reflects the structure and content of the new University Strategic Plan. The iSchool plan was approved by the iSchool Assembly in September 2009 and has guided the iSchool since that time. The Strategic Plan of 2009 is included in this document as Appendix 2. Significant elements of the plan are summarized in the next section.

The iSchool Assembly, which represents faculty, staff and students, is charged with reviewing the strategic plan and recommending and approving changes. The dean and associate deans informally monitor progress toward realizing the goals of the plan. The most recent review by the Assembly is taking place in spring semester 2013. Committees have been charged with assessing progress toward individual priorities.

iSchool Strategic Plan Summary

As is appropriate for an iSchool with multiple degree programs and instructional venues, an expanding research program, diverse partners, and a growing presence in the University, the iSchool strategic plan addresses the iSchool as a whole and its individual components. The plan is built upon vision, mission, values, and operating norms that apply to the iSchool as a whole.

⁵ *Transforming Maryland—Higher Expectations: The Strategic Plan for the University of Maryland*, 2008, p. 15

The **vision of the iSchool** is as follows:

Driven by the pursuit of excellence, the College of Information Studies—Maryland's iSchool—transforms the way individuals, organizations, and communities connect with information. The iSchool contributes to the University of Maryland's reputation as a preeminent public research university by being one of the world's best iSchools.

Currently ranked 8th among public universities and 10th among all universities by US News and World Report, the overarching goal and underpinning of this strategic plan is to be in the top five iSchools in public universities and in the top eight in all universities within the next five to ten years.

The **mission of the iSchool** is as follows:

To engage in collaborative, interdisciplinary, and innovative research teaching and service; to educate information professionals and scholars; and to create knowledge, systems, and processes to promote the effective management and use of information. This three-part mission rests on the three essential functions of a university: research, teaching, and service.

A statement of **Values and Operating Norms** sets forth the principles of the importance of each individual and mutual respect among all individuals that prevail in the iSchool community. The community commits itself to these actions:

- 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.

The plan follows the model of the University strategic plan by identifying **Strengths, Weaknesses, Opportunities, and Threats**. Also following the lead of the University, the plan establishes **Priorities, Strategic Initiatives, and Critical Enablers**. Goals, strategy, and evaluative measures are set out for each Priority.

MLS and the iSchool Strategic Plan 2008-2009

When the iSchool began revising its strategic plan in response to the new University strategic plan as described above, the Master's Committee⁶ analyzed the University plan for opportunities to connect iSchool master's programs to University priorities and initiatives. The committee submitted its report to the Assembly in March 2009. Several of the committee's recommendations were included in the revised iSchool plan. The committee's report is in the Mission, Goals, and Objectives section of the accreditation website.

Two sections of the revised and realigned iSchool strategic plan, the MLS Priority and the Diversity Priority, specifically relate to the MLS program. Each is discussed in here.

MLS Priority

The MLS program was designated as a Priority in the iSchool strategic plan, as was each of the three academic programs that existed at that time (MLS, MIM, and PhD). The plan noted the success of alumni, expansion of the program to the Universities at Shady Grove, and national rankings of the program and its specializations. The goal statement, strategies, and evaluative measures set forth for the MLS are iSchool goals for the MLS program as part of the overall Strategic Plan for the college. They are not the MLS program goals as expressed ultimately in learning outcomes. This distinction is very important and must be kept in mind.

The goal statement for the MLS Priority of the iSchool strategic plan is as follows:
At least four area specializations will be ranked in the top five in the nation by US News and World Report. Students will continue to obtain prime jobs in prestigious institutions such as NARA, the Library of Congress, World Bank, the White House, National Geographic, Discovery Channel.

This goal relates directly to (1) the vision of the iSchool which states, "... the overarching goal and underpinning of this strategic plan is to be in the top five iSchools in public universities and in the top eight in all universities within the next five to ten years," and (2) to the University vision which states that its graduate programs will be, "...nationally recognized for their contributions to the practice of the professions, for their forward-looking curricula, and for their spirit of innovation and creativity."

In its strategic plan, the iSchool committed itself to **four strategies** in support of attaining its goal for the MLS program:

1. Continue to review, evaluate, and improve the MLS academic program and monitor student performance.

⁶ The Master's Committee was the predecessor to the individual academic program committees, such as the MLS Committee, described in the Introduction chapter and discussed in more detail in *Standard I: Curriculum* and *Standard II: Administration and Financial Support* chapters.

2. Continue to support and strengthen the current specializations (archives and records management and school library) so that they will move up in national rankings.
3. Consider possible new specializations and concentrations.
4. Thoroughly prepare for the next ALA accreditation visit in 2013 to assure that the program continues this vital professional endorsement.

Each of these four strategies has been carefully implemented:

Strategy 1: The MLS program was thoroughly reviewed in 2010, and implementation of recommended changes continues. Much more detail about the review and changes is given later in this chapter and in *Standard II: Curriculum*.

Strategy 2: The Archives, Records, and Information Management specialization has been supported and strengthened by new faculty hires and revision of the specialization requirements. The School Library specialization has been supported and strengthened by hiring new faculty, obtaining full national recognition from the National Council for Accreditation of Teacher Education (NCATE), and increasing access to the program by offering it at Shady Grove and online in fall semester 2013.

Strategy 3: Three new specializations that leverage the MLS program's location in the University and the region have been added to the MLS curriculum. The E-government specialization is particularly appropriate for an MLS program situated in the Washington, DC, metropolitan area. The Information for Diverse Populations (IDP) specialization was the first such intensive and articulated curriculum in an ALA-accredited program and responds directly to the University's determination to build an inclusive and diverse community. The Curation and Management of Digital Assets specialization, which will be implemented in the 2013-2014 academic year, brings together and strengthens teaching and research within the college. These specializations are discussed in the Introduction and the Curriculum chapters.

Strategy 4: The iSchool is giving careful attention and resources to preparing for the accreditation review by ALA. Diane Barlow, who retired from fulltime service as Associate Dean in April 2011, was hired as Special Assistant to the Dean to lead accreditation preparation; she is advised and assisted by a committee composed of faculty, staff, alumni, and student representatives.

The iSchool strategic plan outlines **five evaluative measures to be used in assessing the effectiveness of the strategies:**

1. Number of enrolled students and graduates maintained at 2009 levels unless advised otherwise by the Provost's Office.

2. Qualification of students enrolled with 2009 means as the baseline.
3. Employment placement monitored qualitatively and quantitatively.
4. Student satisfaction monitored qualitatively.
5. Renewal of accreditation by ALA in 2013.

The iSchool assesses its progress in implementing strategies and fulfilling its goals.

1. Enrollment in the MLS program in fall semester 2012 was 302 students, which is closely aligned with the 2009 baseline of 297 students.
2. Problems in record keeping that emerged late in 2011 have made it difficult to compare the qualifications of students enrolled in the MLS program with 2009 data. However, comparisons of all master's students in the iSchool is possible. In 2009, the mean undergraduate GPA of new master's students in the iSchool was 3.5; in 2012, it is 3.51. The mean GRE score (Verbal + Quantitative) was 1167 in 2009 and 1147 in 2012; the number of students presenting Analytical Reasoning scores is too low for the data to be meaningful. The iSchool is working with Institutional Research, Planning, and Assessment to obtain data about the MLS program only and is constructing a new internal data collection system for use going forward.
3. Information about employment placement of graduates is collected through the University Career Center survey of graduating students. According to the May 2012 survey (the most recent data available), 52% of MLS graduates had accepted fulltime employment at the time of graduation; for May 2009 graduates, the same statistic was 42%. The lists of employers reported by graduates in 2009 and 2012 were similar, with both lists containing local public libraries and school systems, federal libraries, archives, and other organizations.
4. Student satisfaction has been assessed formally through surveys in 2009 and 2012, a series of open meetings to which all students are invited, and alumni surveys conducted in 2009 and 2012. The results of the 2009 student and alumni surveys were important input into the comprehensive review of the MLS that followed in 2010. The percentage of students reporting overall satisfaction with the MLS program increased from 57% in 2009 to 69% in 2012.⁷ At least part of this increase in overall satisfaction can be attributed to changes that were made as a result of findings from the 2009 surveys and other student input.

The open Listening Sessions (formerly called Meet the Dean sessions) are held three times each semester at both campuses and online. Suggestions emerging from these sessions have resulted in changes such as updating the two-year teaching plan and

⁷ Summary reports of results of the student surveys are on the accreditation website in the Mission, Goals, and Objectives section.

revising the requirement that field study placements be unpaid. The MLS listserv (MLS-Students) was created in response to requests voiced in the sessions for channels for MLS-specific communication.

5. The success of the MLS program in attaining the goal of accreditation in 2013 will be assessed later this year.

Diversity Priority

Diversity was identified as another Priority in the iSchool strategic plan. While the Diversity Priority applies to the iSchool as a whole, the MLS program has led the way in constructing and implementing diversity initiatives. The iSchool approaches diversity using a broader, more comprehensive definition than may be used elsewhere; the working definition of diversity at the iSchool includes race, gender, ethnicity, language, literacy, disability, age, socio-economic status, orientation, and other important considerations.

The goals of the Diversity Priority are:

- To achieve the same or greater diversity than the University as a whole within the next five to ten years.
- To continue to build inclusive, intellectual content within both the academic and research programs.

The iSchool Strategic Plan laid out in detail a multi-step process for achieving this goal and placed leadership of the effort with a special Diversity Team (now the Diversity Committee, a standing committee of the college). Marketing, fund-raising, review of course materials, collaboration with other campus units, seminars, and monitoring of progress were all specified as actions to be taken. The most wide-ranging action step called for was the addition of an MLS specialization to prepare librarians and information specialists to serve diverse and changing populations. A discussion of the iSchool work in the Diversity Priority was included in the Introduction chapter, and information about the Information for Diverse Populations (IDP) specialization is in *Standard II: Curriculum*.

Evaluation measures for these goals include data gathered by the University; attitudes and sensitivities of iSchool students, faculty, and staff; and response to the new specialization by the iSchool community and its constituents. An assessment of progress toward meeting the goals of the Diversity Priority is underway in spring semester 2013. When that assessment is complete, the Assembly will consider next steps related to strategic planning for the iSchool as a whole.

The mission, vision, and culture of the iSchool are described on the [iSchool website](#), and a link to the strategic plan is included.

The description of strategic planning for the iSchool as a whole is now complete. The next section presents information about program planning for the MLS.

Program Planning for the MLS

The Master of Library Science (MLS) Committee has primary responsibility for ongoing program planning for the MLS⁸, with the Programs, Courses, and Curriculum (PCC) Committee and the Assembly responsible for reviewing and approving committee decisions that affect other academic programs or the iSchool as a whole. Certain decisions must be reviewed and approved by the Graduate School and the University Senate, as well. Examples of decisions for which the University has final authority include iSchool recommendations concerning degree requirements, student admissions, and permanent course numbers.

The MLS Committee, a standing committee chaired by the MLS Program Director, is responsible for dealing with issues specific to the MLS program, including curriculum; student recruitment, admissions, and retention; and honors, awards, and scholarships. Membership on the committee is determined by the Dean in consultation with the MLS Program Director. Full-time faculty must constitute a majority of the committee; other members are an MLS student representative and the primary academic advisor assigned to students in the MLS program. The planning process may include individuals who are not regular members of the committee, such as representatives of outside constituencies. For example, leading practitioners participated in the faculty retreat in 2009 and the Future Public Libraries and MLS Education program in 2010. Both events are described later in this chapter. The committee meets at least monthly during fall and spring semesters. All committee meetings are open, and agendas and minutes are posted on the committee website. The committee reports to the iSchool as a whole at each Assembly meeting.

The Program, Courses and Curriculum (PCC) Committee is responsible for advising program committees about University regulations that affect program review and revision, and creation of new programs, tracks, specializations, certificates, and courses. The PCC also reviews recommendations from the MLS and other program committees before these recommendations are passed on to the Assembly or to the campus for review and approval. The PCC, comprised of the Associate Dean for Academic Programs who chairs the committee; directors of degree programs; program site directors; the Assistant Director for Online Programs; and chairs of the Undergraduate Committee and Professional Education Committee, is a standing committee of the iSchool.

In addition to planning that is part of the usual work of the Assembly and standing committees, the iSchool holds major planning events for academic programs, research, and other aspects of iSchool life. Events that focused on the MLS program are described here and at other places in the Program Presentation.

The MLS program marked its 45th anniversary through a series of evaluation, review, and planning events. Faculty, staff, students, alumni, employers, and outside experts engaged in

⁸ Each of the four academic degree programs has an oversight committee; in addition, there are committees for Undergraduate Education and Professional Education.

events from short, carefully focused meetings to a wide-ranging review of the total MLS program. The decisions made during these processes stimulated further implementation planning that began in 2010 and continues.

The planning process for the MLS involved scores of people – faculty, staff, students, alumni, employers, and other interested parties – who participated directly as members of a task force, team, panel, audience member, or in some other capacity. Hundreds of others contributed their thoughts, opinions, and suggestions as respondents to surveys or course evaluations, or by sharing their knowledge through journal articles that informed the work. In this section, we describe planning for the MLS program.

Comprehensive MLS Review 2009-2010

In its report on realigning the iSchool strategic plan to the new University plan, the Master's Committee recommended a comprehensive review of the MLS program. The committee's recommendation was based on its desire to assure that the MLS program met the three goals for graduate programs set forth in the University plan. The committee moved quickly after the recommendation was accepted by the Assembly in March 2009 and appointed an ad hoc committee to conduct the review, focusing on the knowledge, skills, and attitudes needed in new MLS graduates in the coming years and the readiness of the MLS program to educate students to meet these demands. The review committee comprised of faculty, staff, and a student representative began work in late spring semester 2009. They engaged in a rigorous, thorough process of gathering and reviewing data from these sources:

- Surveys of incoming and current students, alumni, and faculty conducted in 2009.
- A panel discussion by employers at the annual Faculty Retreat in December 2009.
- Findings from research studies of employment requirements for librarians and other information professionals.
- Programs at peer institutions.
- Competency or standards statements from professional associations: ALA Core Competences of Librarianship, the Society of American Archivists Guidelines for a Graduate Program in Archival Studies, ALA/AASL Standards for Initial Programs for School Library Media Specialist Preparation, the Special Libraries Association Competencies for Information Professionals of the 21st Century, and the Competency Index for the Library Field compiled by Web Junction.
- ALA Standards for Accreditation of Master's Programs in Library and Information Studies.
- iSchool Learning Outcomes Assessment results.
- iSchool student course evaluations.

The special review committee reported to the full Master's Committee in March 2010, sending to the committee recommendations related to the mission of the program, core curriculum, other curricular requirements, areas of focus, admissions requirements, technology requirements, and other important aspects. The Master's Committee accepted the report and sent it on to the Assembly with a recommendation for adoption. The recommendations were reviewed and accepted by the Assembly in October 2010. The recommendations from the report are in Appendix 3.

Implementation Planning 2010-present

Planning for implementation of the recommendations contained in the MLS review report began immediately following the Assembly's approval in October 2010 and continues to the present. Most of this effort has been directed toward changes in degree requirements and the curriculum, which are discussed in detail in *Standard II: Curriculum*. The work has been led by the MLS Committee, but has involved subcommittees, task forces, and working groups appointed by the committee.

MLS Mission, Goals, and Objectives

ALA Standard I.2 Program objectives are stated in terms of student learning outcomes and reflect:

- I.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management;
- 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 value of teaching and service to the advancement of the field;
- I.2.5 the importance of research to the advancement of the field's knowledge base;
- I.2.6 the importance of contributions of library and information studies to other fields of knowledge;
- I.2.7 the importance of contributions of other fields of knowledge to library and information studies;
- I.2.8 the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;
- I.2.9 the role of library and information services in a rapidly changing technological society;
- I.2.10 the needs of the constituencies that a program seeks to serve.

The comprehensive MLS Review in 2009-2010 recommended a new **mission statement for the MLS program**. The mission statement not only places the program firmly within the library and information professions, but also within the core values of the University of Maryland, and commits faculty, staff, and students to a high level of academic achievement,

ethical action, and professional standards. The statement is as follows:

The Master of Library Science Program educates students in the knowledge, skills, habits of thought and inquiry, and ethics of the library and information professions to enable them to be leaders in the state, national, and global information society. Everyone associated with the program—faculty, staff, and students—promotes the core values of the University of Maryland: excellence, diversity and inclusiveness, innovation and creativity, ethical action, civility and collegiality, and openness and accountability. These values are the foundation and guiding principles of the MLS community and are incorporated into all of its instruction, research, and service activities.

Goals for the MLS program were developed by the Master’s Committee and approved in 2011. The **MLS program goals** are to:

1. Prepare students to be contributors, leaders, and change agents in libraries, archives, cultural heritage institutions, and other information agencies;
2. Promote a user-centered approach to information programs and systems, imparting values, ethics, and principles consistent with that approach to serve the needs of a diverse global and technological society;
3. Educate students in the theories and practices of information creation, communication, identification, selection, acquisition, organization, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management so they can apply them to specific functional or institutional settings; and
4. Educate students in the role and value of research, teaching, and service conducted in and outside the library and information studies field to the advancement of the field’s knowledge base and to other fields.

As recommended by the MLS review, the Learning Outcomes (now called the Graduate Outcomes) for the MLS program were designated as the MLS program objectives. The outcomes statements were rewritten in 2011 to reflect curricular changes recommended in the MLS review in 2010. (A full discussion of this process can be found in *Standard II: Curriculum*.) The **MLS program objectives** are as follows:

1. Demonstrate an understanding of how to be a contributor, leader, and change agent in information agencies and in a diverse information field.
2. Demonstrate an understanding of a user-centered approach to information programs and systems which provides inclusive services to diverse populations.
3. Demonstrate an understanding of the 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 diverse population.

4. Demonstrate an ability to use knowledge gained from research, instruction, and service to contribute to the advancement of a diverse information field.

The correspondence between the ten statements in Standard 1.2 and the goals and objectives of the MLS program is shown in Table I-1. The table shows that each of the ten statements in Standard 1.2 is incorporated into the MLS goals and objectives multiple times.

Table I-1. Correspondence between Standard 1.2 and Goals and Objectives of the iSchool MLS Program

Standard I.2	MLS Goal	MLS Objective
I.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management;	1, 2, 3, 4	1, 2, 3, 4
I.2.2 the philosophy, principles, and ethics of the field;	1, 2, 3, 4	1, 2, 3, 4
I.2.3 appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;	2, 3, 4	2, 3, 4
I.2.4 the value of teaching and service to the advancement of the field;	1, 4	1, 4
I.2.5 the importance of research to the advancement of the field's knowledge base;	1, 4	1, 4
I.2.6 the importance of contributions of library and information studies to other fields of knowledge;	1, 4	1, 4
I.2.7 the importance of contributions of other fields of knowledge to library and information studies;	2, 3, 4	2, 3, 4
I.2.8 the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;	1, 2, 3	1, 2, 3
I.2.9 the role of library and information services in a rapidly changing technological society;	1, 2, 3	1, 2, 3
I.2.10 the needs of the constituencies that a program seeks to serve.	1, 2, 3, 4	1, 2, 3, 4

The MLS program's mission, goals, and objectives are publicly available on the [iSchool website](#).

MLS Program Evaluation

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

In order to give a multi-dimensional perspective, the success of the MLS program in meeting its goals and objectives is assessed using data from several sources. Each of these sources is described in this section.

The iSchool gathers data for evaluation and assessment of the MLS program using both regularly scheduled evaluations and special evaluations, as appropriate. The purpose of the evaluation determines the involvement of constituents such as students, alumni, and employers.

Course Evaluations

Students evaluate every course taught by the iSchool through the University-wide [CourseEvalUM](#) system, which is managed by Institution Planning, Research, and Assessment (IRPA). Students are invited by email and encouraged by instructors to complete the web-based evaluation survey form during the last weeks of each semester. In spring semester 2013, the open period for completing the survey will be Tuesday, April 23, through Friday, May 10, 2013.

The University promotes the course evaluation process through email, posters, and instructor announcements. Students who participate in CourseEvalUM at the end of a semester have access to summary data for all courses, which can be helpful in selecting courses in the future.

Individual instructors receive reports for their courses; the Dean and Associate Dean for Academic Programs receive summary data for all iSchool courses and reports for individual courses. The Associate Dean for Academic Programs discusses course evaluations with individual instructors annually, noting positive comments and aspects of courses that need improvement. An informal survey of faculty members found that they use course evaluations to improve the courses that they teach. Summary data are available to the MLS Committee and PCC Committee for curriculum review. Both summary data and evaluations of individual courses were used extensively in the comprehensive MLS Review described elsewhere in this chapter.

Each college receives student participation data for its courses and summary student participation data in relation to the University as a whole. The iSchool generally has the highest student participation rate in the University. Overall, 78% of students in iSchool courses completed the course evaluation in fall semester 2012. The summary report of

iSchool course evaluations for fall semester 2012 can be found in the Mission, Goals, and Objectives section of the accreditation website.

Graduate Outcomes Assessment

The University's Learning Outcomes Assessment (LOA) program was initiated in 2005, with the iSchool first LOA plan approved by the iSchool and the University assessment committee in January 2006. (The LOA program for the MLS program was presented in the 2006 Program Presentation.) From that time until 2009, all University LOA activities were coordinated by one committee chaired by the Dean for Undergraduate Studies. All colleges submitted annual reports on its LOA programs to that committee, which reviewed and evaluated the reports. The MLS reports were approved each year. The LOA plans for 2006-2009 can be found in the Mission, Goals, and Objectives section of the accreditation website.

In 2009, responsibility for LOA activities for graduate programs was given to the Graduate School, where it now resides. The Dean of the Graduate School and the Graduate School Graduate Outcome Assessment Committee revised the learning outcomes process for graduate programs, changing its name to Graduate Outcomes Assessment (GOA) and the reporting period from annual reports to biennial reports. The University decided to focus first on doctoral programs, and they were the first to participate in the new GOA system. Master's programs were added in academic year 2012-2013. Under the revised schedule, the iSchool will submit to the Graduate School its first report on master's programs GOA activities in 2011-2012 and 2012-2013 by November 1, 2013.⁹

The iSchool continued to collect assessment data using the old LOA statements through 2010. Revisions of the MLS program that resulted from the comprehensive MLS review in 2010 and revision of the core curriculum in 2011 (described in *Standard II: Curriculum*) rendered the 2006 LOA statements no longer useful; the assessment and reporting schedule specified in the 2006 LOA plan was not sustainable when responsibility for learning outcomes of graduate programs changed in 2009.

The MLS Committee designed a new Graduate Outcomes Assessment plan for the program in 2012. The Graduate Outcomes statements were presented earlier in this chapter as objectives of the MLS program, but are repeated here as learning outcomes for the MLS program. The course in which each learning outcome will be assessed is shown in parentheses following the statement:

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 Institutional Excellence)
2. Demonstrate an understanding of a user-centered approach to information programs and systems which provides inclusive services to diverse population. (LBSC 602 Serving Information Needs)

⁹ http://www.gradschool.umd.edu/GOA_Assessment/index.html

3. Demonstrate an understanding of the 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 diverse population. (LBSC 671 Creating Information Infrastructures)
4. Demonstrate an ability to use knowledge gained from research, instruction, and service to contribute to the advancement of a diverse information field. (LBSC 703 Field Study in Archives, Records, and Information Management; LBSC 707 Field Study in Library Services; LBSC 744 Internship in School Library)

Rubrics are in the Mission, Goals, and Objectives section of the accreditation website.

The new GOA process will result in an assessment that is more of a total program outcome assessment than was the case with the 2006 LOA plan because the assessment will yield information about the performance of students at different points in the MLS program, including in their field study placements in the final third of the course of study. The evaluation forms submitted by field study site supervisors will provide, in aggregate, critical information about the degree to which the MLS program is meeting its goals and objectives, as evidenced by the performance of students in actual professional practice as they near graduation.

The fourth outcomes statement (Demonstrate an ability to use knowledge gained from research, instruction, and service to contribute to the advancement of a diverse information field.) will be tested in the spring semester 2013. Statements 1-3 will be tested in the fall semester 2013 when the new core courses are introduced. More information about Graduate Outcomes Assessment is given in the chapter *Standard II: Curriculum*.

Student and Alumni Surveys

In preparation for the comprehensive MLS review, incoming MLS students, current MLS students, alumni, and faculty were surveyed in spring semester 2009. Each group was surveyed separately, and the data gathered differed somewhat among the groups.

Incoming students were asked questions related to how they learned about and why they chose the iSchool MLS program, preferences for time and location of courses, professional aspirations and plans, and the importance of skills that they would acquire in the MLS program. Ninety-seven incoming students responded to the survey.

Current students were asked questions related to how they learned about and why they chose the iSchool MLS program, preferences for time and location of courses, professional aspirations and plans, the importance of skills that they would acquire in the MLS program, the importance of services offered by the iSchool, the value of courses, their satisfaction with the MLS program, and suggestions for improving the program. One hundred and one current students responded to the survey.

Alumni were asked questions related to when they graduated from the MLS program, first professional position after the MLS degree, current employment status, the value of the MLS degree in their career, the value of specific skills and courses in their professional careers, general satisfaction with their experience as an MLS student, and suggestions for improving the program. Ninety-five alumni responded to the survey.

Information gathered through the surveys was input into the faculty retreat in the fall semester 2009 and the MLS review process.

The student and alumni surveys were repeated in the fall semester 2012. Summary reports on the surveys are in the Mission, Goals, and Objectives section of the accreditation website.

Faculty Survey

Faculty members were surveyed in spring semester 2009. Faculty were asked questions related to admissions to the MLS program, student quality, the content and structure of the MLS program, the role of doctoral students in teaching, and services and activities offered to MLS students by the iSchool. Respondents were asked for suggestions for improving the MLS program, also. All faculty – tenured and tenure-track, non-tenured full time, and adjunct – were invited to participate in the survey; the overall response rate was 40%, with 41% of full time faculty and 35% of adjunct faculty participating. Information gathered in the survey was input into the faculty retreat in fall semester 2009. A summary report on the survey is on the accreditation website in the Mission, Goals, and Objectives section.

Listening Sessions

Student perceptions of the iSchool are solicited through an ongoing series of informal sessions in which the deans and program directors meet with students to discuss concerns, answer questions, and share information. Three sessions are held each semester. Sessions are held at College Park, Shady Grove, and online, with students invited to participate in the session of their choice. Information gathered in the Listening Sessions is discussed by the MLS Committee and by the Dean, Associate Dean for Academic Programs, and MLS Program Director, who address concerns.

A number of changes have been made as a result of discussions in the Listening Sessions. For example, the requirement that the field study be non-paid was removed, and course descriptions and aspects of LBSC 703 Field Study in Archives, Records, and Information Management and LBSC 707 Field Study in Library Services standardized. A database of field study opportunities was created (<http://ischoolfieldstudy.umd.edu>), as was a new version of the two-year teaching plan. The MLS blog (<http://mls.umd.edu>) was initiated to meet student requests for more communication about happenings in the iSchool, and MLS pages on the website were updated. Other examples were given earlier in this chapter.

Career Center Survey of Graduating Students

In summer 2012, the iSchool was notified that results from a survey of graduating students conducted regularly by the University Career Development Center were available online. The MLS Committee is assessing the reports from MLS graduates to determine how they can best be used in program review and development. The report from May 2012 graduates is on the accreditation website as an example of data that is newly available to the iSchool for assessment and evaluation. The results are discussed in *Standard II: Curriculum*.

Shady Grove Evaluation

The iSchool conducted a first-year evaluation of the MLS program at the Universities at Shady Grove (USG) in 2009. Students and faculty who participated in the first year of the MLS program at Shady Grove were asked about their experience. Forty students responded to the survey, for a response rate of 55%. The results of the evaluation and follow-up actions are discussed in *Standard II: Curriculum*. A summary report on the survey can be found in the Mission, Goals, and Objectives section of the accreditation website.

The second year evaluation of the MLS program at USG was conducted through an in-depth discussion with directors of public libraries in central and western Maryland and Northern Virginia in September 2010 and with district school library media supervisors in November 2010. Because the MLS at Shady Grove was designed initially to prepare public librarians and school library media specialists, conversations with representatives of these two constituencies were appropriate. The results of this evaluation are discussed in more detail in *Standard II: Curriculum*.

The most recent evaluation of iSchool programs at Shady Grove is still in progress. Shady Grove students were surveyed in spring 2012; a preliminary report of survey results was completed in January 2013. The report will be considered by the Shady Grove Committee and the MLS Committee in spring semester 2013. Further analysis of data from the survey of all MLS students conducted in November 2012 may yield information about student assessment of the MLS at Shady Grove. That analysis is in progress.

Assessment of Online Programs

An ad hoc committee chaired by Mary Edsall Choquette, Assistant Director for Online Programs, will be replaced this summer with a standing committee for Online Programs. This structure will parallel the administrative structure for the iSchool programs at Shady Grove. Systematic assessment of the online programs will begin with a survey of the “Guinea Terps¹⁰,” the cohort that began the MLS program in 2011, as they approach graduation in August 2013.

¹⁰ The “Guinea Terps” selected their name at the beginning of their first semester. Our second cohort of online students has selected the name “Beta Terps.”

Employer Panels and Focus Groups

The iSchool gathers information from employers through small groups and individual interviews. In fall semester 2009, the iSchool convened a panel of prominent practitioners in the metropolitan area to talk with the faculty about the knowledge, skills, and attitudes necessary for successful practice as an information professional. While the discussion did not focus directly on the iSchool MLS program, information gathered from the professional panel was used in the comprehensive MLS Review.

In November 2012, information was gathered from employers of MLS graduates through a focus group and interviews. Participants were asked specific questions about their experiences with graduates of the MLS program and to assess the program based on this experience. Results, which have been given to the MLS Committee for further analysis and use, are discussed in *Standard II: Curriculum*. The report prepared by CLOC is on the accreditation website in the Mission, Goals, and Objectives section.

STANDARD II: CURRICULUM

Introduction

The Master of Library Science (MLS) curriculum, broad in scope and deep in selected areas of emphasis, responds to 21st century library and information services and influences education for information professionals for the future. The curriculum includes areas long considered central to librarianship and those on the cutting edge of information research and professional practice. The curriculum is flexible enough that student interests can be met, but structured enough to ensure that graduates are well prepared to begin their careers. Students select from among carefully defined specializations, an individualized program of study, and a dual degree program; choose to undertake independent research for a thesis or follow a non-thesis option; and gain professional experience through a field study in the nation's foremost information institutions – all with the assurance that the faculty with whom they are studying are leading researchers and instructors whose work is shaping the future of information and prominent professionals who are committed to sharing their expertise with the next generation.

The results of recent assessments of the curriculum attest to its effectiveness in preparing librarians, archivists, school library media specialists, and other information professionals who are ready for the challenges of a professional career. Employers of graduates praised the program for educating students who begin to make valuable contributions and play a major role in the workplace immediately upon arrival. They observed that graduates exhibit technological proficiency, collaborative work habits, and readiness to assume leadership roles. A significant number of graduates themselves rated the program as contributing to their skills in communication, technology, teamwork, and problem solving. More information about these assessments and others is given later in this chapter.

This review of the MLS program is situated at a moment when the curriculum is at the cusp of more exciting changes that spring from an innovative perspective on information services in the 21st century and a creative curricular design that encompasses the knowledge and skills that archivists, librarians, school librarians, and other information specialists must have to effectively deliver such services. In fall semester 2013, new core courses and new and revised specializations will be introduced. The innovative Information for Diverse Populations specialization – the first of its kind in an ALA-accredited program – is an example of the evolving MLS curriculum.

General Information

Some introductory information will be helpful before moving into a description of the curriculum.

One MLS Program – Three Locations

Because it is such an important fact to understand and keep in mind, we will reiterate that the iSchool has one MLS program that is offered at two physical locations – the University of Maryland College Park and the Universities at Shady Grove – and online. The structure, requirements, and content of the MLS degree program are the same, regardless of location, as is oversight and management, student admissions and advising, and other aspects. The MLS program is available at College Park, Shady Grove, and online in order to reach more students, not to create new programs. The description of the curriculum given here applies to the MLS program across locations unless specific exceptions are noted.

General Information about Courses

The college uses three prefixes for its courses:

- The *LBSC* prefix is used for courses designed primarily for the MLS degree – introduction to the profession for librarians, archivists, and school librarians; introductory and advanced courses in organization of and access to recorded information and knowledge; identification, evaluation, selection, and acquisition of materials; communication and information behavior; information creation, dissemination, and preservation; information technology; information analysis and synthesis; and more. Throughout the curriculum, technologies to support and facilitate information operations are introduced, demonstrated, and used.
- The *INFM* prefix is used for courses designed primarily for the Master of Information Management (MIM) degree. INFM courses address aspects of information management; information operations in government and private sector organizations; information architecture; systems analysis; and management of information operations.
- The *INST* prefix is used for courses that are relevant to more than one master's program, such as courses in information policy and ethics; e-government; human-computer interaction; leadership of information organizations; international opportunities; and other topics. INST courses numbered 800 and above are doctoral-level courses.

While LBSC and INST courses are considered primary courses for the MLS, students regularly take INFM courses that suit their interests and needs. For the purpose of this discussion, courses in the MLS curriculum will be defined as the more than sixty LBSC courses and the 600- and 700-level INST courses. A list of all iSchool courses is in Appendix 4.

Courses are offered day, evening, and asynchronously online and at College Park and Shady Grove. In the discussion of the curriculum that follows, information applies to the MLS in general unless specifically stated otherwise. Information that pertains to one or two locations only is stated as such.

General Information about MLS Administration

In this chapter, we will describe the MLS curricular planning processes; the MLS curriculum and its component elements; and demonstrate that the curriculum, planning, and evaluation process comply with Standard II. A brief explanation of committee names and structure may help to avoid confusion. The iSchool committee structure and the name of the committee responsible for matters related to education at the master's level, including the MLS, have changed twice in the time period reported in this document as the iSchool developed an administrative structure to oversee multiple academic programs. The committee that was responsible for the MLS curriculum for a long period of time was the Curriculum Committee. In 2007, this committee was given the name Master's Committee or Master's Programs Committee (there was variation in usage).

The introduction of a third master's program, the Master of Human-Computer Interaction (HCIM), in 2011 necessitated a change from one committee to oversee all three master's programs to separate program committees for each degree; the MLS Committee was introduced at that time. The name of the committee used in the discussion that follows will be the correct name for the time and action under discussion. The important point is that the committee, whether called the Curriculum Committee, Master's Committee, Master's Programs Committee, or MLS Committee, is the official body charged with providing oversight for the MLS program. John Bertot, Director of the MLS program, chairs the MLS Committee.

In 2012-2013, committee members with vote are Bertot, Joanne Briscoe, Mary Choquette, Paul Jaeger, Michael Kurtz, Katy Lawley, Sheri Massey, Ricardo Punzalan (from January 2013), and a student representative. Jennifer Preece, Lindsay Sarin, and Ann Weeks are non-voting members. The committee meets monthly and at other times as necessary and makes frequent use of subcommittees to consider and address specific issues that then come to the full committee for discussion. For example, subcommittees were created to consider issues of program location and specializations; program learning outcomes development; and program specialization structure. This use of subcommittees facilitates deliberations and decision-making regarding the MLS program.

Overview and Curriculum Planning

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

MLS Mission, Goals and Objectives

The mission, goals, and objectives of the MLS program were introduced in *Standard I: Mission, Goals, and Objectives*, but are repeated here.

The mission statement of the MLS program is:

The Master of Library Science Program educates students in the knowledge, skills, habits of thought and inquiry, and ethics of the library and information professions to enable them to be leaders in the state, national, and global information society. Everyone associated with the program—faculty, staff, and students—promotes the core values of the University of Maryland which are excellence, diversity and inclusiveness, innovation and creativity, ethical action, civility and collegiality, and openness and accountability. These values are the foundation and guiding principles of the MLS community and are incorporated into all of its instruction, research, and service activities.

The goals of the MLS program are to:

1. Prepare students to be contributors, leaders, and change agents in libraries, archives, cultural heritage institutions, and other information agencies;
2. Promote a user-centered approach to information programs and systems, imparting values, ethics, and principles consistent with that approach to serve the needs of a diverse global and technological society;
3. Educate students in the theories and practices of information creation, communication, identification, selection, acquisition, organization, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management so they can apply them to specific functional or institutional settings; and
4. Educate students in the role and value of research, teaching, and service conducted in and outside the library and information studies field to the advancement of the field's knowledge base and to other fields.

The objectives of the MLS program are:

1. Demonstrate an understanding of how to be a contributor, leader, and change agent in information agencies and in a diverse information field.
2. Demonstrate an understanding of a user-centered approach to information programs and systems which provides inclusive services to diverse population.
3. Demonstrate an understanding of the 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 diverse population.
4. Demonstrate an ability to use knowledge gained from research, instruction, and service to contribute to the advancement of a diverse information field.

The statements of mission, goals, and objectives for the MLS program are published on the iSchool website: <http://www.ischool.umd.edu/content/mls-more-information>.

The objectives stated above are the Graduate Outcomes or learning outcomes of the MLS program. The Graduate Outcomes Assessment process was discussed in Standard 1 Mission, Goals, and Objectives and will be discussed again later in this chapter. Information, including rubrics for outcome 4, can be found in Appendix 5.

Planning the Curriculum

The systematic planning process for the MLS program and the comprehensive review of the MLS program were described in detail in *Standard I: Mission, Goals, and Objectives*. We will not repeat that information here, but instead will focus on the effects of the planning process on the curriculum.

Core Course Review and Revision. The recommendation from the comprehensive MLS Review of 2010 that has had the broadest impact on the MLS program is the recommendation for a “macro-level, holistic review of the core and required courses to determine whether this collection of courses is meeting the needs of all MLS students.” Action began on that recommendation in December 2010 when the Master’s Programs Committee appointed a task force of faculty and students to conduct the review. Using a tightly structured process that alternated work between a set of three groups representing areas of scholarly research and professional practice and one group that acted for the curriculum as a whole and following a rigorous schedule, the task force developed inventories of knowledge and skills required for successful professional practice in archives, school library, and librarianship; identified the commonalities among them; and assigned the common ideas and concepts into coherent groups as a basis for course design. The ALA Core Competences of Librarianship, Society of American Archivists Guidelines for a Graduate Program in Archival Studies, ALA/AASL Standards for Initial Programs for

School Library Media Specialist Preparation, Special Libraries Association Competencies for Information Professionals of the 21st Century, and the Competency Index for the Library Field compiled by WebJunction were used as references against which the emerging inventories were checked. The task force reported to the Master's Programs Committee in May 2011 with a plan for a new set of core courses. The Committee approved the plan and sent it to the Assembly, where it was approved in September 2011.

Faculty teams began designing the new core courses. Three of the courses will be offered for the first time in fall semester 2013; the fourth, which is taken at the end of a program of study, will be offered for the first time in fall semester 2014. The structure of the new core curriculum and courses are discussed below, and draft syllabi of the first three courses are on the accreditation website.

Field Study Requirement. In the comprehensive MLS Review, alumni and employers urged that a field study be required of all MLS students. The review committee responded, making a formal recommendation to this effect, which was approved by the Assembly. The field study requirement for all MLS students became effective with students who entered the program in fall semester 2011. The iSchool offers three field study courses for MLS students: LBSC 703 Field Study in Archives, Records, and Information Management; LBSC 707 Field Study in Library Service; and LBSC 744 Internship in School Library. A subcommittee of the MLS Committee developed common guidelines for the field experience and standardized as many aspects of the field study as possible, given the additional requirements placed on LBSC 744 Internship in School Library by Maryland state certification requirements. Field Study documents are on the accreditation website in the Curriculum section.

Specializations. The MLS Review recommended a review of specializations in the MLS program, and the MLS Committee made the recommendation a major part of its work in 2011-2012. The committee reviewed and revised the four existing specializations, and a small working group began to design a new specialization in Curation and Management of Digital Assets. A full discussion of specializations follows later in this chapter.

Shady Grove Reviews. Shady Grove students surveyed in 2009 at the end of the first year of the program asked for more advising services and a wider range of elective courses at Shady Grove. This request was in response to the limited number of courses offered at USG during its first year of operation; the number and variety of elective courses have been increased. In 2009, student advising was provided at Shady Grove by scheduled visits of an advisor from College Park. In 2011, an advisor was added to the Shady Grove staff.

In fall 2010, two evaluation sessions were held with local employers, as described in *Standard I: Mission, Goals, and Objectives*. The discussions centered on needs for new personnel in public libraries and school library media centers and how the MLS program at USG was assisting in meeting the needs. The consensus in both groups was that students graduating from the MLS program excelled in the knowledge and skills that they brought to their first professional positions, but that there was need for certain improvements. Public librarians identified a lack of professional experience as the qualification that was missing.

This finding was confirmation of the iSchool's recent decision to require a field study of all MLS students, beginning with those entering the program in fall semester 2011. School library media supervisors said that graduates needed better pedagogical skills, including classroom management. This information was input into the redesign of courses in the school library specialization that was done as part of the NCATE review in 2011; all school library courses now require students to collaborate with classroom teachers.

Variety of Educational Experiences

At this point, we will state that the curriculum provides a variety of educational experiences and includes study of theory, principles, practice, and values necessary for provision of information services as stated in Standard II.1, but we will defer discussion of this part of the Standard until the following section where the curriculum is described.

MLS Degree Requirements

As stated earlier in this chapter, the curriculum of the MLS program is poised for major changes with the introduction of new core and required courses and revised and new specializations. In this section, we will describe the MLS curriculum as it is now and the changes that will take effect in fall semester 2013, clearly differentiating between the old and the new. Parts of the curriculum that will not change are noted as such. It is important to state that the basic MLS degree requirements will not change, but that the courses that fulfill the requirements will be new. A full description of MLS degree requirements and curriculum are on the [iSchool website](#).

The requirements for the MLS degree are as follows:

1. Thirty-six credit hours of academic work to be completed with a minimum grade point average of 3.0 within five calendar years from the first registration. In the non-thesis option, all credits are coursework. The thesis option requires 30 credits of coursework and six credits of thesis research.
2. All students must complete a core curriculum with grades in each course no lower than a B-.
3. All students must complete a course in administration.
4. All students must complete a field study course.
5. At least 24 of the 36 credits required for the MLS degree must be taken in the iSchool.

Core Curriculum Requirement

The courses in the core curriculum are the foundation of the MLS curriculum; they introduce students to the information professions and the broad range of disciplines relevant to

information studies and provide the background for more specialized courses. The current core courses and the new 2013 core courses are described below. Syllabi for current core courses are on the accreditation website in Appendices 6. Each core course must be completed with a grade no lower than a “B-.” A student may seek a waiver of a requirement based on previous education.

Current Core Curriculum

At this time, a set of four courses satisfies the MLS core curriculum requirement:

1. One course selected from among these three:
 - A. LBSC 601 Users and Information Context (3 credits) (*for all students except those in the Archives, Records, and Information Management or School Library specialization*) – Nature and roles of information and information institutions; information behavior; studying information behavior; information policy; the information professions.
 - OR**
 - B. LBSC 605 Archival Principles, Practices and Programs (3 credits) (*for students in the Archives, Records, and Information Management specialization*) – Introduction to all aspects of archival work including records management, appraisal, and selection; arrangement and description, preservation, electronic records, reference and outreach; elements of an archival program; the role and work of archivists; and issues, conditions, and needs in the field.
 - OR**
 - C. LBSC 640 School Librarians as Information Professionals (3 credits) (*for students in the School Library specialization*) – Foundational concepts in information studies and in school library programs and services. Current and evolving educational systems; roles and functions of school librarians within them.
2. LBSC 650 Information Access Services (3 credits) (*for all MLS students*) – Information needs, search mediation, search strategies, reference services, information access issues, collection development.
3. LBSC 670 Organization of Information (3 credits) (*for all MLS students*) – Functions and evaluation of document and information retrieval systems; analysis and representation of data, information, knowledge, language, and text; metadata for the control of documents and other objects.
4. LBSC 690 Information Technology (3 credits) (*for all MLS students*) – Human-centered design issues, implementation and technical issues, and application and

sociotechnical issues of information technology; emerging information technologies.

A student must complete the four core courses listed above in the first 18 credits of the MLS program.

2013 Core Curriculum

Students entering the MLS program in fall 2013 and later will be required to complete a new set of three core courses:

1. 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.
2. LBSC 671 Creating Information Infrastructure (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.
3. 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.

LBSC 602 Serving Information Needs and LBSC 671 Creating Information Infrastructure must be completed within the first 18 credits of a student's program of study. LBSC 791 Designing Principled Inquiry should be taken in the student's last semester concurrent with the field study course.

Administration Course Requirement

The administration course prepares students to be effective leaders and participants in modern organizations. Students are introduced to management theories and trends; managerial responsibilities; techniques for planning, implementation, and evaluation; organizational functions; and approaches to organizational communication and leadership.

Under current requirements, students select one of two courses to satisfy the requirement to complete a course in administration:

- A. LBSC 635 Management and Administration for the Information Professional (3 credits) – Management and administrative theory and principles and their

implications and applications to information organizations.

OR

- B. LBSC 741 Seminar in School Library Administration (3 credits) (*For students in the School Library specialization*) – Development, management, and evaluation of school library programs at all levels.

Beginning in fall 2013, all students will take:

LBSC 631 Achieving Organizational Excellence (3 credits) – Introduction to the principles, practices, and techniques of leadership and management as they apply to information-based cultural institutions.

The course must be taken in the first 18 hours of coursework.

Field Study Requirement

The field study courses give students nearing the end of their educational preparation an experience in a working library or information agency. Students work at the level of a new professional. The course also focuses on skills necessary for success as a professional.

This requirement will not change in fall 2013. To fulfill the field study requirement, students select the appropriate course from among the following courses:

- A. LBSC 703 Field Study in Archives, Records and Information Management (*for students in the Archives, Records, and Information Management specialization*) – Supervised experience in archival, records, or information management programs in organization and institutions. Application of theories, methods, and approaches to effectively carry out work and meet program goals.
- B. LBSC 707 Field Study in Library Service (*for all students except those in the Archives, Records, and Information Management 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.
- C. 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.

Non-thesis and Thesis Options

The MLS degree program has both non-thesis and thesis options; these options will not change in fall 2013. In the non-thesis option, which is pursued by most students, all 36 hours of academic credit are earned in formal coursework. A student who pursues the thesis option

completes 30 hours of formal coursework and six hours of thesis research credit (LBSC 799 Master's Thesis Research). The 30 hours of coursework must include INST 701 Introduction to Research Methods, a three-credit course in the process and ethics of research, or another research methods course agreed upon by the student and the student's advisor. With the advisor's approval, three of the six credits of thesis research may be in another academic department (three credits in LBSC 799 Thesis Research and three credits in another department's thesis research course).

Examples of completed and in progress MLS theses are as follows:

- Rebecca Follman, *Barriers to Information Seeking between Mentors and Mentees*, in progress.
- Joan Gibson Kaminer, *The Future of Freedom of Information: An Analysis of the Impact of Executive Orders on the Freedom of Information Act National Security Exemptions*, 2010.
- Claire Valdivia, *Social Media Implementation in Public Library Youth Services*, in progress.

Summary of Curricular Changes in Fall 2013

To summarize, all MLS students entering in fall semester 2013 and later will follow a core curriculum comprised of LBSC 602 Serving Information Needs, LBSC 671 Creating Information Infrastructure, and LBSC 791 Designing Principled Inquiry. The first two courses must be completed in the first 18 hours of the program; the last course should be taken in the last semester of study. Also, students will be required to complete LBSC 631 Achieving Organization Excellence in the first 18 hours of study. Students in the School Library specialization will continue to be required to take LBSC 40 School Librarians as Information Professionals in addition to the new core courses. Likewise, students in the Archives, Records, and Information Management specialization will continue to be required to take LBSC 605 Archival Principles, Practices, and Programs. The field study requirement and thesis/non-thesis options remain unchanged.

The nature of the curricular changes and timetable for making the changes have been communicated to MLS students through listservs, the iSchool website, advising, and personal communication. Students who are currently in the program have been repeatedly advised of the need to complete their core requirements before the new core courses are introduced, and enrollment records have been closely monitored to promote compliance with this advice.

MLS Degree Specializations

An MLS student may choose to follow a specialization in preparation for certain career paths. Additional specializations will be introduced in fall semester 2013, and the

requirements for current specializations will change. Current specializations and the new set of specializations are described in the following sections.

An MLS student is not required to select one of the designated specializations, but may construct an individualized program of study to meet personal intellectual interests and career goals. A dual degree master's program with the Department of History is available, as well; it is described below.

Current Specializations

At this time, there are four specializations in the MLS program. The Archives, Records, and Information Management and School Library specializations have been available to students throughout most of the college's history; the E-government and Information and Diverse Populations specializations were introduced more recently in response to emerging needs and opportunities.

Archives, Records, and Information Management

The Archives, Records and Information Management specialization takes full advantage of the vast array of archives in the Washington, DC region, led by the National Archives and Records Administration (NARA) facility at College Park, known as Archives II. MLS students preparing to become archivists and records managers enjoy unparalleled opportunities for internships and special projects, as well as paid student employment, a short walk or Metro ride from campus. Former NARA leaders are on the regular faculty of the iSchool, and current leaders are members of the adjunct faculty. The program draws upon the diverse range of other federal government, museum, state, and private archives in the region, as well. The specialization has been ranked in the top five such programs in North America by *U.S. News and World Report* for the past decade.

The innovative curriculum, which meets all requirements recommended for archival education by the Society of American Archivists (SAA), ensures that graduates will be prepared for successful careers in the 21st century. Students have access to courses in forward-thinking and useful topics such as electronic records management, non-print materials, preservation, and two special topics courses in which students conduct in-depth investigations of topics under the direction of an instructor. One example of a recent special topics course was an investigation into the need, desirability, and necessary requirements for a curation and management of digital assets specialization led by Michael Kurtz. Instructors also use the special topics courses as a research seminar focused on developing academic research and writing skills with the goal of producing papers that can be submitted for publication. The process includes iterative topic selection, bibliography review, outline development, draft review, peer and faculty review, exposure to archival sources, archival scholars, and archival research issues.

The curriculum was reviewed in 2010-2011 as part of the design of the new core curriculum and in 2011-2012 during the review of all specializations. Adjunct and regular faculty who

teach in the specialization held a one-day retreat in February 2013 for a final review of the new version of the specialization that will become available in fall semester 2013.

The specialization is broad and flexible to accommodate various career paths and can be combined with the E-government specialization and the HiLS dual degree program with History. Recent graduates of the specialization have taken positions with the National Archives and Records Administration, American Institute of Physics, Smithsonian Folklife Center, Hoover Institution, US Senate Committee on Agriculture, Enoch Pratt Library, History Associates, and the Abraham Lincoln Papers Project.

Michael Kurtz is Assistant Director for the specialization. The specialization is offered only at College Park. In fall semester 2012, 53 students were enrolled in the specialization. More information about the specialization can be found in Appendix 7.

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. Graduates of the School Library specialization fulfill this mission by possessing 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 curriculum is aligned with the latest national guidelines and standards for school library programs of the American Association of School Librarians (AASL) and has full national recognition from the National Council for Accreditation of Teacher Education (NCATE). Graduates of the specialization are eligible for Maryland certification as a Pre-K-12 school librarian.

Candidates in the specialization complete 36 credit hours. This includes four MLS core courses and eight school library specific courses. Students without a teaching background also complete six additional education credits, three credits in learning theory and three credits in classroom management. LBSC 744 Internship in School Library requires the completion of 180 hours of field experience in both elementary and secondary schools.

Sheri Massey is Assistant Director for the specialization. At present, the specialization is offered at College Park and Shady Grove; in fall semester 2013, the specialization will be offered only at Shady Grove and online. In fall semester 2012, 37 students were enrolled in the specialization. More information about the specialization can be found in Appendix 7.

E-government

The E-government specialization focuses on the nature, current impacts, and potential future impacts of e-government, also known as digital government or electronic government. E-government is the use of the Internet and other information and communication technologies by governments to provide information and services, and as channels of communication to citizens, businesses, and other governments. The United States and many other governments

around the world at local, state, federal, and supra-national levels have developed an online presence, ranging from simple information provision to complex, interactive services.

Students may enroll concurrently in the E-government and the Archives, Records, and Information Management specialization. This combination is particularly valuable to students wishing to work in electronic archives or electronic records management for the government.

The goals of the E-government specialization are to prepare students to understand:

- Range of information, services, and activities that comprise e-government
- Policy and legal issues framing e-government initiatives
- Relationship of e-government to other government activities
- Social, political, and technological factors driving the development and current state of e-government
- Identification of best practices and lessons learned from the national and international community
- Methods of ensuring the availability, integrity, authentication, confidentiality, and non-repudiation of information systems
- Issues and challenges in providing universal access to e-government
- Ethical responsibilities and challenges of providing government services via the Internet
- Technical implementation, management, and security of e-government
- Future social and political implications of e-government
- Techniques for analyzing e-government within the larger policy environment and political context
- Process of evaluating e-government websites

Paul Jaeger is Assistant Director for the specialization. At present, the specialization is available at College Park only. Beginning fall semester 2013, the specialization will migrate to an online-only delivery and John Bertot will become the Assistant Director. In fall semester 2012, 26 students were enrolled in the specialization. More information about the specialization can be found in Appendix 7.

Information and Diverse Populations

The Information and Diverse Populations specialization responds directly to the urgent need to prepare students to provide inclusive information services as information professionals, regardless of their career goals. Given the importance of equal access to information by all members of society, the study of information must be framed in the most inclusive terms possible. The specialization focuses on instruction about and research into the design, development, provision, and integration of information services, resources, technologies and outreach that serve diverse populations. A student may enroll concurrently in the Information and Diverse Populations specialization and one of the other three specializations, thus providing a unique academic focus to meet individual career or research interests.

The goals and objectives of the Information and Diverse Populations specialization are to prepare students to:

- Be culturally aware information professionals who are prepared to work with populations that are diverse in terms of gender, ability, language, literacy, socio-economic background, age and other factors.
- Understand the issues related to providing inclusive information services to different populations in a range of settings.
- Anticipate the challenges in providing inclusive information services.
- Identify best practices and lessons in inclusive information services from different institutions.
- Analyze how best to design, develop, and provide information services, resources, and technologies that serve diverse populations.
- Integrate inclusive information practices with other practices of an information organization.
- Conduct research about information and diverse populations.
- Understand the ethical responsibilities of information professionals in terms of service to diverse populations.

Dr. Paul Jaeger is Assistant Director for the specialization. The specialization is offered at College Park. In fall semester 2012, 49 students were enrolled in the specialization. More information about the specialization can be found in Appendix 7.

Curation and Management of Digital Assets

Digital information is at the very heart of a modern society's ability to learn, conduct business, recreate, and manage complex scientific, technological, industrial, and information infrastructures. It is a societal imperative that there be qualified professionals with the technical, intellectual, and social awareness required to manage complex collections of born-digital or digitized materials in a variety of organizational settings.

The iSchool will begin offering the Curation and Management of Digital Assets specialization in the fall 2013 semester. Enrollment in this innovative, new specialization will be open to students in the MLS and MIM programs, and courses within the specialization will be open to students enrolled in other programs in the College, as well. The specialization design is based upon collaborative work done in LBSC 789 Special Topics in Contemporary Archives in spring semester 2012. The team led by Michael Kurtz prepared research papers on the various aspects of the digital curation field and drafted a detailed program proposal that contained proposed courses, catalog descriptions, and learning outcomes

The 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. Students graduating from this specialization will have 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. Students will master the core competencies in managing the digital assets life cycle and will demonstrate this mastery in hands-on, "real world" field study opportunities.

Upon successfully completing the Curation and Management of Digital Assets specialization, a student will be able to:

- Manage digital assets over the life cycle from pre-creation activities (systems design, file formats, and data creation standards) through the capture of contextual information for assets in long-term repositories.
- Understand the issues and challenges involved in managing digital assets in diverse professional environments (e.g., business, science, the arts and humanities, libraries, archives, and museums).
- Identify and apply best practices and strategies for long-term preservation and access to digital assets.
- Understand the linkages between analog and digital assets and how to effectively manage diverse holdings and collections.

- Conduct and apply research affecting the on-going evolution in managing digital assets
- Demonstrate awareness of the social contexts involved in managing digital assets and the needs and roles of various stakeholders.
- Demonstrate the intersection of legal, ethical, policy, and political sensitivities in managing digital assets.
- Apply academic principles and theories in field study work involving the management of digital (and digitalized) assets in the public, commercial, or not-for-profit sectors.

A mark of distinction for the specialization is that it will cover curation and management in a wide variety of economic sectors, rather than focusing on science data as many programs do. Another distinctive feature is that the specialization will join the strengths of the MLS and MIM programs, providing a unique iSchool perspective on digital curation and management.

Michael Kurtz and Katie Shilton will be Co-Assistant Directors for the specialization. More information about the specialization can be found in Appendix 7.

Other MLS Educational Experiences

In addition to the thesis/non-thesis option, field study placements, and four, soon to be five, specializations, the MLS curriculum offers other experiences through which a student can customize and add variety to a program of study. These experiences include independent study, special topics courses, global engagement, a dual degree program, INFM courses, and courses from other departments and institutions.

Independent Study

The curriculum includes independent study courses through which a student may pursue 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. A student in the non-thesis option may include up to nine credits of independent study in a program of study; in the thesis option, three credits.

Special Topics Courses

The iSchool offers special topics courses that treat topics new to the curriculum or explore curricular topics in greater depth. Some special topics courses become regular courses and part of the permanent curriculum. A list of experimental course offered since fall 2011 can be found in the Curriculum section of the accreditation website.

Engaging Globally

Engagement in the global community was identified as a Strategic Initiative of the iSchool in the 2009 strategic plan; the goal of the initiative is to promote and develop programs that offer students an international experience. INST 729 International Opportunities in Information Studies gives students this opportunity. The course differs from traditional study-abroad courses by requiring deep student engagement in information activities in another culture rather than positioning the student as a tourist visiting libraries and information organizations abroad. Student groups and instructors have traveled to Nicaragua, Germany, Russia, and India.

In the two Nicaragua courses, Ann Weeks guided students as they offered professional development workshops in using social media, developing websites, and authenticating electronic resources for approximately 65 Nicaraguan librarians and library staff members. Students visited rural schools to work with children and each year presented a celebration of books and reading in the central square of San Juan del Sur.

Weeks also took students to Munich, Germany, where they completed projects at the International Youth Library including evaluating, weeding, and making recommendations for the English language collection of books for children in the lending library; developing finding aids in English for the Library's museums; creating new English-language webpages for the Library; and shooting and editing a video about the Library and its staff.

T. Kanti Srikantaiah led a group of students to Bangalore and Mysore, India, where they engaged in activities that demonstrated how tacit knowledge in oral societies plays a crucial role in information activities. Students came away with understanding cultural differences in managing information in industry, academic and research institutions, and public institutions.

In summer 2013, Mary Edsall Choquette will lead a group of students to Scotland where they will participate in the Edinburgh Festival Fringe 2013. The course "Follow the Fringe: Documentation and Preservation of Cultural Movements in Media," will provide students with the opportunity to learn how event information is created and how it contributes to global cultural dialogue. Students will also learn why the creation of documentary information should be planned and subsequently preserved and techniques and strategies for accomplishing these activities.

INST 729 International Opportunities in Information Studies is offered during the winter term and in the summer through the University's Study Abroad Office. It is open to qualified students from other universities.

The course LBSC 706 Seminar in International and Comparative Librarianship and Information Science examines library and information institutions and services and the professional practice that supports them in other countries; the influence of a nation's culture, politics, and economy on information systems and services; and international organizations. The course is taught by members of the adjunct faculty who, as professionals with extensive ongoing international experience, bring recent first-hand knowledge to the class.

History and Library Science Dual Degree Program

The History and Library Science (HiLS) dual-degree program is offered jointly by the Department of History and the College of Information Studies. 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 through an interdisciplinary program of 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 degree. The student must meet degree requirements for the MLS as described above as well as those for the MA in History. A thesis option is available in the iSchool and in the Department of History. The student who successfully completes these requirements graduates with an MA in History and an MLS.

Michael Kurtz is Assistant Director for the HiLS dual degree program. In fall semester 2012, 31 students were enrolled in the program. More information about HiLS can be found in Appendix 8.

INFM Courses

The iSchool offers over 25 courses in the INFM series; while these courses are primarily intended for students in the MIM program, MLS students may register for them, as well. The INFM courses emphasize information technologies and their use within an organization context and organizational management from the perspective of information-dependent enterprises.

Courses Outside the iSchool

MLS students may include up to 12 credits from other academic units of the University and from other colleges and universities in the [Washington Area Consortium of Colleges and Universities](#) in their academic programs. The HiLS dual degree program requires students to take at least 24 of the 54 required credits in the History Department; an additional six credits of electives can be taken there. Students in the Archives, Records, and Information Management specialization often take courses in the History Department. Students in the School Library specialization look to the College of Education for elective courses and for courses in learning theory and classroom techniques outside the MLS degree curriculum.

Content of the Curriculum

Theories, Principles, Practices, and Values

The MLS curriculum, through its variety of courses and experiences, provides a thorough consideration of theories, principles, practices, and values necessary for the provision of

service in libraries and information agencies and in other contexts. The table in Appendix 9 relates Standard II.1 to regular courses in the curriculum. Both existing core courses and the core courses that will be introduced in fall semester 2013 are included in the table.

Data from the table show that all courses include consideration of at least one of the elements — theories, principles, practices, and values — and most courses include consideration of all four. Students become familiar with these elements from perspectives ranging from user needs to administration to technology and at varying levels from introductory in the core courses to deeper consideration in advanced courses.

Recordable Information and Knowledge

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

Information, information technology, information services, and information processes are at the center of the research and teaching of the iSchool and the MLS degree program. The table in Appendix 10 relates all iSchool courses and new core courses that will be introduced in fall semester 2013 to the information processes specified in Standard II.2. The data in the table show that all of the information processes specified in Standard II.2 are covered in core, required, and elective courses in the MLS. Some courses consider all of the specified processes, while others focus on a smaller set, but the curriculum as a whole gives thorough coverage to all of the information processes. Students are assured of multiple opportunities to consider each process throughout a program of study.

Curriculum Emphasis and Responsiveness

ALA Standard II.3 The curriculum:

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

Rather than once again give a complete inventory of iSchool classes and their relationship to the points in Standard II.3, we will demonstrate how these points are considered in the curriculum through examples.

From beginning to end, the curriculum *fosters development of library and information professionals who will assume an assertive role in providing services*. 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 implications. The field study courses, which come at the end of the program of study, embed students in an actual information operation and require 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 perspective on the future that will be invaluable to their employers. Comments from employers indicate that “graduates play major roles in libraries, even when they are not immediately responsible for a particular function,” and that “iSchool graduates come to our organization with ambition and constructive aggression to discharge the mission and get the job done.” The full report is in the Curriculum section of the accreditation website.

The curriculum *emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields* in two ways. The first, and more immediate way, is that the iSchool’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 – a close research to teaching connection. An example of this connection between basic and applied research and teaching is Sheri Massey whose research into the structure and function of district-level school library media programs integrates into her administrative responsibilities as Assistant Director for the School Library specialization and her instructional responsibilities in several courses in that curriculum. The second way is through consideration of both classic and current research within iSchool classes. An examination of the syllabi of iSchool courses will yield many examples of research readings. One example is LBSC 601 Users and Information Context. The reading list includes:

- Chatman, E. A. (1996). “The impoverished life-world of outsiders,” *Journal of the American Society for Information Science*, 47(3), 193-206; Mooko, N. P. (2005).
- Mooko, N. P. (2005). “The information behaviors of rural women in Botswana,” *Library & Information Science Research*, 27(1), 115-127.

Information technology theory, application, and use are integrated throughout the MLS curriculum and life at the iSchool. Some courses such as LBSC 690 Information Technology, LBSC 642 Integrating Technology into Learning and Teaching, INST 630 Introduction to Programming for the Information Professional, and INFM 700 Information Architecture focus on aspects of information technology. Other courses apply technology to information problems; examples include INST 607 E-government: Information, Communication, and Policy; INST 716 Information, Technology, and Society; LBSC 622 Information and Universal Usability; and LBSC 750 Information Access in Electronic Environments. Students also learn to use technologies in courses that use Canvas, the online course management system, and other technologies, class projects that require technology-based student projects, webinars and other virtual meetings, and other ways. Employers

commented that graduates had broad familiarity with technology and a willingness to teach others about technology.

The Information and Diverse Population specialization addresses *the needs of a diverse society including the needs of underserved groups* directly. Many courses in addition to those in the specialization include readings and discussions that address information needs of and services to underserved groups from a legal, ethical, societal, and technological perspective. The Diversity Officer and Committee are working toward establishing an inclusive perspective in all iSchool courses. Employers praised the iSchool focus on diversity (particularly with respect to differences in race and socioeconomic class). Other dimensions of difference that were mentioned included language, age, religion, and disability services/adaptation.

The curriculum *responds to the needs of a rapidly changing technological and global society* in several ways. The review, evaluation, and planning processes described in Chapter 1 and below in this chapter are times at which the entire curriculum and individual courses are examined for relevance and updated. New courses are designed to meet contemporary concerns; examples of these courses are INST 613 Information and Human Rights; INST 614 Information Literacy, Inclusion, and the Public Good; INST 660 21st Century Leadership; and INST 729 International Opportunities in Information Studies. The outstanding adjunct faculty members bring into the classroom information emerging practices that are changing rapidly. The IDP specialization and international study opportunities give students opportunities for direct engagement with rapid changes in society.

The curriculum *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 p-books. LBSC 670 Organization of Information includes consideration of theoretical and technical issues that arise from the use of information organization structures in digital library systems. Employers remarked that graduates have the ability to conduct self-reflection and self-assessment to better understand their own work: "iSchool graduates are good at advocating for themselves, reflecting on their practice, using a critical eye on what they're doing, breaking things down into smaller pieces, gathering lessons from what they're doing, and putting it back together again."

Throughout their course of study, students are encouraged to include a *commitment to continuous professional growth* beyond the MLS. Students in LBSC 707 Field Study in Library Services are asked to explore the professional development practices in their host institutions and to plan for their professional development for the first five years post-MLS. Extra-curricular organizations and activities sponsored by student groups, iSchool faculty, and staff model opportunities for professional growth outside the formal classroom. Employers observed that iSchool graduates have an ability to identify and fill gaps in organizations, are willing to undertake training to fill such gaps, and effectively build and use professional learning networks.

Courses of Study

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

Coherent Courses of Study

The curriculum allows for and the iSchool requires that students construct coherent programs of study. The process differs for on-campus and online students.

College Park and Shady Grove Courses of Study

An MLS student enrolled at either College Park or Shady Grove is responsible for constructing a course of study in consultation with an advisor and using the advising tools that are available. The student selects from among more than one hundred courses offered by the iSchool, from the thousands of courses offered by the University, and an even larger number offered by the Consortium of Universities in the Washington Metropolitan Area as discussed earlier. The field study courses, independent study courses, and thesis option allow true individualization of the course of study at the student level. Individualization is also achieved through the design of projects and papers within formal courses. Courses are offered both day and evening in two semesters, two summer terms, and a winter term to serve student scheduling needs. Courses of study for three students from each campus who graduated in December 2012 are in Appendix 11. An examination of these examples will show how each student selected courses that support a particular professional goal.

Online Courses of Study

An MLS student enrolled in the online program follows a coherent program of study constructed by the iSchool for the cohort. Two courses are offered each semester and in the summer for each online cohort, and each student in the cohort is expected to enroll in the two courses. The first cohort of online students who matriculated in fall semester 2010 followed a program of study in digital government information. The programs of study for the second and third cohorts, who matriculated in fall semester 2011 and 2012 respectively, have a general librarianship emphasis. The programs of study for all three cohorts of online students are in Appendix 11.

Advising

Advising is important in assisting students to construct and follow a coherent program of study. The iSchool provides advising services through the Student Services Office whose professional advisors work with current and prospective students by telephone and email and

through one-on-one appointments, group advising sessions and walk-in hours. Advisors help students select courses, understand and follow degree requirements, and navigate other university offices and services such as financial aid and disability services to assure a successful student experience from admission to graduation. New students meet with their advisor in October prior to registration for spring semester and at other times as needed. Each student must complete a Plan of Study in MEGS (Maryland Electronic Graduate System) that lists the courses the student intends to take, and the advisor must approve the course choices.

The Student Services Office at College Park is open Monday through Friday, 8:30am–4:30pm and offers extended hours at the beginning of each semester. An advisor is at Shady Grove Monday through Friday, 11 am – 7:00 pm. Online students meet with their advisor using telephone, email, and chat. Students can make appointments with advisors outside the posted hours.

Faculty members advise students, as well. The coordinators of the specializations work closely with specialization students to explain career paths and specialization requirements and to monitor student progress. All faculty assist students in selecting courses to meet intellectual interests and professional goals as their advice is requested or needed.

The [iSchool website](#) has an extensive list of advising resources available for students, including the schedule of classes; the teaching plan, which projects course offerings in future semesters; course descriptions; registration instructions; the student handbook; forms; and other resources provided by the iSchool and the University.

Cooperative Degree Programs

The iSchool cooperates in academic programs with the Department of History and the College of Education. Both were described earlier in this chapter and are addressed here.

HiLS

The iSchool cooperates with the Department of History to offer the History and Library Science Dual Degree program (HiLS), in which a student earns both the MLS and an MA in History. The HiLS program was established in the late 1970s; admission to the HiLS program is highly competitive. Michael Kurtz is Assistant Director for the HiLS program in the iSchool; the History Department has a designated director, as well. The HiLS program is described earlier in this chapter and in Appendix 8.

School Library Specialization

The iSchool collaborates with the College of Education in a number of ways in delivery of the School Library specialization. For example, the College of Education assists iSchool students in securing internship placements in local school districts that restrict the number of practicum students. The iSchool and the College of Education collaborated on the recent NCATE accreditation process and the School Library specialization was granted earned national recognition. iSchool students 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. Other areas of collaboration are emerging.

Interdisciplinary Opportunities

The College of Information Studies has always been a center of interdisciplinary research, scholarship, and teaching. The faculty brings expertise and perspectives from the humanities, computer science, engineering, business, education, and other fields, as will be examined in detail in the Faculty chapter, assuring that MLS students experience information problems and solutions as defined by various perspectives; but, this is only the beginning of interdisciplinary opportunities for MLS students.

The MLS program is part of the iSchool along with two other master's programs, the Master of Information Management (MIM) and the Master's in Human-Computer Interaction (HCIM). While all three degree programs are within the wider discipline of information studies, the programs focus on different information problems and prepare students for different careers. MLS, MIM, and HCIM students meet each other in iSchool classes, engaging each other in discussions and working together on projects and on research teams, bringing their own skills and knowledge to the work at hand. Students from three programs meet socially in student organizations, iSchool events, and mixers.

Experiential Opportunities

MLS students in the non-thesis option are required to complete a major field experience in the last part of their course of study by completing the field study course appropriate for their career plans. The nature of the field work may involve everyday operational tasks, or it may involve a special project (in its entirety or as part of a larger project where the rest of the work can be completed by others). The field study may also be a combination of everyday work plus one or more special projects. In any case, the field study provides challenging, important, and interesting work for the student in preparation for a professional career. A field study site must meet certain qualifications, and the instructor of the field study course must approve the placement. For LBSC 703 and LBSC 707, 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. In the current academic year, students in LBSC 703 Field Study in Archives, Records, and Information Management engaged in field studies at the American Institute of Physics; NARA; the US Senate; the Smithsonian National Museum of African American History and Culture; the United States Naval Academy, Nimitz Library, Special Collections and Archives Department; the Library of Congress, Digital Stewardship Alliance; the Newseum Support Center; the Executive Office of the President, Office of Administration, Office of the Operations Services, Library and Research Services Division; the Maryland Historical Society; the Woodrow Wilson International Center for Scholars, History and Public Policy/Cold War International History Project; the Library of Congress,

European Reading Room; George Washington University, Jacob Burns Law Library; the Library of Congress, Asian-American Pacific Islander Collection; the University of Maryland Libraries, Special Collections; and the Sewall-Belmont House and Museum.

In the current academic year, students in LBSC 707 Field Study in Library Services engaged in field studies at the Library of Congress, Young Reader's Center; the National Geographic Society Library; the General Services Administration, Office of Citizen Services and Innovative Technologies; the National Institutes of Health Library; the National Institute of Standards and Technology Library; the Frederick County (MD) Public Library; the York College Library; the University of Maryland Libraries; the National Agricultural Library, Food and Nutrition Information Center; the University of the District of Columbia Library; and the Thurgood Marshall Law Library of the University of Maryland, as well as several other institutions.

In LBSC 744, 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, under the supervision of a certified school librarian in an elementary school and a secondary school for a total of 30 full school days. Students seek placements in all of the public school systems and many of the private schools in the Washington, DC, Baltimore, MD and northern Virginia metropolitan areas.

In addition to the formal field study, students complete short-term field placements, participate as researchers in ongoing projects, create information products, interview librarians and other information professionals, attend conferences and meetings, give professional presentations, and engage in other learning experiences as part of their MLS program of study.

Course Sequences

Descriptions of course content are available from the catalog descriptions on the [Graduate School Catalog](#) and from syllabi on the [iSchool website](#).

There are two primary course sequences in the MLS program. The first is signaled by the course number. In general, courses at the 600-level do not have a prerequisite. Courses at the 700-level and above require completion of core courses.

The second primary course sequence is the relationships among core and required courses and electives. In the current core curriculum, certain core and required courses must be completed at specified times within the program of study:

- The four core courses must be completed in the first half (18 credits) of a student's program of study.
- LBSC 741, which meets the administration requirement for School Library students, has LBSC 640 as a prerequisite.

- The field study course must be taken in the last 12 hours of a program of study.

In the 2013 core curriculum these requirements will apply:

- LBSC 602 Serving Information Needs, LBSC 631 Achieving Organizational Excellence, and LBSC 671 Creating Information Infrastructure must be completed within the first 18 credits of a student's program of study.
- LBSC 791 Designing Principled Inquiry should be taken in the student's last semester, concurrent with the field study course.
- The field study course must be taken in the last 12 hours of a program of study.

Course prerequisites, other than the general prerequisites stated above, are stated as part of the catalog description of the course.

Specializations in the MLS

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

All specializations in the MLS program begin with the core curriculum in which the student learns the general foundation of library and information studies. Students complete the core curriculum early in their program of study and build upon the core courses throughout the remainder of their program.

As stated above, the School Library specialization is in full compliance with requirements from the Maryland Department of Education and national organizations. The program received full national recognition from NCATE through the iSchool collaboration with the College of Education. Standards of the Society of American Archivists and standards and competencies statements of ALA were used in the review of the core curriculum described earlier in this document. The curriculum meets both standards.

MLS Across Locations

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

There is one Master of Library Science program with one curriculum at the University of Maryland, and the program complies with the requirements of the standards regardless of location. The MLS Committee is responsible for planning and evaluating the curriculum that serves all locations. The Associate Dean for Academic Programs and the MLS Program

Director are responsible for administering the program at all three locations. Degree requirements for the MLS are the same, regardless of location. While courses offered in a given semester differ among the locations, the courses themselves are the same, differing only in the approach that an individual instructor takes to the intellectual content of the course. The same regular and adjunct faculty members teach the courses. Specializations are available at different locations as described earlier in this chapter. These are the only differences in the implementation of the curriculum among locations.

The course offerings and instructors for courses taught at College Park, Shady Grove, and online for academic years 2010-11, 2011-12, and 2012-13 are on the Curriculum section of the accreditation website. An examination of the tables shows that the program is essentially the same regardless of location; differences among the locations are attributable to specially funded programs, such as the IMLS-funded digital government information program that was offered online in 2010-11 and 2011-12 and the emphasis on public librarianship and school librarianship that has been a hallmark of the Shady Grove program.

Curriculum Review and Evaluation

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

In this chapter and the chapter on Mission, Goals, and Objectives, we described the extensive processes through which the MLS program as a whole and the curriculum have been reviewed and evaluated over the past several years and how results of these processes have been used to improve the program. The introduction of a required field study for all students and the new core curriculum that will become effective in fall 2013 are examples of program improvements that originated in the review process.

The program is receptive to innovation. The Archives, Records, and Information Management and E-government specializations are appropriate for the iSchool given its location. The Information and Diverse Populations specialization is an innovative response to social realities as well as to commitments made by the University and iSchool. At a deeper level, the MLS program is constantly infused with innovative ideas and perspectives that stem from the ongoing interactions among students in all of the iSchool academic programs and from a non-departmentalized faculty who interact with students throughout the college.

Evaluation involves all constituents of the program. Faculty and staff are charged with responsibility to plan and monitor evaluation, understand the results, and use the results for program improvement. Students participate as members of the MLS Committee and of special subcommittees and task forces commissioned for particular purposes. Employers, alumni, and others assist as sources of input into the review process, outside experts for

reviewing and commenting on proposals, consultants to advise faculty on emerging needs of the profession, members of design teams for new courses, and in other ways.

Graduate (Learning) Outcomes Assessment

We assess student knowledge, skills, and abilities and use the results for program assessment through the graduate outcomes assessment process. Because of changes at both the MLS program and University levels, our outcomes assessment process is undergoing significant revision. Guidance that was to come from the University in 2010 for master's level graduate programs did not materialize as initially anticipated, as the University decided to focus on doctoral learning outcomes assessment initially. Given the anticipated changes at the University level, and the significant revisions to the MLS program to be implemented in fall 2013, the decision was made to bring these two needs together through a phased and iterative process, rather than implement separate learning outcomes assessment processes that would likely require revision.

In the *Standard I: Mission, Goals, and Objectives* chapter, we explained the change in the University's assessment process for graduate programs. In 2009, responsibility for outcomes assessment for graduate programs was moved from a combined undergraduate-graduate committee chaired by the Dean for Undergraduate Study to the Graduate School and the name of the process was changed. The Graduate School turned its attention first to developing assessment plans for all doctoral programs. The iSchool's assessment plan for the PhD program is considered to be a model plan; it is on the accreditation website as an example of the University's approach to assessing graduate programs. Last year, the Graduate School turned its attention to assessment of master's programs using the same general approach that is used for doctoral programs. The MLS Committee has developed and approved new Graduate Outcomes Statements for the MLS program and adopted them as objectives for the program, as well. These statements are presented below. The Graduate Outcomes Assessment Plan for the doctoral program is in the Curriculum section of the accreditation website. The MLS Committee is using the doctoral plan as a model with changes appropriate to the MLS degree program.

At the same time as new perspectives on assessing graduate programs were being developed at the campus level, the need for changes became evident internally in the Master's Committee and, subsequently, in the MLS Committee. Two curricular changes that stemmed from the comprehensive MLS Review impacted outcomes assessment. First, a new core curriculum for the MLS was developed in 2010-2011 and received final approval in fall semester 2011; work toward implementing the new core began immediately. The old Learning Outcomes Assessment plan, which relied heavily on the old core courses, would become obsolete as soon as the new core curriculum was introduced in fall semester 2013. Second, the new requirement that all MLS students complete a field study course gave an opportunity for program-wide assessment as students were at the end of their degree work. The field study requirement became effective in fall semester 2011, but considerable work had to be done to standardize elements of the three field study courses in preparation for their use as points of assessment. The standardization work was done in 2011-2012. The old Learning Outcomes Assessment plan was retired after 2010.

The MLS Committee developed a new Graduate Outcomes Assessment plan with assessment statements and measurement points in spring 2012 and finalized in fall 2012. The Outcomes Assessment Plan and processes will be phased in during the spring semester 2013, with full outcomes measurement and assessment in effect beginning fall semester 2013. In reviewing the changes to the MLS program set to take effect in the fall semester 2013, it was clear that our MLS program had two key components: 1) Conceptual, foundational, and theoretic during the first 18 credits (which includes three of the four core courses); and 2) Practice, professional development, and application during the second 18 credits (which includes the field study and final core class, LBSC 791 Designing Principled Inquiry). The MLS Committee designed its Graduate Outcomes assessment approach to capture these two key aspects of the program, with one set of assessments occurring through the three initial core courses, and the second set of assessments occurring via the field study. The MLS Committee chose the field study, rather than the remaining core class (LBSC 791 Designing Principled Inquiry) due to the ability to gather learning outcome data from three sources to better inform program assessment (instructor, field placement supervisor, and student) as described below. Table II-1 summarizes the Graduate Outcomes for the MLS program.

Table II-1. Graduate Outcomes for the MLS Program

Program Learning Outcome	Point of Measurement
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
Demonstrate an understanding of a user-centered approach to information programs and systems which provides inclusive services to diverse population.	LBSC 602 Serving Information Needs
Demonstrate an understanding of the 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 diverse population.	LBSC 671 Creating Information Infrastructures
Demonstrate an ability to use knowledge gained from research, instruction, and service to contribute to the advancement of a diverse information field.	LBSC 703 Field Study in Archives, Records, and Information Management; LBSC 707 Field Study in Librarianship; and LBSC 744 Internship in School Library Media

The MLS program is implementing the Outcomes Assessment plan in a phased and iterative process as follows:

Spring semester 2013: outcome statement 4. With the field study course as the point of assessment, outcome statement 4 will be measured from three vantage points: the student, the field study site supervisor, and the field study course instructor. Rubrics were developed in

collaboration by the field study instructors to have a unified assessment strategy. The rubrics are available on the accreditation website.

Fall semester 2013: outcomes statements 1-3. These outcomes will be measured as appropriate through the identified core classes. The core revision process identified the topics, rationale, and goals for each of these courses; however, there are three teams currently developing the final syllabi for these classes, set to be offered for the first time in fall semester 2013. As part of this syllabus development process, the teams are simultaneously developing the assessment rubrics for each class. We anticipate this work will be completed in spring semester 2013. Draft rubrics will be available on the accreditation website before the accreditation site visit in April 2013.

Instructors for each section of the relevant courses will complete the rubrics at the end of each term. In the case of the field study courses, the instructor will complete the instructor rubric, and serve as the coordinator for the rubrics completed by students and field study placement supervisors. The Student Services Office will serve as the central repository for completed rubrics.

The MLS Committee will form a Graduate Outcomes Assessment Subcommittee that will include a representative from Student Services, the MLS Program Director, and the MLS Specialization Directors to review the rubrics twice per year: the spring semester review will cover summer and fall semesters (for example, spring semester 2014 will review summer term and fall semester 2013 rubrics); the fall semester review will cover spring semester courses (for example, fall semester 2014 will review spring semester 2014). To determine the attainment of the specified learning outcomes, the subcommittee will use the following rule: 90% or higher designation of Outstanding, Exceeds Expectations, or Meets Expectations across the measurable attributes of the rubrics. For example, using the field study placement supervisor rubric below, the Committee would determine if, across all sections, 90% or more of students overall attained “Meets Expectations” or higher.

Indicators	Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
1. Worked independently with no more than necessary supervision or instruction.					
2. Demonstrated innovation and creativity.					
3. Completed assignment on time and met project goals, allowing for unforeseen circumstances.					
4. Interacted effectively with staff, users and others.					
5. Communicated effectively orally and in writing.					
6. Organized and managed multiple work assignments.					

For outcome statements 1-3, the subcommittee will use the same rule: 90% or higher designation of Outstanding, Exceeds Expectations, or Meets Expectations across the

measurable attributes of each course rubric. The field study courses during the spring semester 2013 will enable the subcommittee to enact, assess, and, if necessary, modify, the proposed assessment process. Doing so will also serve to inform any necessary change prior to the full implementation of the fall semester 2013 assessment process. This will yield a single process that informs the attainment of program level outcomes to both the Graduate School and the American Library Association; informs the MLS Committee, program director, and deans of the attainment of learning outcomes of the MLS program; and becomes part of an ongoing assessment process to ensure the quality of the program. A key component of the process is the subcommittee. At each review, the subcommittee will summarize its findings and submit a report to the MLS Committee for discussion, and if necessary, any actions required to ensure the attainment of the MLS program learning outcomes.

Surveys of Students

There are reference to surveys of students, alumni, and employers throughout this document. In this and the next two sections, we will summarize the primary results related to curriculum from each of these evaluative events. Both the survey findings and the iSchool response are described. The college conducts student surveys triennially, with the most recent surveys in 2009 and 2012. Each survey is briefly described and significant results related to curriculum are summarized below. iSchool actions in response to survey findings are noted, also. The results of a recent survey of graduates done by the University Career Center are described, as well. Reports on all of these surveys are in the Curriculum section of the accreditation website.

Survey of All Students 2009

All MLS students were invited to respond to a survey about their experience in the MLS program in summer 2009; 101 responded. The major findings related to curriculum were:

- The level of satisfaction with courses and instruction was generally high or moderately high – 77% were satisfied with the quality of teaching, 66% with the use of technology in classes, and 62% with the availability of technology and technology support for students.
- Low levels of satisfaction were registered for availability of courses and the quality of advising. Comments about course availability mentioned difficulties in getting to campus for courses, the desire for more online courses and more courses taught during the daytime, and other factors that relate to a student's ability to access a course when it is offered.
- A moderately high level of overall satisfaction with the education provided through the MLS program was expressed by 57% of students.

In response to these findings, the iSchool initiated a full degree program online in fall semester 2010 and increased the number of completely online and hybrid courses for other

MLS students, increased the number of daytime courses (although balancing the desires of students between day and evening courses never fully satisfies the desires of individual students), developed additional advising resources for the website, and restructured the Student Services Office, which is responsible for advising

Survey of Shady Grove Students 2009

Sixty-five students who had taken a course at USG in its first year of operation were invited to complete the survey in summer 2009; 40 responded. The major findings related to curriculum were:

- Over 90% of the respondents reported that they were satisfied or very satisfied with the quality of teaching, availability of technology and technology support for students, and use of technology in the classroom.
- Satisfaction with the availability of courses varied; 55% were satisfied or very satisfied with course availability in fall and spring semesters, but satisfaction declined to 36% when asked about course availability in the summer.
- When asked for one thing to change about the MLS at Shady Grove, 45% of the students identified increasing the number and variety of course offerings.
- Student services and the quality of advising were the areas in which students registered the most dissatisfaction, although the percentage reporting dissatisfaction was 20% or less.

In response to these findings, the iSchool rented additional office space at USG and hired an advisor who is on campus at Shady Grove Monday through Thursday (classes are not offered on Friday). The number and variety of courses offered at USG has increased as the number of students has grown; schedules of classes are on the accreditation website.

Survey of All MLS Students 2012

The iSchool conducted a survey of all MLS students in November 2012; 130 students responded (37%). Preliminary analysis of the survey data has been done. Findings from the preliminary analysis related to curriculum were:

- Student satisfaction with the quality of teaching has increased; 85% said that they were satisfied. Students are satisfied with technology support and the use of technology in the classroom, as well.
- Although there is less dissatisfaction with the availability of courses than in 2009, 50% or fewer students report that they are satisfied with course availability.
- 76% of respondents reported that they feel confident of their ability to work successfully in their first professional position following graduation.

The survey results were received in December 2012. The MLS Committee has not yet reviewed the survey data or the brief preliminary report, but will do so in the spring semester 2013. A preliminary report is in the Curriculum section of the accreditation website.

Survey of Shady Grove Students 2012

Shady Grove students were asked to respond to a survey in spring semester 2012. Forty-three students responded to the survey; 37 of these were MLS students and 6 were MIM students. Data analysis was completed in fall semester 2012. Among the curricular-related findings are these:

- Opinions about the quality of iSchool courses offered at the Shady Grove campus varied. Almost half rated the quality of iSchool courses as “consistently high” while only one person rated them as consistently low. A quarter of respondents indicated that the quality is inconsistent.
- The primary source of inconsistent course quality appears to be due to inconsistent instructional quality.

The report will be presented to the MLS Committee and the MIM Committee in spring semester 2013 for their consideration; joint discussions on actions with the Shady Grove Committee will follow.

Career Center Survey of Graduates 2012

Recently, the iSchool gained access to the results of a survey of graduates conducted by the University Career Center in May and December each year. The survey focuses on post-graduate plans and broadly defined knowledge, skills, and attitudes. The question that relates to the curriculum asks graduates if their experience in the degree program contributed to a number of job-related abilities and attitudes. In May 2012, graduates of the MLS program reported that their experience in the program had moderately or significantly contributed to the development of their abilities and attitudes as follows:

- 81% reported moderate or significant contributions to communication skills and computer skills
- 75% reported moderate or significant contributions to teamwork skills
- 73% reported moderate or significant contributions to problem solving skills
- 67% reported moderate or significant contributions to each of interpersonal skills, flexibility/adaptability, and organizational skills
- 63% reported moderate or significant contributions to motivation

- 58% reported moderate or significant contributions to strong work ethic

These results look at the effect of the MLS program and its curriculum from a different, but valuable, perspective. The MLS Committee is analyzing the Graduate Survey Reports and developing ways to use the survey results in MLS program assessment.

Surveys of Alumni

Alumni were asked to respond to a survey in 2009 and 2012 at the same time as the triennial student surveys were underway. Each survey is briefly described below.

Alumni Survey 2009

Alumni were asked to participate in a survey by means of an email sent to the alumni listserv. Ninety-five alumni responded to the survey; more than two-thirds of respondents graduated in 2000 or after. Findings related to the curriculum are as follows:

- 77% reported that the MLS degree prepared them for the responsibilities associated with their current position.
- 81% said that the MLS degree was important or very important in obtaining their first job after graduation.
- In response to a question about the importance of skills developed in the MLS program, technology skills, reference services, and use/patron instructional skills were rated as important or very important. Acquisition services/resources, vendor negotiations, developing indexes and taxonomies, and programming for children and young adults were rated as less important or unimportant.
- Alumni rated the quality of teaching, availability of technology and technology support, and use of technology in the classroom as the aspects of the program with which they were most satisfied.
- 67% reported that they were very confident in their ability to work successfully in their first position as a result of the education that they received in the MLS program; alumni reported a satisfaction score of 3.76 on a 4.0 (4 = Very satisfied) scale to indicate their level of satisfaction with the MLS program.

Alumni Survey 2012

Alumni were invited to respond to a survey in November 2012 by means of individual messages sent to all alumni for whom the iSchool has a working email address; 400 alumni responded. A preliminary analysis of the survey data has been done. Findings from the preliminary analysis related to the curriculum are as follows:

- 81% reported that the MLS program prepared them for responsibilities associated with their current position.
- 92% said that they were very satisfied or satisfied with the quality of teaching, and 83% said that they were satisfied or very satisfied with the availability of faculty.
- The availability of technology and technology support for students was satisfactory to 75% of respondents.
- 77% reported that they were confident that the MLS program prepared them for the responsibilities of their first professional position after graduation; 82% were very satisfied or satisfied with the MLS program overall.

The survey results were received in December 2012; the MLS Committee has not yet reviewed the survey data or the brief preliminary report, but will do so in the spring semester 2013. A preliminary report is in the Curriculum section of the accreditation website.

Employer Focus Groups and Interviews

Employer focus groups held in 2009 and 2010 were not designed to be evaluations of the MLS program, but as opportunities in which employers could assist the iSchool in looking forward to the information professional of the future.

In November 2012, staff from CLOC convened a focus group of employers and interviewed individuals who could not attend the focus group. The goal of this effort was evaluative – how was the MLS program doing? The questions used to stimulate discussion related directly to the ALA Standard II.3. Employers' evaluation of graduates emphasized these characteristics:

- Participants suggest that iSchool graduates come with a disposition to working collaboratively with colleagues in their respective institutions and attribute this disposition to the fulfillment of the iSchool's degree program requirements.
- Without exception, participants praised the management and leadership skills of their iSchool hires. Specifically, these participants went to great lengths to describe the positive transformation of their organizations after effective interventions on the part of their iSchool graduate managers and junior employees.
- Participants clearly and firmly expect iSchool graduates to come with an array of sophisticated, cutting-edge technical and curricular skills. iSchool graduates have wide-spread familiarity with technology and a willingness to teach others about it; sharp skills with respect to the organization and analysis of data and information; and an ability to analyze information to develop curricula for diverse user groups.

- The iSchool and its graduates are seen as very competitive when compared to other schools, programs, and graduates.

The comments of employers testify to the strength of the MLS program. The full summary report is in the Curriculum section of the accreditation website.

STANDARD III: Faculty

Introduction

A diverse, successful faculty of the highest quality is essential to attaining the iSchool mission and goals; building and sustaining this faculty continues to be a top priority. Regular faculty members lead the iSchool community by their examples of outstanding scholarship and teaching in a multidisciplinary environment. Adjunct faculty members, with their extraordinary professional experiences and contributions, are models of professional leadership and accomplishment. Together, the faculty provides a rich and diverse intellectual community.

The iSchool faculty is a unified faculty without designation based on which courses or on which campus (including online) they teach. The lack of administrative barriers facilitates collaboration among faculty to meet needs and accomplish tasks and gives students easier access to a broad range of faculty expertise. Regular faculty members teach at both on-campus locations and online, as needed. The same expectation applies in general to adjunct faculty, although individual members may be limited by where they live or work.

Faculty Growth and Change

The iSchool faculty has grown considerably and changed since the previous COA review in 2006. At that time, there were sixteen regular faculty members: three full professors, six associate professors, four assistant professors, and one each Visiting Professor, Professor of the Practice, and Lecturer. Five members of the 2006 faculty have since retired, while three left for other opportunities. In 2013, there are four full professors, four associate professors, twelve assistant professors, three Visiting Professors, one Professor of the Practice, one Senior Lecturer, and five Lecturers. The growth of the iSchool faculty in recent years through appointment of new faculty and promotion of tenured/tenure-track faculty is shown in Table III-1.

Hiring new faculty to fill vacancies and newly created positions has been a major focus of iSchool activity; at least one new member has been added to the faculty each year since 2006. The iSchool has been successful in attracting individuals with extensive experience in information studies research and teaching to both tenured and non-tenure track senior positions. Two new faculty members were reviewed for tenure as part of their initial appointment, one to the rank of associate professor and one to the rank of full professor. In the same time period, nine faculty members applied for and were granted promotion – two from associate to full professor and seven from assistant to associate professor, including two assistant professors who applications are being considered in 2012-13; the University

Table III-1. iSchool Regular Faculty with Appointment Dates by Rank

Faculty Rank	Faculty Member	Initial Appointment Year	Appointment to Rank Year
Full Professor	John Bertot	2008	2008
	Allison Druin	2002	2011
	Douglas Oard	1996	2010
	Jennifer Preece	2005	2005
Associate Professor	Brian Butler	2012	2012
	Paul Jaeger	2006	2012
	Jimmy Lin	2004	2009
	Ping Wang	2005	2011
Assistant Professor	June Ahn	2010	2010
	Jordan Boyd-Graber	2010	2010
	Tammy Clegg	2012	2012
	Leah Findlater	2012	2012
	Jennifer Golbeck	2007	2007
	Kari Kraus	2007	2007
	Erik Mitchell	2011	2011
	Ricardo Punzalan	2013	2013
	Katie Shilton	2011	2011
	Beth St. Jean	2012	2012
	Mega M Subramanian	2009	2009
	Jessica Vitek	2012	2013
Visiting Professor	Bruce Ambacher	2007	2007
	Michael Kurtz	2011	2011
	T. Kanti Srikantaiah	2010	2010
Professor of the Practice	Ann C. Weeks	2000	2000
Senior Lecturer	Vedat Diker	2003	2010
Lecturer	Diane L. Barlow	1990	1990
	Mary Edsall Choquette	2012	2012
	Katy Newton Lawley	2012	2012
	Sheri Massey	2011	2011
	Susan Winter	2013	2013

decision on their applications should be known by April.¹¹ During the same period, the iSchool recruited talented individuals as assistant professors with confidence that each will earn promotion and tenure through the University's rigorous process. A search for two assistant professors in information management is underway in this academic year.¹²¹³

The iSchool has diversified its faculty by appointing highly qualified individuals to the regular faculty in non-tenured/tenure track appointments. The appointment of Michael Kurtz is an example of this process; Kurtz was U.S. Assistant Archivist for Records Service before joining the iSchool faculty as a Visiting Professor. Upon his retirement from the position of Archivist of the United States, Alan Weinstein joined the iSchool faculty in 2009; unfortunately, Weinstein had to resign the following year for health reasons. Expanding the ranks used for faculty appointments expands the skills and experience of the faculty to the benefit of the iSchool and its students. In spring semester 2013, there are 30 faculty members.

The iSchool uses shared appointments to strengthen existing relationships and create new opportunities for collaboration between the iSchool and other campus units. Shared appointments are visible proof of the close connections between the college and the rest of the University. Kari Kraus holds a joint appointment in the iSchool and the English Department, with the iSchool as her tenure home. June Ahn and Tammy Clegg hold joint appointments in the iSchool and the College of Education; Ahn's tenure home is the iSchool, while Clegg's is the College of Education. Brian Butler holds a joint appointment with the Smith School of Business, with the iSchool as his tenure home. Jordan Boyd-Graber, Jimmy Lin, and Douglas Oard have joint appointments with the University of Maryland Institute for Advanced Computer Studies (UMIACS).

Faculty members from other departments have been appointed as affiliate faculty in the iSchool. Ben Bederson, Jon Froehlich, Lise Getoor, and Ben Shneiderman of the Department of Computer Science; Catherine Plaisant of UMIACS; Matt Kirschenbaum of the Department of English and the Maryland Institute of Technology in the Humanities; and Kent Norman of the Department of Psychology are affiliate faculty members – Bederson, Schneiderman, and Kirschenbaum as Affiliate Professors; Getoor and Norman as Affiliate Associate Professors; and Froehlich as Affiliate Assistant Professor.

Faculty Emerita/Emeritus

There are seven distinguished Professors Emerita/Emeritus in the iSchool: Frank Burke, James W. Liesener, Charles Lowry, Anne S. MacLeod, Ann Prentice, Dagobert Soergel, and Claude Walston. M. Delia Neuman and Marilyn Domas White are Associate Professors Emerita. Prentice teaches in the iSchool programs.

¹¹ On February 19, 2013 the iSchool received the news that Jennifer Golbeck and Kari Kraus were promoted to the rank of Associate Professor, effective fall semester 2013. This news comes too late to change the content of the Program Presentation.

¹² [Job notice for assistant professors](#)

¹³ A search for a senior professor in human computer interaction began in February 2013.

Faculty Honors

The widely recognized expertise and experience of faculty members has earned them numerous awards and honors, a sampling of which can be found in Appendix 12. Jennifer Preece was elected a Fellow of the ACM SIG in Computer Human Interaction in 2011. Bruce Ambacher is a Fellow of the Society of American Archivists and received the Distinguished Service Award, Mid-Atlantic Regional Archives Conference in 2008. Michael Kurtz's contributions have been recognized by awards from many US agencies including the State Department, Army, and Central Intelligence Agency.

Many faculty members have won best paper, presentation, or poster awards from professional associations. Recent examples of such awards are the Best Information Behavior Paper Award, ASIS&T Conference 2012, won by June Ahn, and two awards from the 2013 ALISE Annual Conference: Beth St. Jean for the ALISE/ProQuest Best Methodology Paper Award and Ann Weeks and doctoral student Jeffrey DiScala for the ALISE/LMC Paper Award.

Ann Prentice was honored with the ALISE Award for Professional Contributions to Library and Information Science Education in 2013. Douglas Oard is a Visiting Professor in the National Institute of Informatics of Japan. More details about honors and awards can be found in faculty CVs and resumes and in Appendix 12.

Faculty Capabilities

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

Regular Faculty

The regular faculty of the iSchool is fully capable of fulfilling the mission and accomplishing the goals and objectives of the MLS program. This point will be discussed in detail in the sections of this chapter that follow where information about regular faculty members' educational backgrounds, areas of expertise, instructional responsibilities, research activities, and service contributions –all of which are evidence of faculty capabilities – is presented.

All tenured/tenure-track faculty members are automatically full members of the Graduate Faculty. Other members of the regular faculty and members of the adjunct faculty are eligible for adjunct membership upon recommendation of the faculty and dean of the iSchool. The nomination process and form and other information about the graduate faculty can be found on the Graduate School website.

A full curriculum vitae (CV) for each regular faculty member is in the Faculty section of the accreditation website. The table Faculty Profiles in Appendix 12 gives information about each regular faculty member in summary form. Please note that the table gives only the briefest information about research interests and activities, publications and presentations, service activities, and honors and awards. Please review faculty CVs for more complete and detailed information.

Adjunct Faculty

The iSchool's location in the heart of the Baltimore, MD – Washington, DC – northern Virginia metropolitan area gives it an unequaled advantage in recruiting influential leaders in the information professions as members of the adjunct faculty. Established and emerging leaders from local, regional, and national information institutions complement the regular faculty and enrich the experience of students as members of the adjunct faculty. For example, Gail Bailey, who recently retired as Director of School Library Media Programs for Montgomery County (MD) Public Schools teaches courses in the School Library specialization.¹⁴ Nancy Roderer, who has had a distinguished career in health services libraries and is a former president of ASIS&T, teaches core and elective courses. Jean Cavanaugh and Wendy Simmons, both of whom have extensive international experience with the US Department of State, teach and supervise field study students.

However, the iSchool does not limit its search for exemplary adjunct faculty to individuals who can commute to campus. The iSchool enjoys the contributions of exceptional instructors who live elsewhere, but teach by means of technology. For example, Ann Prentice and Bruce Dearstyne, both former deans; Tom Phelps, formerly with the National Endowment for the Humanities; and Peter Liebscher, former dean at Catholic University, all of whom relocated upon retirement, teach courses in management and leadership in the MLS and MIM programs. Annette Goldsmith, who teaches storytelling, resides in California.

Some adjunct faculty members teach regularly; others teach occasionally as fits their schedules and the College's needs. Many adjunct faculty members have a long-standing relationship with the iSchool; Ann Caputo, Maralita Freeny, Tom Phelps, Neal Kaske, and Michael Miller have taught at the iSchool for more than twenty years. Six members of the regular faculty taught as adjuncts prior to their current appointment.

Candidates for the adjunct faculty are evaluated on the basis of academic preparation and credentials, type and extent of professional experience, and teaching experience or potential. After a careful review of the candidate's resume, a candidate is interviewed by the Associate Dean for Academic Programs and members of the regular faculty, and references are checked. All appointments to the adjunct faculty are reviewed and approved by the full regular faculty. The educational and professional qualifications of adjunct faculty and the courses that they teach will be presented in later sections of this chapter. Full resumes of all adjunct faculty members are on the accreditation website. The table Adjunct Faculty Profiles in Appendix 13 gives in summary form information about each adjunct faculty member.

¹⁴ As a note of interest, Dr. Bailey was replaced as the Director of School Library Media Programs by Andrea Christman, an iSchool alumna.

Faculty Growth and Development

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

The expansion of the iSchool faculty from 16 to 30 members over the past seven years is dramatic. Identifying, hiring, and mentoring faculty members have been major activities for the iSchool. When the iSchool initiates a search for a new faculty member of any rank, it is undertaking a process that will require hundreds of hours of effort by faculty, staff, and students. The search process is strictly governed by University procedures, which the iSchool follows carefully. Job openings are widely advertised and attract large numbers of applicants; attention is given to advertising in a broad range of publications in order to broaden the pool of potential applicants. Job ads are sent to journals, newsletters, and online job sites; leading academic units in the appropriate disciplines; and are posted on the [University website](#). Each application is thoroughly reviewed and evaluated through committee processes that gradually bring the best applicants to the top of the list for consideration by the entire faculty.

The iSchool hires only individuals who, in the faculty's judgment, can be successful in teaching, research, and service at the University of Maryland. University and iSchool policies and practices promote the integration of new faculty members into the community and support them as they begin their work at Maryland. The University holds a new faculty orientation session prior to the beginning of each fall semester; the iSchool assigns new assistant professors a mentor from the senior faculty and assists new senior faculty in individualized ways.

The iSchool statement of values describes an environment in which excellence, innovation, and creativity will thrive:

- 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.

Faculty Mentoring

The iSchool's mentoring program for assistant professors is carefully structured to facilitate the development and socialization of tenure track faculty members as they progress toward tenure. Junior faculty are encouraged and assisted in identifying and developing their personal research and teaching programs and in defining their contributions as part of the iSchool community.

Formal one-on-one mentoring is an expectation for all tenure track faculty. Each assistant professor is paired with a senior faculty mentor; the dean consults with both faculty members before formally establishing the mentor-mentee relationship. The expectation is that each mentor-mentee pair will meet twice each semester. Group mentoring or co-mentoring sessions give the mentees perspectives and advice from senior faculty members other than the assigned mentor and an opportunity for peer mentoring under the guidance of senior faculty. While group mentoring is voluntary, all mentor-mentee pairs are participating in group mentoring in the current academic year.

Preparing tenure track faculty members for annual reviews, third year contract extension reviews, and promotion and tenure reviews is a central focus of mentoring. 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 (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 iSchool research context, the definition of excellence in their area of study within the field of information, and the appropriate methods and means to demonstrate achievement of excellence in their area of study.

Faculty Diversity, Policies, and Procedures

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

The iSchool supports and abides by the [University of Maryland Code on Equity, Diversity, and Inclusion](#), in which the University:

“affirms its commitments to a policy of eliminating discrimination on the basis of race, color, creed, sex, gender identity or expression, sexual orientation, marital status, personal appearance, age, national origin, political affiliation, physical or mental disability, or on the basis of the exercise of rights secured by the First Amendment of the United States Constitution.”

Recruiting and retaining faculty from diverse backgrounds is a high priority for the iSchool, and the results of attention to building a diverse faculty can be seen. Diversity is evident in the faculty's educational preparation, areas of expertise, research interests, professional

activities, and service. The faculty is balanced by gender and distributed by age. Six faculty members were born in countries other than the United States.

Each faculty search committee works within the framework of [University search procedures](#) to ensure that information about the job opening is disseminated to a broad and diverse audience and that evaluation processes are equitable to all applicants. Each search has a designated equity officer who acts as a resource for the search committee and monitors the search process to assure compliance with established procedures.

Policies related to faculty affairs are readily available. The University [Office of Faculty Affairs](#) and its website are primary sources of information for faculty; the website contains policy statements, descriptions of procedures, and other information related to hiring, promotion and tenure, benefits, leave, mentoring, teaching, research, merit pay, awards, and other topics. The [Equity and Diversity website](#) is a guide to, in its words, a “plethora” of campus initiatives addressing equity and diversity for faculty, staff, and students. The list of commissions, offices, centers, associations, initiatives, and other undertakings working to implement the University’s commitments and realize its goals related to diversity, equity, and inclusion is very long.

The iSchool works within University policies and procedures, but has guidelines for use within the iSchool. The iSchool faculty and staff intranet has a link to the Office of Faculty Affairs website and to iSchool policies on faculty merit pay, affiliate faculty policy, promotion and tenure guidelines, other information resources related to logistical and operational aspects of iSchool life, and links to other University resources. The Diversity Officer of the iSchool keeps the iSchool informed of University diversity and inclusion policies and programs and promotes iSchool efforts to build and sustain a diverse and inclusive community.

Environment for Learning and Research

The iSchool’s stimulating environment for learning and research is described in many places in this document. We will add to this description here with brief mention of two research centers, a research lab, and an annual event staged by the doctoral students.

iPAC, the Information Policy and Access Center, was described briefly in the Introduction. Among the research projects within iPAC are these:

- The Museum Experience of Children with Autism and Their Families: Improving Access through Web and Electronic Resources (funded by the Smithsonian Institution and the University of Maryland) .
- Public Libraries and the Internet National Surveys on the use of and issues associated with public library Internet connectivity (funded by the Bill & Melinda Gates Foundation and ALA).
- True Government Transparency (funded by the National Science Foundation).

iSchool faculty with appointments in iPAC include Co-Directors John Bertot and Paul Jaeger; Associate Director Mega Subramaniam; June Ahn, Bruce Ambacher, Diane Barlow, Sheri Massey, Erik Mitchell, Ricardo Punzalan, Katie Shilton, Beth St. Jean, and Ann Weeks.

CASCI, the Center for the Advanced Study of Communities and Information, is being restarted in spring 2013 under the direction of Brian Butler. CASCI is a multidisciplinary research network, that works to facilitate 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. CASCI is one of three research centers in the iSchool.

Research done by Erik Mitchell on cloud-based technology adoption in libraries informed the development of the cloud-based [Virtual Computing Lab VCL](#). The growing complexity, expense, and diversity of computing-intensive research solutions points to a need to capitalize on the functionality and lower financial costs of cloud resources; however, there are complex problems associated with student and researcher use of the cloud. The lab provides iSchool students with a virtual computing lab that is easy to use and customizable to their specific needs.

The annual Doctoral Research Day features iSchool doctoral students who present posters and mini-talks to showcase their best research. All members of the iSchool community are invited to the event. The next Doctoral Research Day will be March 11, 2013.

Faculty Competence in Instruction and Technology and Participation in Organizations

<p>ALA Standard III.4 The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.</p>
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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. A few examples will illustrate the relationships. June Ahn describes his research interests as, "...educational technology, social media, social computing, new media literacy, online learning, and digital youth;" Ahn teaches LBSC 642 Integrating Technology into Teaching and Learning. Paul Jaeger's research relates to the ways in which law and public policy shape information behavior, particularly for underserved populations; among the courses that Jaeger teaches are INST 612: Information Policy, INST 613 Information and Human Rights, INST 614: Information Literacy, Inclusion, and the Public Good, and INST 620: Diverse Populations, Inclusion, and Information. Ricardo Punzalan's research addresses the digitization of archival photos, inter-institutional collaboration, archives and collective memory, and

archival education; Punzalan will teach the new INST 640 Principles of Digital Curation for its offering in the fall 2013 semester.

The question of how a potential faculty member can contribute to the instructional program of the college is an important question as search committee members and other faculty members review applications and interview finalists in the search process. Applicants are required to submit a teaching statement that describes their philosophy of and experience in teaching. Search committee members review these statements carefully and discuss the statements with the applicant during interviews.

Technological Awareness

The iSchool faculty has a reputation at the University for its high level of technological knowledge and incorporation of technology into all phases of iSchool life. The MLS curriculum infuses technology into courses wherever and however appropriate. This perspective demands that faculty be able to identify appropriate technologies and incorporate them seamlessly into the content of the program. Here are examples:

- INST 610 Information Ethics uses online tools developed by academics for case-based learning of information ethics issues. The tool to "play" a case is called Simulate, and the tool to "build" a case, which the students use for their final assignment, is called Casebuilder.
- School Library students in LBSC 640 School Librarians as Information Professionals use PollEverywhere, Google Forms, Google Docs, PowerPoint, SlideShare, and Prezi. In addition to those tools, the same students use VoiceThread, screencast and video recording programs to make instructional tutorials and various Web design programs, such as Wix and Weebly to create online portfolios in LBSC 741: Seminar in School Library Administration.
- Students in LBSC 670 Organization of Information use Google Refine, a data transformation and linking platform to demonstrate information organization concepts and teach data quality assessment; Viewshare, a public digital library hosted by the Library of Congress; and screen casting software to learn important digital literacies.
- In LBSC 641 Selecting and Evaluating Resources for Learning, students create Web sites as pathfinders to demonstrate what they know about selecting and evaluating resources for teaching and learning specific outcomes; examine web sites using criteria appropriate for teaching and learning; and become familiar with library management systems for collection development.
- In LBSC 708O Genealogy Resources, students learn to search Ancestry and HeritageQuest, both genealogy databases, and use Personal Ancestry File to create their own genealogical charts.

- In LBSC 745 Storytelling Materials and Techniques, Skype is used by students to practice telling and critiquing oral stories with one another and Delicious for building a shared collection of storytelling links. Students use tools such as iMovie, Windows Movie Maker, PowerPoint, Camtasia, VoiceThread, Xtranormal, and Audacity for creating digital stories.
- In LBSC 650 Information Access Services, Julie Strange uses Skype or Google Hangouts to bring in remote guest lecturers and Google Plus in lieu of blackboard discussion boards for sharing.
- In LBSC 646 Literature and Materials for Young Adults, students create a digital project on teen culture using tools that young adults would use to create digital media, such as iMovie, MovieMaker, animoto, voice thread and PowerPoint or other slide show software. They present their genre projects and author projects in a presentation venue, mostly again using slide shows such as PowerPoint, web editors such as WIX, and blog sites such as Blogspot.
- Students in LBSC 751 Information Access in the Humanities use the Internet Archive's Archive-It service to do large scale web-archiving, Google Refine to clean a large cultural heritage dataset, and Google Fusion Tables to visualize the data used.

The Master of Information Management and Master of Human-Computer Interaction degree programs both focus on creating, analyzing, and using new technology-based solutions for information problems. The wide range of technology courses taught by iSchool faculty are evidence that iSchool faculty are not just aware of technologies, but are creating new applications for existing technologies and devising new technologies.

The Center for Teaching Excellence (see below) and the [Division of Information Technology](#) (DIT) offer workshops, institutes, and one-on-one help in teaching with technology. ELMS, the Enterprise Learning Management System of the University, changed from Blackboard to Canvas in spring semester 2013; iSchool faculty were invited to numerous workshops offered by DIT and to two training sessions at the iSchool. David Baugh, iSchool Technology Officer, arranged for an on-site Canvas consultant one day each week to assist faculty in the transition to Canvas. Most iSchool faculty use ELMS for online courses and to enhance face-to-face courses; however, a few create and use their own website.

Effectiveness in Teaching

Faculty members are well-qualified and effective instructors. The iSchool 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. Interview questions address teaching experience, instructional styles, and preferences for courses to be taught.

New faculty members are given release time for planning courses and preparing to teach. Mentors within the iSchool faculty assist new faculty with questions about teaching, but the University provides a major resource, the [Center for Teaching Excellence](#) (CTE). Beginning with a New Faculty Workshop held early in the fall semester, CTE helps faculty develop pedagogical understanding and skills through individual consultations to workshops on new technologies. CTE offers workshops, publishes newsletters, maintains a website with links to resources and operates a listserv, all toward the goal of assisting instructional faculty to improve instruction. Graduate Teaching Assistants are encouraged to use the resources of CTE, also.

Effectiveness in teaching is assessed in all faculty reviews through a review of course evaluations and of the faculty member's teaching statement. The review committee or the dean refers a faculty member who needs to improve their instructional effectiveness to a faculty mentor or to CTE for assistance. The Associate Dean for Academic Programs consults with adjunct faculty on matters related to instruction. Assistance for adjunct faculty is available from regular faculty and from CTE.

Students and alumni consistently give high ratings to the quality of instruction and the availability of faculty for instruction and mentoring as shown by results from student and alumni surveys:

- In a student survey in 2009, 77% of respondents were very satisfied or satisfied with the quality of teaching.
- Over 90% of the respondents to a survey of Shady Grove students in 2009 reported that they were satisfied or very satisfied with the quality of teaching.
- More than 80% of students who responded to a survey in November 2012 said that they were very satisfied or satisfied with the quality of teaching and the availability of faculty.
- Alumni who responded to a survey in 2009 rated the quality of teaching as one of the aspects of the program with which they were most satisfied.
- In a survey in 2012, 92% of alumni said that they were very satisfied or satisfied with the quality of teaching.

Student responses on course evaluations also attest to the instructional skills of faculty. In spring semester 2012 and fall semester 2012, the mean rating for the statement "Overall, this instructor was an effective teacher" was 3.25 in spring and 3.27 in fall. The scale was 0 = Strongly Disagree, 4 = Strongly Agree. Summaries of course evaluations are in the Faculty section of the accreditation website.

Participation in Appropriate Organizations

iSchool faculty members are very active in professional associations. A few examples will suffice as illustrations of this point. Bruce Ambacher has a record of extended service to the Society of American Archivists, of which he is a Fellow, and the Mid-Atlantic Regional Archives Conference; John Bertot is President of the Digital Government Society of North America. Katy Lawley is an active member of ASIS&T, contributing most recently as a reviewer for a poster session at the 2012 annual meeting. Mega Subramaniam is a member of the 2014 conference committee for the Association for Library and Information Science Education. Ann Weeks just completed a three-year term as a member of the Board of Directors of ALISE. Allison Druin is a member of the editorial board of *The Library Quarterly*. Jimmy Lin is a member of the program committee for SIGIR 2013. More examples can be found in Appendix 12 and in curriculum vitae and resumes of regular and adjunct faculty on the accreditation website.

Research and Scholarship

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

The iSchool has a very high expectation of sustained faculty research and scholarship, as does the University as a whole. An overview of iSchool research and vignettes given in the Introduction chapter convey the significant impact of iSchool research. New faculty are expected to develop and initiate a coherent research agenda and are given release time from other responsibilities to do so. Senior faculty members mentor junior faculty members in meeting this expectation. The level of faculty involvement in research is illustrated by the fact that almost all regular faculty are currently participating in at least one funded research project or completed such a project within the past year, have submitted a proposal for funded research in the past year, or contributed as publication reviewers, editors, or columnists members of research review panels for a funding agency; mentored a graduate student through his/her thesis or dissertation project or served as a committee member for the research; or contributed to ongoing scholarship in the field through some other means.

The research program of the iSchool was described in the Introduction chapter. Complete descriptions of the research programs of each faculty member can be found in the curriculum vitae and resumes of regular and adjunct faculty on the accreditation website. Selected examples of recent research publications, presentations, and other scholarly work of regular faculty members are in Appendix 12.

Faculty Diversity

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

The iSchool faculty is a unified faculty; regular faculty members teach in the MLS program at College Park, Shady Grove, and online as needed. Although some faculty primarily teach MLS courses, virtually all faculty teach classes open to and taken by MLS students. No member of the regular faculty is designated as a faculty member solely for one or two of the locations. Therefore, all discussions of faculty qualifications, diversity, research engagement, professional activities, and contributions to the intellectual life of the MLS program and the iSchool apply across the three locations of the MLS program.

Diversity of Backgrounds

Regular and adjunct faculty obtained their advanced degrees in a variety of fields and from a variety of institutions. The largest group of faculty members, although not the majority, hold doctorates in library and information studies, although the exact names of the fields vary. Others earned degrees in the humanities and arts. Several faculty members have degrees in education, while others earned their degree in computer science, engineering, or a related field. Faculty members received their advanced education from universities scattered across the country, and from public and private institutions. More specific information about the range of faculty degrees and more than 30 institutions from which they earned these degrees can be found in Appendix 12 for regular faculty members and Appendix 13 for adjunct faculty members.

Further evidence of the faculty's diverse backgrounds and their specialized knowledge covering program content can be found in Appendix 12 which contains information about the areas of subject expertise and courses taught for regular faculty members and Appendix 13 which contains information about professional experience and courses taught for adjunct faculty members. A quick look at Appendix 12 will show that the expertise of regular faculty covers a diverse range of topics including digital resources for youth, archives administration, planning and evaluation of libraries, hidden structures in natural language, cultural heritage studies, the influence of public policy on information behavior, and more. The unifying thread is the centrality of information to the human experience, both as an individual and as a member of a group. Data in Appendix 13 show that adjunct members faculty have professional experience in libraries, archives, consulting firms, federal agencies, school systems, other colleges and universities, and professional associations. iSchool faculty members bring this diversity of perspectives and expertise into one place, creating a rich and stimulating environment for faculty and students alike.

The ability of regular faculty members to conduct research in the information field was addressed in the Faculty Research and Scholarship section above.

Interaction with Faculty in Other Disciplines and with the Field

The primary interdisciplinary interactions for faculty are within the iSchool because of the multidisciplinary nature of the College faculty as demonstrated in the previous section. Members of the iSchool faculty come from engineering, computer science, education, business, information studies, history, English, and other disciplines. Faculty members contribute these backgrounds to research and teaching in the iSchool, creating a multi- and interdisciplinary intellectual environment. An example of this multidisciplinary approach is the collaboration of Katie Shilton, Beth St. Jean and Brian Butler on a project called MGPIE (Maryland Group for Personal Informatics Enquiries) which combines the expertise of Shilton in big personal data, St. Jean in health informatics, and Butler in online social networks in studying incentives to collect granular personal data using digital devices among patients with diabetes as contrasted with enthusiast self-trackers.

Joint appointments involve faculty members in extensive interaction with colleagues in other departments. June Ahn, Jordan Boyd-Graber, Brian Butler, Tammi Clegg, Kari Kraus, Jimmy Lin, and Doug Oard have joint appointments with other academic units, and faculty members from computer science, psychology, English, and UMIACS have affiliate appointments in the iSchool.

Faculty members work on multidisciplinary research teams with researchers from elsewhere in the University and in other institutions. A few examples will illustrate these interactions:

- Jennifer Preece is co-PI on the *Biotracker* project funded by NSF where she works with computer scientists and biologists on a biodiversity citizen science project that aims to curate a webpage for every living organism in the world.
- Mega Subramaniam works with Ann Edwards from the Center for Mathematics Education in the College of Education on the project *Leveraging Technology for Mathematics: Exploring Instructional Collaboration between School Librarians and Mathematics Teachers in Middle Schools*.
- Jordan Boyd-Graber collaborates with Viet-An Nguyen from Computer Science and Stephen Altschul on the project *Dirichlet Mixtures, the Dirichlet Process, and the Structure of Protein Space* (http://www.umiacs.umd.edu/~jbg/docs/2013_dp_protein.pdf) and with Philip Resnik of Linguistics and Michele Gelfand of Psychology on *The Language of Honor*.
- Beth St. Jean, Linda Aldoory from Behavioral and Community Health, and Rowena Briones from Communications have submitted a funding proposal for the project *Exploring the Role of Mobile Technology in Managing Chronic Disease: A Pilot Study of Women with Diabetes*. St. Jean also collaborates with Monifa Vaughn-Cooke and Linda Schmidt from Mechanical Engineering and Linda Aldoory on

designing a glucometer that takes into account the information needs and physical limitations of various groups of people with diabetes and supports the ability of these individuals to engage in self-management activities.

- Brian Butler collaborates with Cathy Ridings and Zach Zacharia, both from the College of Business and Economics, Lehigh University, in the project *Measuring Complementary Impacts of Social Media and Marketing Practices on CSA Outcomes*.
- Katie Shilton is a member of a research team with Kirsten Martin, a faculty member in business at George Washington University. They are working on the project *Mobile Privacy Expectations in Context*. Shilton is also a member of the *Named Data Networking* research team, which incorporates faculty from computer science and film, theater and television.
- Douglas Oard is a member of four ongoing, multidisciplinary research teams and one team that just completed its work. Colleagues on these five teams included David Kirsch of the Smith School of Business, UMCP; Dave Doermann, UMIACS; Dave Lewis, an independent consultant; Hal Daume and Salim Roukos, Computer Science; Jimmy Lin and Jordan Boyd-Graber, iSchool; John Hansen, Electrical Engineering at the University of Texas at Dallas; Jim Mayfield and Paul McNamee, the Johns Hopkins University Human Language Technology Center of Excellence; Tim Finin and Tim Oates, Computer Science, University of Maryland Baltimore County; Dawn Lawrie, Computer Science, Loyola University of Maryland; Pranav Anand, Linguistics, University of California Santa Cruz; Deb Cai, Communications, Temple University; and Craig Martel, Computer Science, Naval Postgraduate School.

The dual degree program with the History Department assures collaboration with history colleagues. The University's close relationship with the National Archives and Records Administration (NARA) creates many opportunities to interact with colleagues from the Archives II offices, the main NARA offices, located very near to the College Park campus.

The School Library specialization requires ongoing interaction between the iSchool and the College of Education. The joint appointments of June Ahn and Tammy Clegg strengthen the long-standing collaboration between the two colleges. Ahn and Clegg bring rich backgrounds in the use of technology in education to both colleges.

Faculty members maintain relationships with professional practice through participation at professional conferences, service to professional organizations, consulting with libraries and other institutions, and in other ways. The Lilead Project, a study of district level school library media services led by Ann Weeks, is building a community of practitioners for support and learning; Sheri Massey is a member of the project team, as well. The field study courses are based on communication between faculty members and site supervisors. Diane Barlow is Executive Director of Citizens for Maryland Libraries, a state-wide advocacy group that works with the Maryland Division of Library Development and Services, Maryland Library Association, and library systems to promote and advocate for libraries in Maryland.

Faculty members regularly attend and participate in annual conference of the Maryland Library Association and the Maryland Association of School Librarians. John Bertot serves on the ALA E-government Subcommittee, represents the iSchool on the Maryland Advisory Council on Libraries (MACL), serves on the conference committee for the Maryland Library Association, and is the chair of the International Standards Organization Library Performance Indicator (ISO 11620) standards working group.

Practitioners are frequent guests in iSchool courses, talking about matters related to professional practice. Examples of faculty-practitioner interactions through guest visits in fall semester 2012 are as follows:

- Erik Mitchell hosted Jenny Levine Kneiss and Thomas Whitaker of the University of Maryland Libraries Digital Assets Office; Carolyn McCallum of Wake Forest University; Jeremy York of Hathi Trust; Roy Tennant of OCLC; and Robert Olendorf of Arizona State University.
- Jean Cavanaugh and Wendy Simmons brought an international roster of guest speakers into LBSC 706: Meaghan O’Conner, Senior Program Officer, IREX; Donna Scheeder, Deputy CIO, Congressional Research Service; Anne Johnson and Laura Kaspari Hohmann, both Information Resource Officers, Department of State; Keith Webster, Vice-President and Director of Academic Relations and Strategy at John Wiley & Sons; and Colin Darch, University of Cape Town.
- Michael Kurtz invited Paul Wester, David Mengel, and Shawn Smith from NARA; Marvin Pinkert from the Jewish Museum of Maryland; and the Dean of University Libraries, UMCP, Patricia Steele.
- Guest speakers in LBSC 767 Access to Federal Government Information were George Barnum, Historian, Government Printing Office; Jennifer Klang, Reference Librarian, U.S. Department of the Interior; and Tracy Jack, Chief Information Services, Bureau of Labor Statistics. Deborah Klein was the course instructor.

Each year students in LBSC 605 Archival Principles, Practices, and Programs tour the National Archives at College Park, the largest purpose-built archives in the world. One of the most popular parts of the tour is a question and answer session with alumni who work at the archives and are recent graduates of the MLS program. Students gain a sense of what they actually could be doing as new professionals. Students in LBSC 785 Documentation, Collection, and Appraisal of Records visit the US Senate and talk with alumni about issues involved in working with the records of Senate and House committees. Mark Conrad, who works in the NARA Center for Advanced Science and Technology visits the class via Skype from Rocket Center, WV, to discuss the appraisal of electronic records and current issues with appraisal and management of federal digital records.

The University Libraries cooperate with iSchool faculty to create hands-on learning opportunities for iSchool students. In LBSC 713 Planning and Evaluating Library Services, Nancy Roderer is leading student teams as they evaluate how well the library web site works

for online students. Gary White and Eric Bartheld of the library staff talked with the students about the library's evaluation and web site development activities. Student groups will do a literature review, a web site comparison, focus groups, a survey, and a usability test, working with library staff where possible. Results will be reported back to the library. This project was identified as an appropriate subject for evaluation by the second MLS online cohort when they took LBSC 713 last semester, and library staff were enthusiastic about pursuing it.

Michael Kurtz and students in LBSC 635 Management and Administration for Information Professionals are working with University Libraries, also. A major component of student learning in the course involves teams working on real world problems. In spring semester 2012 teams are working University Libraries on four projects:

- Developing a "Research Commons" concept and plan for advanced research on the 4th floor of McKeldin Library.
- Crafting an action plan for the integration of the Department of Information Technology Help Desk into McKeldin library operations.
- Implementing a cross-training program for circulation and reference staff in McKeldin Library whose functions will be integrated (based on a team project completed in fall 2012).
- Developing model position descriptions and performance plans for Special Collections staff that reflect major organizational changes implemented in the past two years.

Skill in Academic Planning

The excellence of the academic programs of the college is overwhelming evidence of faculty skill in academic planning; it would be impossible to present more compelling evidence of this point. Over the last seven years, the faculty developed a new strategic plan, participated in writing a new University strategic plan, then revised the iSchool plan to be compatible with the University's new plan. The faculty developed a new Plan of Organization that better serves a multidisciplinary, multifaceted information school and implemented new administrative structures.

The faculty reviewed and revised the doctoral and MIM programs and designed and implemented a new master's program in human-computer interaction to complement its existing programs. The faculty stopped teaching courses that are no longer useful, designed new courses on the leading edge of information studies, and revised courses to increase their value in the education of information professionals. The faculty is working with a local community college and the Universities at Shady Grove to introduce a bachelor's program in information studies. The faculty decided to expand access to its academic programs and planned and implemented the MLS and MIM programs at Shady Grove and online.

The faculty engaged in a comprehensive review of the MLS program, recommended improvements and solutions to problems, and implemented these recommendations. The faculty developed an innovative vision of the future of information and translated that vision into a new core curriculum for the MLS program. The faculty refreshed existing MLS specialties and conceived of and initiated new specialties that capitalize on iSchool expertise. The faculty developed a college-wide digital curation specialization and a diversity initiative that is a model for the campus.

The faculty searched for and hired exceptional new faculty members who expand the capabilities of the iSchool. All of this is compelling evidence that iSchool faculty members possess outstanding skills in academic planning.

Intellectual Environment

The intellectual environment of the iSchool is enriched by the diversity of faculty, academic programs, and students who are part of the community. Students interact with each other across the boundaries of degree programs in the formal environment of the classroom and informally in social spaces. Selected examples of opportunities for learning beyond the classroom through seminars and conferences, research experiences, and student organizations will indicate the breadth and depth of the intellectual environment for graduate students in the iSchool.

The iSchool cosponsored the MoDevEast mobile development conference in November-December 2012. MoDev, which developed from the MoDevDC meetup group, was a forum at which developers, designers, managers, and others working in or interested in mobile initiatives could share information about their work and latest trends in mobile technologies.

The iSchool hosted Library Research Seminar V (LRSV) in 2010, as discussed in the Introduction chapter. Members of the iSchool regular and adjunct faculty, doctoral students, master's students, and alumni were presenters, moderators, or panel members for the three-day conference on the theme Integrating Practice and Research. Thanks to the generous support of sponsors, including the iSchool and IMLS, more than 50 iSchool students attended free of charge. The program for LRSV is in the Faculty section of the accreditation website.

Faculty and students in the E-government online cohort collaborated on reviews of government websites that were published in *Government Information Quarterly*. The websites reviewed included the National Institutes of Health, the Center for Disease Control, and others. John Bertot and two students presented a session on e-government librarians at the 2012 meeting of the Florida Library Association meeting. The session was co-sponsored by the Florida State Library. And, students in the program attended the 2010 and 2011 Federal Depository Library Program conferences in Washington, DC, during which students enjoyed discussions with the Superintendent of Documents, members of the Depository Library Council, and the staff of the Federal Register. In addition, students were given a tour of GPO lead by GPO Historian George Barnett.

The Diversity in Library Education Symposium was discussed in the Introduction chapter. A large contingent of iSchool students participated in planning and preparing for the seminar, registering participants, setting up events, and other tasks that assured that the event ran smoothly. Of course, they attended the symposium, as well. The program for the symposium is in the Faculty section of the accreditation website.

The iSchool held its first Experiential Learning Expo, a poster session of field study and internship experiences, in December 2012. Thirty-one students presented posters describing their field study and internship experiences. The event was so well-received by presenters and attendees alike that the second Expo will be held in May 2013. Photos of the Expo are in the Faculty section of the accreditation website.

Student organizations will be discussed more completely in the *Standard IV: Students* chapter. While the ultimate success of a student organization rests with the students themselves, faculty sponsors are important in providing continuity and guidance. The iSchool has very active student chapters of ALA, the Society of American Archivists, and other professional organizations. Student organizations sponsor tours, speakers, panel discussions, and other events. Flyers and announcements of student organization events are in the Student section on the accreditation website.

Students participate in faculty research as well as conduct research on their own. Examples of student research can be found in the Introduction chapter.

Faculty Work Load

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

Faculty workload for instruction, research, and service is described in the [University System of Maryland Faculty Workload Policy](#) and the iSchool Faculty Workload Guidelines, which can be found in the Faculty section of the accreditation website. Faculty assignments for teaching, research, and service are determined with the competencies and interests of the faculty and the needs of the iSchool in mind.

Instruction

The expected teaching load for the academic year for tenured iSchool faculty is 2-2, which can be adjusted to balance 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 iSchool, University, or profession; or undertaking other special work tasks may receive a reduction in teaching load; such

adjustments are arranged between the faculty member and the dean. The minimum teaching load is 1-1.

The teaching load for assistant professors is adjusted in order to allow time to prepare for their new teaching responsibilities, with a 1-1 teaching expectation in the first year and three courses per year in the remaining years to tenure. The mean class size for LBSC and INST courses in fall semester 2012 was 12 students.

The teaching load for Visiting Professors, Professors of the Practice, and Lecturers is determined by the individual faculty member's contract. In general, the expected teaching load is 3-2 with adjustments made for administrative responsibilities, research, advising and mentoring, and other professional contributions and responsibilities. Adjustments for Associate Deans, Program Directors, and Assistant Directors for specializations are specified in the iSchool workload policy.

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." The research program of the iSchool was described in the Introduction chapter and above in this chapter. Evidence of faculty research and scholarship can be found in Appendix 12 and faculty curriculum vitae on the accreditation website.

Service

Each faculty member is expected to fulfill appropriate service responsibilities to the iSchool, the University, and the profession. Expectations for senior and tenured faculty differ from those of junior faculty. Examples of iSchool service appropriate for senior and tenured faculty are directing a degree program, coordinating a degree specialty, chairing a search committee, and chairing the Assembly or a major standing committee. Examples of service for junior faculty include committee membership (a Standing Committee or search committee), representative to the campus Senate, or member of a campus task force or committee.

Faculty members follow their personal preferences in engaging in service to professional organizations and institutions, although assistant professors are advised to select opportunities that will enhance their research and teaching responsibilities. Examples of service responsibilities for regular faculty in 2012-13 are shown in Appendix 12. A list of committee assignments for the current year is in Appendix 14.

Faculty Review

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

University and iSchool procedures for systematic evaluation of faculty with variations based on the rank of the faculty member are the framework for systematic review of iSchool faculty members. These procedures are appropriate for a research university. The *College of Information Studies: Maryland's iSchool Criteria for Promotion and Tenure* (2008) which is on the Faculty section of the accreditation website and the [University of Maryland Policy on Appointment, Promotion, and Tenure of Faculty](#) supplemented by the [APT Guidelines](#) are basic documents.

Review of Assistant Professors

Faculty members at the assistant professor rank are reviewed annually by a committee of all tenured iSchool faculty to assess the individual's progress toward tenure through an analysis of faculty achievements in three areas:

1. Teaching, advising, and mentoring
2. Research, scholarship, and artistic creativity
3. Service to the university; to the profession and higher education; and to the community, school systems, and governmental agencies.

The assistant professor prepares a portfolio with information about accomplishments in each of the three areas. The portfolio, a current CV, and an evaluation of teaching prepared by the Associate Dean for Academic Programs or the mentor are the basis for the review. The consensus of the review committee arrived at in the review is conveyed to the assistant professor in a meeting in which the dean delivers a formal letter to the assistant professor and discusses the letter's content. The review at the end of the second year is the basis for deciding whether the assistant professor will be offered a second three-year contract.

Promotion and tenure review occurs during the individual's sixth year as a faculty member and follows procedures set out by the University. Full information about University policy and procedures for promotion and tenure is available on the website of the Office of Faculty Affairs (http://www.faculty.umd.edu/policies/apt_ndx.html).

Review for Promotion from Associate to Full Professor

The iSchool statement of expectations for promotion to Associate and Full Professor is posted on the Faculty and Staff Intranet and can be found in the Faculty section of the accreditation website. The iSchool adheres to University policies and procedures in

appointment, promotion, and tenure matters. The review committee for an individual faculty member is composed of all iSchool faculty at or above the rank for which the faculty member is being considered, i.e. all Associate and Full Professors for appointment to Associate Professor rank, all Full Professors for appointment to Full Professor rank. University procedures and forms are available on the website of the [Office of Faculty Affairs](#).

Other Faculty

The [UMCP Policy on Periodic Evaluation of Faculty Performance](#) requires periodic review of tenured faculty and instructors and lecturers with job security for the purpose of recognizing merit, identifying and improving performance, and increasing opportunities for professional development. Each individual should be reviewed no less frequently than every five years. The review addresses instructional activities; research, scholarly, and creative activities; and service. It is expected that the outcome of the review is encouragement for continuing exemplary work and improving less satisfactory performance. The policy is available on the Office of Faculty Affairs website and the iSchool Faculty and Staff Intranet.

A small working group is drafting a plan for regular review of faculty who do not fall within the scope of the policies and procedures described above. The draft will be submitted to the Assembly for review and approval.

STANDARD IV: STUDENTS

Introduction

The student body of the iSchool has grown and become more diverse in background and career goals over the past few years. Enrollments in the iSchool academic programs since 2006 are shown in Table IV-1. Enrollment in the MLS program has been at its target of 300-350 students. The enrollment data is for fall semester of each academic year.

Table IV-1. Students Enrolled by Program and Year, 2006-07 to 2012-13

Year	MLS Program	MIM Program	HCIM Program	PhD Program	Total
2006-07	348	90	--	17	455
2007-08	299	77	--	19	395
2008-09	297	120	--	19	436
2009-10	343	140	--	26	509
2010-11	354	101	--	26	481
2011-12	357	89	22	34	502
2012-13	302	78	24	35	439

iSchool Student Support

Students enjoy an extensive support structure beginning with their initial inquiry about the MLS program on through the admission process and through graduation. Faculty and staff members work with students, and an extensive collection of print and web information resources is available for guidance.

The Student Services Office (SSO) at the iSchool leads recruitment, admissions, advising, financial aid, and graduation activities. The SSO recently adopted the tag line “A Partnership for Success,” emphasizing its role as a valuable resource for MLS students, as well as all iSchool students. The SSO is the central contact for questions or concerns regarding academic or University policies and advocates for students when necessary.

The staff of the SSO is well-qualified to assist applicants and students. The staff is as follows:

- Joanne Briscoe, Director of Student Services, earned a B.S. from West Chester University and an M.S. from the College of New Rochelle. She has 14 years of experience in higher education. In addition to directing the SSO, Ms. Briscoe advises all master's students whose last name begins with N-Z.
- Hussain Abbas, Academic Advisor, earned a B.A. from Indiana University of Pennsylvania and an M.B.A. from the University of Phoenix. He has 14 years of experience in higher education. Mr. Abbas advises all master's students at Shady Grove and in the MLS online program; he is at the Shady Grove campus three days a week and the College Park campus two days a week.
- Star Jackson, Academic Advisor, earned a B.A. from the University of Connecticut and an M.S. from the University of Maryland. She has three years of experience in higher education. Ms. Jackson advises all master's students whose last name begins with A-M.
- Adedayo Kosoko, Recruiter, earned a B.A. from Creighton University and an M.A. from Bellevue University. He has 7 years experience in higher education as a recruiter and advisor.
- Tia Tanksley, Academic Program Specialist, holds a B.S. in Deaf Studies from Towson University. She has more than 3 years of experience in academic advising and has also worked in higher education institutional development.
- A search is underway for an additional advisor.

The iSchool rebuilt the SSO in summer and fall of 2011 following the departure of all staff members who left because of retirement, relocation, and for other reasons. All of the current staff joined the office after August 2011. Rebuilding takes time, and the time during which the SSO was understaffed was difficult for the entire iSchool community. Faculty members filled gaps in recruitment, advising, and other student services while new staff members were hired. The result of the rebuilding process, which was led by Ann Weeks, is a team that possesses a broad array of capabilities and strengths and is focused on providing student services of the highest quality.

Faculty members mentor and advise students regarding specific professional goals and interests. John Bertot, MLS Program Director, and Lindsay Sarin, MLS Program Coordinator, work with students on matters related to the MLS program as a whole. Michael Kurtz, Assistant Director for the Archives, Records, and Information Management specialization; Paul Jaeger, Assistant Director for the Information and Diverse Populations and the E-government specializations; and Sheri Massey, Assistant Director for the School

Library specialization, give academic and professional guidance to students in their specializations. All faculty members assist students through informal advising and through formal relationships such as guiding a thesis project or working with student organizations.

University Student Support

The iSchool encourages students to use the extensive set of resources offered by the University of Maryland, and assists them in accessing these services when needed. A full listing of these services can be found at http://www.umd.edu/current_students/. Several of the more prominent services are described briefly below.

Career Center

The Career Center located on the third floor of the Hornbake Building provides informative workshops on resume writing, employment tips, conducts mock interviews, and provides a space for employers to formally interview prospective candidates.

Counseling Center

The Counseling Center offers important services related to counseling and psychotherapy, testing, academics, and other areas and hosts workshops for academic skills and returning student programs. The Counseling Service division of the Counseling Center provides help and support around personal, interpersonal, and vocational issues. Testing services and evaluation and support services for students with disabilities are also available.

The Disability Support Services (DSS) office provides and coordinates direct services for members of the campus community with disabilities, raises awareness of and encourages sensitivity toward individuals with disabilities, and assists campus community members with disabilities in gaining skills to advocate for themselves. A student with a disability who wishes to receive testing accommodations, adaptive technology, reading accommodations, or assistance for a hearing disability is required to register with DSS to receive such services.

Graduate Ombudsperson

The Ombudsperson for Graduate Students is available to all students with questions or concerns related to their graduate experience. The Ombuds Office provides confidential informal assistance in resolving conflicts and promotes fair and equitable treatment within the University. Specifically the Ombudsperson listens to concerns or grievances and works to achieve a fair and equitable solution to problems. The Ombudsperson is an advocate for fair process, not for an individual person. The relationship between a student and the Ombudsperson is confidential.

Office of International Services

The Office of International Services (OIS) assists international students with applications, visa and reporting requirements, and works in other ways to enhance the student's success as

a graduate student at the University. All international students at the University must consult and work with OIS to understand federal government and University policies and procedures.

Student Academic and Administrative Policies

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

Recruitment

Potential students learn about the MLS program in different ways. The importance of various sources of information about the MLS program is indicated by student responses to surveys conducted in 2009 and 2012 as shown in Table IV-2. (Percentages do not add to 100% because students could select more than one information source.) Student responses clearly indicate the importance of the iSchool website as a source of information. The iSchool redesigned its website in 2012 with the goal of providing easier access to information.

Table IV-2. Student Use of Information Sources about the MLS Program

Sources of Information about the MLS Program	MLS Students 2009 %	MLS Students 2012 %
iSchool Website	44	66
ALA Website	15	44
Word of Mouth	37	34
Employer or Co-worker	23	24
iSchool Information Session or Open House	10	9
iSchool Advertising	3	7
Presentation by iSchool Faculty or Staff	2	1
Career Counselor	1	0
Other	12	7

n = 151 (2009), 125 (2012)

For the first time in its history, the iSchool has a recruiter. Among the first tasks that Adedayo Kosoko undertook when he joined the iSchool staff in 2011 was to work with other iSchool staff to update information for potential applicants as part of the redesign of the iSchool website and, along with the Communications Coordinator, develop new marketing materials. Other recruitment activities include conducting scheduled information sessions from late spring through summer, participating in college fairs, and identifying potential students who have considered library and information studies but are interested in learning more. Kosoko contacts companies throughout the Maryland, District of Columbia, Virginia area to discuss how iSchool programs may be of interest to their employees looking for an advanced degree and focuses on companies and other organizations along the I-270 corridor in Montgomery County, MD, to recruit students for the iSchool at Shady Grove. Additionally, he is working with the Director of Development to build an alumni database.

Adobe Connect is used to connect with and recruit students from all over the country and throughout the world. The iSchool hosts several online information sessions each month on a time schedule adjusted for different regions of the country. There are plans for more information sessions at College Park, Shady Grove, and online and for sessions that highlight iSchool faculty for potential students. A [recruitment calendar](#) is maintained on the iSchool website.

Minority Recruitment

The iSchool strives to continue to increase the diversity of its student body. For the MLS degree, increasing diversity means increasing the number of male students and students from ethnic minorities.

In order to realize this goal, Adedayo Kosoko attended college career and graduate fairs hosted by Historically Black Colleges and Universities such as Howard University, Morgan State University, and Bowie State University, in fall 2012. A faculty-student team is working with SSO staff to develop a new action plan for recruitment of minority students. The plan will be completed by May 2013, after which it will be reviewed by the MLS Committee. Implementation activities are expected to begin in summer and fall 2013.

Admissions

Admission to the Master of Library Science program is the responsibility of the MLS committee, which sets admissions requirements and works with the SSO on admissions processes.

Requirements for Admission

The minimum criteria for admission to the Graduate School and the MLS program are as follows:

- Baccalaureate degree from a regionally accredited college or university with a 3.0 grade point average (on a 4.0 scale) on all work attempted.

- Strength of the three recommendations from persons competent to judge probable success in graduate school.
- Strength of targeted applicant essay.

In addition, the iSchool requires acceptable scores on the General Test of the Graduate Record Examination (GRE).¹⁵ The GRE requirement may be waived for an applicant who meets one of the following criteria:

- Undergraduate GPA of 3.5 or above.
- Undergraduate GPA of 3.0 or above and a graduate degree.
- Comparable scores on the GMAT, LSAT, MCAT, Millers Analogies Test or other similar tests.

International students must submit GRE scores and must satisfy the TOEFL requirement of the Graduate School.

Applicants who plan to follow the School Library specialization must submit a Foundational Competencies Self-Assessment Form and the Criminal History Disclosure Form, and the applicant's targeted essay must address specific questions. All applicants to the School Library specialization must submit GRE scores. These additional requirements comply with the coordinated admission information requirements for programs accredited by NCATE through the College of Education.

Completed applications are first reviewed by the SSO staff. All applicants who meet minimum criteria for admission to the program are referred to the MLS Committee for decision. Under University policy, iSchool decisions on admission are recommendations to the Graduate School. In practice, the Graduate School honors iSchool recommendations on applicants who meet Graduate School requirements. The iSchool must provide strong evidence to support a recommendation to admit in the case in which the applicant does not meet the Graduate School basic requirements, i.e., undergraduate GPA below 3.0.

Admission to the History/Library Science dual degree program is by separate decisions made by the iSchool and the History Department; the applicant must be recommended for admission by each unit. An applicant who is recommended by only one unit may choose to matriculate in that single degree program.

¹⁵ The GRE General Test was revised in 2011. Acceptable scores on exams taken before revision are a combined total score of 1000 on the Verbal Reasoning and Quantitative Reasoning portions with neither score below 500. Acceptable Scores on exams taken after revision must be comparable. According to the information from Educational Testing Services (ETS), comparable scores are Verbal Reasoning minimum 153 to 160 and Quantitative Reasoning minimum 144 to 148. The SSO monitors information from ETS and advises the MLS Committee on the matter of comparable scores as new information becomes available.

The iSchool website contains extensive information about admissions – criteria, required documents, application process, a link to the admissions application, and more at <http://ischool.umd.edu/content/admission>.

Financial Aid

Financial aid is available in the form of scholarships, fellowships, graduate assistantships, student loans, and jobs. Information about financial aid is available on the iSchool website <http://ischool.umd.edu/content/financial-aid>. A large percentage of MLS students receive financial aid, some from more than one source, according to responses to student surveys in 2009 and 2012 as shown in Table IV-3. The 2009 survey included incoming students who anticipated receiving aid upon matriculation in the program. The 2012 survey was of matriculated students only. Another difference between the two surveys is that “Funding from family” was not included as a choice in the 2009 survey, but was added to the 2012 survey because of the number of respondents in 2009 in the “Other” category that indicated that they received family funding.

Table IV-3: MLS Students Receiving Financial Aid by Type of Aid, 2009 and 2012

Type of Financial Aid	Receiving/Anticipating Aid 2009 %	Receiving Aid 2012 %
Loan	70	62
Graduate Assistantship	32	33
Scholarship or Fellowship	11	16
Funding from Employer	13	13
Funding from family	— — —	7
Other	21	5

n = 151 (2009), 125 (2012)

The pattern of financial aid for MLS students is similar in the two surveys. The most significant difference is the decrease in 2012 of the percentage of students who are using a loan to underwrite their degree program.

Scholarships

The iSchool administers these scholarships for students:

- Two Alumni Scholarships are awarded annually to students at the iSchool who have completed at least nine credits. These are the Silver Anniversary Scholarship and the Founders Scholarship. Each scholarship is an award of \$3,500.
- The Frank G. Burke Fellowship is awarded annually to a HiLS student. The award is a stipend of up to \$2,000.
- The Helen A. Tegnell Memorial Scholarship was established to perpetuate the memory of Helen A. Tegnell, a former MLS student, and to provide financial assistance to worthy students enrolled in the MLS program. The award is up to \$10,000.
- The H.W. Wilson Scholarship is supported through a grant from the H.W. Wilson Company. The scholarship is awarded periodically depending upon receipt of funding.
- The LSSI Scholarship is awarded annually to a part-time MLS student at the College of Information Studies. It was established in 2000 by LSSI, a local firm that provides library management and library outsourcing services. The award amount is up to \$2,000.
- The Mary Lee Bundy Scholarship is awarded to a MLS student who is interested in working in a public library setting. The award amount is up to \$500.
- The Myra Wilson Scholarship was established in 1999 in memory of Myra Wilson, a graduate from the College. It is awarded to a student preparing for a career in law librarianship, public library reference service or international librarianship.
- The Noyes Library Association Scholarship is awarded annually to a MLS student who is interested in working with children in a public library. The award is a stipend of approximately \$2,000.
- The Walter T. Shirley Scholarship is awarded annually to a full-time student with demonstrated achievement in literature and literate pursuits. The award is a stipend of approximately \$2,500.

MLS students are eligible for scholarships from organizations such as the local chapter of Beta Phi Mu and national, state, and local library associations. Maryland residents are eligible for Maryland State Scholarships. The SSO informs students of scholarship opportunities and assists with the application process, as necessary. A list of scholarship winners for 2012-2013 is in the Student section of the accreditation website. According to

the survey of students conducted in November 2012, 16% of MLS students receive financial aid through a scholarship or fellowship.

Fellowships

A limited number of fellowships funded by the Graduate School are available each year through a highly competitive process. Fellowships are usually awarded to doctoral students.

Graduate Assistantships

The iSchool provides assistantships in support of its academic, research, and administrative programs. In fall semester 2012, eight MLS students were employed by the iSchool as graduate assistants working in the college. The Information Policy and Access Center (IPAC) supports students through graduate assistantships and hourly pay. In spring semester 2012, IPAC is funding five graduate assistants. Research grants provide graduate assistantships, also. The Graduate School pay scale for graduate assistants is in the Student section of the accreditation website.

MLS students are often successful in obtaining assistantships in other University departments and offices. The University Libraries are an important source of support for MLS students through its graduate assistant positions; students working in the libraries gain significant pre-professional experience as well as the financial benefits that an assistantship offers. The Provost's Office, the Office of Faculty Affairs, and the Division of Information Technology are among other University departments and offices that support iSchool students through graduate assistantships. Two students are supported as graduate assistants funded by the University of Maryland University College; the students work in the University College Library.

According to the survey of students conducted in November 2012, 33% of MLS students receive financial aid through a graduate assistantship.

Special Funding

The iSchool offers scholarships and fellowship funded by grants to faculty members for special programs. An Institute of Museum and Library Services (IMLS) grant provided funding for a cohort of twenty-two MLS students who enrolled in the online E-government program in fall semester 2010. A new cohort for the E-government specialization will begin in fall semester 2013; IMLS has provided funding for up to fifteen students in the upcoming cohort. Scholarships supported by funds from the IMLS were also available for students in the Information and Diverse Populations specialization in 2012; 25 students received IDP fellowships that provided the cost of tuition, funds for course materials, and funds to support travel to related conferences. The students also received mentoring from current practitioners, training in being mentors, and a series of talks related to becoming professionals.

Student Loans

Federal loan programs are administered through the University's Office of Student Financial Aid. Information is available at <http://www.financialaid.umd.edu/>. According to the survey of students conducted in November 2012, 62% of students receive financial aid through a loan.

Jobs

Most MLS students are employed at least at some time during their degree studies. In 2009, 92% of MLS students reported that they were employed while in the degree program; 57% of those who were employed held part-time jobs. Slightly more than 60% of working students reported that they worked in a library. Fourteen percent of respondents reported that they received tuition benefits from their employers. According to the 2012 student survey, the percentage of MLS students employed decreased to 75%, half of whom worked fulltime. Approximately 75% of the students responding to the survey reported that they worked or had worked in a library.

The iSchool posts job notices to its student listservs and encourages students to follow up on jobs of interest.

Beyond These Walls

Beyond These Walls offers funding for master's students to attend professional conferences at which they will be presenting or participating in a special event. The fund is a new initiative, and funding has been solicited during the recently-concluded University development campaign. The aim of the fund is to encourage master's students to participate in professional conferences as presenters. An MLS student who graduated in December 2012 received funding to support attendance at the ALA midwinter meeting in Seattle in January 2013, where she worked at the invitation of ALA on conference information.

Placement

The iSchool does not maintain a placement center; the University's Career Center (<http://www.careercenter.umd.edu>) is co-located with the iSchool in the South Wing of the Hornbake Building. The Career Center focuses on undergraduate students primarily, but iSchool students are encouraged to use the services to graduate students that are available. The SSO posts job notices on student listservs.

iSchool faculty and staff and student organizations offer a variety of job-seeking and placement events to prepare students for job hunting and assist them in identifying possibilities. In spring semester 2013, the series of career preparation events includes the following sessions:

- *Personal Branding & Your Online Presence*. January 30, 5:30pm and streamed via Adobe Connect. A recording is available: https://umdischool.adobeconnect.com/_a1136686917

- *Resume and Cover Letter Writing Workshop*. February 23, 10am-12pm. Shady Grove Campus, Room 2220.
- *THAT Library Job*. March 13, 5:30pm. College Park Campus, Hornbake Building, Room 2116.
- *Publishing for Librarians*. Wednesday, April 18, 5:30pm. College Park Campus, Hornbake Building, Room 2116.

The annual Career Fair will be held on March 14, 2013. Two dozen employers will be available to talk to students about career opportunities and job openings. Representatives of professional organizations will promote membership for students and have information about scholarship programs and other opportunities in which students might be interested. A representative of the Career Center will be available to do resume critiques on-site. Following the Career Fair, the iSchool Alumni Chapter is sponsoring a program featuring the CIO of a prominent foundation who will talk about knowledge management and information management career paths. Students are invited to that event, as well.

Descriptions of all of these events and more are available on the Student section of the accreditation website.

Composition of the Student Body

Enrollment in the MLS program by gender and ethnic origin in Fall 2012 is shown in Table IV-2. The percentages in the male and female columns are percentages within the gender; for example, 5.2% of female MLS students are Hispanic/Latino. The number and percent by ethnic origin for the entire student body are shown under the Total column.

The MLS student body is 77% white and 83% female. The largest ethnic minority in the student body as a whole is Black or African American. There are ethnic differences by gender. Asians are the largest ethnic minority among female students, while Black or African American is the largest ethnic minority among male students.

Table IV-4. MLS Enrollment by Gender and Ethnic Origin

Ethnic Origin	Female		Male		Total	
	No.	%	No.	%	No.	%
Hispanic/Latino of any race	13	5.2	1	1.9	14	4.6
American Indian or Alaska Native	1	<1	0	0	1	<1
Asian	16	6.4	0	0	16	5.3
Black or African American	15	6.0	6	11.5	21	7.0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	193	77.2	42	80.7	235	77.8
Two or More Races	7	2.8	2	3.8	9	3.0
Race and Ethnicity Unknown	5	2.0	1	1.9	6	2.0
International	0	0	0		0	0
Total	250		52		302	

The iSchool student body as a whole – MLS, MIM, HCIM, and PhD students – is more diverse. Fourteen percent of all iSchool students are international students, and 28% are male. However, the percent of ethnic minority students is higher in the MLS student body than in the iSchool student body as a whole. In an attempt to indicate general characteristics of the student bodies of each of the three master’s programs, descriptions of the “typical” student from each program are offered:

- The “typical” MLS student is a 30-year-old white female from Maryland.
- The “typical” MIM student is a 29-year old male international student who majored in engineering as an undergraduate.
- The “typical” HCIM student is a 29-year-old white male from outside Maryland who majored in computer science as an undergraduate.

These profiles should be taken only as an approximation because students who are not “typical” abound. Whatever their differences, students from the three programs interact in classes, at iSchool events, and in the commons areas. The diversity indicated in the typical student profiles – diversity in gender, national origin, language, educational background, intellectual perspective, problem-solving approaches – make the iSchool community a diverse learning community. However, the iSchool has set recruitment of minority students as a priority and is designing a new minority student recruitment plan now.

Accessible Information

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

Current, accurate information about the iSchool and MLS program is available on the [iSchool website](#). Links to specific information have been included in the Program Presentation, but much more information can be found on the website. The MLS degree program and curriculum, program goals, degree requirements, specializations, thesis option, field study, program locations, financial aid, and more are described, and there is information about faculty and staff, course schedules, other academic programs of the iSchool, tuition and fees, research activities, and iSchool events. Placement information on the website includes information about types of jobs with career course plans to assist a student in designing an appropriate program of study, tips on resume writing, and information about the field study courses. The master's student handbook with policies and procedures is on the website, as well.

The iSchool uses social media – including Facebook, Twitter, and blogs – to reach students and others interested in the MLS program. [blogMLS](#) is the official blog of the MLS program. The blog has official program information, iSchool news and events, resources for MLS students, and more. [iSchool@SGblog](#) is the official blog of Maryland's iSchool at Shady Grove. It is maintained by the iSchool staff at Shady Grove and carries program information, iSchool at Shady Grove news and events, resources for MLS and MIM students, and more. Student organizations also maintain blogs and websites where information about upcoming events and other items of interests are hosted. The groups that maintain blogs are: [iDiversity](#), [SLA-UMD](#), [ALA@UMD](#), and [SAM](#).

The [student intranet](#) has information about registration, advising, financial aid, field study and more. Forms associated with these processes are on the intranet as well. The MLS student handbook is on the intranet. The intranet is accessible from the iSchool website.

Information is disseminated among the iSchool community by means of more than 20 listservs. Of particular usefulness to MLS students are *ischoolannounce* which hosts announcements from iSchool faculty, staff, and offices; *ischooldiscussion* on which the iSchool community can discuss topics of interest; *mls-students* which is used for information relevant only to MLS students; iSchool@Shady Grove which disseminates information relevant to the iSchool programs at USG; *ischoolarchives* for information relevant to students in the Archives, Records, and Information Management specialization; and *ischooolschoollibmedia* for students in that specialization. Each listserv is owned and managed by an iSchool faculty or staff member.

Support for Policies and Procedures

The ways through which the iSchool supports its policies and procedures is explained and demonstrated throughout this document. The Associate Dean for Academic Program, MLS Program Director and Coordinator, Assistant Directors for specializations, MLS Committee, SSO, and the Administrative Office all share responsibility for the integrity of iSchool policies and procedures regarding the MLS degree program. The program's vitality and sustained excellence are evidence of the integrity of its policies and procedures.

Admissions Process and Student Success

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

Admissions Requirements and Process

Standards for admission are clearly stated and always available on the iSchool website, and they are carefully explained in recruitment sessions and in communications with applicants. Standards are applied consistently by the iSchool and the Graduate School. All students have earned a bachelor's degree. Almost all students meet or exceed the minimum qualifications for undergraduate GPA and GRE scores. According to data from the Office of Institutional Research and Planning, the mean undergraduate GPA for MLS students enrolled in fall semester 2012 was 3.5. The average GRE score was 1140 (Verbal and Quantitative Reasoning combined) and 4.0 Analytical.

However, the iSchool's primary goal is to admit well-qualified applicants with a high level of professional promise who will contribute to the college's richly diverse environment. While GPA and GRE scores are often the first qualification noticed by the reviewer, these indicators may not do justice to an applicant's qualifications. Therefore, other evidence of potential to succeed in graduate school is carefully evaluated. The targeted essay, resume, and letters of recommendation, all of which provide further insight into the applicant's capabilities and potential for success in the library and information field, are considered in the admissions decision. Interviews by telephone or email may be used to clarify questions raised by an application.

The MLS Committee reviews the efficacy of the admissions requirements annually and is satisfied that the current admissions standards are effective in creating a student body that is fully capable of success as graduate students and as information professionals. Admissions files will be available onsite for examination relative to the consistent application of

admissions policies and procedures.

Readiness of Online Students

Online learning is a new experience for many students. Hussain Abbas and Mary Edsall Choquette are creating a web quiz, “Are you Ready for Online Learning,” to be posted on the iSchool website. Prospective students for the MLS online can test their readiness to engage in an online learning program by completing the quiz. The quiz will be ready in summer 2013.

Student Completion Rate

The completion rate for cohorts of students who enter an academic program is another indicator of the quality of the admissions process. The University tracks completion and retention rates for four years following a student’s entry into a graduate program. The most recent cohort for whom data are available is the cohort that entered in 2007. The completion rate for the iSchool is 92.9%. This compares very favorably with the University-wide completion rate for graduate students of 82.7%. Many factors impact degree completion, particularly among graduate student populations comprised in large part of working adults – job demands, family needs, finances, relocation decisions; however, we believe that the rigorous admissions requirements and processes, strong advising and mentoring system, and the supportive community of the iSchool work together to increase the likelihood that students admitted for study will succeed.

The mean time to degree for MLS students was 2.3 years for students who graduated in FY 2011, the latest year for which data are available. The mean time to degree increased slightly from 2.1 years in 2007. The numbers of ethnic minority students for each reporting period is too small to report means, but it appears as if there may be small differences (six months or less) among ethnic groups. A close examination of time to completion will be done by the MLS Committee.

Student Success

Employer assessments of iSchool graduates provide convincing evidence of their success and value as employees. Comments from employers who participated in the focus group and interviews in November 2012 emphasize the sound knowledge, organizational understanding, technology skills, and leadership that iSchool graduates exhibit on the job:

- Graduates from the iSchool are able to act as instructional leaders in their buildings, especially as media specialists. They are able to contribute to the school district as a whole. They share their experiences they have had while in the iSchool.
- iSchool graduates are anxious to get to work and have a “roll up their sleeves” attitude.
- iSchool graduates come to our organization with ambition and constructive

aggression to discharge the mission and get the job done. They just seem to have it.

- iSchool graduates have a strong ability to communicate and persuade, coupled with the ability to organize information in ways that is useful and retrievable.
- They are very effective managers, and when they graduate they are very ready to jump right in.
- iSchool graduates develop their own image as a leader.
- iSchool graduates have provided a cohort of leadership.
- iSchool graduates are leading the pack and bringing others into new technology.
- In our organization, iSchool graduates have access to “cool” technology, and they are not afraid to use it.
- iSchool graduates have a strong instructional technology background.
- The iSchool grads are heavy into instruction. They take the lead on instruction in the building (school) for information literacy.
- An iSchool graduate is strong in librarianship, particularly building a collection, analyzing a collection, and the research skills needed.
- Our organization has stopped recruiting at a number of organizations in favor of UM, particularly for information science.
- The iSchool program incorporates significant work experiences such as internships, assistantships, etc. and it really stands out.
- iSchool graduates are good at advocating for themselves, reflecting on their practice, using a critical eye on what they’re doing, breaking things down into smaller pieces, gathering lessons from what they’re doing, and putting it back together again.

Advising and Student Programs of Study

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

In 2010, at the direction of the Provost, the iSchool converted the advising function to one in which professional advisors work directly with students on course selection, registration, and other matters. Previously the iSchool had relied on faculty members for student advising.

Each student is assigned an advisor from the SSO upon entrance to the iSchool, according to advising responsibilities described above. Advisors possess in-depth knowledge of campus, school and department policies, and are well versed in academic advising. All students are encouraged to meet with their advisor at least once each semester. Advisors help to set goals for the program and assist in choosing appropriate courses. Faculty members play an important role in advising students formally and informally by suggesting courses that complement a student's program of study and offering their professional advice.

Each specialization has a basic framework upon which a student constructs a complete program of study. The framework is comprised of specialization requirements and suggested electives that help assure a coherent program of study for students in the specialization. [Career Course Plans](#) on the iSchool website assist students who are preparing for a particular career; the course plans are being updated to reflect new course numbers and additional career plans are being developed. Students use advisors and advising resources to construct coherent programs of study with their individual goals in mind. Examples of programs of students graduating in December 2012 can be found in Appendix 15. Additional programs of study will be available on site.

The program of study for students in the cohort-based online MLS is set by the Associate Dean for Academic Programs, the MLS Committee, and the Assistant Director for the Online Program. The programs of study for all online cohorts are in Appendix 15.

The [Advising Center](#) on the iSchool website has information about planning a program of study, degree requirements, registration information, instructions for registering for classes, and more.

Student Participation and Opportunities

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

Students actively engage at the individual and program levels in defining and determining the learning experience in the MLS program. Each student is ultimately responsible for constructing an individual program of study within the MLS degree requirements and, for students in a specialization, the specialization requirements. Students have the responsibility within these boundaries for selecting courses and, within courses, defining projects and papers to serve the student's goals and interests.

The selection of a site for the required field study is the primary example of the student's opportunity and responsibility in defining the total learning experience. The Baltimore-Washington-northern Virginia metro area contains more field study sites and potential field study projects than can be easily counted or readily described. A student can pursue any interest through thoughtful selection of a field study site. To assist students in selecting a

field study site, the iSchool maintains a database of field study sites; the database is accessible through the iSchool website. The database is continuously updated by organizations seeking a field study student. The Experiential Learning Expo in which students present their field study work in the context of a professional poster session is becoming a major resource for other students in planning their own field study experience. Faculty members assist in site selection, as well.

MLS Student Representatives

Students are active participants in the ongoing affairs of the University, the iSchool, and the MLS program through committee memberships. A student representative from each degree program serves as a voting member of the Assembly, the iSchool policy-making body, which meets monthly in the fall and spring semesters. The MLS student representative to the Assembly in 2012-2013 is Donnie Johnson.

Student representatives are voting members of each of the program committees. The MLS student representative to the MLS Committee in 2012-2013 is Kaitlin Peterson. Carol Ido, an MLS student, represents all graduate students of the University in the University Senate in 2012-2013; the Senate advises the University President on policy matters and concerns within applicable mandates and law. Rebecca Follman, MLS student, served as a voting member of the Accreditation Advisory Committee that guided the iSchool in preparing for MLS accreditation.

MLS Activities

A list of MLS activities in fall semester 2012 indicates the level of activity in the MLS program outside the classroom. The calendar can be found on the Student section of the accreditation website.

Listening Sessions

The MLS Program Director holds Listening Sessions in the spring and fall semesters to gather student input into matters that concern them. All MLS students and iSchool faculty are invited to attend. Listening Sessions are held at College Park, Shady Grove, and online via Adobe Connect. The announcement and schedule for the fall 2012 Listening Sessions, which was sent out as an email to all MLS students on September 13, 2012, is shown in Figure IV-1 Fall Listening Sessions Announcement.

Figure IV-1. Fall Listening Sessions Announcement

Fall Listening Sessions

Come and share your thoughts and ideas with iSchool faculty and administrators at our Fall Listening Sessions. These will be honest and open discussions and all are welcome to attend. Light refreshments will be provided. The sessions will take place on the following dates and in the following locations:

- Thursday, September 27, 4:30-5:30 Shady Grove, Bldg III, Rm 3219
- Tuesday, October 9, 4:30-5:30 Hornbake, South Wing, 4th Floor Lounge
- Thursday, October 11, 4:30-5:30 Virtual Session via Adobe Connect (https://umdischool.adobeconnect.com/fall12_listening_session/)*

*If you plan to join the Virtual Session, please run the system test to ensure compatibility: https://umdischool.adobeconnect.com/common/help/en/support/meeting_test.htm.

Adobe connect tutorials are available at: <https://na7cps.adobeconnect.com/common/help/en/support/startmain.htm>.

We look forward to seeing you there!

MLS Student Organizations

Student organizations at the iSchool are a vibrant part of the community. Their contributions to the intellectual and professional communities should not be judged from the brief descriptions given below. A sampling of event flyers and programs may be found in Appendix 16. The small sample of materials in the appendix will convey a much better sense of the creativity and energy of iSchool student organizations and their extraordinary contributions to the iSchool community. Information about the organizations may be found at <http://ischool.umd.edu/content/student-organizations> on the iSchool website and on the websites of individual organizations.

ALA@UMD (ALA Student Chapter)

ALA@UMD is an active student chapter of ALA. Membership is open to all iSchool students who are members of ALA; programs are open to anyone interested. John Bertot, Paul Jaeger, and Ann Weeks are co-advisors for ALA@UMD. Information about ALA@UMD can be found on [their website](#) and on [Facebook](#).

iDiversity

iDiversity promotes active dialogue among the iSchool community and the professional community about issues related to diversity, inclusivity, and accessibility to insure that these issues are addressed in education for the information professions and in research and

practice. Paul Jaeger and Sheri Massey are co-advisors of iDiversity; more information can be found on the [iDiversity website](#).

SAM (Student Archivists at Maryland)

The Student Archivists at Maryland (SAM) promotes the development of archival skills and awareness of social responsibilities. SAM is open to all students at the University of Maryland; most of its members are MLS students in the Archives and Records Management Specialization and the HiLS dual degree program. SAM is a recognized student chapter of the Society of American Archivists (SAA). Michael Kurtz is advisor for SAM. More information can be found on the [SAM website](#).

SAM sponsors Americana, an annual symposium that brings archives professionals to campus to speak to iSchool students, alumni, and faculty about their experiences in the field. The event celebrates the University of Maryland archives community and the field as a whole. Americana 2013 has the theme Internationalism and Archives; the event will be held March 4, 2013, with guest speakers Trudy Peterson who will speak on archives and transitional justice and Chris Naylor who will demonstrate the Holocaust International Research Portal.

Development of Emerging and Aspiring Librarians (DEAL)

DEAL is an interest group of the Maryland Library Association whose activities center on career development. MLS students and alumni are active in reinvigorating the SIG. DEAL uses its [blog](#) and [LinkedIn](#) as a major part of its community; it uses [Twitter](#), also.

Special Libraries Association (SLA) Student Group at Maryland

The SLA Student Group at Maryland provides students with a means to explore the diversity of opportunities in special libraries and related information center settings. Students can participate in meetings, conferences, events and continuing education offered by the local chapters of the SLA in Maryland, DC and Virginia. Mary Edsall Choquette is advisor for the SLA Student Group. More information on the groups activities can be found on their [website](#).

ASIS&T Student Chapter

The student chapter of ASIS&T provides members with the opportunity to network with fellow students, colleagues and other information professionals interested in current information issues. Chapter membership enables students to gain experience in the society, and to contribute to personal growth and career development. T. Kanti Srikantaiah is advisor to the ASIS&T Student Chapter.

Student Activities at Shady Grove

The iSchool office at Shady Grove organizes and supports an extensive schedule of activities for students; the fall semester 2012 schedule is shown below. The list includes events of all types – special advising sessions, career development workshops, library tours, and others.

- Listening Session. Thursday, September 27.
- Workshop: Grow Your Garden Program with Inspiration from Books! October 3. Presented by Pam Hosimer, 2012 Shady Grove MLS graduate
- Meet the MLS Director - John Bertot. October 11.
- Tour of the National Library of Medicine. October 12.
- Seminar: Careers in Federal Libraries. Presented at Shady Grove campus and via webcast, October 13.
- School Library Media Fieldwork Advising Session. October 17.
- iDiversity Presents the Digital Diva – Educational Technologies and Navigating the Digital Divide – via Skype. October 18.
- USG Fall Open House. October 23.
- USG Graduate and Professional School Fair. October 23.
- Code of Professional Ethics – Do We Really Uphold Them? – Talk by Michelle Hamiel, iSchool MLS Alumna and recipient of the 2012 James Partridge Award for Outstanding African-American Librarian. November 12.
- Smithsonian Material Meanings and Library Tour – Smithsonian American Art Museum and National Portrait Gallery Library. November 14.
- The School Library Specialization at Maryland iSchool – Information Session. November 15.
- The Cellist of Sarajevo by Steven Galloway – Maryland One Book Discussion led by Diane Barlow. November 16.
- Diverse Populations in Children’s Literature Workshop, led by Edith Ching, Adjunct Lecturer, College of Information Studies, sponsored by ALA at the University of Maryland student chapter (ALA@UMD) and hosted by the USG Shannon & Michael Priddy Library. November 18.

Student Activities Online

Students in the 2010 E-government cohort attended the 2010 and 2011 Federal Depository Library Program meetings in Washington, DC, and the [Digital Government Society Conference](#) held at the University of Maryland College Park campus in June 2012. As part of the 2011 Federal Depository Library Program meeting, they enjoyed a special tour of the GPO 150 Years exhibit lead by the GPO Historian, George Barnum. At each of the conferences there were special sessions for the students that featured guest speakers such as the Superintendent of Documents, developers of FDSYS, and documents librarians from around the country who spoke about key issues in the Depository and digital government information. Similar events are being planned for the cohort that matriculates in fall semester 2013.

The iSchool is working to increase the opportunities outside the classroom for the 2011 and 2012 online cohort students. Guest speakers visit online classes and lectures from other universities have been shared with online students. Mary Edsall Choquette is developing a system to record and audio cast events on campus so that they are available to students in the online program and others who cannot attend the event.

Systematic Evaluation of Student Achievement

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

The MLS Committee is responsible for evaluating student achievement and the degree to which the program is accomplishing its objectives. The committee, comprised of faculty, staff, and student representatives, meets monthly during the academic year, or more frequently as needed. The committee evaluates student achievement using data and information gathered from faculty, students, and employers.

The Graduate Outcomes Assessment was described thoroughly in the II Curriculum. Data collected in the old Learning Outcomes Assessment system were analyzed and used for program improvement while the system was in effect (2006-2010). Changes were made in one of the core courses as a result of a problem revealed in the assessment process. Beginning in spring semester 2013, data will be collected in the new Graduate Learning Outcomes assessment process. The aggregated data about student achievement on Outcomes 1-3 derived from courses that must be taken in the first 18 credit hours of study will be used in evaluating the core curriculum, while data on Outcome 4 will be used in evaluating the total program. The MLS Committee will review data regularly in preparation for the biennial report to the Graduate School.

Other data about student achievement is gathered in a number of ways. The student evaluation of courses solicits comments in addition to quantitative data. Comments can reveal problems that relate to student achievement. The Associate Dean for Academic Programs reviews course evaluations each semester, and gives information about evaluations to the MLS Program Director and MLS Committee for review and action, as appropriate. Comments that related either directly or indirectly to student achievement taken from student course evaluations contributed to the decision of the Master's Committee to launch the comprehensive review of the MLS program that was described in earlier chapters.

Data are gathered from students and alumni through triennial surveys, with the most recent survey occurring in November 2012. The survey question that related most directly to student achievement is the question about the respondent's confidence in his or her readiness for the first professional position. Seventy-six percent of students responding to the survey said that they were confident; 77% of alumni reported that they had been confident in their professional abilities, and 81% reported that the MLS program at the iSchool prepared them well for their current position.

Faculty and staff perform most analysis of assessment data. Student representatives to the MLS Committee participate when aggregated data that cannot be connected to an individual student are used.

STANDARD V: ADMINISTRATION AND FINANCIAL SUPPORT

Introduction

The iSchool is an important component of the University of Maryland, College Park (UMCP). It is one of twelve academic colleges¹⁶ that, along with the Graduate School and the Office of Undergraduate Studies, are responsible for the extensive array of academic programs at the undergraduate and graduate levels. The administrative and financial support system for the iSchool has grown and changed in recent years in response to expansions of its academic and research programs.

The iSchool administration uses a number of channels to inform the iSchool community of news of interest. Listservs, blogs, websites, and other means of communications regarding the MLS program have been included in other parts of this document. The other master's programs and the doctoral program use similar channels for students and faculty. The Dean updates the iSchool community weekly through an electronic newsletter *News from the Dean's Office*. Several recent copies of the newsletter are in the Administration and Financial Support section of the accreditation website.

Shared Governance

Governance at the iSchool involves faculty, staff, and students as appropriate to the matter of interest. The primary governing body of the College of Information Studies is the College Assembly that includes all regular faculty members approved for teaching and representatives of adjunct faculty, staff, and the student body of each of the four degree programs.

The iSchool Plan of Organization, which was approved by the University in 2010, was revised in November 2012 and has been sent to the University Senate for review and approval. The Senate Elections, Representation, and Governance (ERG) Committee will review the plan at in the spring semester. Once the Plan has been fully reviewed by the committee, information about any necessary revisions will be conveyed to the dean. The Senate Faculty Affairs Committee will simultaneously review the appointments, promotion, and tenure section of the Plan to ensure that it aligns with the University's policy; the committee will inform the dean of any required changes in that section of the Plan. Once the revised plan has been reviewed and approved by the two Senate committees, it will be sent forward to the University Senate for approval and then to the President for final approval. Obtaining final approval can be a lengthy process, but the iSchool hopes for approval during the spring semester 2013.

¹⁶ College of Agriculture and Natural Resources; School of Architecture, Planning, and Preservation; College of Arts and Humanities; College of Behavioral and Social Sciences; Robert H. Smith School of Business; College of Computer, Mathematical and Natural Sciences; College of Education; A. James Clark School of Engineering; Philip Merrill College of Journalism; College of Information Studies; School of Public Health.

The Assembly voted to operate under the revised plan while it is in the University review and approval process. The purpose and intent of the Plan are stated in the Preamble:

The Plan of Organization for the College of Information Studies, Maryland's iSchool, and other policy documents 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 created to be consistent with the policies, procedures, and regulations for the governance of the University of Maryland.

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, and trust.¹⁷

The Plan establishes the principle of shared governance and describes the duties and responsibilities of administrators, faculty, staff, and students in the shared governance structure; describes the administrative officers, faculty, staff, and students of the college and the duties and responsibilities of each group; provides for the Assembly and describes its composition, membership, duties and responsibilities, mode of election, officers, and meetings; authorizes standing committees of the college and describes their duties, responsibilities, and meeting requirements; authorizes ad hoc committees; provides for student organizations; and states the requirement and conditions for regular review of the Plan. Officers of the Assembly for 2012-2013 are T. Kanti Srikantaiah, Chair; Leah Findlater, Secretary; and Katie Shilton, Parliamentarian. A list of committees for 2012-2013 can be found in Appendix 14.

iSchool Autonomy

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

The iSchool has the authority and responsibilities given to each of the twelve academic colleges. It works closely with other colleges, the Graduate School, and the Office of Undergraduate Studies; the administrative offices of the University; University Libraries; the

¹⁷ Plan of Organization of the College of Information Studies – Maryland's iSchool. Approved by the Assembly, November 2, 2012. p. 1.

Division of Information Technology; and other campus units to accomplish the mission, goals, and objectives of the University and the iSchool.

Within guidelines established by the University, the Board of Regents, and the Maryland Higher Education Commission and with the advice and assistance of the Provost, the Provost's Office, and other University officers and staff, the iSchool determines which academic programs it will offer and is responsible for the academic structure and intellectual content of these programs. The addition of the Master of Science in Human-Computer Interaction degree program is a recent example of the process through which the iSchool assessed the need for the program; developed the academic structure, degree requirements, and content of the proposed new program; and worked with the Office of the Provost to complete the formal proposal and gain approval at the University and state levels. Standard University procedures for faculty selection and promotion are employed by the iSchool. Policies, procedures, and forms relevant to appointing and promoting faculty can be found on the website of the [Office of Faculty Affairs](#).

While applicants for the four academic programs in the iSchool apply to and are admitted by the Graduate School, the faculty and staff of the iSchool have authority and responsibility for reviewing applications and recommending an admission decision to the Graduate School. Formal offers of admission are extended by the Graduate School upon a positive admission recommendation from the iSchool; applicants denied admission by the iSchool are notified of this decision by the Graduate School. The iSchool adheres to the Graduate School's admissions requirements and has the additional requirement of GRE scores, as described in *Standard IV: Students*.

The University provides resources and administrative support to the iSchool in many ways – financial support through the annual budget, employee benefits, administrative and academic support personnel across the campus, administrative and academic information technology systems, library resources through University Libraries, physical facilities and facility maintenance, fellowships and other financial support for students, and the vast infrastructure that allows the academic enterprise, including the MLS program, to operate smoothly.

Representation on University Committees

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

Members of the iSchool community have the same opportunity for membership on advisory and policy-making bodies as those of other colleges within the University, and, in fact, the iSchool is well-represented in campus-level bodies. The iSchool has three representatives in the University Senate: T. Kanti Srikantiah is the iSchool's elected Senator for 2012-2013;

as Dean, Jennifer Preece is a voting ex-officio member of the Senate; and Carol Ido, an MLS student, is a graduate student Senator elected in a campus-wide election.

Other examples of iSchool faculty and staff participation in University committees in 2012-2013 are shown in Table V-1.

Table V-1. iSchool Faculty and Staff Representation on University Committees

iSchool Faculty Member	Membership on University Committees
Mary Choquette	University General Education Committee
Allison Druin	ADVANCE Senior STEM Women's Council; Future of Information (Druin is on sabbatical leave in 2012-2013)
Kathleen Fominaya	Budget Officers University Committee; Enterprise Risk Management (ERM) Group
Michael Kurtz	Library Council
Douglas Oard	UMIACS Appointments, Promotion, and Tenure Committee; UMIACS Steering Committee
Jennifer Preece	Council of Deans; ADVANCE Panel; Academic Planning Advisory Committee (APAC); University Information Technology Council; Provost's Commission on Blended and Online Education
Katie Shilton	Open Access Task Force
Craig Taylor	iSchool Institutional Review Board Liaison
Paul Jaeger	Information Technology Accessibility Committee; Diversity Council
Ping Wang	Graduate Council
Ann Weeks	Council of Associate Deans for Graduate Education; Vice-President's Advisory Committee (VPAC)

The iSchool has close working relationships with colleges, departments, institutes, and other offices within the University. For example, the iSchool and the Department of History collaborate on a dual degree master's program; the History-Library Science (HiLS) program as described in *Standard II: Curriculum*. The School Library specialization in the MLS program is offered in cooperation with the College of Education and earned full National Recognition from NCATE through the College of Education process.

The iSchool and University Libraries collaborate to the benefit of both. Students gain valuable experience working in teams to provide consultation and assistance to advance library programs and services. The University Libraries employ a number of MLS students as graduate assistants, and librarians willingly accept field study students. Graduate assistantships and opportunities for practical application through field studies and team projects are important complements to classroom instruction. Several librarians from University Libraries have been members of the iSchool adjunct faculty, teaching as their schedules allow.

People are important connections between the iSchool and other academic units at the University. Douglas Oard, Jimmy Lin, and Jordan Boyd-Graber hold appointments in UMIACS, the University of Maryland Institute for Advanced Computer Science; a connection that facilitates opportunities for other iSchool faculty and students to participate in multidisciplinary research projects through UMIACS. Kari Kraus holds a joint appointment with the Department of English; Brian Butler holds a joint appointment with the Smith School of Business; June Ahn and Tammi Clegg, hold a joint appointments in the College of Education. College faculty members participate in the Human-Computer Interaction Lab (HCIL), which is hosted by the iSchool on the second floor of Hornbake Building. June Ahn, Allison Druin, Leah Findlater, Kari Kraus, Paul Jaeger, Jimmy Lin, Douglas Oard, Jennifer Preece, Ping Wang, and Ann Weeks are members of the HCIL faculty; Jennifer Golbeck is Director. Faculty from other departments have affiliate appointments in the iSchool as described in the chapter *Standard III: Faculty*.

All of these connections between the iSchool and other University colleges, departments, and labs illustrate the mutually beneficial relationships between the iSchool and other parts of the University.

Executive Officer

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

Jennifer Preece, Dean of the iSchool, is one of the longest-serving deans in the University. Her title, salary, status, and authority are comparable to that of the chief executive officer of other schools and colleges on the College Park campus. She was a full professor in the iSchool before becoming dean in January 2005, and is an experienced academic administrator who served six years as department chair in another university before joining

the iSchool faculty. In accordance with University policy for review of deans, her performance as dean was reviewed and her appointment was renewed in 2010.

Preece, along with all other deans, is a member of the Council of Deans and the Deans Research Committee. All deans report directly to the Vice-President for Academic Affairs and Provost, one of six Vice-Presidents for the University. In addition to standard responsibilities as dean, she has extensive university service responsibilities. She was a member of search committees for the Provost (2007), chaired the search committee for the Director of the Institute for Global Chinese Affairs (2007) and for the Dean of the Merrill School of Journalism (2008). She is serving a second term as a member of the University Information Technology Council and completing a three-year term as a member of APAC, the academic advisory committee to the Provost. Other campus responsibilities include co-chair of the Provost's Committee on Blended Learning (2010-2011), membership on the subcommittee on entrepreneurial relationships with University of Baltimore (2011), the University General Education Committee (2011), the Provost's Committee on Shady Grove (2011), the Facilities Committee (2009 –2010), the Joint University of Maryland and NARA Committee (2004 to present), the Subcommittee on Graduate Education for University of Maryland Strategic Plan (2008), the Advisory Committee for the Graduate School on the graduate education strategic plan (2008), the Advisory Committee for Development and the Millennium Generation (2008), and the Advisory Committee for the Mobility Project (2008-2009).

During her eight-year tenure as dean, Preece has led the iSchool through a full strategic planning process, and she participated in drafting the section on graduate studies of the new University strategic plan, a section that is critically important to the iSchool. Preece then led a review and updating of the College strategic plan. She encouraged faculty efforts in the review and revision of the College's doctoral program and the MLS, expansion of the iSchool teaching program to a second campus and online, and the introduction of a third master's program. The faculty has doubled in size during her tenure. She expanded the staff of the Student Services Office and increased its capabilities. She has led a systematic review and revision of the iSchool's governing document and administrative policies, procedures, and structures to assure compliance with University requirements and create the framework for a diverse, growing community. She has built an administrative staff to support faculty, staff, and students and obtained support and resources for iSchool initiatives. Under her direction the facilities have been remodeled and refurbished in a manner that encourages and enables collaboration through a free flow for the iSchool community and provides a more attractive work environment.

Preece maintains an active research agenda that focuses on the design and management of online communities with a particular interest in biodiversity. She is a member of the research team in the Human-Computer Interaction Lab (HCIL). Her research interests and scholarly accomplishments are summarized in the Faculty Profile table in Appendix 12, and examples of her activities as a faculty member have been used as examples throughout this document. She mentors doctoral students as part of her own ongoing research program and collaborates with faculty members in the iSchool and elsewhere. She led the college's efforts to expand its program of research and scholarly activities by creating the office of Associate Dean for

Research. She strongly encourages a high level of achievement by faculty, staff, and students; facilitates their work; and celebrates individual and collective successes.

Administrative Staff

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

The first and most important thing to say about the iSchool administrative, academic, research, and technology staff is that it is truly excellent. Each individual holding a staff position is fully qualified and acts for the good of the whole community. All non-faculty administrative and support positions are filled through the University's competitive process that relies on public advertising and an independent search committee to identify top candidates for a position. Resumes for staff can be found on the Administration and Financial Support section of the accreditation website. Dean Preece and other supervisors in the iSchool encourage and facilitate training for staff and recognize exemplary performance.

For years the iSchool was hampered by a lack of staff, but this problem has been addressed through significant growth in the administrative structure in recent years. Additional staff members have been hired and administrative responsibilities have been adjusted to support the rapid expansion of iSchool programs. Most, but not all, staff positions are located organizationally in either the Administrative Office or the Student Services Office; an organizational chart for these positions is shown in Figure V-1.

Five staff members report directly to Dean Preece:

1. **Associate Dean for Academic Programs.** The Associate Dean for Academic Affairs is a fulltime position responsible for the academic programs of the iSchool. Ann Weeks, who is also a Professor of the Practice, assumed the Associate Dean position in 2011.
2. **Associate Dean for Research.** The position of Associate Dean for Research is a part-time responsibility for a senior faculty member; the usual term of office is two years. Jimmy Lin, an Associate Professor, assumed the Associate Dean position in 2012.

3. **Technology Officer.** The Technology Officer is responsible for the technology infrastructure of the iSchool, including planning and evaluation. The Technology Officer is David Baugh, who joined the iSchool in 2007 and was promoted to the Technology Officer position in 2011. Baugh is assisted by James Cobb, Systems Analyst, and Robert Goodwin, Web Services Developer, both of whom began working at the iSchool in 2012. All three technology positions are fulltime positions.
4. **Development Officer.** The Development Officer is employed by the University Development Office to work on behalf of the iSchool. Lawrence Liff assumed this fulltime position in 2011.
5. **Special Assistant.** The Special Assistant position is a part-time position to work on special projects at the request of the Dean. Diane Barlow assumed this position in 2012.

Four staff members report to Ann Weeks, Associate Dean for Academic Programs:

1. **Assistant Dean for Finance and Administration.** The Assistant Dean advises the Dean regarding iSchool finances, maintains financial records as required by the University, manages the physical resources of the iSchool, and supervises the support staff of the Administrative Office. Kathleen Fominaya, who joined the staff in 2007, was promoted to the Assistant Dean position in 2010. Fominaya is assisted by Margarita Rodriguez, who in addition to other responsibilities acts as the Dean's administrative assistant; Daisy Mason, who in addition to other responsibilities acts as administrative assistant for the Associate Dean for Academic Programs; Mary Ramos, who is the senior contracts and grants officer for the iSchool; and Craig Taylor, who assists Ramos with contracts and grants. Rodriguez joined the staff in 2008 and assumed her current position later that year. Ramos joined the staff in 2007; Mason, in 2009, and Taylor, in 2011.
2. **Director of Student Services.** The Director of Student Services manages the Student Services Office. That office is responsible for recruitment, admissions, advising, financial aid (those categories of aid for which the iSchool is responsible), commencement, and other matters related to students. Joanne Briscoe assumed the Director position in 2011. She supervises a staff comprised of Recruiter Adedayo Kosoko; Advisors Star Jackson and Hussain Abbas; and Academic Program Specialist Tia Tanksley. Kosoko and Jackson joined the iSchool staff in 2011; Abbas, in 2012; and Tanksley in 2013. A search for a third advisor is in progress.
3. **Program Director for the iSchool at Shady Grove.** The Program Director is responsible for all iSchool activities at the Universities at Shady Grove; Vedat Diker has held this position since 2007, when the iSchool programs at Shady Grove began. Diker has other faculty responsibilities, as well. He is assisted by Victoria Reinke, Program Coordinator, and Hussain Abbas, who advises iSchool students at Shady Grove. Reinke, who has held various positions in the iSchool for more than 20 years, is a part-time employee. Information about Abbas is given in the previous paragraph.

4. **Communications Coordinator.** The Communications Coordinator prepares informational and marketing materials such as brochures, web content, press releases, and any other print or electronic materials about the iSchool. Mary Carroll-Mason assumed the position in 2010.

In addition to the staff shown on the organization chart, the four faculty Program Directors for academic programs are responsible to the Associate Dean for Academic Programs on behalf of their programs. The Program Directors for the HCIM and PhD program each receive staff support from a Graduate Assistant. The Program Director for the MIM program is assisted by a fulltime Coordinator.

John Bertot, Program Director for the MLS program, has additional support because of the program's size. A faculty Assistant Director is responsible for each specialization—Michael Kurtz for Archives, Records, and Information Management; Paul Jaeger for E-government and for Information and Diverse Populations; and Sheri Massey for School Library. All of the Assistant Directors are responsible to the MLS Program Director on behalf of their specialization. Staff member Lindsay Sarin is MLS Program Coordinator; she reports to the MLS Program Director and supervises two graduate assistants.

Mary Edsall Choquette is Assistant Director for Online Programs. She works with the directors of the MIM and MLS programs.

The organizational chart and the description of positions shown on the chart and the description of faculty who have administrative responsibilities demonstrate that the administrative structure of the iSchool has kept pace with its expansion. The support structure for functions of the iSchool can be summarized as follows:

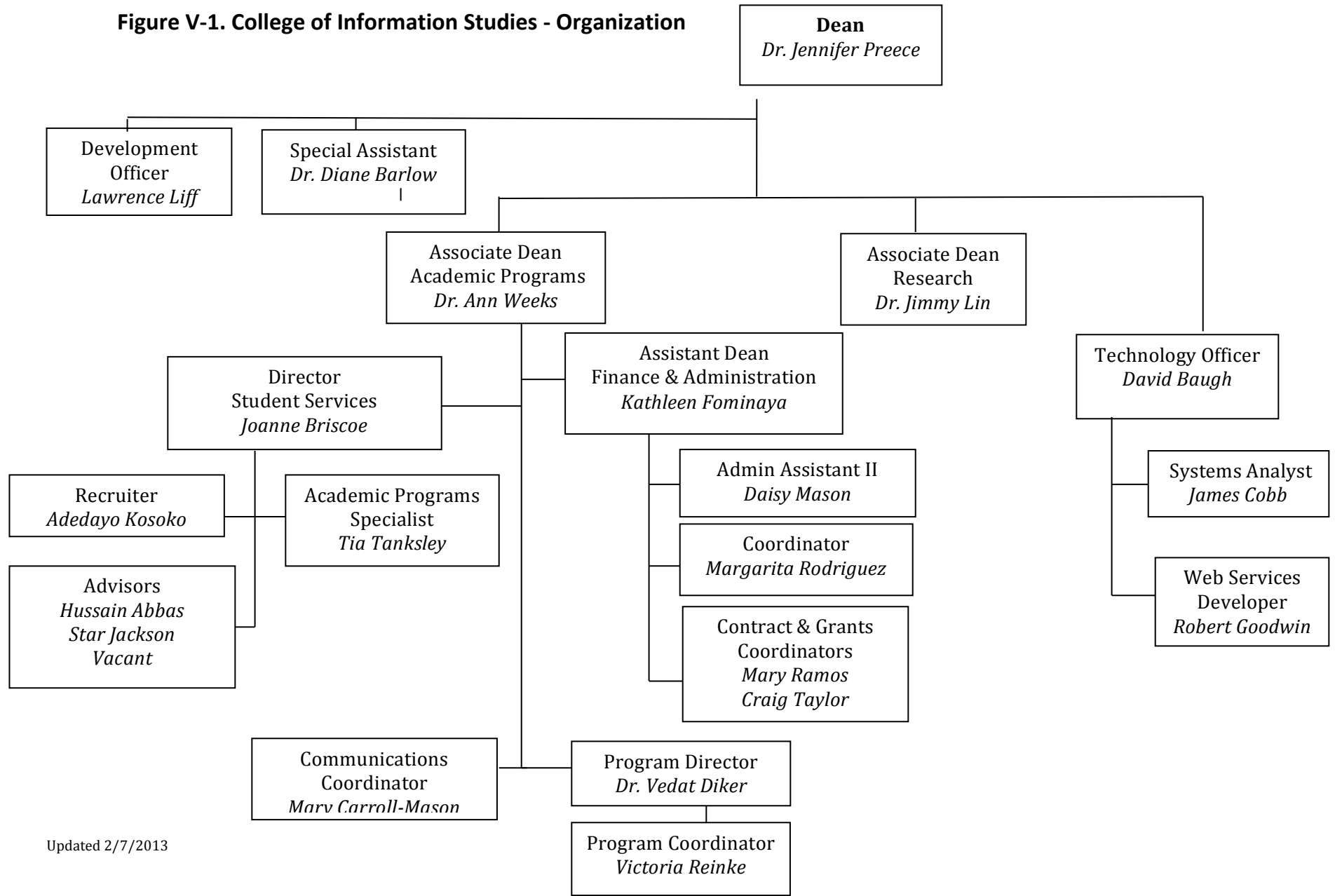
- General administration and financial activities are supported by an Associate Dean, Assistant Dean, Coordinator, and an Administrative Assistant.
- Academic programs are supported by an Associate Dean, four Program Directors, three Assistant Program Directors for the MLS, Director of the iSchool at Shady Grove, Assistant Director for Online Programs, and two Program Coordinators.
- Student Services is supported by an Associate Dean, Director, Recruiter, two Advisors with a search underway for a third advisor, and an Academic Program Specialist.
- Research activity is supported by an Associate Dean, Assistant Dean, and two contracts and grants specialists. Some individual research projects employ personnel other than tenured/tenure-track faculty and graduate students; these individuals are not included in the discussion of iSchool administrative structure because their responsibilities do not extend beyond their research project.

- Communications is supported by an Associate Dean, Coordinator, and Web Services Developer.
- Technology is supported by a Technology Officer, Systems Analyst, and Web Services Developer.

The Dean supports all functions, of course.

The MLS program is supported administratively by an Associate Dean, a Program Director, three Assistant Program Directors, a Program Coordinator, and two Graduate Assistants. The Director of the iSchool at Shady Grove, the Assistant Director of Online Programs, the staff of the Student Services Office, and the Assistant Dean support those aspects of the MLS program that fall within their area of responsibility. Other staff members support the program as needed. In sum, the MLS program has a more extensive administrative support system with a broader array of responsibilities and capabilities than at any time in its past, allowing the program to develop in new ways.

Figure V-1. College of Information Studies - Organization



Updated 2/7/2013

Staff at Shady Grove

The iSchool at Shady Grove is managed by three staff members. Vedat Diker, who was a faculty member at College Park, became director of the Shady Grove program as it began in 2007. Diker is responsible for ongoing management of the program, representing the iSchool in the USG community, maintaining positive relationships with the professional community in the geographic area served by USG, and assisting the iSchool in identifying opportunities and needs for information personnel in the USG area.

- Victoria Reinke is Program Coordinator. She assists Diker in general management of the iSchool program, assists in outreach programs and in establishing and maintaining community relationships. Reinke is a long-time member of the iSchool staff.
- Hussain Abbas advises students in the iSchool program at Shady Grove and assists with student events, as needed. He is based at Shady Grove four days a week and at College Park one day a week.
- A Graduate Assistant provides general support to the staff.

Importance of Staff Support

One recent example illustrates how the administrative support system affects the intellectual life of the iSchool. In fall semester 2012, faculty teaching the field study courses in the MLS program and the capstone experiences in the MIM program designed the Experiential Learning Expo, an open house to showcase student work and provide students experience in giving professional-level presentations to a large and varied audience. Other iSchool students and faculty; librarians and information professionals from outside the iSchool; field study site supervisors and capstone project sponsors; and other interested parties attended the Expo. While faculty members worked with students to prepare for the Expo presentations, staff members took over the logistics of the event—announcing and advertising Expo, designing and producing the program, arranging for poster stands, ordering and arranging refreshments, moving furniture and arranging the exhibition space, and all of the other tasks that were necessary to make Expo the exciting success that it was.

Decision-Making Processes

Shared governance as set forth in the iSchool Plan of Organization is the cornerstone of decision-making and administration in the iSchool. This structure was discussed at the beginning of this chapter. The iSchool operates with a structure of standing committees, whose responsibilities, membership, and rules of organization are specified in the Plan of Organization. The Assembly is the policy-making body of the iSchool; faculty, staff, and students are represented in the Assembly, which is itself governed by the Plan of Organization. Decision-making is shared among faculty, staff, and students within the policies and procedures of the University as a whole.

The Values and Operating Norms of the iSchool as set forth in the strategic plan and which were discussed in *Standard I: Mission, Goals, and Objectives* affirm the importance of “decision-making according to authorized roles and responsibilities, with appropriate input, communication, and responsibility.” The iSchool conducts its business with full respect for shared governance, open communication, input to decision-makers, and authorized roles and responsibilities.

Financial Support

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

The years since the last accreditation review have been financially difficult for the State of Maryland, its institutions, and its agencies that like other public colleges and universities as a suffered as a result of the global financial crisis that began in 2008. Salaries for state employees and hiring of new personnel were frozen for much of this time; a special exception was required before commencing any search process. The last merit salary increase for faculty and staff was granted for FY 2008. All employees received furloughs in 2008-2009, 2009-2010, and 2010-2011. A small cost-of-living adjustment was granted in FY 2013, the first since 2008. The University has declared its intention to provide funds for merit pay increases in FY 2014.

The iSchool, however, managed to improve and expand through the careful use of the foundational resources provided by the University and by identifying new sources of support for initiatives. The iSchool has not lost faculty or staff positions as a result of the financial difficulties, nor has it had to curtail the academic, research, and service programs that it had built. The infrastructure of services and systems provided by the University has not been substantially diminished, either. All in all, the iSchool has weathered the latest period of financial difficulty without suffering major damage.

University Financial Support

The University provides the majority of funding for the iSchool through its annual budgeting process; these base budget funds cover salaries and wages of faculty, most of the staff and some operating costs. The University does not use a per student formula to determine a unit's budget; each annual budget is based on that of the previous year, with adjustments to accommodate to the overall funding level for the University. There is no direct connection in the base budget between tuition and fees paid by students in an academic program and budgeted funding for the program. Sustained changes in the number of students enrolled in a program may lead to changes in funding, but a permanent effect is not usually immediate.

The University facilitates development of entrepreneurial programs in which tuition and fees paid by students in a program are divided between the University in payment for infrastructure and general support and the department or college to pay direct and indirect costs associated with the program. The iSchool is successfully using the entrepreneurial model to support some of its academic programs. The MIM program at College Park was the college's first entrepreneurial program. The MLS and MIM at Shady Grove, the online MLS, the online MIM that will begin in Fall 2013, and the HCIM program were each designed using an entrepreneurial model. The use of entrepreneurial programs has allowed the iSchool to introduce new degree programs and hire faculty and staff members for the programs without decreasing support for the MLS and PhD programs at College Park.

The University provides funding for special purposes consistent with its Strategic Plan through a competitive proposal process. The iSchool and College of Education successfully bid for enhancement funds to further collaborative programs between the two colleges. June Ahn and Tammy Clegg, faculty members with joint appointments, were hired with enhancement funds to promote collaboration. Enhancement funds have helped the iSchool to move forward even in tough financial times.

Other Sources of Income

iSchool operations are supported by funds derived from sources other than the State of Maryland. Each is described briefly below.

Research Contracts and Grants

iSchool faculty members engage in research projects funded by federal agencies, private foundations, and other organizations. Currently, the majority of the support is from federal agencies. Income derived from research contracts and grants support students, faculty, staff, and infrastructure as specified in the terms of a specific contract or grant. The growth of research funding was discussed in the Introduction.

State Grants and Contracts

The iSchool has contracts with other state agencies that provide funds for iSchool students to work as graduate assistants at the agency.

Student Technology Fees

Through the Student Technology Fee program the iSchool receives a portion of the mandatory technology fees charged to each student as part of the University's tuition and fee package. University policy requires that these funds be used to support and enhance instructional technology that will benefit students. The fees have been essential, as the iSchool has continually upgraded technology in classrooms and labs. Technology fee funds were used recently to purchase new computers for the student lab and for new classroom technology in HBK 2119. Beginning in the summer of 2013, the iSchool will offer students server space for use as a "sandbox" environment for class projects utilizing Amazon web

services; this initiative will be funded exclusively by funds from the Student Technology Fee. All of the updated technology in the Hornbake Building general-purpose classrooms on the ground floor was partially funded with technology fees through the Division of Information Technology's allotment of the funds.

Self-Support Academic Programs

Academic courses offered during Summer Session and Winter term must be financially self-supporting. Funds from tuition and fees are used for instructors, course materials, graduate assistants, and other direct costs; the iSchool receives a portion of any funds left after expenses are paid.

Endowments and Trust Funds

The iSchool has several endowments and trust funds. Income derived from endowments and trusts is used as directed by each fund with most income going to student scholarships and fellowships. Income from the Anne Scott MacLeod Lecture Fund is used to support a lecture series in children's literature.

Gifts from Alumni and Friends

The iSchool is fortunate to have loyal alumni and friends who support the iSchool in many ways, including financial gifts. The University recently concluded *Great Expectations, A Campaign for Maryland*, a multi-year successful effort to raise one billion dollars to support students, faculty, facilities/environment, and innovation. The iSchool had a goal of \$3,000,000 as its part of the larger campaign. Targeted priorities within the iSchool were the Dean's Fund, which is used to enhance the educational experience within the iSchool; the Mary Lee Bundy Fund, which supports a scholarship for an MLS student planning for a career in public libraries; and Beyond the Walls Student Travel and Research Fund, which provides funds for student research and travel. The campaign closed on December 12, 2012; the iSchool met its campaign goal.

While financial resources for the MLS program, the iSchool, and the University cannot be characterized as "plentiful," all three remain financially viable and plan for future growth and enhancement.

Faculty and Staff Compensation

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

Salaries and wages are the largest item in the iSchool budget. Salaries for faculty and some staff are set by the Dean in negotiation with each individual. Salaries for other staff and

stipends for graduate assistants are determined by University schedules for the positions. The Dean's salary is set by the Provost. Cost of living increases are determined by the State and University. Merit increases are determined by the Dean within the general guidelines of the University and with advisory recommendations from peers and supervisors through the process described below. The University has funds for special recruitment and retention purposes, and the Dean may request such funds if the need arises.

Annual Performance Reviews

All University employees participate in an annual performance review process. The mandatory annual Performance Review and Development (PRD) process for staff, including deans, begins with goal-setting and concludes with a final performance evaluation, both of which are conducted by the employee and the employee's immediate supervisor. In the case of the Dean, this process is led by the Provost. More information about the PRD process is available on the University website at <http://uhr.umd.edu/development/prd.cfm>. The review cycle is April 1 – March 31 annually.

The annual review process for faculty is different. The University requires a peer review of accomplishments and contributions during the year conducted by the Merit Pay Committee for Tenured/Tenure Track Faculty and the Merit Pay Committee for Non-Tenured/Tenure Track Faculty. Recommendations from the committees are advisory to the Dean in allocating merit pay. The committees are elected by members of their respective constituencies. Members of the Merit Pay Committee for Tenured/Tenure Track for 2012-13 are John Bertot, Kari Kraus, and Douglas Oard. Members of the Merit Pay Committee for Non-Tenured/Tenure Track Faculty for 2012-13 are Vedat Diker, Sheri Massey, and T. Kanti Srikantaiah. The merit pay policies for the University and the iSchool can be found on the accreditation website.

The annual review process for all iSchool faculty and staff continued through recent years when salary increases were not available with the understanding that the cumulative record of accomplishment and contribution would be considered when merit increases were reinstituted.

Comparison of iSchool Salaries

The iSchool competes with other iSchools and departments or colleges of education, computer science, linguistics, information systems, history, English, and other disciplines in attracting and retaining the best faculty possible. Salary is, of course, one factor in this process. Direct comparisons of faculty salaries are difficult because of differences in the appointment's length of time, percentage of employment, and because the salary may include overload pay or administrative increments. iSchool faculty salaries at all ranks are above the mean faculty salaries for all ALA-accredited programs as reported in the 2012 ALISE

Statistical Report, the most recent report available.¹ iSchool faculty salaries at all ranks are competitive with mean faculty salaries for the University as a whole.

In spite of the restrictions on salary increases, the quality of the individual faculty and staff members at the iSchool attest to the fact that the iSchool has been able to attract and retain highly qualified faculty and staff.

Institutional Support for Faculty and Students

ALA Standard V.7 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

The University provides limited support for conferences and travel as part of the annual budget. The Dean provides additional funds for conferences and travel as financial resources allow. Faculty submitting proposals for research grants are expected to include funds for travel as part of the project budget.

School faculty members are eligible to apply for a large number of University-support awards, grants, and honors. A full list of these awards and a description of the nomination and selection processes are on the [Office of Faculty Affairs website](#). iSchool faculty are encouraged to apply for awards for which they qualify.

Paid leave is provided for faculty and staff of the iSchool as part of the standard University benefits package provided to all employees. Descriptions of leave policies and procedures for faculty can be found at <http://www.faculty.umd.edu/faculty/leave.html> and for staff at http://www.uhr.umd.edu/employment/benefits_summary.cfm#Leave. Tenured faculty may apply for sabbatical leave through the process described in the University Faculty Handbook http://www.faculty.umd.edu/faculty/leave_sab.html. Several iSchool faculty have received sabbatical leave in recent years: Jimmy Lin in 2010-11, Ping Wang in 2011-2012, and Allison Druin in 2012-2013.

Student financial aid from the University is available in several ways, all of which are standard processes. The [Office of Student Financial Aid](#) is the central information center for loans, grants, scholarships, and work-study programs. University funds support fellowships and graduate assistantships for doctoral students. A limited number of graduate assistantships are available for master's students, as well. Funds for student support come to the college as part of the state budget or as block grants from the Graduate School. The iSchool determines how awards are distributed to individual students.

¹

http://www.alise.org/assets/documents/statistical_reports/library%20and%20information%20science%20education%20statistical%20report%202012.pdf

Policy Review and Evaluation

ALA Standard V.8 The school's systematic planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to

The iSchool has engaged in extensive planning and evaluation of its administrative structure and financial support as it has grown and changed. The Dean regularly reviews the administrative structure with the Associate Deans, Assistant Dean, and other faculty and staff members with administrative responsibility. The creation of the Program Director positions is a recent example of changes to the administrative structure that came out of extended consideration of the administrative needs of the academic programs. The use of entrepreneurial financial models to support new academic programs is the result of review of financial support and fiscal policies.

The current administrative structure as set forth in the Plan of Organization is the result of ongoing planning, implementation, evaluation, and refinement by the faculty and staff. The iSchool follows University policies and procedures in all financial matters. questions such as:

Standard VI: Physical Resources and Facilities

Introduction

The College Park and Shady Grove campuses offer a broad and rich array of resources to support instruction, research, service, administration, and community life. The home of the iSchool is Hornbake Building, located on Hornbake Plaza near the center of the College Park campus. Hornbake Library is located in the same building. McKeldin Library, which is the main library, and the Engineering and Physical Sciences Library are nearby, as are the AdeleStamp Student Union, the main administration buildings for the University including the Lee Building which houses the Graduate School, the Division of Information Technology, and other academic and service units. The central location of Hornbake Building is an advantage to the iSchool because it facilitates face-to-face interaction with campus partners and University administration. Unfortunately the iSchool has outgrown its space in this premium location, and that is now a serious limiting factor for its academic and research programs.

On the Shady Grove campus, offices for the iSchool are in the Camille Kendall Academic Center (also referred to as SG III), the newest administration and classroom building on the campus, which was opened in 2007. The building was awarded the LEED® Gold Certification from the U.S. Green Building Council and is the largest higher education center in Maryland to achieve that status. The Camille Kendall Academic Center was constructed to be both an energy-efficient and environmentally-sensitive building. It includes green roofs, recycled building materials and sustainable materials among its many innovative elements. The Shannon and Michael Priddy Library, located on the first floor of the building, was designed as the centerpiece of the building, showcasing many green features such as bamboo floors, FSC certified wood, and terrazzo made with recycled glass. All equipment is Energy Star certified, and there is a native garden behind the library that complements the peace and tranquility of the area.

Maps of both campuses with iSchool space noted are on the accreditation website.

Overview of Physical Facilities

ALA Standard VI.1 A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.

The iSchool uses physical facilities that are reserved for its use as well as shared general purpose facilities. In the discussion that follows, physical facilities designated for the iSchool are described first, then shared general purpose facilities.

iSchool Facilities at College Park

The iSchool is located in the South Wing of the Hornbake Building, a building constructed in the early 1970s for an undergraduate library and the College. The iSchool shares the South Wing with the Career Development Center, the Office of Multicultural Student Education, general purpose classrooms, and other smaller units not affiliated with the iSchool. iSchool spaces are located primarily on the 2nd and 4th floors and house offices, classrooms, labs, study areas, meeting rooms, and common areas. Storage closets, restrooms, and housekeeping closets are located on each floor. Two centrally located elevators and two sets of stairs, one at either end of the building, provide access. The iSchool also has a storage room on the ground floor (HBK 0111B). The square footage of the space is 13,989 square feet on the 2nd floor, 13,621 square feet on the 4th floor, and 179 square feet on the ground floor, for a total of 27,789 square feet.

As Hornbake Building has aged and instructional and research requirements have changed, problems with the building and its inadequacies have become apparent. The University and the iSchool renovated, refurbished, and updated the building to meet current and emerging needs as far as was possible within available resources. The 2nd floor was completely renovated in 2006 to specifications determined by an iSchool committee of faculty, staff, and students; in fact, the 2nd floor was under construction when the External Review Panel visited in 2006. The 2nd floor houses a designated classroom (HBK 2119); offices for faculty, students, and staff; a conference room (HBK 2116); a usability lab; a computer lab; student carrels; and common areas for the iSchool community. The Human-Computer Interaction Lab (HCIL), in which a number of iSchool faculty and students have appointments, is located in iSchool space on the 2nd floor. The iSchool uses the large open area on the 2nd floor for special events, such as the Experiential Learning Expo, receptions, and other community activities.

The 4th floor was completely refurbished in 2006 and partially renovated in 2008 and 2011. It is home to the Administrative Office (HBK 4105); Student Services Office (HBK 4110); offices for faculty, staff, and students; a conference room (HBK 4105F); two seminar rooms (HBK 4113 and 4115); a commons suite with a kitchen; and the Information Policy and Access Center (HBK 4121). The 2011 renovation of the east end of the 4th floor was designed to allow a free flow of faculty and students whose offices are in that area and to create an additional common space for group meetings and informal interactions.

Photographs of the iSchool's facilities at College can be found in the Physical Resources and Facilities section of the accreditation website.

iSchool Facilities at Shady Grove

The iSchool has three offices on the 5th floor of SG III at Shady Grove. Vedat Diker, Director of the iSchool at Shady Grove program, has one office. Victoria Reinke, Program Coordinator, and Hussain Abbas, Advisor, share an office. The third office is used by faculty members when they are at Shady Grove and the graduate assistant. Facilities at Shady Grove are shown in the video about the MLS program at Shady Grove that is on the accreditation website. The iSchool pays for space that it uses at Shady Grove.

iSchool Use of Shared Space at College Park

Most classrooms used for iSchool classes are general purpose classrooms maintained by the University. The iSchool has priority in scheduling four general purpose classrooms on the ground level of Hornbake Building. In addition to the classrooms in Hornbake Building, the iSchool regularly uses classrooms in the Plant Sciences Building, an adjacent building on Hornbake Plaza and occasionally classrooms in other buildings.

In addition to the student computer lab provided by the iSchool on the 2nd floor of Hornbake Building, students have access to twenty-two open labs maintained by the Division of Information Technology. Labs in Hornbake Building, the Nyumburu Center, Parking Garage II, and the Computer and Space Sciences Center are a short walk from the iSchool. A list of open labs with their location, hours of operation, computers and operating systems, and other equipment can be found at <http://www.oit.umd.edu/as/cl/>.

The [Reimagining Computer Labs](#) project invites student input into designing the next generation of computer labs. A “sandbox” lab where students can try out different configurations of furniture and technology tools and provide feedback has been installed in Worcester Hall.

Most iSchool students own or have ready access to a personal computer, reducing the need for the iSchool or the University to provide workstations for students. Most students bring a laptop to class with them. Unfortunately, classrooms do not have an adequate number of power outlets conveniently placed to provide power as it is needed. Students seem to be adept at altering seating arrangements so that those who need electrical power can access it. All campus buildings have wireless internet service, so connecting to the Internet is not a problem.

iSchool Use of Shared Space at Shady Grove

Classrooms at Shady Grove are general purpose classrooms which the iSchool schedules through the USG campus scheduling office. USG provides three state of the art open labs and a Mac lab. Two of the labs are located in SG III, the building that houses iSchool offices and most of its classes. The iSchool schedules conference rooms as needed. Common areas with comfortable seating and tables and chairs for group work are scattered throughout the

campus buildings and are available on a first-come basis.

Accessibility to Physical Facilities for Persons with Disabilities

Hornbake Building is accessible for persons with disabilities through entries on both the east and west sides of the building. Designated parking spaces are located in parking lots adjacent to the building and in Regent's Drive Parking Garage, which is a short distance across Hornbake Plaza. The Department of Transportation Services provides paratransit services.

All buildings at Shady Grove are accessible for persons with disabilities. Reserved parking spaces are located in the parking lot and garage.

Functional Environment

ALA Standard VI.2 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school's program, regardless of the forms or locations of delivery.

Functional Environment at College Park

The iSchool's physical facilities provide a functional learning environment for students and faculty. Recent renovations were designed to enhance communication and foster collaboration among faculty, staff, and students. The administrative function of the iSchool has become more dispersed in location to accommodate a larger staff; staff offices are grouped together by function to the extent possible.

Research Facilities

Research facilities within the College include group and individual research space, project rooms equipped with computers and presentation equipment, a student computer lab, a usability lab, formal and informal meeting and collaboration spaces, and Web and technical support through the iSchool Technology Office. Research labs and centers located in the physical facilities of the iSchool include iPAC on the 4th floor with several offices for faculty and students, HCIL on the 2nd floor with offices and lab space, and other smaller labs for specific projects on the 2nd or 4th floor.

The iSchool needs additional offices for research personnel and labs and space outfitted to accommodate work stations, computers, and related equipment. One pressing need is an area to house servers for faculty and student research.

Instructional Facilities

The iSchool has three dedicated classrooms in Hornbake Building:

- HBK 4113 on the 4th floor is a seminar room, seating about 15 people comfortably. The room is outfitted with a Smartboard Electronic whiteboard installation, external device input availability, and standard chalk board and white board.
- HBK 4115 on the 4th floor is a seminar room, seating about 15 people comfortably. The room is outfitted with a computer, ceiling mounted projector, and retractable screen and chalk boards.
- HBK 2119 on the 2nd floor is a flexible instructional space with tables and chairs that can easily be arranged into various configurations. The room can be set with auditorium style seating, as well, and accommodates at least 35 people. There are two technology systems in HBK 2119 to accommodate various seating arrangements. Side 1 has dual ceiling mounted projectors, an instructional computer, external device input, media control system, stereo sound, a VCR/DVD combo player, and room microphones/cameras, and classroom capture software. Side 2 has a Smartboard Electronic whiteboard installation and instructional computer, and standard whiteboards.

The iSchool has priority use of four general purpose classrooms on the ground floor of Hornbake Building. Three of these rooms—HBK 0103, 0105, 0109—can be combined into a large auditorium with a capacity of 132 people space or used as separate classrooms, which is their normal use. Special noise abatement dividers help prevent noise from traveling among them. The fourth room, HBK 0113-0115, is a large room that can be divided into two smaller spaces by means of a moveable partition, although the iSchool prefers to use it as one room. Its seating capacity as a single room is 50 people.

Each of the general purpose classrooms are outfitted according to standards for Technology Classrooms that includes an LCD projector, Windows computer or Dual boot Mac, VCR/DVD/CD player, overhead projector or document camera, stereo program audio, auxiliary input panel, media control system, closed caption decoder, clicker receiver, laptop cables, campus cable tv, data jack/wireless access, and capture camera and mics. Software includes Adobe Reader, Adobe Flash, Audacity, iTunes, MATLAB R2011a, Microsoft Office 2010, Minitab, Mozilla Firefox, Internet Explorer, QuickTime, Panopto 4.2, Skype, SPSS, SAS, Turning Point, VLC Media Player, Windows Media Player, and WinSCP. The Division of Information Technology maintains a classroom support office on the ground floor of Hornbake Building, adjacent to the classrooms; the office is staffed 8am-9pm Monday through Friday. More information about Technology Classrooms can be found at <http://www.it.umd.edu/tc/>.

Classroom technology in the ground floor classrooms and the dedicated classrooms on the 2nd and 4th floors and the 2nd floor computing lab provides good support to the academic

programs. The Information Technology Office of the iSchool is proactive in upgrading technology in classrooms and lab.

The iSchool has a pressing need for additional seminar rooms (16-18 seats) and classrooms that will accommodate (up to 35 seats); both with additional space to allow for small group work. The rooms should be outfitted with tables and chairs that can be easily rearranged, more electrical outlets on the walls and floors than seem necessary but will assuredly be used, a full suite of projection technology, technology for small group work, and an ample number of whiteboards for whole class and small group work.

Administrative Facilities

The iSchool's physical facilities have been renovated and refurbished to promote efficient and effective administration. As the administrative structure of the iSchool has expanded, administrative offices have become somewhat more dispersed in location, although suites HBK 4105 and HBK 4110 remain the primary administrative areas. The Administrative Office (HBK 4105) contains offices for the Dean, Associate Dean for Academic Programs, Assistant Dean for Administration and Finance, Coordinator, Communications Coordinator, Director of Development, one contracts and grants specialist, and an Administrative Assistant. A second contracts and grants specialist is housed in HBK 4111B, adjacent to the Administrative Office.

HBK 4110 is the Student Services Office. The Director of Student Services, Academic Advisors, Recruiter, and Academic Program Specialist all have offices in this suite.

The Web Services Developer has an office in the HBK 4121.

The MLS Program Director and Program Coordinator are located in the HBK 4121 suite, as are iPAC offices.

Offices of the Director of the iSchool at Shady Grove (who has an office at USG, as well), Assistant Directors for specializations, and Assistant Director of the online MLS are located on the 4th floor, also.

The Information Technology Officer and Information Technology Specialist have offices on the 2nd floor. Offices of the Associate Dean for Research and Program Directors for the MIM and HCIM programs are on the 2nd floor, as well.

The shortage of adequate office space for staff has led to shared offices and the use of very small offices originally intended for student workers or part-time staff. Staff office assignments in spring semester 2013 are in Appendix 17.

Faculty Offices

Faculty offices are located on the 2nd and 4th floors with offices opening off common areas. Offices vary in size with the smallest offices approximately 98 square feet. Most members of the regular faculty have a private office. One member with a joint appointment in another college shares an office, as do two part-time faculty members. Adjunct faculty members are

provided with a shared office. Faculty office assignments in spring semester 2013 are in Appendix 17.

The iSchool needs additional faculty offices. The shortage of faculty space is critical with a search underway for two additional faculty members slated to join the college in fall semester 2013.

Facilities for Committees and Groups

The iSchool has two conference rooms. The 2nd floor conference room (HBK 2116) is the larger, accommodating about 14 people at the table with additional seating along the walls. The room can be arranged auditorium style with seating for approximately 25 people. This conference room, which was built in the 2006 renovation of the 2nd floor, offers a pleasant, light-filled environment for meetings. It is equipped with a computer and projection technology.

The 4th floor conference room (HBK 4105F), which is located within the Administrative Office suite, is smaller, seating about 10 people comfortably. It is equipped with a computer and large LED display.

The two seminar rooms on the 4th floor (HBK 4113 and HBK 4115) are used as conference rooms, as well. In general, there is adequate space for small committee meetings and similar gatherings. There is a need for small group work space for student teams.

Commons Areas

Commons areas are located on the 2nd and 4th floors. The 2nd floor space, furnished with comfortable seating and tables and chairs, is located outside HBK 2116 and at either end of the floor. The 4th floor space is located in HBK 4114, a suite that will accommodate about 50 people with comfortable seating and tables and chairs; vending machines and a kitchen.

Floor plans for the 2nd and 4th floors are in Appendix 18.

Functional Environment at Shady Grove

Administrative and Faculty Offices

As described earlier, the iSchool has three offices at Shady Grove. Two of the offices are furnished for two occupants. The Program Coordinator and the Advisor share one of these offices; the graduate assistant and faculty share the other. All staff and faculty are at Shady Grove part-time which makes shared offices a reasonable use of space. The Director of the iSchool at Shady Grove uses the third office, which is furnished for one person. All offices are comfortable and convenient to classrooms, labs, and the Priddy Library.

Office space for the iSchool at Shady Grove is adequate for now, but the building is fully occupied and there is no room for growth. The iSchool has indicated that it would like

additional space when it is available. It may be that additional space will not become available until a fourth building is constructed on the Shady Grove campus.

Classrooms

The classrooms at Shady Grove are very well outfitted for instruction and learning. They are fully furnished with the latest audio and video presentation aids and comfortable tables and chairs that can be moved into different arrangements, and they have access to natural light. Most classrooms seat 40 to 60 people, although there are smaller classrooms appropriate for up to 25 students and larger classrooms with a capacity of up to 120 people.

Each classroom has individually controlled cooling and heating with enhanced air circulation systems. Each room is equipped with an instructional technology package, the details of which vary:

- Smart Rooms have an instructor station equipped with a computer, monitor, DVD/VCR combo players and built-in wall speakers. The instructor station is connected to a ceiling-mounted data projector. Software includes Adobe Acrobat Reader, Internet Explorer 8.0, Java 2 Standard Edition 1.4.2, Microsoft Office 2007, McAfee VirusScan Enterprise 8.0, Windows Media Player, and WinZip 9.0.
- Lab style classrooms contain fully equipped workstations with a workstation for every student. Instructors have a fully equipped workstation with network access connected to a remote controlled ceiling mounted data projector. The furniture arrangement in lab style rooms cannot be changed.
- ITV/IVN Remote Style classrooms are designed for real-time interaction with a remote location. Each classroom is equipped with cameras, monitors to show the remote location, and a microphone at each seat. A table mounted camera allows for the display of documents.

Technical support is reached through a direct telephone link between the classroom and technology support office in the Camille Kendall Academic Center. The iSchool has been able to secure classrooms that meet its instructional needs.

Conference and Special Events Rooms

The iSchool schedules conference rooms and other spaces for special events as needed. It uses a large conference room on the 3rd floor of the Camille Kendall Academic Center most frequently. The room seats about 24 at the conference table with additional seating along the walls. Counters for food and beverage service are located in the conference room and immediately outside it in an informal seating area.

Library and Information Technology Resources and Services

ALA Standard VI.3 Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

MLS faculty and students enjoy excellent library and information technology resources and services from the University Libraries at College Park and the Priddy Library at Shady Grove. The discussion of library resources for MLS students is not divided into distinct College Park and Shady Grove sections because the Priddy Library at Shady Grove is part of the University Libraries system; students have the same library privileges throughout the system regardless of their home campus.

Library Collections

The [University Libraries](#) hold approximately four million volumes and is ranked 44th largest US member library in the Association of Research Libraries.² The University Libraries consist of McKeldin Library (the main library); six campus libraries; and the Shannon & Michael Priddy Library, at USG. Libraries considered most relevant to the iSchool programs are McKeldin Library, Engineering and Physical Sciences Library, Hornbake Library, and Priddy Library at the Universities at Shady Grove. A [schedule of open hours](#), [floor plans](#), and other information can be found on the library website.

The University Libraries have an estimated 17,000 e-journals, 600,000 e-books, and over 352 databases to support faculty research and teaching, as well as the overall scholarship of the student body. Approximately 75% of the collection is purchased in electronic format, well above the national average of 62% for research libraries and 10th among ARL members in 2010-11.³ The wealth of electronic resources is especially critical for iSchool students and faculty who are away from the College Park campus.

[McKeldin Library](#)

McKeldin Library houses the monographs and print journals for library science, information studies, and archives with the classifications of CD and Z-ZA. The volume count for Z classification is 96,119 items. The volume count for CD is 2,487 items. These call number areas include the following subject areas: archives, archival materials, archival processing, libraries, library education, information services, library administration and organization, cataloging, acquisitions, preservation, reference work, information superhighway, electronic information resources, digital libraries, and government information. McKeldin Library holdings support the research and scholarship of graduate students and faculty.

² <http://publications.arl.org/ARL-Statistics-2010-2011/10#/ARL-Statistics-2010-2011/11>. Accessed February 8, 2013.

³ <http://publications.arl.org/ARL-Statistics-2010-2011/10#/ARL-Statistics-2010-2011/11>. Accessed February 8, 2013.

The University Libraries are part of the Federal Depository Library Program (FDLP). The regional depository, which is located in McKeldin Library, has a collection of over 2 million documents. The holdings are an important resource for all classes focusing on government resources, public policy, information, informatics, and e-government information.

The juvenile collection of approximately 8,980 books consists of materials intended for children in pre-school through tenth grade. Among the collection is a small non-circulating collection of Newbery and Caldecott Medal Winners, as well as Honor books. Students preparing for careers as children and youth services librarians and school library media specialists use this collection extensively.

Engineering and Physical Sciences Library

The Engineering and Physical Sciences Library houses the major collection of monographs and serials relevant to human-computer interaction, information systems, information technology, information architecture, internet (computer network), and social aspects of technology— primarily the classification numbers of T, TK.

Hornbake Library

Hornbake Library is the home of Nonprint Media Services and Special Collections. The NonPrint Media Services has videos, streaming videos, and DVDs for information studies. The Special Collections are University of Maryland; State of Maryland; Mass Media & Culture; Literature and Rare Books; Gordon W. Prange Collection; Women's History; Labor History and Historic Preservation. Classes in archives and special collections are enhanced by having access to the special collections, internship possibilities, and through ongoing interaction with and mentoring by librarians and curators.

Priddy Library at Shady Grove

The Shannon and Michael Priddy Library at Shady Grove gives excellent support to the iSchool program at the satellite campus. Through the Priddy Library, students gain access to additional resources housed at the university partner libraries in the University System of Maryland in order to support their research needs. By providing Interlibrary Loan and Document Delivery services provide iSchool students and faculty access to any material needed for their studies.

In 2007, a Memorandum of Understanding was signed between USG, the University, and Montgomery County (MD) Public Schools (USG is located in Montgomery County, MD) to move the Montgomery County Professional Library to the Priddy Library and integrate it into the Priddy collection. The professional collection contains 10,449 print books, 137 Juvenile books, 65 print journals, and eight online research databases. The Priddy Library provides information resources and services to public school personnel, in return. Students in the MLS program use these materials extensively.

DRUM

Digital Repository at the University of Maryland (DRUM) now contains more than 10,000 documents, providing a permanent and freely accessible digital home for university scholarship. The repository can be searched by college and departments within the college. The College has 63 electronic thesis and dissertations in DRUM at this time.

Databases and Journals

The University spends \$1.6 million dollars for more than 350 databases. A few relevant iSchool databases supporting all programs are Library, Information Science & Technology Abstracts (LISTA), Library Literature and Information Science Full Text, ArchiveGrid, Gartner, Business Source Complete, Factiva, ACM Digital Library, IEEE Xplore Digital Library, Science Direct, and the Web of Science. Supplementary databases are PsycINFO, Dissertations & Theses: Full Text, JSTOR, ProQuest Statistical DataSets and Guide to Reference. The University Libraries are in discussion with Ebsco on the new database, Library and Information Science Source.

The University Libraries provide access to 79 of the 83 journals listed in the Information Science and Library Science category of the *Journal Citation Reports 2011*, including 19 of the top 20 journals in that category ranked by impact factor.⁴ These journals are *MIS Quarterly*; *Journal of Infometrics*; *Journal of the American Medical Informatics Association*; *Annual Review of Information Science and Technology*; *Journal of Information Technology*; *International Journal of Computer-Supported Collaborative; Information & Management*; *Journal of Computer-Mediated Communication*; *Information Systems Research*; *Journal of the American Society for Information Science & Technology*; *Information System Journal*; *Scientometrics*; *MIS Quarterly Executive*; *Journal of the Association for Information Systems*; *Library & Information Science Research*; *Journal of Health Communication*; *Telecommunications Policy*; *International Journal of Information Management*; and *International Journal of Geographical Information Science*.

Additional e-journals of interest held by the University Libraries are *Library Quarterly*; *American Archivist*; *Archival Science*; *Journal of Archival Organization*; *Journal of the Society of Archivists*; *School Library Journal*; *School Library Media Activities Monthly*; *Journal of Documentation*; *Government Information Quarterly*; *Journal of Knowledge Management*; *The Information Society*; *Information Processing & Management*; *Portal : Libraries and the Academy*; *Information and Organization*; *Information Technology & People*; *Journal of librarianship and Information Science*; *Information and Culture: A Journal of History*; *Library Collections, Acquisitions, & Technical Services*; *Library Trends*; *Knowledge Organization*; *Program*; *Information Technology and Libraries*; *Reference and User Services Quarterly*; *Restaurator*; and *Information Development*.

⁴ The journal not held is *European Journal of Information Systems*.

Resources through Consortia

The University Libraries belongs to the University System of Maryland and Affiliated Institutions (USMAI), a 16-member consortium. Membership in the consortium enables University students, faculty and staff to borrow books from member libraries. When resources are not part of holdings within USMAI libraries, the Interlibrary Loan Office can obtain monographs, journal articles, dissertations, government documents, and technical reports at no charge to the student or faculty.

The University Libraries are also a member of the Chesapeake Information and Research Library Alliance (CIRLA), which offers direct reciprocal borrowing for graduate students and faculty. Through CIRLA graduate students and faculty can borrow from libraries at Howard University (excludes law and medical libraries); Lauinger Library and Bloomer Science Library, Georgetown University; Gelman Library, George Washington University; Eisenhower Library, Johns Hopkins University; National Agricultural Library, Beltsville, MD; select Smithsonian Institution libraries; and all libraries at the University of Delaware.

Access to Information Resources

Research Port allows students, faculty and others connected with the University of Maryland to access databases and e-journals from on and off campus remotely on a 24/7 basis. Wireless access across campus enables the students and faculty to connect to the resources while in a classroom, labs, lounges, and public spaces throughout the campus.

Staffing and Services

The Library Liaison System at the University of Maryland establishes and maintains ongoing relationships between the University Libraries and academic departments. The library liaisons for the iSchool provide Research Guides, on the LibGuide platform, which range from specific specializations to particular classes <http://lib.guides.umd.edu/> and <http://libguides.shadygrove.umd.edu>; research appointments with faculty and students; instruction sessions, as requested; orientations for new students and faculty; and chat and email/virtual reference.

The guide [UM Libraries Services: A Guide for Faculty & Graduate Students](#) assists students and faculty in understanding library services and policies. Students and faculty can connect with a librarian anytime through the AskUsNow! service, if a librarian is not otherwise available.

The Course Reserves system ensures that high-demand books, articles, and media will be available for all students to use. Reserves include physical items (books and media) held at the library and electronic documents (book chapters and journal articles) accessible online via ELMS/Canvas (E-Reserves).

Library Services for Online Students

Research Port allows online students to access the University of Maryland's 352 databases, 17,000 e-journals and 600,000 e-books remotely at any time. The following e-books

collections are available: Credo Reference, Ebrary, Ebsco ebook Collection, Gale Virtual Reference, Safari Tech Books Online, and Springer eBooks.

To familiarize the students with the services and resources available, the [Information Studies for the Online MLS iSchool Students](#) guide was created. Other subject specific guides created are: [Archives and Archival Studies](#), [Children's Literature and Librarianship](#), and [MIM Resources](#). If the student is researching other subjects, the Research Guides, which range from specific concentration to particular classes, are accessible at <http://lib.guides.umd.edu/>.

Since some of the students are unable to come to campus for resources, the UM Libraries offers Article Express. The Libraries will now deliver journal articles from print journals in the UM Libraries or one chapter from a book held in the UM Libraries electronically or available in print on the UM Libraries' shelves. This service is free of charge and available to University faculty and graduate students only.

If the student has a question, the library liaison can be reached via phone or email. In addition, the UM Libraries is a member of [AskUsNow!](#), a 24/7 Virtual Reference Service.

The University Libraries membership in CIRLA and other consortia described earlier gives online students in the mid-Atlantic region other sources of on-site library services. The library's soon-to-be membership in the Committee on Institution Cooperation (CIC), described below, will open a large number of mid-western libraries to Maryland students beginning in 2014.

The University Libraries and the Big 10

It was recently announced that the University of Maryland will officially join the Big 10 Conference as of Fall 2014. Membership in the Big Ten will significantly enhance the student experience at the University in a number ways, the library in particular will benefit. Major enhancements will flow from the library and technology collaborations that are part of the Big Ten Committee on Institution Cooperation (CIC). The CIC Center for Library Initiatives works to optimize access to the combined resources of CIC members. They also work to realize savings of cost, time, and space; and enable collaboration among library staff on multiple campuses to work on mutual problems. A full description of the effects of the move can be found at <http://newsdesk.umd.edu/universitynews/release.cfm?ArticleID=2831>

Information Technology

The array of information and communications technology resources and services for faculty, staff, and students at the University is far too extensive to describe comprehensively in this document. Instead, selected resources and services are briefly summarized with links to more information, and links are given to web resources, also. The primary website for the Division of Information Technology is <http://www.it.umd.edu/>.

The Division offers an extensive list of technology services for students. A description of selected services can be found at <http://www.it.umd.edu/students.html>. Among the services are TerpConnect, through which students can access personal file and web space, class files and web space, and other resources. Each graduate student is provided with an email account and calendar on the Exchange system. The email system for undergraduates is different.

The Division also offers an extensive list of services for faculty. A description of selected services can be found at http://www.it.umd.edu/faculty_staff.html. Services in support of research are described at <http://www.it.umd.edu/researchers.html>. Services for teaching and learning are described at http://www.it.umd.edu/learning_teaching.html.

iSchool Technology Services

iSchool faculty and staff have the technology equipment and services that they need to be effective. New faculty members are asked to specify their needs at the time of hiring. All faculty members receive new equipment according to a technology replacement schedule or as needed. Staff members receive a workstation appropriate to their work requirements with individual preferences taken into account. Staff equipment is updated on the replacement schedule or as needed.

Wired and wireless access is available throughout the iSchool. Wired computers, printers, and other equipment are available for use by students. Server space, mobile devices, and software tools are available for faculty-sponsored student use. The iSchool provides additional access to technologies through its research and learning partnerships and training and development in use of technology through a variety of offerings including student-led training sessions, technology workshops, guest presentations, structured technology trial programs, online tutorials, and individual consultations.

The iSchool maintains a computer lab for its students on the 2nd floor of Hornbake Building equipped according to the description that follows:

- 12 student workstations entailing the following specifications:
 - iMac 21.5 Inch
 - Processor: (065-0630) - 2.7GHz Quad-core Intel
 - Core i5, Turbo Boost up to 3.2GHz
 - Memory: (065-0635) - 8GB 1600MHz DDR3 SDRAM
 - 2x4GB
 - Storage: (065-C13P) - 1TB Serial ATA Drive @
 - 5400 rpm
 - Graphics: (065-0651) - NVIDIA GeForce GT 640M
 - 512MB GDDR5
 - Operating Systems: Dual boot systems capable of running Apple OS 10.8 Mountain Lion and Microsoft Windows 7 Enterprise

- One instructional workstation entailing the following specifications:
 - Mac Mini
 - Processor: (065-C0H5) - 2.5GHz Intel Dual-Core
 - Core i5
 - Memory: (065-C0HD) - 8GB 1600MHz DDR3 SDRAM
 - 2x4GB
 - Hard Drive: (065-C0HG) - 500GB Serial ATA Drive
 - @ 5400 rpm
 - Operating Systems: Dual boot systems capable of running Apple OS 10.8 Mountain Lion and Microsoft Windows 7 Enterprise
 - Instructional workstation is connected to a ceiling mounted projector for class display capability. Projector is also capable of multiple inputs.

Planning, implementation, and support of technology at the iSchool is managed by the iSchool Technology Office (ITO) directed by the Technology Officer.

University Technology Services

The Division of Information Technology (formerly the Office of Information Technology or OIT) is responsible for computing, networking and telecommunications services for instruction, research, administration, and other purposes. The Division offers discount programs and the Terrapin Technology Store for the university community, promotes responsible use of information technology through Project NEThics, and provides training for faculty and staff.

The University has wired networking throughout the campus. The university's wireless network is one of the largest in the country with approximately 4,100 access points providing convenient wireless access in almost all campus buildings, including every academic building and residence hall, the Stamp Student Union, McKeldin Library and Hornbake Library. More information about networking can be found at <http://www.it.umd.edu/nts/noc/wireless/index.html>.

Computing Labs

iSchool students have access to 22 open computing labs maintained by the Division of Information Technology, in addition to the dedicated lab maintained by the iSchool on the 2nd floor of Hornbake Building. The most convenient open labs are a small lab on the first floor of Hornbake Building and labs in the Computer and Space Sciences Building, the Nyumburu Center, and Regent's Drive Parking Garage. A list of the open computing labs with location, hours of operation, and equipment can be found at <http://www.it.umd.edu/as/cl/>.

Adaptive Technology Lab

The Adaptive Technology Lab (ATLab) is designed and equipped to facilitate access to information for students and faculty with disabilities. The lab also consults and trains on the use of adaptive technologies on the College Park campus.

Digital Media Production

Through Digital Media Services faculty and students create, produce, record, and distribute digital content through services offered by the Division of Information Technology. Tools that are available include Audacity, Jing, iTunesU Academic, Camtasia, Wimba Podcaster, and more. For more information see [Digital Media Services](#).

Learning Technologies

The Learning Technologies unit of the Division of Information Technology promotes the integration of technology into teaching and learning. It offers the Enterprise Learning Management System (ELMS), which changed from Blackboard to Canvas in spring semester 2013. ELMS is the primary tool used for iSchool Web courses. More information can be found at <http://otal.umd.edu/>.

Information Technology at Shady Grove

Students in the MLS program at Shady Grove have access to information resources and services provided on the College Park campus and to services offered at Shady Grove. Information technology at Shady Grove is managed in cooperation with the Division of Information Technology at College Park. The Shady Grove resources and services are described briefly here. More complete information can be found at <http://www.shadygrove.umd.edu/campus-services/oit>.

Wireless Networking

Wireless access is available to all faculty, staff, and students campus-wide.

Computer Labs

Three open computer labs are maintained on the Shady Grove campus. Each lab is open at least 10 hours seven days a week. A Mac Lab contains 30 workstations equipped with the latest in Mac technology and supported software. It provides access to the Mac platform for graphical arts, publication design, and communication programs and general access to faculty and students. Four additional Macs are in the back of one of the open labs in the Camille Kendall Academic Center.

Accommodations for Independent Study

Students who wish to undertake independent study, whether as a thesis research project or a smaller effort taken as one of the independent study courses, have the full array of library and information technology resources described above to use in accomplishing their goals.

Faculty who supervise theses and independent study projects advise students on resources that are required and how to access those resources.

Technology Support for Students and Faculty

ALA Standard VI.4 The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.

The rich array of libraries and information technology facilities described in the previous sections meet the needs of iSchool faculty and staff. Four branches of the University Libraries contain materials highly relevant to the program. The collection includes 95% of the top impact journals in information science and more than a dozen highly relevant databases. Resources are in both print and electronic format. iSchool students and faculty receive specialized information services from professional librarians who are liaisons to the iSchool. Library hours vary by branch but are extensive, with McKeldin Library open 24 hours five days a week. Of course, electronic resources are available 24/7.

All campus libraries are accessible for patrons with disabilities. The University Libraries, which include the Priddy Library at USG, has a designated staff member who is responsible for library services for people with disabilities. Library staff provide additional services for the research and personal information needs of patrons with disabilities. ATLab with assistive technology is located in McKeldin Library. Details of library services for persons with disabilities can be found at <http://www.lib.umd.edu/services/disabilities>. Additionally, the University's Disability Support Services office provides a range of support to students with disabilities can support their library usage and access to library materials when necessary.

Each MLS student regardless of which location is his or her "home campus" has access to the College Park resources described in this chapter, most of which can be accessed electronically.

Ongoing Planning and Evaluation

ALA Standard VI.5 The school's systematic planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

The Dean, Associate Deans, and Assistant Dean have overall responsibility for evaluating the use of iSchool physical resources and facilities and assessing their adequacy in meeting iSchool needs for research, instruction, administration, and general college life. Program Directors and Assistant Directors, directors of research labs and centers, and other iSchool administrators provide the same function for their particular area of responsibility; they discuss physical resources and facilities with the Dean. The Assistant Dean and Technology Officer are responsible for drafting plan to meet needs and executing plans once they are approved. The Dean presents the iSchool's needs to the Provost and other campus-level administrators.

The Dean forms working groups to provide advice on specific issues, as needed. An example is the group of faculty, staff, and students who developed guidelines and suggestions for the 2nd floor renovation.

At Shady Grove the Director of the iSchool at Shady Grove is responsible for evaluating the program's physical resources and facilities needs. The need for additional space on a permanent basis is discussed first with the iSchool's Associate Dean for Academic Affairs and then with the Coordinator for College Park at Shady Grove and campus administrators. Facilities that are needed for a one-time event or on a temporary are arranged through the campus scheduling office.

Summary

The iSchool is a richly diverse academic community that provides individual members many opportunities to pursue educational and professional goals. It is a leader at the University of Maryland, in the state of Maryland, in District of Columbia metropolitan area, in the information professions, and in library and information studies education and research.

The College has developed a forward-looking perspective on information and is inventing the future for information through research, scholarship, and education. Based on this perspective, it has initiated innovative specialties in its academic programs that reflect current and emerging realities of information resources and services in the 21st century. The three master's degree programs are complementary and mutually supportive, and the doctoral program offers advanced education for future scholars and administrators. All four programs thrive side-by-side within a unified environment.

The iSchool Diversity Initiative is a model for the University. By establishing the position of Diversity Officer and a permanent Diversity Committee, the iSchool demonstrates its intention to move forward quickly and deliberately in creating a more diverse community. The iSchool recognizes that diversity is a broad concept, and that a truly inclusive community provides means for every member to thrive.

Research that will make a difference is a hallmark of the iSchool. Students are actively involved along with faculty in the research communities both in the iSchool and beyond. In the previous chapters of the Program Presentation, we have described how the MLS program is in full compliance with ALA Standards for Accreditation of Master's Programs in Library and Information Studies. We have presented evidence in this document, in appendices and other materials on the accreditation website and through reference to other websites in the iSchool and University. Additional evidence will be available to the External Review Panel during its visit.

One reason that we are firmly convinced that the MLS program is in full compliance is because we are mindful of the Standards as we plan for the program and conduct its business. We routinely use the Standards and the statements of other professional associations as appropriate within the University of Maryland and iSchool context. The result is an MLS program that respects the values that have long guided library science and the practice of librarianship and is interpreting and applying them in the 21st century. The iSchool continues to look forward in order to educate information professionals who will make important contributions in all sectors of society.

In the pages that follow, we reiterate important points about the MLS program, using the order of the ALA Standards. In addition to the summaries, we identify next steps because we recognize that there is always more to be done.

Standard I: Mission, Goals, and Objectives

The iSchool has systematic processes for ongoing planning and evaluation, and the iSchool supplements these regular processes with additional efforts to meet special purposes. While faculty members are the primary agents for planning and evaluation, iSchool staff, students, alumni, and other constituents actively participate in planning and evaluation. The iSchool uses standing committees, special committees, and/or task forces. It follows a planning and evaluation schedule set in advance but one that is flexible enough to respond to needs and opportunities that arise unexpectedly; and involves representatives of iSchool stakeholders and others in appropriate and effective ways. Information is gathered from faculty, staff, students, and outside experts through surveys, small groups, literature reviews, and analysis of peer programs. The hallmark of iSchool planning is thoroughness. Planning occurs for the iSchool as a whole and for its various parts, including the MLS program.

The mission, goals, and objectives of the MLS program are the carefully crafted result of the most extensive review of the MLS program undertaken in at least the last 15 years. The MLS program mission statement relates closely to the statements of Vision, Mission, and Values and Operating Norms of the iSchool and aligns with the aspirations and goals of the University as a whole. In working to fulfill its own mission statement and meet its goals and objectives, the MLS program promotes the progress of the iSchool and the University toward similar achievements. The mutually reinforcing aims of the University, iSchool, and MLS program provide a clear path forward as the MLS program continues to build for the future.

Next Steps

The iSchool is completing a review of its strategic plan. Depending upon results of the current review, it is possible that the strategic plan will be updated in 2013-2014.

The PCC has initiated planning for a coordinated assessment of all iSchool academic programs. The assessment will yield comparable data for all programs and specialized data for individual programs on an ongoing basis. The assessment system will include current efforts such as Graduate Outcomes Assessment as well as additional measures, and it will involve faculty, students, alumni, employers, leading professionals, and other constituents. The assessment plan will provide a comprehensive assessment of each individual program and of the instructional program of the iSchool as a whole.

Standard II: Curriculum

The MLS curriculum has evolved and changed through systematic review and evaluation processes in which faculty, staff, students, alumni, and employers have participated. The MLS curriculum has its foundation in the processes through which recordable knowledge is managed and made available in libraries of all types, archives, information centers, and other information-centric organizations. Through its specializations, the MLS curriculum utilizes the advantages of the University's location and special relationships with federal agencies, and educates information professionals to serve in a 21st century society.

Graduates of the MLS program are perceived as well-prepared in the theories, principles, practices, and values of information services and the various functions involved in information management. They are ready for the challenges of the workplace and the opportunity to contribute actively to their organizations. They assume leadership roles regardless of their position within the organizations. The curriculum is highly responsive to the needs of 21st century society, in particular to concerns of inclusion and diversity and rapid technological developments.

Students have ample opportunities to tailor their individual program by engaging in independent research; international travel and learning; taking courses in other academic departments and institutions; and gaining work experience in an environment that suits their needs and interests.

Students are assisted in constructing coherent programs of study by advice from professional advisors, faculty members, and information from web resources.

In response to recommendations from experienced professionals, alumni, and students themselves, the faculty has infused the curriculum with more opportunities for hands-on or practical experience. A field study is now required of all students, and field-based projects are part of the syllabus in a number of courses, including our study abroad course offerings that allow students to gain actual work experience in another country.

The curriculum was designed with full awareness of professional standards. The same curriculum is delivered at College Park, Shady Grove, and online with variations in the specializations offered at specific locations. The curriculum is continuously reviewed and is built upon an innovative perception of information and information services in the 21st century. Graduates are confident of their abilities as they enter the profession because of the quality of the curriculum and the instructional program of the iSchool.

Next Steps

There are two very important next steps in developing the MLS curriculum. The first is the implementation of the new core curriculum in fall semester 2013. The structure of the curriculum was determined through a careful, multistep review and planning process in 2010-2011. Since that time faculty teams have designed individual courses. The new core curriculum will be implemented in fall semester 2013. Assessment of the new core courses will follow.

The second next step is implementation of the new Graduate Outcomes Assessment plan, which will begin at the end of spring semester 2013. The full assessment plan will be implemented in fall semester 2013 when the new core courses are offered for the first time. The MLS program will submit to the Graduate School its first biennial report under the new Graduate Outcomes Assessment system in November 2013.

Standard III: Faculty

The iSchool faculty is fully capable of planning and delivering an MLS program that is breaking new ground while maintaining the highest quality standards. The capabilities of regular and adjunct faculty members span the breadth of the information field. The faculty is diverse in gender, age, ethnicity, national origin, educational background, professional experience, and intellectual interests. Faculty members are skilled at employing technology to address information problems and bring that skill to the classroom.

The iSchool environment is a rich and diverse learning environment with opportunities that go far beyond the classroom. There is a close connection between research and teaching for iSchool faculty. Faculty members use this close connection to the benefit of themselves and their students. Students and alumni have consistently rated the quality of instruction very high.

The University and the iSchool follow policies and procedures to recruit and retain a diverse and highly qualified faculty. These policies and procedures are explicit, accessible, published, and carefully observed. The iSchool has worked within this framework to almost double the size of the regular faculty in seven years. Faculty members have opportunities and support for advancement in rank, and have been successful in seeking promotion. Regular review processes are used to assess faculty performance and establish the foundation for decisions related to promotion, tenure, and compensation.

The iSchool faculty is a unified faculty serving the four academic programs across locations as appropriate and needed. Both regular and adjunct faculty members teach in areas in which they have recognized competence. Teaching assignments meet the needs of the program and individual interests and expertise. Regular faculty members are active researchers whose contributions at the research front are widely acknowledged.

Next Steps

There are two next steps for the iSchool related to faculty. The first is to continue to build the faculty through careful hiring of new faculty and support for faculty development. Two new tenure-track faculty members will be hired this year; it is likely that another search will be conducted next year.

A second step will be creating a coordinated system through which adjunct faculty members can be mentored. At present members of the adjunct faculty are mentored on an ad hoc basis that requires the faculty member to take the initiative in establishing the mentoring relationship. A plan that sets forth the expectation of mentoring that is customized to individual needs and requirements will better serve the adjunct faculty and the iSchool as a whole.

Standard IV: Students

Talented students who are committed to enrolling in an excellent educational program apply to the MLS program at the iSchool. The admissions requirements and processes are effective in building a student body that is fully capable of earning the degree and becoming an outstanding information professional; the completion rate for students is above 90%. Information about the iSchool is fully accessible.

The Student Services Office, which is in its second year of rebuilding, is almost fully staffed. The staff is highly qualified and experienced in higher education. MLS students have the benefit of working with a skilled professional advisor under an advising system that was implemented with the support of the Provost in 2009. There is a designated advisor for students at Shady Grove and online students.

Financial aid is available for students. At least two-thirds of MLS students receive some kind of financial aid. Most students are employed outside the college during their MLS program of study.

The MLS student body thrives in the diverse multidisciplinary environment of the iSchool. They engage in research with faculty, get to know students in the MIM and HCIM programs through classes, and participate in iSchool and University governance. Their interest in and enthusiasm for the information field is vividly expressed in the very active student organizations at the iSchool.

Next Steps

There are four next steps related to students. The first is to complete the work on a diversity recruitment plan and implement the plan as quickly as possible. It is important to note that the percentages of ethnic minorities in the iSchool MLS student body bear considerable similarities to the distribution of ethnic minorities among total enrollment in ALA-accredited programs, but the iSchool aims to be exceptional for the diversity of its student body.

The second step is to bring the Student Services Office to full staffing. A search for the vacant advisor position is underway.

The third step is to develop means for involving students in the online MLS more completely in the life of the iSchool.

The fourth step is to support and encourage the renewed alumni chapter. The chapter will allow students to remain part of the iSchool community as long as they wish to do so.

Standard V: Administration and Financial Support

As a college within the University, the iSchool possesses the same rights and responsibilities as all other schools and colleges, and the Dean and faculty participate in University governance as do their peers elsewhere on campus. The iSchool operates on the principle of shared governance that is the basis for the Plan of Organization and associated policies. Internal policies are regularly reviewed and revised, if needed, to maintain compliance with University requirements and to better serve the iSchool.

Staff growth over the past seven years is a significant factor in the progress that the iSchool has made. The staff is a mix of individuals with a long tenure in the University and those who are new within the past several years, all of whom are well-qualified and skilled. The administrative structure is based on clear and direct supervisory relationships. Most staff members work within the structure of Administrative Office or Student Services Office, regardless of their physical location.

Direct administration and support for each academic program comes from a Program Director who is a senior faculty member. The Director of the iSchool at Shady Grove and the Assistant Director of online programs give additional program support relevant to their constituencies.

Financial resources for the iSchool are derived from a base budget from the University, enhancement funds, and technology fees; income from summer and winter courses and entrepreneurial programs; contracts and grants; endowments; and gifts. The iSchool has been able to increase its support from sources other than the state-supported base budget during the past several years of financial difficulties for the State of Maryland.

As a part of the unified whole, the MLS program shares in the financial resources of the iSchool. Any attempt to isolate and account for resources spent on the MLS program and only on the MLS program would be unrealistic because the four academic programs in the college share resources—faculty and staff, classrooms and labs, offices and services—and leverage the benefits that each offers to the whole. The question of whether or not the MLS program has adequate funding in the complex environment of the multidisciplinary iSchool is better answered by considering these facts:

The MLS program offers a high quality education. Employers are very satisfied with the program's graduates, praising them for their knowledge and skills and for their leadership qualities.

- Well qualified students enter the program. Students complete the program in a timely manner and enter the job market with confidence. Graduates find employment.
- The iSchool and the MLS program attract and retain outstanding faculty. The faculty is a good mix of regular and adjunct faculty, each with their own expertise. Faculty members have the resources they need for success.

- The iSchool and the MLS program attract and retain outstanding staff? Staff members have the resources they need for success.
- The MLS program's environment is rich and diverse with opportunities for students to learn and gain experience. Students learn about technology and with technology. Students prepare for leadership in a diverse society?
- The MLS program demonstrates an innovative spirit and commitment to diversity and actively participates in defining the future for information and information professionals.

Each of these statements about the MLS program in the iSchool is proof that the program has the resources that it needs to succeed.

Next Steps

The most important next step is to obtain an increase in funding for the iSchool. There is promise of a small pay increase for faculty and staff in FY 2014. Significant increases will not come until financial circumstances for the State of Maryland improve. Meanwhile, we continue to make effective use of the resources at hand.

Standard VI: Physical Resources and Facilities

It is hard to effectively characterize the physical resources and facilities of the iSchool. The physical space has been renovated, refurbished, and redecorated since 2006, giving the iSchool community a pleasant home that is well-maintained by the University. Library resources and services from the University Libraries and information technology resources and services from the iSchool Information Technology Office and the University Division of Information Technology are excellent, as are library and information technology resources and services at USG. Library and technology staff members are knowledgeable professionals who provide high quality services. Faculty and staff have the technology that they need to accomplish their work, and students who need access to computer labs have it.

However, there are two major problems. The first problem is that the iSchool has outgrown its space. The space allocated for the iSchool in 2012 is the same as it was in 1992. In the past 20 years, the faculty and staff have doubled in size, two new academic programs have been added, and the student body has increased. The research program of the iSchool has expanded many times over. Through all of this iSchool space has not increased. We are at the limits of the space now.

The second problem is that a building constructed 40 years ago, such as Hornbake, does not meet current needs for instructional and research space. Faculty members want flexible space that can be used for whole class lectures and small group discussions. Students want electrical outlets to power their laptops and other devices. The iSchool needs new seminar rooms, space to house servers for students and faculty, classroom furniture that is adaptable to different arrangements, and other improvements that would facilitate its work.

Next Steps

The next step is to obtain new or additional space for the iSchool. There are possibilities within Hornbake Building, although the building is fully occupied. There may be other possibilities, as well. The Dean discusses the iSchool's pressing facilities needs with University administrators and continues to search for a way to meet the needs.

In conclusion, as the iSchool and the MLS program approach their 50th anniversary, they are engaged in the challenging and rewarding work of creating the future for information and information professionals in the complex, diverse, fast-moving society of the 21st century, using the heritage of 50 years of accomplishment as a foundation.