Rutgers, the State University of New Jersey

Master of Information

Degree Program

ALA Accreditation Program Presentation

Committee on Accreditation

American Library Association

October 2018

Rutgers University is accredited by the Middle States Commission on Higher Education. The most recent Accreditation was in 2018.

President: Robert Barchi

Chancellor of Rutgers University–New Brunswick: Christopher Molloy

School of Communication and Information

Department of Library and Information Science

Dean: Jonathan Potter

Dean Potter reports to the Chancellor of Rutgers University-New Brunswick

LIS Department Chair: Ross J Todd

MI Program Director: Lilia Pavlovsky

The Department of Library and Information Science in the School of Communication and Information at Rutgers, The State University of New Jersey is seeking continuing accreditation for the professional Master of Information (MI) degree program (formerly the Master of Library and Information Science [MLIS] program). The MI program, introduced in 2015, is built on the integrity and success of the MLIS program accredited in 2012. The Rutgers MI degree provides the background, learning, values and competencies for graduates to assume a leadership position in a library, an information center, or another organizational setting as a library and information professional.

The Self-Study addressed in this document is based on *Standards for Accreditation of Master's Programs in Library and Information Studies, 2015.*

Table of Contents

Contents

List of tables and figures

Appendices documents available on Sakai MI Reaccreditation 2018 Resources

Introduction and Standard I

I.1: SC&I Organizational Chart, 2018 (larger view)
I.2: SC&I Relation of Departments and Programs (larger view)
I.3: Rutgers' Rankings in Selected Disciplines Relative to AAU Peers and Aspirant Peers (larger view)
I.4: Application and Enrollment Data 2004 – 2018 (SC&I Student Services) (larger view)
SI Evidence Folder 1: ALA Accreditation Faculty Teams
SI Evidence Folder 2: Analysis of Competitor Programs
SI Evidence Folder 3: Innovative Programs
SI Evidence Folder 4: LIS Task Force Final Report
SI Evidence Folder 5: MI Approval Documentation
SI Evidence Folder 6: Master of Information Overview
SI Evidence Folder 7: Program Associates Meeting Agenda and Minutes
SI Evidence Folder 8: Email Confirmation NJ State Library Certification
SI Evidence Folder 9: Letter to Stakeholders 2015
SI Evidence Folder 10: NJLA Presentation on MI Program
SI Evidence Folder 11: MLIS to MI Transition
SI Evidence Folder 12: Proposal for MI Concentration Archives and Preservation
SI Evidence Folder 13: ITI-MI Dual Degree Approval
SI Evidence Folder 14: LIS Department Retreats 2016, 2017
SI Evidence Folder 15: MI Program Reports to NJLA Executive Board
SI Evidence Folder 18: Internship Data from 2014-2018
SI Evidence Folder 19: flyer for 2018 fair
SI Evidence Folder 20: SC&I IDTS Report 2016-2017
SI Evidence Folder 21: SC&I Teaching Incubator Program

	SI Evidence Folder 22: SCI Annual Report on Assessment 2016-2017
	SI Evidence Folder 23: Report on Assessment of MI Program Learning Goals
Standard II	
	S2 Evidence Folder 1: Professional Graduate Review Committee
	S2 Evidence Folder 2: New Course Proposal
	S2 Evidence Folder 3: Change Existing Course Proposal
	S2 Evidence Folder 4: Competitor programs and their structures
	S2 Evidence Folder 5: Taskforce Report
	S2 Evidence Folder 6: MI-at-a-glance
	S2 Evidence Folder 7: Student Outcome Matrix
	S2 Evidence Folder 8: Program assessment grid
	S2 Evidence Folder 9: MI Colloquium Course
	S2 Evidence Folder 10: WISE historical offerings
	S2 Evidence Folder 11: MI students in non-610 courses
	S2 Evidence Folder 12: Assignment 1
	S2 Evidence Folder 13: Assignment 2
	S2 Evidence Folder 14: Archives and Preservation presentation
	S2 Evidence Folder 15: School Library curriculum request for change
	S2 Evidence Folder 16: Information Literacy brainstorming session
	S2 Evidence Folder 17: Information Literacy Course Feedback
	S2 Evidence Folder 18: 519: Information Literacy, Learning and Teaching
	S2 Evidence Folder 19: Relevance in Learning: LIS Leadership brainstorming session
	S2 Evidence Folder 20: Agenda Relevance in Learning.pdf
	S2 Evidence Folder 21: iSchool Program Comparison.xlsx

	S4 Evidence Folder 11: MI Council year-end report.docx
	S4 Evidence Folder 12: MARC Newark Poster Session
	S4 Evidence Folder 13: LISSA end of year report May 2018
	S4 Evidence Folder 14: Syllabus: 17:610: 503: ePortfolio Capstone
	S4 Evidence Folder 15: Academic Assessment portfolio Instructions and 17:503 Assessment rubric.docx
	S4 Evidence Folder 16: 503 Program Assessment rubric.pdf
	S4 Evidence Folder 17: Rubric for Analysis
	S4 Evidence Folder 18: Indirect/Direct assessment report.pdf
Standard V	
	SV Evidence Folder 1: CVs SC&I Administrative Personnel
	SV Evidence Folder 2: LIS/SC&I Financial Overview Report
	SV Evidence Folder 3: LIS 2013-2017 Financial Report
	SV Evidence Folder 4: Budget LIS 2015-2016
Shared Evidence Folder	
	Shared Evidence Folder 1: LIS Committees and Membership
	Shared Evidence Folder 2: MI Full-time Faculty CVs
	Shared Evidence Folder 3: MI Part-time faculty CVs
	Shared Evidence Folder 4: LIS Department Meetings Minutes
	Shared Evidence Folder 5: LIS Department Meetings Agendas
	Shared Evidence Folder 6: Curriculum Committee Documentation

Introduction

Rutgers, The State University of New Jersey, is a leading national university and the state of New Jersey's preeminent, comprehensive public institution of higher education. Established in 1766, the university is the 8th oldest higher education institution in the United States. More than 69,000 students and 22,500 full and part-time faculty and staff learn, work and serve the public at Rutgers locations across New Jersey and around the world.

The Department of Library and Information Science (LIS) is one of three departments in the School of Communication and Information (SC&I): Communication, Journalism and Media Studies, and Library and Information Science. The School was founded in 1982, merging the long-established Graduate School of Library and Information Studies (established in 1953) with existing undergraduate departments of Communication and of Journalism into one entity. The school has approximately 66 full-time faculty and 150 part-time faculty. SC&I's research and teaching focuses on organizational communication, social and new media, library and information science, journalism and media studies, and information technology. Across the school, the faculty are unified through their commitment to intellectual freedom, freedom of speech, and the protection of creative discourse and cultural memory, and whose synergies create a robust environment for research and learning.

The current department of Library and Information Science has at its core the Master of Information (MI) program as well as the provision of the undergraduate Information Technology and Informatics (ITI) major, established in 2001. The School also offers a Master of Communication and Media, and an interdisciplinary PhD in Communication, Information and Media. In the May 2018 SC&I Commencement, there were 104 MI graduates and 437 ITI graduates, and 18 interdisciplinary PhD graduates.

The organizational structure of the school is shown in Figure I.1 below. Each of the three departments is led by a department chair. Under the Dean of SC&I, the department chair has general administrative responsibility for departmental programs and initiatives. Academic programs of each department are administered by a program director who is appointed by the Dean through faculty processes to serve for a designated period. Duties of program directors are determined by their respective faculty bodies and by the Office of the Dean. The Program Director reports to and works collaboratively with the department chair on all matters related to the administration and management of an academic program.

See
([Figure I.1: SC&I Organizational Chart, 2018](#)) Standard I Evidence Folder

The history of library and information science education and research at the university is well established, beginning in 1927 at Rutgers as an undergraduate program in librarianship at the New Jersey College for Women, now Douglass Residential College, with accreditation by the American Library Association for the undergraduate degree granted in 1929. In July 1953 the Graduate School of Library Service (GSLS) was established at the University under the deanship of Professor Lowell Martin and admitted its first class of master's students. The PhD program in Library Service was established in 1959. The school's first full graduate accreditation was granted by the American Library Association in 1956. Since that time, the University has continuously awarded Master's degrees in the disciplinary area of LIS (recognizing changes in degree titles) upon the recommendation of the faculty.

We believe that one measure of a progressive and future-oriented library and information science program is its capacity to adapt educational programs continuously to address community and societal change so that graduates are well prepared to meet the challenges and needs of constituents. This core belief is central to our accreditation self-study. It has shaped significant program changes and development since 2012. The department of Library and Information Science (LIS) at Rutgers University seeks to understand people, their needs for information and the use of information as the central focus of all its teaching and research. We address this focus by providing students with a broad range of courses, concentrations, and field experience opportunities, as well as exposure to current research and activities across diverse information landscapes. We are committed to the highest quality educational experience for aspiring library and information professionals. The Library and Information Science department is strong, vibrant, and thriving with the introduction of new faculty, new courses, and exciting ongoing research. We are proud of our distinguished faculty and dedicated graduate scholars. The School and the LIS department are in a very sound financial state.

As the provider of the only accredited ALA graduate program in New Jersey, the LIS department at Rutgers has the responsibility to educate information professionals for a diverse and changing state. Opportunities for further collaborations and program initiatives have grown with the merger of the University of Medicine and Dentistry of New Jersey in 2013. The attention given to health and wellness has strengthened, providing interdisciplinary opportunities throughout the Rutgers research community. Our program and faculty have addressed these needs with new hires in these fields. We have sustained high rankings for our Master's program over the last 20 years, and this is again recognized in the 2017 rankings by *US News and World Report* (https://www.usnews.com/best-graduate-schools/top-library-information-science-programs/library-information-science-rankings?int=a31a09). Our MI program is ranked in the Top 10 in the nation, and #1 in the nation for School Library Media (tie with Florida State University); #7 in the nation for Library and Information Studies; #6 in the nation for Digital Librarianship; #6 in the nation for Services for Children and Youth; and #8 in the nation for Information Systems. Figure I.2 shows the relation of departments to

programs, giving attention to the interdisciplinary connections and collaborations that we welcome and share.

Larger version available Standard I evidence folder
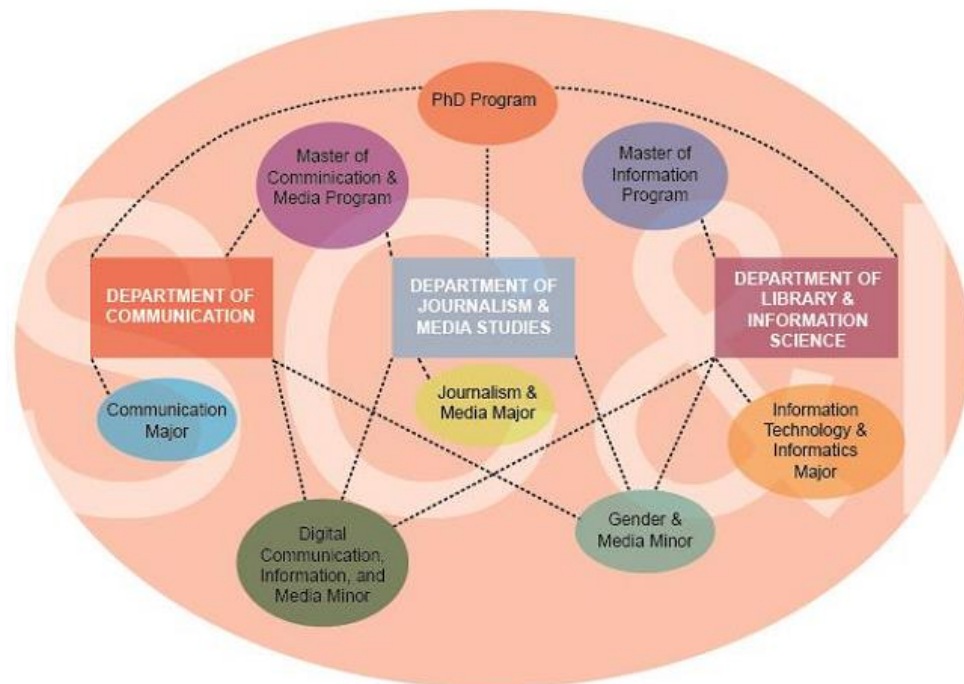
Rutgers School of Communication and Information – Relation of Departments and Programs

According to the Rutgers University--New Brunswick Strategic Plan 2015-2020 (https://nbstratplan.rutgers.edu), our LIS department equals Rutgers Best in AAU peer aspirational class as shown in Figure I.3 below, and it shows that we are considerably above our peer average (Strategic Plan P. 21). We are proud of our standing within the Rutgers community. We have continued to add highly qualified colleagues to our faculty since 2012. As documented in Standard III, our faculty represent geographic, research and scholarly diversity and excellence. We continue to take proactive measures to cast a wider net to attract faculty applicants. We have expanded our program to include more funding for faculty conference attendance and travel to scholarly forums. Additionally, we provide the resources for faculty to work with prominent scholars within and outside of the university on research teams.

Larger version available Standard I evidences

Among nationally ranked programs, Rutgers is very strong in some areas, but lags AAU peers and aspirational peers in key largest disciplines[c5]
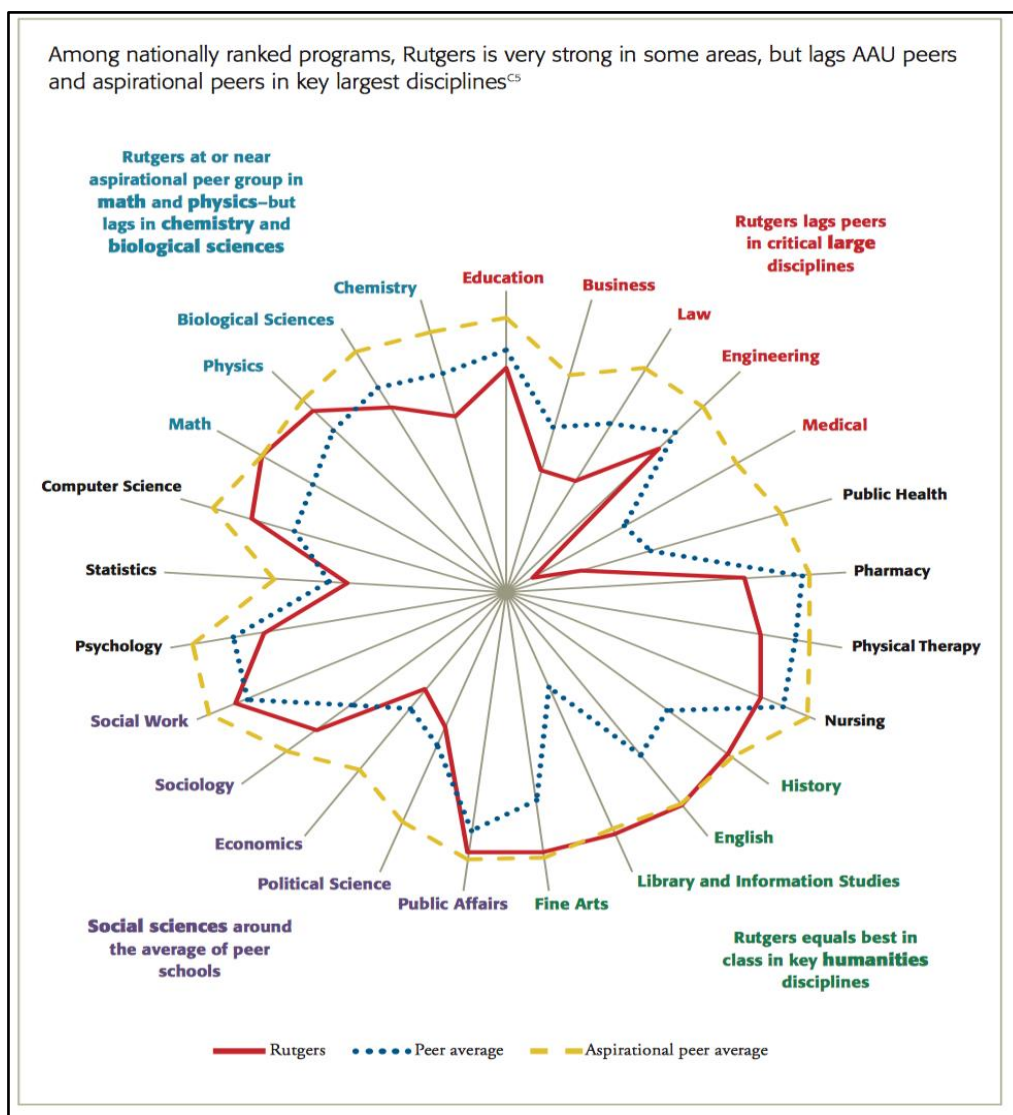
The LIS Department also interacts with the New Jersey Department of Education on the needs and requirements for school librarians, an area where we rank #1 in the nation. Our specialization in School Librarianship, as part of the Library and Information Science concentration of the MI, meets the NJ Department of Education Certificate of Eligibility with Advanced Standing (CEAS) for graduating students. (http://www.state.nj.us/education/educators/license/endorsements/2855CEAS.pdf)

The transition from the Master of Library and Information Science (MLIS) to the Master of Information (MI) program and the establishment of the dual degree pathway for Information Technology and Informatics (ITI) are the two most significant changes that have affected the program and department in the past seven years. The dual ITI/MI degree enables students to earn an ITI major bachelor's degree and an MI (Master of Information degree) in five years of continuous study. At the same time, we have continued to build and extend our online delivery mechanisms to support the curriculum offerings in the MI degree. We have benefited by the expertise of full-time instructional designers who are employed in the school and the program, as well as services provided through Rutgers Online.

In reimagining and reorganizing our MI program, our LIS faculty strived to provide a dynamic, seamless, flexible and integrated program that serves an increasingly diverse information professional community. We wanted to ensure that the courses retain their high quality, whether offered online or on campus, that full-time faculty teach in person and online, and that all necessary services are appropriately offered to on-campus as well as online students.

Through this program presentation the department's faculty members demonstrate how they meet the standards for a professional LIS education in an iSchool within a large public research university. Preparing this report has involved the entire faculty (SI Evidence Folder 1: ALA Accreditation Faculty Teams) as well SC&I administration. Our curriculum development presented in this document has been based on substantive input from library and information professional leaders, including groups of specialist practitioners who have formed our "Relevance in Learning" teams, our MI Program Associates who represent professional library and information associations in the state, our students, and our alumni.

This effort has afforded us the opportunity to reflect, assess, and present our progress since our last review in 2011. We have made a thorough accounting of our work with students, library and information constituencies, and our peers at Rutgers and beyond. Our goal is to advance the information professions through our MI program, maintaining the highest standards of quality in both our online and on-campus offerings, and continuing the rigorous review and development that has characterized the last 5 years. In addition, we believe our focus on planning and assessment will assure that we remain vibrant and responsive to the changing needs of the professional information workplace and the evolving needs of students.

The Rutgers Master of Information (MI) Program: Overview and Background
Prior to 2014, the Rutgers MLIS program, like many others in the field, was experiencing a decline in enrollments (as shown in Figure I.4 below). At the same time, we witnessed changes in the workforce that began to focus on the technological shifts related to the "big data" revolution. This resulted in new technologically driven workplace demands for librarians and information professionals.
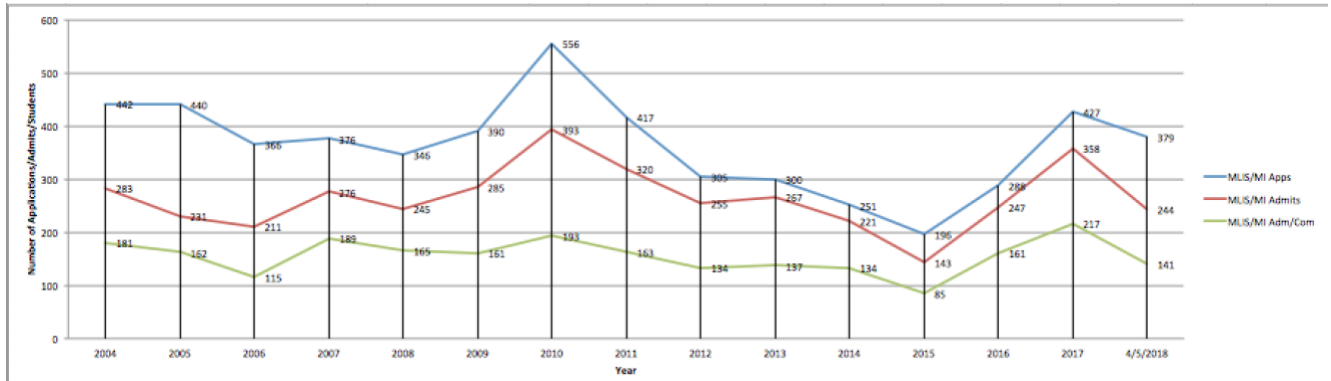
Against this backdrop, and under the leadership of SC&I's Interim Dean, Associate Dean and LIS Department Chair, a commissioned Taskforce began investigating options and opportunities for a more sustainable graduate program that would thrive and provide for future development. Taskforce members were Nicholas Belkin, Ingrid Erickson, Lilia Pavlovsky (Chair), Sharon Stoerger (Director, ITI Major) and Nina Wacholder (Chair, LIS Curriculum Committee). The key areas addressed included: 1) exploration of "competitor" iSchools; 2) analysis of the job market and professional competencies required for success; and, 3) demand for graduate education by our growing undergraduate population of Information Technology and Informatics (ITI) major students.

The work of the taskforce centered on the needs of current and prospective students, workforce demands in an expanding information and data-driven environment, technological change, and the relationship of these factors to the master's program. Two options were considered: 1) The introduction of an additional new degree program (some initial work had been done at this point on an additional master's degree in Informatics and Design), and 2) A change of degree title, making the program inclusive to all populations interested in the areas of information expertise embedded in the current and prospective future curriculum. The task force first undertook an analysis of competitor programs (SI Evidence Folder 2: Analysis of Competitor Programs) and a review of innovative programs (https://www.pinterest.com/liliapavlovsky/mi-interesting-degrees/) (SI Evidence Folder 3: Innovative Programs).

The purposes of this initial stage were to: comprehend the external landscape of iSchool program structures; access professional workplace demands, and opportunities missed in relation to those demands; evaluate the strengths of our faculty and existing curriculum; and, determine graduate education needs of undergraduate ITI students. The SWOT (strengths/weaknesses/opportunities/threats) analysis in Table 2 illustrates the areas considered by the taskforce as it made its recommendations to the faculty.

Figure I.5: Task Force SWOT Analysis (LIS 2013 Task Force)

STRENGTHS	WEAKNESSES
- Motivated, research-driven faculty committed to teaching & learning - Reputable, high-ranking, ALA accredited program - Strong administrative and student service support - Active alumnae & professional community - Connected to professional contexts, venues, research - Participatory culture - Engaged student community	- Curriculum not addressing workplace competencies & demands - Program organization unclear and complex - Curriculum structure over a decade old - Lack of clarity in communicating relevance of technology to LIS students - Little to no communication about our STEM connection to current and potential students - Program attracted homogeneity (i.e., lack of student and faculty diversity) - Poor communication/marketing of program goals & objectives to prospective communities - Minimal emphasis about what differentiates our program from the competition
THREATS	OPPORTUNITIES
- Emerging competition in undergraduate and graduate education from ALA-accredited programs and non-accredited programs in other institutions - Declining enrollment/demand for program - Rapidly shifting technological innovation - Diluting the traditional core of the program to accommodate the marketplace demand for information professionals - Changing perception of higher education	- Growing undergraduate community with demand for graduate study inside and outside our school - Emerging workplace developments driven by technological innovation creating new career opportunities - Employer need and demand for information professionals - Capitalizing on our professional school status and solidifying the connection between learning outcomes and employment to form partnerships and create pathways for students - Call from faculty for a new degree program

• Increasing costs of higher education and its impact on student debt in relation to value of graduate degree • Scaling the program to accommodate demand without sacrificing quality and student experience	

The results of the taskforce analysis showed that we were missing opportunities within our educational process because our program, at least in part, did not respond to the ever-increasing workplace demands that were directly connected to expanded information professional and technological developments. The taskforce also found emerging job markets not situated in formal library contexts, such as professions connected to data science and analytics, human-centered interaction design, and advances in archives, digital preservation, curation and humanities.

Based on feedback provided by students and faculty advisers, we realized that the MLIS curriculum structure lacked clarity, and that students were not always able to determine the best pathway for their professional and learning goals. The key decision points addressed by the taskforce included the need to retain flexibility within the program and to leverage the curriculum in a way that would enable all students, regardless of their workplace goals, to optimize their learning experience as well as take courses in cutting-edge and emerging areas that would complement their learning. We were committed to ensuring that the foundational knowledge, competencies and values that have long underpinned our approach to MLIS education remain in place during the creation of a new degree. We also recognized that a new degree, in addition to our MLIS, would create too much of a siloed learning experience. Additionally, with the increasing numbers in the undergraduate ITI major, we recognized the need for a broader structure more inclusive of the needs of undergraduate students seeking graduate education in information work outside of libraries.

In March 2014, the completed Task Force report was reviewed, discussed and voted upon by the LIS faculty. Following amendments, further review and discussion, the report was adopted by the LIS faculty in May 2014. Among its key features, the Taskforce Final Report (S1 Evidence File 4: LIS Task Force Final Report) recommended that the program name "Master of Library and Information Science" be changed to "Master of Information". This change would encompass a broader community of learners, including those seeking to apply the knowledge, competencies, values and ethics grounded in our MLIS curriculum and program to workplace contexts other than libraries. The goal was to retain the values, foundations and ethical standards of librarianship but make those facets that define the professional culture accessible to a broader community of students who would soon become information professionals in careers beyond librarianship.

An important recommendation arising from the taskforce was that the development of the MI program holistically address ALA accreditation requirements. Key decision was the retention of the program's ALA accreditation status—a prevailing priority throughout our planning and processes. Consequently, our MI program to date (June 2018) retains the core knowledge foundations, competencies, ethical standards and values that defined our MLIS program. Further elaboration of this is provided in Standard II.

Underlying the name change was the importance of reorganizing the program into more clearly defined areas of professional content that targeted various and diverse information careers. The LIS Task Force Report served as a guide for this career/curriculum planning. Our faculty agreed that a model that facilitated professional and intellectual cross-pollination in the learning environment would better prepare students for the emerging and diverse professions, which are increasingly characterized by cross-functional teamwork (e.g. designers, computer specialists, librarians, data analysts working together on related projects in the workplace). This principle guided us in conceptualizing, reorganizing and restructuring our curriculum.

It is important to note (as highlighted in the LIS Taskforce Report) that a program change of name was not a change in program curriculum. The statement below clearly stipulates Rutgers University guidelines for a program name change and the anticipated impact on the curriculum:

> *"In general, nomenclature changes do not involve significant curricular changes or entail large expenses, but, rather, reflect a more appropriate terminology in light of developments in a particular field…." (Source: Taskforce report; Rutgers University document:* https://oirap.rutgers.edu/NewProgramApproval.pdf)

In voting for the program name change, the faculty recognized that they needed a better developed, optimized and presented curriculum without changing the program foundations and integrity in any significant way. At the same time, they prioritized attention to the ongoing revision of existing courses and the development of new courses to reflect the broader needs of the professional information community.

In summary, the goal of the name change was to create a wider umbrella to include students whose primary goal was to work outside of libraries, as well as to offer library science students opportunities to increase their professional competencies beyond the traditional curricular framework for LIS. At the same time, we were eager to maintain the integrity of the program and curriculum, revise and improve it through stepped-up evaluation, and redesign areas of concentration to align with the broadening range of students entering the program and their full array of career goals.

The change of name to Master of Information required a number of reviews and approvals beyond the department and the school; the timeline for these is identified below in Figure I.6. (SI Evidence Folder 5: MI Approval Documentation) folder shows the formal documentation of this approal process.

Figure I.6: Timeline MLIS to MI

```
┌─────────────────────────────────────────────────────────────┐
│           MLIS – MI PROGRAM TRANSITION TIME LINE              │
│         November 2013:  Initiation of Task Force Review       │
│                              ↓                                │
│            April 2014:  LIS Taskforce Report                  │
│                              ↓                                │
│            July 2014:  Chancellor's Approval                  │
│                              ↓                                │
│          July 2014: Institutional Research Committee          │
│                              ↓                                │
│             August 2014: State Approval                       │
│                              ↓                                │
│          Fall 2015:  Official Start of MI Degree              │
│                              ↓                                │
│      Fall 2016:  Official rollout of new curriculum structure │
└─────────────────────────────────────────────────────────────┘
```

In September of 2014 under the direction of the Curriculum Committee, we laid out planning and development for the MI program. During the fall of 2014, the LIS faculty engaged in substantive input and discussion around the structure, focus, and career opportunities of the MI; an overview was presented to the SC&I Deans and Chairs meeting in December 2014 for discussion and input, and subsequently approval. This is presented in the document "Master of Information Overview" (SI Evidence Folder 6: Master of Information Overview).

This document has served as the foundational framework to develop the structure and focus of the program and its connection to diverse information careers. It identified a curriculum structure around concentrations and presented initial statements of focus, making explicit the connections to professional associations and scholarly societies and potential career opportunities.

During the Fall of 2014 and Spring of 2015, several stakeholder meetings were held to garner input into the proposal. Presentations and information sessions were held with the MLIS Program Associates meetings in 2014 and 2015 (SI Evidence Folder 7: Program Associates Meeting Agenda and Minutes), at the New Jersey Association of School Librarians (NJASL) conference in fall 2014, at the New Jersey Library Association (NJLA) conference in spring 2015, and town-hall meetings with students. Library leaders in New Jersey had continuously expressed deep concerns about the decline in applications and its impact on the sustainability of professional LIS work. In addition, they acknowledged the expanding roles of information professionals and reiterated the importance of ALA accreditation as a key requirement for professionals hired in New Jersey libraries.

Three town hall-style meetings in spring of 2015 informed students of proposed program developments, sought their input, and elicited their concerns. Students strongly supported the expanded conceptualization of the program. They raised concerns about: ALA accreditation for the revised program; the time line of implementation; which degree entry MLIS degree seekers would receive; and sustained New Jersey library certification once the degree name changed. Evidence here consists of recorded notes by the LIS Chair. For the State of New Jersey, Thomas Edison State University certifies professional librarians. As part of the transformation process, we were able to ensure continuity of certification under the MI label, which was approved on November 12, 2015, as evidenced in the email correspondence by the New Jersey Deputy State Librarian James Lonergan. (SI Evidence Folder 8: Email Confirmation NJ State Library Certification). Details of the certification process are at: https://www.tesu.edu/documents/NJStateLibraryCertificateApplication.pdf.

Announcement of plans and feedback to alumni and all New Jersey library directors were made in Spring 2015 via email and postal notification (SI Evidence Folder 9: Letter to Stakeholders 2015). Our ongoing presence on the board of the New Jersey Library Association was a key mechanism for providing progress updates, gathering input and receiving feedback. We also made presentations during MLIS Program Associates meetings in Fall 2014 and Spring 2015.

In the beginning, we received very positive feedback, as recorded in Chair's personal notes. "A recognition that the professional information landscape was wider than traditional librarianship; the importance of retaining core knowledge, competencies and values of LIS and ensuring these were infused throughout the program, the need to provide a coherent and focused approach to technological developments and career openings, the emergence of the data-driven environments, and the emergence of data and information curation, digital humanities and developments in knowledge preservation." Only three alumni expressed disappointment that we were removing the term "library" from the program name. Of utmost concern, consistent in all our feedback, was the "maintenance of ALA accreditation."

In Spring 2015, we held a forum at the NJLA Annual Conference attended by approximately 100 librarians. (SI Evidence Folder 10: NJLA Presentation on MI Program). The feedback focused on accreditation, balance of technical courses versus library-centric courses, and how concentrations would work.

During Fall 2015, we developed the MI concentrations, including their structure and course requirements, as well as consistency across the concentrations. We wanted to ensure we reflected the knowledge, competencies and values that have shaped our department's longstanding contribution to library and information education. At the same time, we wanted to inform the full LIS faculty, TAs, adjunct instructors and students about developments. We prepared and distributed documentation to help everyone prepare for the transition to the MI program. (SI Evidence Folder 11: MLIS to MI Transition) Initially, we clarified the LIS concentration and developed the Data Science concentration, followed by course revisions and development of additional concentrations. (SI Evidence Folder 12: Proposal for MI Concentration Archives and Preservation) shows an example of how faculty brought a proposal for a new

concentration to the Curriculum Committee and LIS faculty. This is further elaborated in Standard II.

Our concentrations have evolved over time. Each is defined by specific required and elective courses—courses that are not exclusive to those pursuing specific concentrations. Student transcripts recognize a concentration if all requirements are completed. We present all our courses to students as a pool from which they can make choices based on guidelines for each concentration: https://comminfo.rutgers.edu/academics/courses/32.

The long-standing pool of courses that supported our previous accreditation in 2011-12 remains, with pertinent revisions, additions and deletions. As we have expanded our offerings, we wanted to maintain a non-siloed program in terms of content and curricular cross-pollination.

The current MI program has 5 areas of concentration: 1) MI: Library & Information Science; 2) MI: Archives & Preservation; 3) MI: Data Science; 4) MI: Technology, Information & Management; and 5) MI: Informatics & Design. Students, particularly those with a strong work history, can also create their own program pathways subject to completion of the common foundational courses required of all students in the MI program and faculty advisement: MI Concentrations. As of May 2018, we have initiated very preliminary discussions around the provision of a 6th concentration: Health and Wellness.

Throughout this extensive process of curriculum revision and expansion, we have paid considerable attention on learning outcomes in tune with professional workplace expectations and ALA accreditation standards. While surveys of our alumni and professional organizations tend to yield broad-based data, we have sought to build a different model of stakeholder engagement that contributes specialized expertise in a direct way to add value to program development.

Accordingly, in Spring 2015 we established a process of curriculum design that elicits direct input from selected stakeholder communities, including a new "Relevance in Learning" initiative within the LIS and School Library concentrations to activate stronger professional community engagement in curriculum development (Standard II explains the rationale, process and impact of this initiative). In addition, we developed improved and clearer articulation of traditional and newly established pathways. This included the development and implementation of the Dual MI-ITI (4+1) articulated pathway for high caliber students in the ITI major who wish to complete the MI degree. The official approval for this dual pathway is in (SI Evidence Folder 13: ITI-MI Dual Degree Approval). Full specifications of this dual pathway are provided at: ITI-MI Dual Graduate Degree.

As we engaged in the restructuring, revision and expansion of the program, we also refined and expanded student and program support and services, including the establishment of a new school-wide position of Assistant Director of Student Services for Career Services, which allowed us to develop a more robust career service (Career Services at SC&I). In 2017, we also hired an MI Program Coordinator who works

directly with the Program Director, targeting enrollment management.

Our restructuring effort has afforded us the opportunity to reflect deeply, assess, present our progress since our last review in 2011, and account for our work with students, library and information constituencies, and our peers at Rutgers University and beyond. This section of our self-study will address the *Standards for Accreditation of Master's Programs in Library and Information Studies* requirements. It focuses on the processes, procedures and practices that demonstrate the character and extent of our systematic planning involving stakeholders and constituencies within the context and structures of the school and the university.

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

I.   Standard: Systematic Planning

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

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

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

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

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

Our MI program is pursued, implemented and sustained by a well-articulated systematic planning process based on faculty governance, and underpinned by the interconnected vision and mission statements of the LIS Department, School of Communication & Information, and Rutgers University.

The Vision of the LIS Department is stated at:
https://comminfo.rutgers.edu/about/library-and-information-science-department

We have based the MI program and its MLIS predecessor on a long-standing people-centric commitment of the department as articulated through its Vision and Mission statements. The current statement was adopted by the LIS faculty in October 2016, following a formal departmental retreat in September of that year.

OUR VISION: Enhancing human experience and quality of life in a dynamic information world, our goal is to pursue pre-eminence and leadership through boundary-breaking research and innovative professional and academic programs.

OUR MISSION: As scholars and educators in the Department of Library and Information Science, we believe that information makes a profound difference in the lives of people, communities and organizations.

We undertake boundary-breaking research that seeks to understand and enhance people's lives by enabling and supporting their interactions with information in whatever contexts and forms that may happen.

We educate future-ready professionals in diverse information service and technology contexts. They are prepared to design, manage and evaluate systems and services that support people and communities' interactions with information, and they play a leading role in enabling people to create, use, and preserve knowledge. They are people-centered in their work, critical and reflective thinkers, creative problem solvers, and effective communicators. (https://comminfo.rutgers.edu/about/library-and-information-science-department)

[As adopted by faculty in October 2016]

As articulated in our Vision and Mission statements, the distinguished research and scholarship of our international faculty is the core foundation of our MI program. This is elaborated in Standard III.   The faculty draws on rich and diverse theoretical foundations and methodological traditions, and contributes to new understandings, contemporary theory development, new methodological approaches, and innovative professional applications. As stated on our Department's website, we value the role of information organizations in promoting lifelong learning, participatory citizenship and the public good, enhancing the human experience through accessing, interacting with and using information in all its forms. This central value has shaped the transformation of the former MLIS degree to the current MI degree, recognizing that the core knowledge, competencies and values of library and information professions are integral to the foundations, structure, organization and goals of the MI program as an integrated rather than silo-structured program of study with separate degrees.

Accordingly, we have an articulated set of common threads that not only define our scholarly contributions and distinguish our department as an iSchool, but also to provide the core set of principles on which we built our MI program. These are:

People And Community: We focus on the information needs of people in diverse social, organizational and cultural contexts and on opportunities to design responsive information places, services, networks and systems.

Data, Information And Knowledge: We focus on the dynamic intersection of data, information and knowledge, and their creation, organization, use and preservation for posterity to provide meaningful and adaptive services to individuals, information organizations and communities.

Technologies, Systems And Networks: We focus on designing, implementing and evaluating information systems and services that enable access to information and learning how to optimize their usefulness in meeting organizational and community goals.

Empowerment, Engagement And Action: We focus on scholarly and professional leadership and the capacity to safeguard and make available the cultural, intellectual and technological records of humankind. We understand the value of data, information and knowledge in shaping human capacity to be productive, creative and transformative.

These principles are clearly stated in the mission statement of the MI program:

"The mission of the Master of Information program is to enable you to provide professional expertise, leadership and innovation across diverse information and technological landscapes. People-focused, information technology-intensive, data-driven and career-oriented, our Master of Information is your gateway to making a significant contribution to organizational leadership, information management, community and social development in 21st century societies"
https://comminfo.rutgers.edu/academics/graduate/master-information

They are also consistent with the purpose of SC&I, as described on the school's website:
https://comminfo.rutgers.edu/about/school-facts-figures

The School of Communication and Information (SC&I) at Rutgers University is a leader in responding to the evolving knowledge society and the fast-paced changes occurring in the fields of communication, information, and media.

SC&I is a community of scholars who enjoy and excel at educating individuals who make lasting contributions to the interdisciplinary study of communication, journalism and media studies, and library and information science. Our educational, research, and scholarly activities are informed by the philosophy that communication and information processes must put people first.

Our core research and educational concerns focus on the impact of information digitization, the globalization of economies and societies, and the transformation of the media landscape on the nature of work, the sense of self and the qualities of human relationships, and social organization and the shape of institutions.

The SC&I Strategic Plan 2014-2017, available at:
https://comminfo.rutgers.edu/sites/default/files/strategicplanforsci_2014-2017.pdf,
identifies several key foundational elements: Core of Sciences and Humanities; Inclusive; Diverse, and Cohesive Culture; Effective and Efficient Infrastructure and Staff; Financial Resources Sufficient to Fund our Aspiration; Robust Shared Governance, Academic Freedom, and Effective Communication. (SC&I Strategic Plan 2014-2017, p. 4 – 6). These elements are important threads that are woven into our self-study narrative.

The goals of both SC&I and the LIS Department are consistent with and informed by those of Rutgers University--a Carnegie Classification-Research University, which has an overriding concern with quality of education and contribution to society, as stated on the Rutgers University website: *https://www.rutgers.edu/about*

Rutgers University is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

University Mission: As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of:
• providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
• conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
• performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

The congruence of these broad principles supports our specific program goals. These principles shape what we want our students to learn; our faculty's teaching, research, and service; and the ongoing strength and continuous improvement of the MI program. Our department's enactment of its vision, mission and goals is based on a strong sense of faculty governance. All full-time faculty, regardless of employment status, play an active role in systematic planning and review, and decision making. We are governed by the Bylaws of SC&I, and the Bylaws of the LIS department, each of which have undergone systematic review in the last two years: SC&I By-laws and LIS Department By-laws. These By-Laws provide the systematic procedural basis for the governance, planning and decision-making process. As of May 2018, the LIS Department By-laws are under final revision.

The By-laws formalize a planning role for several faculty standing committees, including program development, reviews and planning, both at the department and school level. LIS department committee membership is reviewed each academic year. Some committee membership is termed (e.g., the LIS curriculum committee membership is based on a 3-year term) to ensure consistency of planning and development. Faculty are asked to volunteer for committees of choice and the LIS chair also makes appointments.

The LIS Department committee structure, as established in its by-laws is:
- Curriculum Committee, which oversees and revises courses and requirements;
- Planning and Governance, which maintains and revises the bylaws;
- Research, which provides support for new faculty and new research areas;
- Personnel, which is in charge of recommending new hires to the dean;
- Scholarships, which awards financial aid to students; and
- Student Affairs, Admissions and Recruitment, which handles student academic progress generally.

(Shared Evidence Folder 1: LIS Committees and Membership)

LIS Committees complement and support the SC&I and University Committees (as listed in the SC&I By-laws). They do not operate in a vacuum, and ensure that our departmental planning and decision making is integral to the larger operation that includes:

- *Chairs and Directors*, a school-wide advisory body to the dean made up of all department chairs, program directors, and staff department heads
- *Research Development Committee*, which works with the associate dean for research to enhance the research of the school and make small funding awards
- Digital Communication, Information and Media Minor (DCIM) Executive Committee
- *Rules of Procedure/Elections and Nominations (RP/EN) Committee,* coordinates faculty governance
- *PhD Executive Committee,* responsible for administering all aspects of the PhD program
- Undergraduate Education Council and Graduate Education Council, which address issues affecting all programs across the school
- School of Arts and Sciences (SAS) Standing Committees on which SC&I has representation: Core Requirements Committee
- Health & Safety Committee
- Diversity Committee
- New Brunswick Faculty Council
- GSNB Executive Council
- GSNB PhD Directors
- University Committee TA/GA Appeals

These committees and special task forces work together; decisions and recommendations made by them come to the full faculty for discussion and vote. Several processes, particularly curriculum processes, are part of broader SC&I systematic planning processes, ensuring that planning and development fit within the broader school-wide and university frameworks, policies and goals.

For example, our MI curriculum decision-making is realized in a systematic iterative process of planning and development at multiple levels within the university. These include LIS Curriculum Committee review, LIS Faculty Review, SC&I Deans and Chairs review, University approval through the University's Post Graduate Degree Committee (PDGC), and full SC&I faculty approval. The sequence of approvals fits into the SC&I meeting schedule available at: 2017-18-SCI-Academic-calendar. See also Curriculum Review Processes at SC&I for formal documentation on Curriculum Review Processes at SC&I. The detail and stages of the curriculum review process are elaborated in Standard II. Formal planning and development provide checks and balances, ensuring that there is no duplication across the university. The LIS chair attends monthly meetings with the SC&I Deans and Chairs, which facilitates communication and planning across departments and programs.

Critical to systematic planning and development are the monthly LIS faculty meetings from September through May. These provide opportunities to act on committee and

special task force reports. Standard agenda items are reports from the Director of the MI program, Director of the ITI Program, Chair of Curriculum Committee, PhD LIS Area Coordinator, with documents circulated to full faculty prior to these meetings for timely review. (Shared Evidence File 4 and 5: LIS Department Meetings Minutes and Agendas).

MI students are represented at faculty meetings and on the Curriculum Committee, although this takes place on an irregular basis, due to student schedules. Typically, MI student organizations and associations collect input and feedback about program plans and share them with faculty through their organization's faculty advisers. As documented in Standard IV, the establishment of the MI Student Council has provided a more thorough approach to input. Students also provide curricula input as part of their assessment portfolios in 610:503 *Eportfolio Capstone*.

In addition to the ongoing planning obligations of committees and task forces, we convene periodic faculty retreats to evaluate progress, review goals and priorities, and develop plans. The most recent September 2016 and December 2017 department retreats provided in-depth opportunities for faculty to consider the LIS intellectual identity through review of mission, vision and goals, and to identify strategic programmatic and departmental opportunities.

As evidenced in the LIS retreat documentation (SI Evidence Folder 14: LIS Department Retreats 2016, 2017), the September 2016 Faculty retreat and the December 2017 Faculty retreat, for example, gave attention to the key question: Where to Now? Building future directions for LIS Department and programs. At those sessions, we discussed and refined MI program goals, ITI goals, and, more recently, the development of a set of themes and potential initiatives as shown in the following table:

Figure I.7: LIS Department Strategic Initiatives December 2017 (LIS Chair of Department Summary Agenda Item 1 LIS Faculty Retreat December 2017)

Theme: Research and Scholarship *Key ideas*	Theme: Faculty *Key ideas*	Theme: iSchool *Key ideas*
Better communicate the impact of our scholarship	Become the world leader in understanding and supporting people's interactions with information: in teaching, research, policy and applications	Strengthen iSchool identity Increase presence & leadership in iSchool community
Support for interdisciplinary research		Be the best iSchool in the world (measured by faculty and student outputs – funding, scholarships, placement etc.
Cultivate interdisciplinary research environment	Build diversity of faculty	
	Cultivate leadership skills in faculty	Partner with other iSchools on projects

Convey intellectual character of our department Identify core strengths and effective marketing to become a world leader in these Inter-department intellectual discourse More space especially research facilities	Build teaching excellence of faculty Promote faculty excellence –have world-renowned awesome faculty Next wave/generation of scholars--information field transformed At SC&I level, over-burdening of faculty in administrative tasks e.g. marketing; making sure departmental records are complete Find ways to honor our PTLs	Have a global presence in scholarship and education L is a distinctive part of our iSchool character and identity Ensure that our L side is celebrated and supported – focus on library futures and innovation Expand national and global presence of MI program
Theme: Setting trends *Key ideas* Implement regular trend spotting systems for curriculum development; Cater to needs of today and recognize needs of tomorrow Think fresh: stop clinging on to the past Gather better data on programs, collection, analysis and presentation Innovate, innovate, innovate	Theme: Teaching / topics / subjects *Key ideas* Expand concentrations in MI Economic impact of information History of information Better integrate our LIS work with SC&I themes – health and wellness, social media, interaction and collaborative design, global media community and democracy, organizational policy and leadership Find a publicly understood label for our information science	Theme ITI program *Key ideas* Involve faculty in ITI program Undertake major ITI review: curriculum review, curriculum extension Make ITI a core priority of our school – full-time faculty teach 80% of classes Identify and develop coherent threads and areas of excellence in the program Innovate continuously the course curriculum to result in offerings that prepare students to generate employment opportunities

	Security	
	Role of information science in business and government	
	NLP	
	Health information	
	Evolve health curriculum at all levels	
	Information visualization, Image analysis, image libraries	

We also meet with external groups including the MI Program Associates, NJLA Executive Board (https://njla.org), the New Jersey Center for the Book (http://www.njcenterforthebook.org/), The New Jersey State Library personnel (https://www.njstatelib.org), and our network of professional contacts, all of which provide a means for regular formal information exchange and input. These organizations comprise leaders of the New Jersey professional associations, alumni, and selected others who can contribute suggestions and bring concerns to our attention. (SI Evidence Folder 7: Program Associates Meeting Agendas and Minutes)

As part of the iterative process of communication and feedback, the MI Program Director or representative attends and provides a formal report of MI program matters at the monthly New Jersey Library Association Executive Board meetings and keeps LIS faculty informed about important developments affecting libraries. This input and feedback are significant to our program. Standard I Evidence File shows examples of these reports. (SI Evidence Folder 15: MI Program Reports to NJLA Executive Board)

Informal opportunities to receive feedback and gather ideas occur as we interact with our constituency while attending professional meetings, advising students who are already working in library/information organizations, seeking and supervising internships for students, and carrying out field-based research. Our LIS department is an annual Platinum sponsor of both the New Jersey Library Association and the New Jersey Association of School Librarians, planned for yearly in our LIS department budget. These conferences provide significant opportunities to engage with NJ practitioners and alumni and are also used to disseminate information updates about the program, seek inputs on programmatic developments, and stay informed about developments in the field as they impact our program and its ongoing development. We have also used these events to gather input and provide participants with short survey instruments to gather input, as shown in (SI Evidence Folder 17: Data Collection Instruments)

For example, in the review of the school library specialization in 2015, we gathered input from 110 professional school librarians (mostly alumni) who raised concerns about the currency of the course 610:555 *Multimedia Production* and its relevance to the school

library setting. Based on this input, a "Relevance in Learning" group was established with leading practitioners to review this course and other technology/technical courses and provide input into its relevance to the curriculum. The outcome of this collaborative review process was the development and subsequent approval of the course 610:515 *Emerging Literacies: Creating and Learning with Digital Youth*, as well as the reframing of the school library specialization.

We have also sponsored the New Jersey chapter of the American Society for Information Science and Technology (ASIS&T), purchased a booth in ALA's conference exhibits, and sponsored Code4Lib. We maintain ties with members of our chapter of the Black Caucus of the American Library Association and with the Mid-Atlantic Regional Archives Conference (MARAC) (https://www.marac.info). Our 610:502 *Colloquium in Library and Information Studies* series provides opportunities for students to interact with cutting-edge professionals on diverse, controversial issues. Our Colloquium series is addressed in Standard III and fully documented at https://www.youtube.com/watch?v=IHjgiqSIXC0&list=PLO0w69DFSzeBkG7CVU06cHJhVELIaAdAC

As identified in Standard III many full and part-time faculty are also active on the national level as members of the American Library Association. Several have served in key development roles. For example, Prof. Joyce Valenza, as indicated in her CV, was part of the development task force for the recently released AASL National School Library Standards for Learners, School Librarians, and School Libraries (November 2017). Faculty also participate regularly in the Association for Library and Information Science Education, the international Special Libraries Association, the American Society for Information Science and Technology, the International Association of School Librarianship (IASL), and the International Federation of Library Associations and Institutions (IFLA). These involvements and opportunities to meet with our alumni from across the globe help us stay abreast of current issues as presented in research, environmental scanning, and collect informal feedback, and thus provide vital information for our planning.

The minutes of our LIS faculty meetings from Fall 2014-present document faculty accomplishments presented at each meeting. Faculty members maintain close relationships with Rutgers University librarians, which allows an exchange of information that is then integrated into what students learn about in their classes. Periodically, Rutgers Library personnel make presentations in our LIS faculty meetings. Practitioners are frequently invited to participate in programs and speak to classes, giving faculty opportunities to interact with our constituency. Awareness of the concerns of the profession, locally, nationally and globally, stimulates updating of courses and suggests ideas for research. These formal and informal processes have informed the goals that have emerged from our most recent reviews during retreats and faculty meetings.

I.2 Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the

expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:

The 8 key points of Standard II are strongly integrated into the MI curriculum and have arisen through sustained planning, dialog, review and feedback with multiple stakeholders. Standard II presents a Student Learning Outcomes matrix that illustrates how these student learning outcomes map across the curriculum. (S2 Evidence Folder 8: Student Outcome Matrix)

I.2.1 The essential character of the field of library and information studies;

Clearly defined student learning outcomes are central to our program administration, operation, and ongoing development and evaluation. Our MI program goals are identified on the MI program landing page and expressed as a set of learning outcomes that embody the essential character of the field of library and information studies:

Graduates of Rutgers MI program will be able to:
1. Analyze, identify, and describe the information needs, problems, challenges and goals of individuals, groups, communities, and organizations.

2. Design, develop, and implement innovative and interactive information systems, services, technologies, instruction, policies and organizational structures that address identified needs, problems, challenges and goals.

3. Use measurable criteria to evaluate effectiveness of systems, programs and services.

4. Represent, include and advocate for the interests of diverse colleagues, professionals, clients, patrons, user groups, and citizens, to ensure equitable intellectual and physical access and use.

5. Lead, innovate and serve as agents of change in the information professions and respective communities.

6. Enact and uphold ethically-grounded policies and practices that demonstrate knowledge relating to privacy, access, copyright intellectual property, intellectual freedom, diversity and security.

7. Consider and deploy information solutions as cultural, social, intellectual and technological goods serving human actors in local, national and global societal contexts.

8. Uphold professional and academic community standards for ethical information practices, accessibility, uses, and user-centered systems design, in support of tenets.

These goals are reflected in the objectives of the curriculum and are communicated to students not only in the classroom but also through advising and exposure to a wide range of professionals who students meet as invited speakers in colloquiums, school-wide presentations, and as part of their student association activities, assignments, and field experiences.

At a broader level, these goals are deeply connected to the wider university guidelines for continuous employment, faculty review and hiring, and the goals for faculty teaching, research, and service.   The commitment to these goals was clearly reinforced in the themes and aspects that emerged out of the December 2017 LIS Faculty Retreat and are connected to the ongoing review process of our faculty, as articulated in Standard III.

The expectations and commitment to these goals are embedded in formal university-wide documents related to hiring, reappointment, promotion and review: https://academiclaborrelations.rutgers.edu/academic-reappointmentpromotion-tenured-and-tenure-track-faculty-non-libraries-aaup-aft-negotiations, as well as LIS Department and SC&I By-laws. The student learning outcomes are also mapped to the core values of the LIS faculty, as outlined below. As a faculty, together we strive to:

1. Engage in ongoing research that adds to the knowledge base and advancement of the scholarly community and information professions, and to disseminate the results broadly. Evidence of depth and breadth of this is elaborated in Standard III; our LS Department Meeting records since 2014 show a regular agenda item featuring and documenting faculty accomplishments in terms of their ongoing research and service, illustrating the commitment to contributing to the betterment of the communities we serve. (Shared Evidence File 4 and 5: LIS Department Meetings Minutes and Agendas)
2. Engage in continuous improvement of our teaching, mentoring, and advisement (Shared Evidence File 6: Curriculum Committee minutes and reports to LIS faculty meetings by program directors).
3. Maintain expertise in their area of specialization, while seeking opportunities for cross-disciplinary scholarship. Evidence of depth and breadth of this is in Standard III, and in monthly LIS faculty meetings where faculty share their ongoing research and service).
4. Participate in the governance of the LIS department, the School, and the University, as articulated in LIS Department By-Laws and evidenced, for example in annual LIS Committee assignments. (Shared Evidence File 1: Department of Library and Information Science LIS Committees)
5. Contribute to the improvement of the profession through provision of continuing education, consulting, professional association leadership, and other public service. Evidence of the service contribution by LIS faculty is presented in Standard III.

Aspirations for the MI program

We are very proud of our accomplishments and progress with the transition from the MLIS to the MI program. This has involved a large time commitment by the faculty, support by the school, and positive support from the LIS professional communities. We now aspire to:

1. Be the finest MI program among our peer institutions in North America. Our current high rankings, and our peer-standing in the university (Figure I.3), show that we are on the way, and have work to do;

2. Recruit excellent students and faculty who are culturally and intellectually diverse. Standard IV addresses diversity aspects.

3. Maintain and continually improve a rigorous and challenging intellectual program leading to a master's degree which is recognized as a pre-eminent LIS master's program in North America;

4. Provide a flexible and integrated array of course offerings across the concentrations that comprise a coherent program of professional education, and produces graduates who work in any of the information environments where the knowledge, competencies and values of LIS can be applied through professional work (as evidenced the course offerings on the MI website.)

5. Offer a curriculum that balances theory and practice and is based on the best of library and information science traditions, while looking to the future. In taking the approach of changing our program name in 2014 and continuing to build on the curriculum at that time, we have made a clear and concerted effort to retain the essential character of library and information science; yet at the same time, we have created a dynamic career path for diverse information careers beyond librarianship.

Goals for the MI program, of course, permeate this entire program presentation, and are further addressed under discussions of curriculum in Standards II, III, and IV: student admissions, advising, and participation; recruitment and development of excellent faculty; and the ongoing improvement of curriculum.

Learning Outcomes for Students
As already stated, our MI program is comprised of a corpus of courses from which we have articulated focused professional concentrations. Student learning outcomes are an essential component of each course. At an administrative level, the syllabus for each course follows a design template to ensure effective, consistent and clear communication of course content and student learning outcomes. It is available here: Teaching and Learning Resources: Syllabus Template and is required to present for each course:

- Course Title
- Catalog description of the course
- Extended course description if desired

- Pre- and Co-requisites
- Course learning objectives (student focused statements, pre-approved for this course by the school)
- Alignment of assessments (assignments, tests, etc.) with course learning objectives
- Major readings (including textbooks, with edition #) and information on how to
- purchase/access them
- Course website/online course supplement/indication of the Course Management System and how it will be used
- Methods of assessment
- Course grading scale indicating numbers and letter grade
- List of assignments/exams with description and point/percent value
- Course calendar/schedule
- Unit/week dates
- Topic(s) of unit/class/week
- Indication of readings and/or other materials to be complete before class session
- Indication of due dates for major assignments and exams
- Course Policies – minimally include
  - Attendance/participation (On-campus courses should include University "Self-Reporting Absence" information)
  - Late work (and/or resubmissions)
  - Laptop/mobile device
  - Academic Integrity notice (can be included in policies section)
  - Library resources
  - Students with Disabilities information

In addition, for SC&I approval purposes, the proposed/revised syllabus is accompanied by a cover sheet, which also includes a statement on the program learning objectives that are addressed by this course, typically tied to an ALA content standard. The direct evidence for this is set out in Standard II with the Curriculum Matrix showing the learning outcomes for foundation and required courses in curriculum.

As elaborated in the introduction, our strong and clear commitment to preserve the integrity of LIS knowledge, competencies and values is demonstrated through retaining the core corpus of courses in the change of name to the MI. While we have revised and extended these courses, we have retained and maintained the essential character of LIS-- a long tradition at Rutgers University. Our student learning goals apply to all MI students regardless of concentration. In addition, we have three required non-credit courses for which students must register. These are designed to introduce them to the range of information professions and to current issues and leaders in the field, to interact with leading experts in the field, and for all students to carefully reflect on and plan for their career in the field:

610:501 *Introduction to Library and Information Professions*
610:502 *Colloquium in Library and Information Studies*
610:503 *ePortfolio Capstone*

The last course is the intellectual space for students to create their professional persona in a portfolio format, and assess the program based on the MI program goals and how these connect with the tenets of the LIS field. This is elaborated in Standard II and Standard IV.

One significant change in the structure of the MI and its concentrations is that we have formally instituted a set of required foundation courses that are common across the concentrations. In all concentrations, students are required to take two foundation courses, and each concentration articulates specific required and elective courses. This is a significant departure from the previous MLIS program, which had no single set of required courses. In the previous program, students selected from a larger list of courses deemed as "Core", "Central" and "Elective", with no formal pathways provided, apart from school librarianship.

While we recognize that students pursue different paths through the curriculum depending on their career choice, we wanted to strengthen our commitment to the core knowledge, competencies and values that have underpinned our program for many years. Ultimately and always, we want to ensure that regardless of concentration, all concentrations engage students in foundational knowledge that stems from the vision, mission and principles of the LIS Department. Concentration coordinators and the Program director provide advisement on student learning pathways. Further detail is provided in Standard II. The foundation and required courses serve as the theoretical and conceptual backbone of our curriculum; virtually all students take a combination of courses that cover the elements enumerated in I.2.1. Our students also learn by working in libraries and information organizations as employees, volunteers, or interns. They participate in professional meetings and library visits, attend guest lectures, participate in colloquia, and share their knowledge with each other.

I.2.2 The philosophy, principles, and ethics of the field

The MI program website documents the organizing principles of the degree, and the specific documentation for each of the concentrations provides course description, concentration goals and objectives, minimum technology requirements, foundation requirements, concentration-specific requirements, electives, and general electives. These are presented in a consistent and structured framework for clarity and comprehension.

The required 610:501 *Introduction to Library and Information Professions* provides an orientation to the MI program, the library and information professions. It seeks to provide an overview of the scope and organization of the information professions as well as the concepts and problems that define librarianship and information science as fields of study. The site provides links to major professional associations for students to learn about them and to join and actively participate in associations relevant to their career aspirations. As they commence their studies and plan their career goals, they can see how careers are linked to and supported by professional associations.

Our program actively encourages students to join several student associations. We have energetic student chapters of ALA, ASIS&T, and NJASL, and students have also organized groups focused on archives and special collections (SOURCE), on school librarianship (RASL), and most recently on academic librarianship, the (SCARLA). All the student association groups meet monthly, and the elected officers of each association conduct meetings. (Student Organizations).

These organizations receive funding from the school for events, and all meetings are live-streamed for online students. These resources allow our MI students to connect with parent LIS organizations, meet professionals who come in as invited speakers, and raise issues and concerns. These issues and concerns can then be brought to the attentions of faculty and committees for further consideration. Some aspects brought forward by students in recent years relate to course rotation, availability of on-campus classes for elective courses, and room capacity.

The current MI Student professional associations are:
- American Society for Information Science & Technology Student Chapter (RU ASIS&T) (Adviser: Prof. Kaitlin Costello)
- Library and Information Science Student Association (LISSA) (Adviser: Prof. Ross Todd)
- Special Libraries Association - Rutgers University Student Group (RUSLA) (Adviser Prof. Lilia Pavlovsky)
- Student College, Academic, and Research Library Association (SCARLA) (Adviser Prof. Marie Radford)
- Student Organization for Unique and Rare Collections Everywhere (SOURCE) (Adviser Prof. Marija Dalbello)
- Rutgers Association of School Librarians (RASL) (Prof. Joyce Valenza)
- MI Council

In addition, the New Jersey Library Association and the American Library Association offer an inexpensive joint membership for students, and throughout their program of study, we promote these offers to students as they are distributed by the professional associations.

I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations

In addition to 610:501 *Introduction to Library and Information Professions*, several of our courses make direction connections in syllabus content to a range of professional associations, their standards for professional groups, the specific information communities they serve, programs and policies. This is not a required component of syllabus content. Nevertheless, our students and faculty are part of an academic-professional environment where many robust connections to the professions and their codes, practices and goals are actively incorporated into our classroom experiences. This is further described in Standard II. Examples of Professional Organization Statements Referred to in MI Courses:

610:514 *Learning Theory, Inquiry and Instructional Design*
American Association of School Librarians (AASL) Standards Framework for Learners:
https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf
New Jersey Department of Education: New Jersey Core Curriculum Content Standards
http://www.state.nj.us/njded/cccs/intro.htm
New Jersey Department of Education Curriculum Frameworks
http://www.state.nj.us/njded/frameworks/index.html

610:515 *Emerging Literacies: Learning and Creating with Digital Youth*
AASL's Position Statement on the "Instructional Role of the School Librarian":
http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/positionstatements/AASL_Position_Statement_Instructional_Role_SL_2016-06-25.pdf
International Society for Technology in Education (ISTE)'s 2016 Standards for Students:
https://www.iste.org/standards/for-students
American Association of School Librarians (AASL) Standards Framework for Learners:
https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf
ISTE Standards for Educators: https://www.iste.org/standards/for-educators
ISTE Standards for Coaches: https://www.iste.org/standards/for-coaches
New Media Consortium Horizon Reports for K12 and for Libraries
http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf
ALA/AASL Standards for Initial Preparation of School Librarians (2010):
http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf
ALA ALSC Competencies for Librarians Serving Children in Public Libraries:
http://www.ala.org/alsc/edcareeers/alsccorecomps
YALSA's Competencies for Librarians Serving Youth: Young Adults Deserve the Best
http://www.ala.org/ala/mgrps/divs/yalsa/profdev/yacompetencies2010.cfm

610:519 *Information Literacy, Learning and Teaching*
Association of College and research Libraries (ACRL) Standards, Guidelines and
Frameworks: http://www.ala.org/acrl/standards

610:533 *Manuscripts and Archives*
Standards for Archival Description: A Handbook
http://www.archivists.org/catalog/stds99/index.html

610:540 *Reference Sources and Services*
ALA Reference and User Services Association (RUSA) Guidelines for Behavioral
Performance of Reference and Information Services Providers
http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral
ALA Reference and User Services Association (RUSA) Health and Medical Reference
Guidelines http://www.ala.org/rusa/resources/guidelines/guidelinesmedical

610:575 *Leadership, Management and Evaluation of School Libraries*
American Association of School Librarians (AASL) Standards Framework for Learners:
https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf

Courses such as 610:579 *Ethical Decision Making in Information Practices,* 610:518: *Information Professions and Community Engagement;* 610:530 *Search and the Information Landscape,* 610:540 *Reference Sources and Services,* 610:570 *Management Principles in Information Organizations*, 610:582 *Information Policy,* and topics courses such as 610:584 *Intellectual Freedom* address philosophy, principles, and ethics of librarianship. By adding 610:579 *Ethical Decision Making in Information Practices* to our course offerings, we have addressed a gap in our curriculum, particularly in the current emerging information and technology climate. The course builds on a foundation of philosophies and theories that have shaped the study of ethics at large, introduces students to ethics thought leaders, common ethics principles, and provides opportunity for students to develop substantive professional expertise in decision making in information practices, and the capacity to interrogate and resolve ethical dilemmas that arise in the information workplace.

I.2.4 The importance of research to the advancement of the field's knowledge base

Our MI program is underpinned by a commitment to science, research and research-based evidence as a fundamental principle of knowing. As identified in the SC&I Strategic Plan 2014-2017, available at:
https://comminfo.rutgers.edu/sites/default/files/strategicplanforsci_2014-2017.pdf
one of the foundational elements of the school is a strong core of sciences and humanities. We believe that our LIS Department's Vision and Mission, our MI program goals and student learning outcomes, and our situation in a professional school, represent a collective enactment of the purpose and value of research. Research is a fundamental requirement of the university. The University's guidelines for faculty continuity and advancement center on scholarship, teaching and service. As described in Standard III, research is an essential responsibility of faculty, working to contribute to the knowledge base of library and information science and allied disciplines. Our faculty publish in major research and professional journals and present papers at national, international, and local conferences in LIS and related areas, and engage doctoral and master's students in their research programs.

Throughout the MI curriculum, research is a persistent theme; students learn to distinguish between anecdotal and research-based professional literature and develop their expertise in the analysis and critique of research. For example, in the foundation course 610:510 *Human Information Behavior*, (Evidence Syllabus folder) students are expected to develop evidence-based practice habits as they enter the workforce, particularly focusing on the research of different groups that comprise the information communities they serve. The study of people's information behavior is built on the notion of "cognitive authority", and in this course this is the authority of scientific

research. Students engage substantively with meta-theoretical frameworks that have shaped the scientific study of people's information behaviors (post-positivism, constructivism and social constructivism) as well as theoretical and empirical frameworks in library and information science and allied disciplines, such as Sense-Making (Dervin), Information Search Process (Kuhlthau), and Everyday life information behaviors (Savolainen). As a foundation course, they study the information behaviors of selected groups of people and begin to develop the analytical skills of engaging with research-based literature, identifying and synthesizing findings and reflecting on how those findings might inform and apply to their constituents.

Additionally, our students are exposed to the importance of research through engaging with faculty on collaborative research projects, as outlined in Standard III narrative.

1.2.5. The symbiotic relationship of Library and Information Studies with other fields

As an interdisciplinary school, the intersection of Library and Information Science, Journalism and Media Studies, and Communication provides significant opportunities for our faculty and students to engage in cross-disciplinary studies. The school supports several centers, labs and clusters that bring faculty from the school's disciplinary areas together. One prime example of this is the Social Media and Society Cluster, providing us (faculty and students) with opportunities to participate in collaborative research, discussions and presentations, and the fruitful exchange of ideas.

Our MI courses are open to graduate students across the university, subject to space availability, and to all students meeting co- and pre-requisite conditions. A significant example of this is for students who are undertaking the Master of Business and Science degree. Students in its User Experience Design Concentration (UXD) have the following MI courses listed as part of their electives. (UXD-electives).

- 17:610:510 *Human Information Behavior* (Fall and Spring)
- 17:610:511 *Research Methods*
- 17:610:554 *Information Visualization and Presentation* (Fall)
- 17:610:557 *Database Design and Management* (Spring) - a particularly popular course with these students, and we regularly need to schedule a complete section for these courses.

In addition, our MI courses (subject to space and requisites) are open to our alumni who wish to undertake further courses to extend their own professional development. As elaborated in the Course Transfer policy, students have opportunity to transfer in 6 credits of course work from graduate courses as Rutgers University. MI students also have access to the Web-based Information Science Education (WISE) Consortium, a collaboration of accredited universities that offer online master's courses in library and information science: (WISE) Consortium.

The LIS field is interdisciplinary, drawing primarily on the social sciences and humanities, while using tools and applications developed by computer scientists,

engineers and social science researchers. Students become aware of the range of contributing disciplines as they recognize that their instructors come from diverse disciplinary backgrounds. Standard III identifies the disciplinary backgrounds of our full time and part-time faculty.   In courses, the students' assigned texts and readings often emanate for other fields; https://comminfo.rutgers.edu/academics/courses/32.

An example of this interdisciplinary engagement is the foundation course 610:510 *Human Information Behavior*. A review of the course readings show that students interact with key literature for the LIS fields, including *Information Research, LISR, JASIST* and the *Journal of Documentation*. In addition, students in this course engage with formal research studies selected from journals such as: *Proceedings of the SIGCHI Conference on Human Factors in Computing System; Educational Researcher; Patient Education and Counseling; Proceedings of American Medical Informatics Association (AMIA); CyberPsychology & Behavior*, and *Proceedings of the 2010 Conference on Computer Supported Cooperative Work*.

To illustrate this even further, student term papers from this same course synthesized the research on the information behaviors of a chosen group, drawing on an interdisciplinary body of scholarly literature from such journals as *The Journal of Visual Impairment & Blindness, Cyber Psychology & Behavior, Educational researcher, The English Journal, Sociology of Education*, *Journal of Communication in Health Care, Computers in Human Behavior,* and *Journal of Labor Economics*.

Another example is the course 610:513 *Foundations of Informatics and Design.*
It draws on articles from *JASIST* and *LISR*, as well as: *IEEE Intelligent Systems; BMC Medical Informatics and Decision Making; Management Information Systems Quarterly, Journal of the American Medical Informatics Association; Developments in Sociology; Learning, Media and Technology*, and *International Journal of Medical Informatic*s.

A third example, the foundation course 610:580 *Knowledge and Society,* includes the following selected interdisciplinary required and interdisciplinary texts, drawing from LIS, History, Knowledge Representation, Philosophy, Cultural Studies, incorporating selections of the following texts:

- Burke, Peter. 2000. A Social History of Knowledge: From Gutenberg to Diderot. (Polity)
- Bowker, Geoffrey. 2006. Memory Practices in the Sciences (Inside Technology). (MIT Press)
- Eco, Umberto. 2009. The Infinity of Lists: An Illustrated Essay. (Rizzoli)
- Eichhorn, Kate. 2013. The Archival Turn in Feminism: Outrage in Order. (Temple U Press)
- Foucault, Michel. 1965. Madness and Civilization: A History of Insanity in the Age of Reason. (Vintage Books)
- Said, Edward W. 1979. Orientalism. (Vintage Books)
- Zerubavel, Eviatar. 2003. Time Maps: Collective Memory and the Social Shape of the Past. (U Chicago Press)

LIS faculty are also raising awareness of how our expertise and perspective can enhance the work of other disciplines. Several of our faculty members teach in the university-wide Byrne seminar program (https://byrne.rutgers.edu/) These seminars are a one credit course available to first year undergraduate students and connects tenured and tenure-track faculty to these students, engaging them in contemporary issues that are specifically designed to connect the students to a faculty member's research. In recent years, LIS faculty teaching Byrne Seminars include:

- Prof. Anselm Spoerri: two courses: *Digital Media Storytelling*, and *Visualizing Data to Tell a Story*
- Prof. Marija Dalbello: *The Books That Make Us* (features history of books in a broader Rutgers community)
- Prof. Chirag Shah: *Republic of Web* (examines the ways in which new media is redefining our democratic thinking and affecting various socio-political issues)

In addition, Prof. Kaitlin Costello has taught in Rutgers University Aresty Scholar Program, where undergraduate students undertake an independent research project under the direction of a Rutgers faculty member (Aresty Undergraduate Research Fellowships). (Shared Evidence File 2: MI Full-time Faculty CVs)

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

Rutgers University is the state university of one of the most diverse states in the nation. Ethnicity, as one measure of the diversity is shown in the following data:

> Ethnicities of Full-Time Students (Undergraduate and Graduate)
>
> African American: 7.6 percent
> Asian: 24.4 percent
> Hawaiian: 0.2 percent
> Latino: 12.3 percent
> Native American: 0.1 percent
> White: 39.4 percent
> International: 11.4 percent
> Two or more ethnicities: 2.9 percent
> Other/Unknown: 1.8 percent
> (https://newbrunswick.rutgers.edu/about/facts-figures)

The highly visible demographics of the State and of Rutgers University student body helps to ensure that MI students are aware of the importance of providing library and information services specifically designed to meet the needs of growing groups of people

who are likely to be underserved. This aspect is specifically covered in courses such as: 610:517 *Planning Outreach Services*; 610:518 *Information Professions and Community Engagement*; 610:519 *Information Literacy, Learning and Teaching*; 610:532 *Collection Development and Management*; 610:579 *Ethical Decision Making in Information Practices*; 610:582 *Information Policy*; and 610:584 *Intellectual Freedom in Libraries*.

These courses raise a range of diversity challenges: identifying communities and their needs; understanding applications of information policy; understanding instructional needs; understanding principles of technological access; selection of technology tools; and, design principles of technology for access.

Students also become aware of diversity and global issues in other courses. For example, in the foundation 610:510 *Human Information Behavior* course, the information needs and behavior of specific groups in society, including the underserved, are examined. In recent years, students in HIB have selected groups of people such as disadvantaged youth, immigrants, unemployed, parents of children with Autism Spectrum Disorder, refugees, LGBT+ community, people with disabilities, and range of ethnic, racial and other marginalized and underserved groups.

The course 610:502 *Colloquium in Library and Information Studies* required of all students is planned to give students exposure to important issues and emerging trends in the professional practice of Library and Information Science, especially as they relate to technical, social, ethical and policy issues. During the academic year 2017-2018, public colloquia focused on humanitarian, social justice and community dimensions, including April 3, 2018: *Helping Puerto Rico's Libraries Recover Lecture*. Speakers were Loida Garcia-Febo (ALA President-Elect) and Tess Tobin (President of REFORMA); February 21, 2018: *Black History Month Celebration*, in collaboration with the Rutgers Office of Diversity and Inclusion, the RU Undergraduate Academic Affairs Office, and the Paul Robeson Cultural Center, which included screening of the Spike Lee Documentary "4 Little Girls" and panel speakers including social justice activist [Dale Long](#). The full compendium of our Colloquium series is available on [YouTube](#).

Since 2012, we have made a stronger commitment to providing planned opportunities for students to engage in courses that provide international experiences. We have developed three courses with an international focus. The summer elective course 610:598 *British Collections and Archives*, operating for 5 years now, is in partnership with Fairleigh Dickinson University's Department of Communication, and Wroxton College UK. The course focuses on cultural history examining collections in British libraries and archives by visits to various library collections and archives, with lectures from British experts and understanding the connections of the collections to the history and culture of the United Kingdom. One of the learning outcomes of this course centers on students' ability to compare American and British library culture. In addition, students can enroll in the special topics class 610:596 *International K-12 Books* as an elective. This course provides an optional trip to the Bologna Children's Book Fair; in recent years, this course has expanded to include literature from Mexico, China and Scandinavian countries, as

well as meetings with leaders of the International Board of Books for Youth (spring, 2016) and the International Youth Library (2018).

1.2.7 The role of library and information services in a rapidly challenging technological society

Information technology permeates the entire MI curriculum, and we have progressively revised our syllabi to embrace the rapidly changing technological arena. The emergence of specific concentrations in Data Science, Technology, Information and Management, and Informatics and Design are highly visible indicators of meeting the professional needs of a rapidly changing technological environment. Moreover, we have strengthened the range of courses that provide diverse opportunities to build expertise in the technological landscape, embedding them as required and adding elective courses in our concentrations. For instance, since the rollout of the MI, we have revised the 610:550 *Introduction to Information Technologies* course and systematically added several new or substantially revised technology centric courses:

610:515 *Emerging Literacies: Learning and Creating with Digital Youth*
610:530 *Search and the Information Landscape*
610:559 *Web Programming*
610:560 *Foundations of Data Science*
610:561 *Data Analytics for Information Professionals*
610:562 *Problem Solving with Data*
Applications of Machine Learning--currently under review as a special topics course

Standard II provides a complete listing of the status of course development, revisions, and deletions.

In our required introductory course 610:550 *Introduction to Information Technologies,* students learn how information technology is used in today's information organizations, including integrated information systems, technical services, document management, and web services. As an introductory course, students are provided with both a conceptual foundation and a hands-on introduction to software tools and technology; they engage in the evaluation of web services and software tools for library and information organizations. Given the diverse technological experience that students bring to the program, students have an opportunity to waive out of this course, following the waive-out procedure.

Many dynamics of the role of information and library services in the context of technological development are picked up in many of our courses. For example, students in 610:510 *Human Information Behavior* have the opportunity to study online information behaviors of groups of people, while students in 610:514 *Learning Theory, Inquiry and Instructional Design* apply a range of IT tools to demonstrate the role of school libraries in student achievement and technology-based approaches to evidence of learning outcomes. And, students in 610:515 *Emerging Literacies: Learning and Creating with Digital Youth* engage with a diverse range of software tools to support

knowledge production and information creativity. Furthermore, we stress the role of librarians in helping the public to access and learn how to use information technology in a number of courses including 610:519 *Information Literacy, Learning, and Teaching*, 610:610:551 *Information Retrieval*, 610:553 *Digital Libraries*, 610:554 *Information Visualization and Presentation*, 610:555 *Multimedia Production*, 610:557 *Database Design and Management*, and the new suite of courses to support the data science concentration.

Students also have opportunity to make recommendations about any course; as a result, we developed *Applications of Machine Learning* as a special topics course proffered by data science students who recognized the need for technological expertise on the application of machine learning protocols as they engage with social science data sets.

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

The transformation from the MLIS to the MI, the task force competitive analysis, and the assessment of our own strengths and weaknesses in the MLIS program in 2014 attest to the central importance of addressing the needs of the professional information landscape, and the preparedness of our graduates to serve and lead in this environment. The rationale behind widening the professional education opportunities through the change of name, and subsequent curriculum development of the diverse concentrations are at the heart of our commitment to meeting the needs of the wider information professions. The development of the MI came in response to real challenges we faced: declining enrolments, changing demands of the LIS field, the lagging financial recovery of the state since 2011, and meeting the professional needs of the library community. At the same time, our predominantly white middle class female student population did not reflect New Jersey's extraordinary diversity. As we witnessed considerable diversification of the information professions, our Task Force analysis enunciated that our MLIS program was missing significant opportunities for meeting the needs of a larger constituent group. In short, our program needed to change.

Current enrollment data show that we continue to serve the needs of the LIS community in New Jersey, and the library organizations who hire our graduates.   Our documented evidence that pertains to work experience obtained through credit-based field experience and internships (SI Evidence Folder 18: Internship Data from 2014-2018) is reflected in the snapshot below, showing the following patterns:

Figure I.8 MI Internship Patterns 2014-18

Total for 2014: 3 Schools	Elementary: 2	Middle: 1		
Totals for 2015: 18	Elementary: 4	Middle: 7	High School: 5	Private: 2
Totals for 2016: 8 Schools	Elementary: 2	Middle: 2	High School: 3	Private: 1

Totals for 2017: 10 Schools	Elementary: 8	Middle: 2		

TOTAL 2014: 20 Sites	Academic Library: 7	Public Library: 6	Other Art Library: 3 Law Library: 1	Corporation: 1	Organization: 2
TOTAL 2015: 19 Sites	Academic Library: 8	Public Library: 4	Theological Library: 2 Medical Library: 1	Corporation: 1	Organization: 2 Museum: 1
TOTAL 2016: 19 Sites	Academic Library: 2	Public Library: 7	Theological Library: 2 Medical Library: 1	Corporation: 2	Organization: 2 Museum: 3
TOTAL 2017: 23 Sites	Academic Library: 10	Public Library: 4	Spanish Library: 1 Theological Library: 1 Medical Library: 1 State Library: 1	Corporation: 2	Organization: 3

Our registrations in internships/field experience are predominantly in the Library and Information Concentration, including school libraries; we are pleased to see a trend emerging with internships placed in non-library environments, such as:

- Center for Digital Research and Scholarship, Columbia University
- Historical Society of Pennsylvania
- Novo Nordisk
- The Paley Center for Media
- Spokane Chiefs Hockey Club
- AT&T Archives and History Center
- Sioux Indian Museum
- Resource & Learning Center at the Cancer Institute of New Jersey
- The Burke Archives at the Union Theological Seminary
- The Thomas Edison Papers/Digital Classroom Services
- NYCEDC- New York Economic Development Center

One of the 2014 Task Force recommendations was the establishment of the dual degree ITI – MI 4+1 pathway. The decision to develop and implement the ITI-MI dual degree has further opened a pathway for our ITI undergraduate majors to obtain a master's

degree. Historically, we saw few students from the undergraduate ITI major enroll in the MLIS program; now we are seeing an increased number of students pursuing this pathway, some in the Data Science concentration, others in Informatics and Design and TIM. The Office of Student Services provided the following data on ITI - MI admissions:

Fall 16:	7 admitted
Spring 17:	5 admitted
Fall 17:	14 admitted
Spring 18:	3 admitted
Fall 18	11 admitted

The establishment of the SC&I office of career services since our 2012 accreditation has assisted our outreach efforts in making visible the wider range of job opportunities available to students studying in our expanding array of offerings. In addition to SC&I careers services, programs such as the SCI Careers Fair (SI Evidence Folder 19: flyer for 2018 fair) support students in identifying diverse careers prospects as well as engaging with professionals in the LIS, ITI employment markets.

As already woven into this presentation, we give voice to our students through a range of mechanisms. Our students are not passive. They continue to express their concerns about the job market (Standard II- feedback through 510:203 *ePortfolio Capstone* course). Over the semesters, they have campaigned for changes in semester course offerings, ensuring appropriate number and diversity of courses are available on campus, especially elective courses where pressure for meeting class sessions can often push on-campus students into online courses. Underpinning these campaigns are assurances that they have adequate preparation in their choice of courses for their desired careers.

One area of concern in the current economic climate that is related to our capacity to address the needs of those we serve is the financial status of students. Our students face financial difficulties and personal hardships; in fact, our data show a reduced number of scholarship applications since 2013, as shown in Table I.4 below. We have systematically revised our scholarship application process since 2012 to streamline the process to support our students. Under the leadership of the Assistant Dean of Student Services, we brought our paper-based application process into a web-based scholarship portal, available at: https://comminfo.rutgers.edu/current-students/office-student-services/financial-information/scholarships-and-awards

The range of awards and criteria for each are documented at: https://comminfo.rutgers.edu/current-students/office-student-services/financial-information/scholarships-and-awards

We offer two types of scholarships and awards for our students: merit-based awards and need-based awards. Merit scholarships are awarded to students independent of their financial need. Need-based awards require eligibility based on the University and Federal guidelines for financial aid. Upon submission of the scholarship application, the

LIS Department Scholarship Committee convenes to make recommendations for the department-specific awards. The recommendations are forwarded for academic clearance (a period of review of students' academic record) and financial clearance (University Financial Aid office pre-approves finalists for eligibility). When the finalists are cleared, they are individually notified of their scholarship status and asked to confirm their intention to enroll in the next semester. Once confirmed, the University Student Accounts office is notified, and the scholarship fund is applied directly to the students') tuition term bill. The table below (from data provided by Student Services Office and SC&I Business Office) shows annual patterns of applications and distribution of scholarship funds:

Figure I.9: LIS Scholarship Funds

Academic Year	Number of Applications	Number of Finalists	Total Amount of Awards
2017-2018	75	41	$115,975
2016-2017	64	40	$171,025
2015-2016	83	39	$169,785
2014-2015	78	44	$125,430
2013-2014	117	50	$196,545
2012-2013	112	23	$121,487

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

In addition to research, our faculty are committed to quality teaching. Our MI program recognizes that some graduates such as school librarians and academic librarians will perform instructional roles in their professional practice, including information and digital literacy instruction; our program provides this critical component of professional practice. Several courses explicitly deal with the educational responsibility of librarians (e.g., 610:514 *Learning Theory, Media and Curriculum* and 610:519 *Information Literacy, Learning, and Teaching)* and these courses provide content on learning theories and empirically-generated instructional models e.g. Kuhlthau's Information Search Process and Guided Inquiry).

The faculty's dedication to good teaching and its visible commitment to the advancement of library and information science provide good models for students. The underlying

assumption is that student learning outcomes are related to the quality of teaching, and that graduates will use what they have learned to improve practice as they enter the field. The visible evidence of the value of our teaching comes from student course assessment; it ultimately is seen in the quality of libraries where many of our graduates work, particularly in New Jersey.

Our school is committed to quality instruction, and since our last accreditation in 2012, systematic planning to improve the pedagogical underpinnings of our teaching roles is evidenced in the employment of instructional designers in SC&I to provide a range of instructional services. This primarily centers on onboarding of instructors into online course management systems, and particularly so when the University changed from eCollege to Canvas in Fall 2016. The onboarding services are extensively utilized by LIS faculty and part-time instructors. (SI Evidence Folder 20: SC&I IDTS Report 2016-2017) shows an example of the extent of this instructional work across the school to support instructors.

A further indicator of action towards quality teaching is evidenced with the first School-*Wide Scholarly Incubator: Teaching and Learning* that took place on April 4, 2018, and several LIS faculty participated in sharing expertise (SI Evidence Folder 21: SC&I Teaching Incubator Program). Media coverage of this event is available at: https://comminfo.rutgers.edu/news/scis-annual-scholarly-incubator-addressed-pedagogy-and-student-wellness.

In addition, in 2018, SC&I supported the launch of a peer-review journal: *Information and Learning Science* by Professor Rebecca Reynolds, together with Samuel Kai Wah Chu (Associate Professor, Division of Information and Technology Studies at the University of Hong Kong)—a journal that seeks to advance inter-disciplinary research exploring scholarly intersections of information science and the learning sciences/education sciences. This new journal provides a publication venue for work that strengthens our field's scholarly understanding of human inquiry and learning phenomena, especially as they relate to design and uses of information and e-learning systems innovations.
https://comminfo.rutgers.edu/news/new-journal-launch-co-founded-and-co-edited-rebecca-reynolds
http://www.emeraldgrouppublishing.com/products/journals/journals.htm?id=ILS
We see such initiatives as part of an important agenda of making visible the role of teaching and learning and its application to the LIS field.

Faculty research and teaching are not only important to the advancement of the field, but as models of the behavior we expect of graduates--taking an evidence-based practice approach that engages with evidence-for-practice (the research foundations), evidence-in-practice (data gathered in the performance of professional work) and evidence-of-practice (engaging with the outcomes and impacts of professional practice). Our faculty are active members, often in key leadership roles, of major professional organizations, and present research and scholarship in these forums. Their resumes show that they act as consultants in many arenas and serve as editors and board members of journals. Standard

III Faculty provides details on faculty research, teaching and service. Our students have access to our faculty members' websites and are alerted through the student listserv to new professional achievements, not only of faculty, but also of fellow students and alumni.

I.4 Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.

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

As addressed in this self-study, our mission, goals, and objectives are reviewed and revised during our departmental curriculum meetings and departmental retreats and are specifically adjusted to reflect the development of the MI program and the changing information landscape. As evidenced in our Curriculum Committee minutes since 2014 (Shared Evidence Folder 6: Curriculum Committee Documentation), the MI curriculum has received the most persistent attention, and necessarily so. As documented in Standard II, based on student feedback and faculty initiatives, courses are constantly revised. Some are dropped, others added, and specialty areas are identified as the field evolves and as we see the potential for matching graduate qualifications to employer needs.

To assure that every course is evaluated in a rigorous way, our curriculum processes in the Department and the School require all faculty to write objectives in terms of student learning outcomes. To evaluate how well our program prepares students for practice, the 610:503 *ePortfolio Capstone* course provides direct student-centered evidence to enable the faculty to judge the nature and quality of what students have learned from their time in the program as a whole, not just course-by-course. Taken together for each graduating class, these portfolios have enabled us to evaluate the degree to which we are achieving expected learning outcomes. This is explicated under Standards II and IV.

Evaluation of faculty teaching is a strength in our department. Each course is evaluated by students through the formal process established by the Rutgers Center for Teaching Advancement and Assessment Research (https://ctaar.rutgers.edu). Each class is administered the Student Instructional Rating Survey (SIRS) close to the end of each semester, and all full-time faculty and part-time instructors are provided with results.

Teaching evaluations are available to all in the Rutgers community (https://sirs.ctaar.rutgers.edu). Faculty take the evaluations very seriously, adjusting course syllabi and learning activities as needed. Each semester, the Program Director and Department Chair are provided all course evaluations, and these are carefully reviewed, and key issues and concerns identified. Furthermore, instructors meet with the program director and chair to set instructional strategies for continuous improvement. Such input plays an important role in the renewal of contracts of part-time instructors, as well as the advancement of tenure-track faculty.

Annual LIS Department Excellence in Teaching awards provided to full-time faculty, part time instructors and doctoral students who are performing teaching assistant roles, recognize excellence in teaching. Another authentic measure of success is the satisfactory launching of our graduates' careers. Our SC&I Alumni website features graduates who, through their professional accomplishments, bring distinction to our program and the school. Stories of success are posted at https://comminfo.rutgers.edu/sci-alumni and distributed to our alumni and the professional communities.

At the same time, we seek to balance the need to advance the profession and inspire innovation in the field with the reality of current practice. We have approached the development of the MI program and its transformation from the MLIS with this mindset. We care deeply about the education and professional destination of our graduates. At the same time, we seek to maintain our position in the top 10 LIS programs in the country, and that in part is the leadership in programmatic development that does not simply rely on feedback from LIS professionals and responding in a reactive way, but having the intellectual courage to recognize problems, undertake the necessary competitive analysis, and put forward educational opportunities that we believe have salience in the professional arena. This is risk-taking and academic leadership. We posit that the transformation of the MLIS to the MI program has provided the field with a broader vision of the professional information landscape and provide leadership in the reconceptualization of education for the library and information professions.

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

The evaluation of our MI program is based on a set of requirements by Rutgers University and SC&I, including the provision of official assessment reports to SC&I and Rutgers Center for Teaching Advancement and Assessment Research (https://ctaar.rutgers.edu). As discussed further in Standard II, a weekly report of MI applications and admissions is provided by the Office of Student Services to the department chair and MI program director. These enable us to track and compare progress to previous cycles. Our MI program's success in achieving its mission, goals and objectives is evidenced in the success so far with the transition from the MLIS to the MI.

As already documented, we have established processes to gather systematic student feedback, particularly through the 510:503 *ePortfolio Capstone*, which gathers input on students' assessment of their learning in terms of MI program goals and ALA content standards. It gathers data on the strengths and weaknesses of the program in terms of our intellectual success, as well as procedural/administrative success – i.e. our infrastructure to enable and support learning. Snapshots of these analyses are presented in Standards II and IV, including actions we have taken in response to this evidence. In addition, the formal requirement of Student Instructional Ratings provides further evidence and data of systematic evaluation processes for determining our success.

As a school, we are also required to generate annual assessment reports. All program directors contribute to this report which is compiled by SC&I's Assistant Dean for Instructional Support and Assessment. (SI Evidence Folder 22: SCI Annual Report on Assessment 2016-2017) is part of an annual packet that is submitted to the Rutgers Assessment Council on Learning Outcomes (ACLO), the agency we report to at Rutgers to illustrate our commitment to evidence-based curriculum development, as well as our efforts to improve the teaching and learning experience (https://ctaar.rutgers.edu/assessment/infrastructure.html). In turn, the ACLO gives us a summative evaluation rating, and expects us to take action for continuous improvement. This is elaborated further in Standard II.

One measure of our student success is the professional leadership roles undertaken upon graduation. In 610:501 *Introduction to Library and Information Professions* students are encouraged to set up a LinkedIn account, and these provide us with some evidence of their professional journeys. We have only recently begun to use this approach to track the careers of our graduates   Some examples of student success are:

Student	Role	Evidence
Mike Maziekien	Library Director at Kenilworth Public Library	https://www.linkedin.com/in/michael-maziekien-61775435
Eddie Woodward	Senior Local Records Archivist at The Library of Virginia	https://www.linkedin.com/in/eddie-woodward-6bb2b2b/
Radwa Ali	Director at Roxbury Public Library	https://www.linkedin.com/in/radwa-ali-96892b32/
Jennifer Breuer	Library Director at Glen Ridge Public Library	https://www.linkedin.com/in/jenniferbreuer527/
Jenifer May	Library Director at Secaucus Public Library	https://www.linkedin.com/in/jenifer-may-49318811/
Yonah Levenson	Manager, Taxonomy at HBO	https://www.linkedin.com/in/yonahlevenson/
Annette Feldman	Information Manager Architect at Associated Press	https://www.linkedin.com/in/annette-feldman-3771782/
Anita O'Brien	Library Director at Little Silver Public Library	https://www.linkedin.com/in/anita-o-brien-mlis-13159a40/

Shazia Zaman	Branch Manager at Ocean County Library Point Pleasant Beach	https://www.linkedin.com/in/shazia-zaman-mlis-ma-7430216/
Jeff Tiechmann	Library Supervisor 1 at Rutgers University Libraries	https://www.linkedin.com/in/jeff-teichmann-66815818/
John Daquino	Head of Adult Services at Union Public Library	https://www.linkedin.com/in/john-daquino-178a1589/
Robert Thilliker	Director, Edsel Ford Memorial Library, The Hotchkiss School	https://www.linkedin.com/in/roberthilliker/
Elizabeth Leonard	Assistant Dean of University Libraries for Information Technologies at Seton Hall University	https://www.linkedin.com/in/elizleonard/
Jacquelyn Tasker	Branch Manager at Art Library, Rutgers University Libraries	https://www.linkedin.com/in/jacquelyntasker/
Stacey Carton	Manager- Fordham Multimedia Lab at Rutgers University	https://www.linkedin.com/in/stacey-carton-5b9b633/
Miraida Morales	LIS Spectrum Scholar completing SC&I PhD	https://www.linkedin.com/in/miraidamorales/
Rosary Vaningen	Head of Adult Services at Hoboken Public Library	https://www.linkedin.com/in/rosary-vaningen-5344b37/
Victoria Wagner	Associate Director and Medical Education Coordinator - Rutgers University	https://www.linkedin.com/in/victoria-wagner-8a92678/

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

As iterated throughout this whole self-study, the transition of the MLIS to the MI has been one dynamic, productive, and time-consuming journey of gathering and examining data of diverse kinds, critically reflecting on this, and using it in a systematic way to

improve and transform the program. Many demonstrations of this process are incorporated into our narrative.

- Competitive analysis data at the program level to inform the development and design of our program

- Program application and admissions data

- Stakeholder survey data, for example, surveys to NJLA and NJASL, to shape specific courses; "Relevance in Learning Initiative"

- Student Instructional Rating data for LIS Chair and Program Director to identify instructional strengths and weaknesses with individual faculty

- Student ePortfolio data

- Faculty data: informs reviews, promotion and tenure process through the work of the LIS Personnel Committee

- LIS Faculty meetings and the systematic structure of decision making

- SC&I program assessment processes that are data-driven – MI Program Reports (SI Evidence Folder 23: Report on Assessment of MI Program Learning Goals)

- ALA Biennial Reports and Narratives

- Specific MI Program data on enrolment and attrition.

- Employment status data, which informs course scheduling and rotation, and provision of online courses. For example, over half of our students work full time, and this has implications for ensuring that late afternoon and evening schedules are maximized.

II. Standard: Curriculum

The rationale, systematic planning, and process of implementation of our MI program transition from the MLIS has been documented in the Standard I narrative. Here we will focus how the planning process was operationalized in relation to MI curriculum design and development.

 Among our main activities since 2012 have been:

- Creating and communicating clearer pathways through the program by designing well-defined concentrations that are aligned with student's professional goals and give students the flexibility to follow an individualized path that cuts across specializations.

- Updating individual courses and modifying the curriculum to ensure that it supports the professional needs of future librarians and information professionals across an increasingly diverse career landscape, including information management and archives and preservation.

- Providing more learning opportunities for students who want a strong information technology background to prepare them for jobs in data science, informatics and design, and information management.

This section of our narrative also describes the procedures that we have refined since 2012 to support the formative assessment of the curriculum through an iterative development process. This approach incorporates stakeholder feedback and helps keep our curriculum and individual courses relevant and up to date.

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

As documented in Standard I, the evolution of our MI curriculum has been based on an integrated and extensive process of systematic planning, engaging with diverse groups of stakeholders and multiple sources of data. The LIS Curriculum Committee's leadership role has been central to this endeavor.

LIS Curriculum Committee: function and organization

The LIS Curriculum Committee, as set forth in the LIS department (SC&I Bylaws) is responsible for the:

1. development and evaluation of the curriculum and its design;
2. review and recommendation of new courses to the department;
3. coordination of curricular planning with appropriate internal and external constituencies;
4. assessment of course quality, program outcomes, and achievement of student learning outcomes;
5. assessment of the appropriate venue for course offerings, whether on campus, online, or hybrid;
6. coordination with Professional Development Studies in areas of mutual concern;
7. liaison to other degree programs at SC&I and within the University for purposes of curriculum and policy; and
8. liaison with the Department Chair about external programs offering academic credit acceptable for student matriculation;
9. provision of regular reports and recommendations to the LIS faculty, and an annual report each May.

The Department Chair appoints the Curriculum Committee Chair and members (S2 Evidence Folder 1: LIS Committees and Members 2014-2018)

The Curriculum Committee is also responsible for:

10. ensuring that the curriculum is consistent with program goals and mission
11. ensuring that it is relevant to the practice of librarianship and other related information professions
12. approving new course proposals and official changes to existing courses;
13. reviewing syllabi and providing feedback to faculty and instructors
14. evaluating curriculum (ongoing)
15. identifying issues, gaps and problems
16. soliciting feedback from faculty, students and practitioners to ensure courses are fresh and relevant
17. coordinating curricula between undergraduate ITI program; MI program and PhD
18. ensuring quality of course delivery is consistent between online and on campus modalities.

The LIS Curriculum Committee meets on the average of once a month during Fall and Spring semesters. During the MI degree transition period, it met several times per month, ensuring that all approval deadlines were met. The Committee is comprised of faculty members, Department Chair and Director, Assistant Dean for Instructional Support and Assessment (ex officio); and student representatives (depending on the meeting agenda). The Curriculum Committee also invites non-committee faculty members to attend its meetings at any time. The committee is always open to student feedback through various

channels including open houses, academic assessment Portfolios, informal communication and formal channels such as feedback from student organizations, and flash surveys, undertaken by the program director. The committee also invites feedback from alumni, practitioners and external subject experts.

In 2015 the LIS Department instituted a course development initiative and process called "Relevance in Learning", described further in this narrative. It is a formal engagement of faculty, practitioners, students, designers in a dynamic and interactive course development process. This has become a model for our ongoing curriculum development process and a key mechanism for engaging expert practitioners in our curriculum review and development process. The LIS Curriculum Committee has an open-door policy that facilitates new idea generation from populations outside the committee, as well as feedback from stakeholders pertaining to directions and changes in the curriculum. A growing number of courses in our MI program have been recommended by practitioners and subject experts in this way. Most recent examples include: 610:577 *Producing and Preserving Visual Information* (Summer 2018); 610:596 *Making Space for Making* (Summer 2018); and 610:595 *Information Security Management* (Summer 2018); 610:571 *Transformative Library Leadership* (since 2016); 610:599: *Law Librarianship* (2017); and 610: 599 *Academic Librarianship* (since 2017).

LIS Faculty members are responsible for making sure that individual course syllabi are up to date. Proposed changes must be brought to the LIS Curriculum Committee when the changes involve the official course description, the student learning outcomes, or substantive content.

Course Review Process:

Our MI curriculum undergoes continuous revision in relation to our student learning outcomes as presented at: https://comminfo.rutgers.edu/academics/graduate/master-information. The curriculum and individual courses also undergo a systematic review and approval process that is managed by the LIS Curriculum Committee, the MI Program Director and the LIS Department chair. Courses enter the curriculum in a variety of ways and follow somewhat different pathways, depending on how the course was initiated, as will be discussed below.

New courses are reviewed by the Curriculum Committee to establish potential fit with the MI mission, learning outcomes, and with the current and trending job market. The syllabi for new courses, whether they originate in the Curriculum Committee and/or from suggestions by faculty, students, alumni, information professionals or any other sources, are then reviewed by this committee as well. If a course requires revision, such as a change of objectives, title or other major content adjustment, the responsible faculty member must bring the changes to the Curriculum Committee again, where it undergoes another review.

After a new or revised syllabus is approved by the LIS Curriculum Committee, it is brought to the LIS department for discussion and vote. The Chairs and Deans review the course and upon approval, it is reviewed by the full SC&I faculty. It is then sent to the Professional Graduate Review Committee, which is a university-wide review committee,

which was initiated in the Spring of 2017. (S2 Evidence Folder 2: Professional Graduate Review Committee)

Within SC&I, the course approval process is managed using one of two SC&I mandated forms: 1) a form for proposing a new course that includes the new syllabus and documents the process of the course from faculty initiative to School wide vote; (S2 Evidence Folder 3: New Course Proposal) and 2) a form for course changes. (S2 Evidence Folder 4: Change Existing Course Proposal) This systematic process is further articulated below:

Initiation: Curriculum development and review can be initiated through individual faculty, adjunct instructors, program director, student input, changes in professional standards output by the professional community. Program Associates, student associations, professional associations all have voices in this process. Only courses that align with the core values, mission, and program goals are considered and moved through the process. Any course entering the curriculum goes through the full review process. Many courses start out as Special Topics classes and eventually become part of the curriculum. Some Special Topics classes are of interest at a particular time and may only be offered a few times. Special Topics courses are managed by relevant faculty with expertise in the content area, the Curriculum Committee and the Program Director and Chair. They are taught by a full-time faculty member or a part-time practitioner, depending on the nature, goals and content of the class.

LIS Curriculum Committee review: Curriculum needs, proposed changes and new initiatives are brought to the LIS Curriculum Committee, as described in the process of approving the MI curriculum. The committee reviews the proposal in relation to program and departmental goals and objectives. A determination is made depending on the nature of the proposal. Often, this is an iterative process with the instructor proposing the course. Once the appropriate changes are complete, the committee votes to move a proposal forward to the full LIS Faculty for review.

LIS Faculty review: Following approval by the Curriculum Committee, the syllabus, cover sheet and other relevant documents are distributed, prior to the monthly faculty meeting, to members of faculty, the Chair. During the Faculty meeting, the proposed course is presented, and discussion follows. After feedback, discussion and sometimes a return of the syllabus back to the Curriculum Committee, the LIS faculty vote on the course under review. If the LIS Faculty agree that the course should move forward it goes next to the SC&I Deans and Chairs Committee.

SC&I Deans and Chairs: All course curriculum of department programs come to the SC&I Deans and Chairs Committee, which meets monthly. As part of this review and feedback process, departments are expected to provide evidence that the course has no potential redundancies or conflicts across the university. Faculty members are expected to provide evidence that due diligence has been carried out. The cover sheets for new and revised courses identify the specific requirements for all stages of review in relation to redundancies or conflicts:

Figure II.1: New and revised course cover sheet

Potential redundancies/conflicts	X☐ An effort has been made to look for potentially redundant titles in other departments/schools at Rutgers. Please list which schools/departments were checked _School of Social Work, Bloustein School of Planning and Public Policy_____ ____ _____ ____ ☐ There is another course with this (or very similar) name in SC&I. Department _____ ___ Course_____ ____ ☐ There is another course with this (or very similar) name in another School at Rutgers. Department/School_____ ___ Course _____ Attach a document specifying date and content of your exchange with the Instructor and/or Chair of that Department, when appropriate, and what was agreed/disagreed upon. See guidelines below*

University approval: Following SC&I Chairs & Deans approval, the complete syllabus document is forwarded to the University wide Professional Graduate Degree Committee (PDGC) for review.   Feedback is provided through the Associate Dean of Programs, and the syllabus may be returned to the department for further review or clarification.   In terms of overall planning, this process ensures the integrity of planning processes at the department, school and university level. An example of recent feedback from the University PGDC centers on the revisions of the MI course 610:550 *Introduction to*

Information Technology provided to Associate Dean via the email on 3rd May 2018 quoted below:

> Introduction to Information Technology-
>
> *If I understand this proposal, the only potential conflict is between this course in library and information science (610) and one that exists in communication and information studies (194), both of which are in the same school (SCI). Presumably if there are conflicts, then, they are not between schools, and have been reviewed with SCI. There is obviously overlap with a number of courses, undergrad and graduate, in the more basic aspects of the course, but the software specific to the library field is at the center of this course and unlikely to overlap with anything offered outside SCI.*
>
> *Perhaps a more thorough search of courses at Rutgers that deal with Web-related programming could better highlight the distinct aspects of this course. Only a search with the word "technology" was done. However, a preliminary search turns up related courses at Rutgers. For example, Camden offers an online professional certificate in web design (http://execed.rutgers.edu/programs-online/web-design-development-professional-certificate/). ECE offers a more sophisticated Engineering-oriented version (16:332:568 (S) SOFTWARE ENGINEERING WEB APPLICATIONS (3)). While the titles are different, much of the syllabus content are the same.*
>
> *Please take these comments into consideration when moving forward with these courses. (Email correspondence to Associate Dean Dafna Lemish from PGDC).*

SCI Faculty Approval: Following the report from the PGDC and any necessary revisions, the curriculum documents are made available to the full SC&I faculty for review, comment, and approval. The vote takes place in the SC&I faculty meetings held two or three times per semester. The curriculum process is also documented on the website: https://comminfo.rutgers.edu/sites/default/files/curriculum-review-processes-at-sci-2017-5.pdf

The formal process, from course initiation to final approval, provides checks and balances to ensure that the curriculum is dynamic, that both the university at large and the SC&I faculty are informed of all department developments, and that there is no substantive duplication (with cost and instructor implications) across the university. On completion of all stages of the curriculum review process, the administrative staff is responsible for making the appropriate changes to the relevant systems and schedules including the official university catalog and the SC&I website. When new courses are approved, the MI students are notified directly through the MI listserv.

Evolution of MI Curriculum

Commencing in 2012, and prior to the Task Force report and decisions in 2014, the LIS Curriculum Committee began an intensive review of all the courses of the MLIS curriculum and area specializations to ensure the curriculum was up to date and relevant. The process involved review and assessment of all the then key (lead and central) courses, as well as areas of specialization. As an outcome, revision lists were generated, and revisions commenced. However, by 2013 there was a general sense within the Curriculum Committee and the LIS department that there were important content areas missing from the curriculum. Jobs in data science, digital preservation and archival sciences were growing exponentially due to rapidly changing technological advances. We undertook a review of existing courses related to those areas of study and evaluated the entire curriculum for timeliness and relevance. In addition to Curriculum Committee and faculty observations, feedback was received from students in the 610:503 *ePortfolio Capstone* class. They commented about courses being dated and in need of revision, especially in school librarianship and digital libraries. Thus, our transition journey began.

As documented in the Standard I narrative, the official evolution of the MI curriculum structure began in 2013. Details of the establishment of the Task Force, its goals, its analysis of "competitor" programs and their structures, (S2 Evidence Folder 5: Competitor programs and their structures) other innovative programs emerging at the time, the Task Force SWOT analysis, and Final Report are explicated in the Standard 1 narrative.

In April 2014 the release of the Taskforce Report and the adoption of the change of the degree name to "Master of Information" accelerated the course review process. (S2 Evidence Folder 6: Taskforce Report) The name change created an opportunity to make our curriculum and program appealing to a wider audience of learners through an innovative structure and articulation of more focused and career pathways.

The Taskforce concluded that the structure of the then MLIS curriculum (https://comminfo.rutgers.edu/sites/default/files/mlis-degree-phase-out.pdf) was confusing and dated in important ways. The distinction between "lead" and "central" course was unclear to students. At the same time, we recognized that much of the original LIS program structure would be the foundation upon which the evolving shape of the MI program is built. (S2 Evidence Folder 7: MI-at-a-glance) Program pathways are now more clearly articulated and professional contexts and connections are made evident in the design of the program pathways.

The degree name "Master of Information" was chosen because it was considered broad enough to encompass concentration categories that indicate primary area of expertise, yet fluid enough to encourage students to take coursework across concentration areas. It was also chosen to provide potential development of new concentrations as the information landscape evolves. The new name also reflects the fact that students who do not necessarily expect to call themselves "librarians" benefit from the intellectual foundations of library and information science (its knowledge, competencies and values), and understanding the role of information in organizations and in society at large. The full

description of the curriculum as presented on the program's website https://comminfo.rutgers.edu/academics/graduate/master-information comes with explanatory documents designed to guide students and faculty through the program and its opportunities.

As already stated in Standard 1, the curriculum development of the MI has been based on a flexible, non-siloed approach, with all concentrations drawing on a common pool of courses. Our goal here was to bring together students with different professional interests into courses such as 610:510 *Human Information Behavior* and 610:520 *Organizing Information* to provide a cross pollination of ideas and problem-solving strategies, and to build a strong sense of intellectual and processional community, regardless of career destination.

As we undertook the substantive structuring and development of the program, we considered the modes of course delivery. As was MLIS program, the MI program is offered on-campus and online. Since the initial development of the online mode of course delivery in 2005, the underlying philosophy of the online program is that it is the same as the on-campus program in terms of curriculum. Syllabi of online and on-campus courses share identical learning objectives and course descriptions. However, currently, not all on-campus courses are online and not all online courses are on campus. The Informatics and Design concentration, amongst the newer additions, is still being developed for online offering. Within the next academic year, the remaining courses in the concentration of Informatics and Design as well as others are benchmarked for review and development. Figure II.2 lists those courses:

Figure II.2: 2018-2019 courses for review and development

> *17:610:511: Research Methods*
>
> *17:610:512: Interface Design*
>
> *17:610:513: Foundations of Informatics and Design*
>
> *17:610:552: Understanding Library Systems and Software Applications*
>
> *17:610:559: Web Programming (in process, to be offered online Spring 2019)*
>
> *17:610:573: Financial Management for Library and*

MI Curriculum content

The full curriculum can be viewed on the on our website and in the Student "welcome" documents. This is a dynamic page that changes regularly to depict additions and changes to the concentration pathways. The document is used to illustrate the requirements and pathways relevant to student goals and objectives.

It was an important decision point in the evolution of the MI structure that all students would be exposed to the knowledge, competencies and values of information service regardless of what their workplace goals might be. The foundation courses focus on content that encompasses fundamental theoretical, functional and critical elements of the library and information professions. All students are required to take the introductory information technology course 610:550 *Introduction to Information Technologies* unless a waiver is granted. The foundational courses present theoretical principles and concepts that enable the student to view information management, seeking, use and provision through a broad lens. As a student moves through the program, courses may be more applied in terms of outcomes. Woven throughout the curriculum are the foundations of professional practice, including ethics and values and how to ensure that these are upheld in a rapidly changing information environment.

As described in Standard I, the curriculum provides a flexible and integrated array of course offerings which allow students in any concentration to take courses in other concentrations, as well as to develop their own path under the supervision of their chosen adviser. It includes courses that reflect interdisciplinary and international research, focused on the inter-relationships of people, information, and technology. It balances theory and practice and retains the priorities of library and information science traditions. Simultaneously, this program provides a vantage into future opportunities, beyond the confines or context of a library. For instance, Data Science (DS) and Technology, Information and Management (TIM) students who are educated in our program, are exposed to focusing on user needs, making information accessible and preserving information. These are not likely to be emphasized in other types of programs. The full array of courses is described on the MI program website at: https://comminfo.rutgers.edu/academics/courses/32

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

The MI curriculum adheres to the tenets of LIS education outlined in Standard II.2. This is shown in in the Student Learning Outcomes Matrix (S2 Evidence Folder 8: Student Outcome Matrix) This matrix maps the ALA Standard II.2.1-II.2.6, showing key MI courses with respect to goals and assessments related to those specific standards. In some cases, it can be seen that an individual course covers the scope of most of the learning objectives noted in this standard in some way. In other more specialized courses, such as advanced technology courses this is not the case, and one must drill deeper into topical areas. Broadly speaking, most of the introductory courses have objectives and assessments that cover the scope of II.2.1-II.2.6 while more advanced classes focus more concretely on the subject at hand. For example, technology-centric courses dive deeper into ll.2.3; community engagement or outreach classes cover ll.2.4 or ll.2.6 more specifically.

It is also relevant to note that ALA standards are integral to the 601:503 *ePortfolio Capstone* course in the form of a program assessment grid that each student fills out upon completing the program. (S2 Evidence Folder 9: Program assessment grid) The Student Learning Outcomes Matrix (S2 Evidence Folder 8: Student Outcome Matrix draft not complete) presented above, requires instructors to provide examples of how the standards and criteria are met in their syllabi. The assessment grid encourages students to reflect upon how their experiences in the program fit those criteria. The students' assessments are then shared with the LIS Curriculum Committee and LIS Faculty, thereby closing the feedback loop. More discussion of the program assessment grid is found in Standard IV.

Some additional comments regarding the relationship between curriculum and ALA standards will be presented below. More detailed, course-specific information is in the Student Learning Outcomes Matrix.

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

Leadership is a prominent thread in our courses. We expect our graduates to be prepared to lead in their varied communities. For example, the theme of the course 610:575 *Leadership, Management and Evaluation of School Libraries* is connected to American Association of School Librarians (AASL's) mission of preparing school librarians to "transform teaching and learning." The course 610: 515 *Emerging Literacies: Learning and Creating with Digital Youth* focuses on technology leadership in K12 schools. 610:570 *Management Principles in Information Organizations* explores management theory, ethics and practice in relation to organizational leadership and management. 610:571 *Transformative Library Leadership*, developed by former ALA president Leslie Burger, specifically prepares librarians "to assume formal and informal leadership positions and to guide libraries through continual change."   610:530 *Search and the Information Landscape*, introduces pre-service information professionals to be leaders in their respective professional domains and intentionally prepares them to assume roles as thought leaders in the areas of curation, open access, the integration of new information and communication technologies, privacy issues and evolving metrics.

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

 As documented in Standard I, Library & Information Science (LIS) is an interdisciplinary field that draws from a broad research base. Some of the research falls into the applied category and serves as a foundation for courses such as 610:570 *Management Principles in Information Organizations*; 610:535 *Competitive Intelligence*; 610:553 *Digital Libraries*; and 610:560 *Fundamentals of Data Science*. Other research is much more theoretical and underpins courses such as 610:540 *Reference Sources and Services*, 610:510 *Human Information Behavior*, and 610:580 *Knowledge and Society* The majority of courses utilize research from both applied and theoretical domains as evidenced in course reference lists / bibliographies. The curriculum draws from theories based in a variety of domains, including information behavior, cognitive psychology,

cultural studies, education, design, communication, linguistics, knowledge representation, feminist studies, and socio-technical systems.

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

The baseline information technology course 610:550 *Introduction to Information Technologies* is currently a requirement for all students in the curriculum. Students are offered the opportunity to waive this class if they possess the required competencies. A waiver is provided on a case-by-case basis by the faculty member who designs and coordinates this class. Upon completing the course, students can take any of the more advanced technology classes including: 610:560 *Fundamentals of Data Science*; 610:559: *Web Programming*; 610:562: *Problem Solving with Data*; 610:557: *Database Design and Management*; and, a course that was recently approved and will be added to the curriculum, 610:5**Machine Learning (tentative title). Such courses draw on theories and frameworks from cognitive science, information retrieval, user-centered design, artificial intelligence and education.

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

LIS is a field committed to access and equity. Although a range of our courses address these values, the following specific examples illustrate this commitment. In 610:514 *Learning Theory, Inquiry and Instructional Design*, (a required course for New Jersey Department of Education certification as a school librarian), students explore strategies for meeting the needs of diverse groups of learners in school libraries and in the larger culture of school. A unit in this course is devoted to Universal Design for Learning and assistive technologies. 610:571 *Transformative Library Leadership* addresses issues of diversity in leadership as it is related to the gender leadership gap, age, cultural and ethnic difference, LGBT issues and overcoming biases and empowerment. In 610:520 *Organizing Information*, a unit is devoted to talking about how collections of information can be organized to meet needs of different kinds of users. Module 10 addresses deep-level diversity as well as managing diversity. 610:547 *Children, Reading and Literacy* (a required course for New Jersey Department of Education certification as a school librarian) inspires students to explore multicultural and international children's literature. Similarly, in 610:548 *Young Adults, Reading and Literacy.* multicultural aspects are of reading and literacy are also discussed. In 610:518 *Information Professions and Community Engagement,* students explore building relationships with the diverse historic and cultural experiences of their future constituents. The value and the building of global personal learning networks are the focus of 610:575 *Leadership, Evaluation and Management of School Libraries*, 610:530 *Search and the Information Landscape*, and 610:515 *Emerging Literacies: Learning and Creating with Digital Youth*.

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

Though each course has a foundational theoretical setting, students are encouraged to approach the profession from the standpoint of change. Much of the impetus is technologically driven change, but we recognize that all such innovations have social and

ethical consequences. We believe that it is imperative that students look for and are prepared to manage these consequences in their respective areas of practice. Courses that specifically focus on the relationship between technology/change and impact are 610:581 *Social Informatics*; 610:579 *Ethical Decision Making in Information Practices*; 610: 570 *Management Principles in Information Organizations*; 610: 571 *Transformative Library Leadership*; and 610:519 *Information Literacy, Learning and Teaching*.
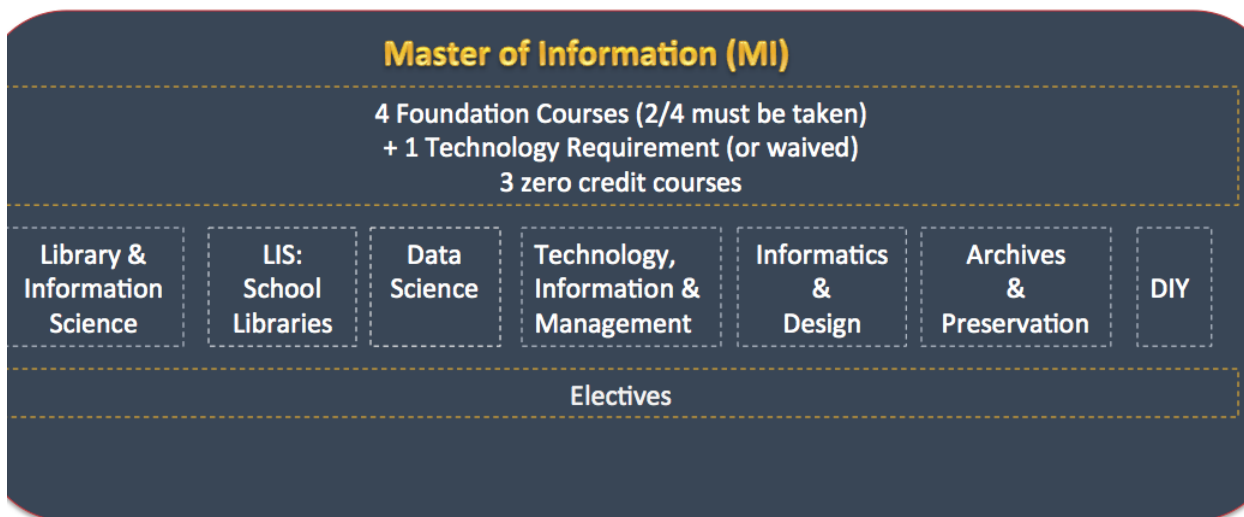
II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

From the time students enter the MI program they are introduced to the importance of continuous professional development, networking and lifelong learning. In 610: 501 *Introduction to Library and Information Professi*ons, students are asked to explore professional organizations, find job advertisements and focus on curricular options that best suit their professional goals. At the end of the semester, which consists mostly of a self-guided study, students submit a reflective report on their experiences, findings and actions. This course also encourages students to participate in professional organizations and attend conferences. 610:502 *Colloquium in Library and Information Studies* is a series of lectures, panels and with discussions, featuring guest speakers that highlight current and recurring issues and introduce students to leaders and issues in the field. (S2 Evidence Folder 10: MI Colloquium Course) A link to the lectures can be found on the MI Colloquium YouTube site. In our courses we work to build in connections to practice, professional competencies, and collectively the program reinforces the importance of staying educated and on top of developments that impact professional practice.

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

When the MLIS curriculum was reorganized from 2015 (see: mlis-degree-phase-out), one of the goals emerging out of the Task Force Report was to create clarity, coherence and articulation in of the pathways of studies. This would allow student learning goals to more closely align with their professional objectives. As discussed in Standard I, the MI program design redistributed the categories of concentration (rather than specialization) in the following way:

Figure II.3: MI Concentrations

Master of Information (MI)

4 Foundation Courses (2/4 must be taken)
+ 1 Technology Requirement (or waived)
3 zero credit courses

| Library & Information Science | LIS: School Libraries | Data Science | Technology, Information & Management | Informatics & Design | Archives & Preservation | DIY |

Electives

Within this program structure, once the foundational requirements for the program are met, students can move into their areas of concentration. Most students enter the program with interest in Library and Information Science (including school libraries). Figure II.4 below shows the academic interests of the Spring 2018 cohort. A student who fulfills concentration requirements (including elective) may take courses in any other concentration. Some students, most of whom are already employed in a professional capacity, will chose to create their own pathways.

Figure II.4: Spring 2018 cohort

What concentration options interest you (1st choice)

Answered: 71   Skipped: 0

ANSWER CHOICES	RESPONSES	
Library & Information Science	57.75%	41
Data Science	18.31%	13
Archives & Preservation	9.86%	7
Technology, Information & Management	8.45%	6
Informatics & Design	0.00%	0
4+1 dual degree	0.00%	0
Want to build my own pathway	4.23%	3
not sure	1.41%	1
TOTAL		71
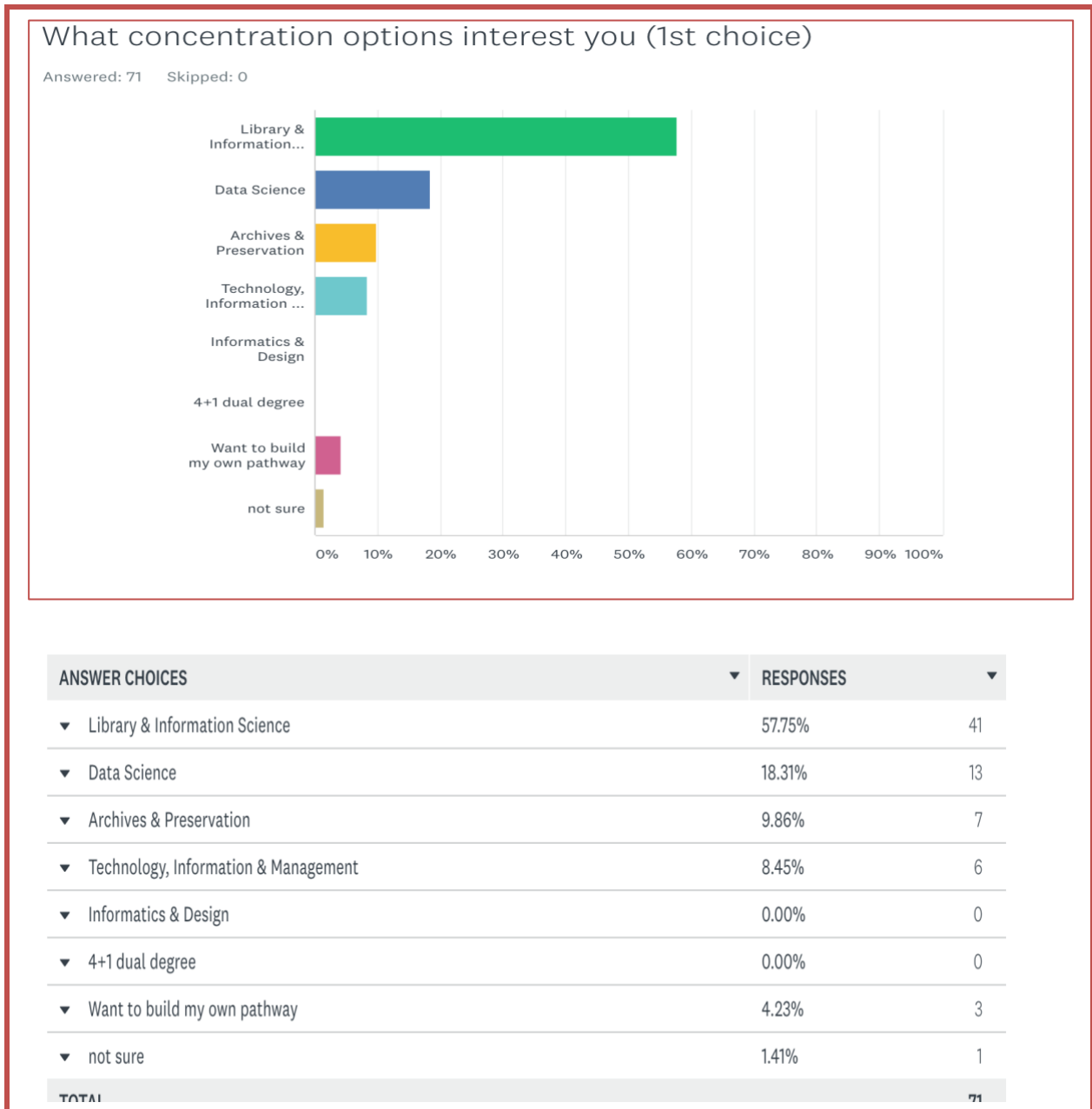
As shown in these data, the Library and Information Science concentration is the first choice for most students, followed by the Data Science Concentration.   These numbers fluctuate based on the cohort. Students are not bound to their initial concentration choice as they can change their focus at any time.

Upon acceptance to the MI program students receive a welcome message from the Program Director that introduces them to the program curriculum through an overview of the program structure, progression requirements, concentration overview, as well as an introduction to the key faculty coordinators of the various concentrations.

The MI program structure is supported by an advisory filtering process. The Program Director serves is the initial point of contact, once students enter the program. In the course 610:501 *Introduction to Library and Information Profession*s (required zero credit entrance course); trained student support staff work towards ensuring students are in appropriate courses and pathways. Typically, the Program Director assigns students to the appropriate Concentration Coordinator who serves as their adviser until they are assigned to a faculty adviser, who most closely aligns with their areas. The table in the Curriculum Overview document, also presented below, breaks down the concentrations by faculty and more specifically articulates program requirements for each concentration.

Figure II.5 Concentration Information and Contacts

CONCENTRATION	CONTACTS
Library & Information Science (MI-LIS) A large percentage of our students come here because they are interested in working in a library service context. Our program enables you to build the skills and understanding of the challenges facing 21st century libraries (and no... libraries are not going away despite what anyone tells you) AND combine those skills with other areas of our program (e.g. technology; archives; management; etc.)	Joyce Valenza, PhD Ross Todd, PhD
School Library Media Specialist (LIS) If your goal is to work in a school library, then you must complete this list of courses to get through the certification process. Students aiming for the certification are connected with the School Library experts in our program in their first semester of study. These students will work closely with faculty and other advisers to ensure they are fulfilling all necessary requirements	Joyce Valenza, PhD Ross Todd, PhD
Data Science This concentration prepares information professionals for diverse careers centering on data analytics. These careers focus on engaging with often large-scale internal and external data of organizations to analyze, model, evaluate, and predict information behavior and processes for practical applications, product and service development and organizational decision-making.	Chirag Shah, PhD

Technology, Information & Management This concentration prepares information professionals to lead and manage in technological organizations and other socio-technical environments, by developing expertise in information and project management, knowledge sharing, organizational learning, and strategic decision-making.	Lilia Pavlovsky, PhD
Informatics and Design This concentration prepares professionals to analyze, design, build and manage information and communication technologies in support of individual and social access to, management of, and use of information in a wide variety of occupational and personal contexts. Professionals work at the intersection between IT, people and their contexts to provide technological leadership.	Sun-young Kim, PhD
Archives and Preservation This concentration prepares students to assume the responsibilities and roles in identifying and preserving analog and digital records as trustworthy evidence and memory of the activities of individuals, families, and organizations. Students will learn how to make records accessible to current users and future generations in heritage institutions and how to make them available to the public. They will explore the institutions preserving cultural and scientific knowledge amid the changing perspectives and in diverse social contexts. They will learn about the tensions around privacy, access, and memorial contestation as well as about the role of records, documents, and archival institutions in human rights and social justice.	Marija Dalbello, PhD
MI: DIY You do not have to select a concentration. Once you complete the foundation and technical requirements, you are free to select whichever courses are aligned with your goals. It is best to do this with the guidance of a faculty member/adviser. If you do not have such a relationship established contact the MI Program Director, Lilia Pavlovsky.	Lilia Pavlovsky, PhD or Your adviser

Once the students are registered, support staff perform an audit of the courses, based on guidelines provided by the Director. These guidelines include: 1) all new students must be registered for 610: 501 *Introduction to Library and Information Professions*; 2) All new students must take a foundation course in their first semester; 3) All new students must take 610:*550: Introduction to Information Technology* within their first 2 semesters (or they need to have a waiver for the course); 4) No student should be taking 5 courses unless there are extenuating circumstances; and 5) No student should be taking advanced courses during their first semester. 6) All students are referred to an academic advisor though they are encouraged to speak to as many faculty as appropriate during their tenure in the program.   Students whose course assignments do not satisfy one or more of these requirements are contacted immediately and are advised accordingly. Complex situations are referred to the Director and appropriate Student Services staff. The process mitigates many potential problems by ensuring that students who do not understand the curriculum requirements are guided toward an appropriate faculty adviser as they are brought into the program.

The advisory process is essentially a funnel where all the students pass through 1) admission and administrative coaching and advising (such as registration, financial aid, and acclimation to the range of support services provided in the school). At this stage all staff members in Student Services and at Rutgers Online are trained to funnel new students to the Director for advising.   2) Once the contact is made the Director evaluates students' goals and interests; advises students what is recommended for their goals in the first semester and recommends a faculty adviser who is most appropriately connected to the students professional and programmatic goals; 3) Typically at this stage the student is introduced to the concentration coordinator who further evaluates the student academic needs and guides the student often in tandem with other faculty advisers. For example, an LIS student would be connected to the concentration coordinator who might then learn that the student is also interested in data science. At that point the student would also be guided to data science faculty as well. Or perhaps that student had an interested in Academic Librarianship. The concentration coordinator or the Director might recommend that the student speak with the faculty member who is most immersed in academic librarianship. The advising process is not an exact science, but the structure enables a holistic and flexible approach which gives the student opportunities to connect with as many subject expert faculty as needed to attain their goals. In short, students receive many levels of advising ranging from coaching (time management skills; organization for online learning challenges) to assistance with registration, financial aid, etc. to academic advising and career counselling.

Another way to envision the curriculum is through the "MI-at-a-glance" document that illustrates the program in its entirety (S2 Evidence Folder 7: MI-at-a-glance). Students often appreciate this resource after they've gone through the first semester and are ready to dive into the requirements of their selected concentration. The full list of course offerings and descriptions is located on the website (as is most of the program information and concentration specific information).

Another point about connecting students to their goals is that they do not always know what their specific goals are when they commence their MI studies. At times, some

students seek to approach the program through one particular pathway of study; through their engagement with a foundations course, they come realize the diversity of the field and the professions and learn that they have a passion for something else. Therefore, students do not formally declare a concentration until the end of their studies. This is also why the program concentrations allow students the flexibility of choosing courses outside their own concentration. Students designate their concentration in their final semester, Student Service Staff verifies the information and the Concentration is listed in their transcripts.

The curriculum also offers access to interdisciplinary coursework, research, independent studies and experiential for-credit opportunities such as internships. With respect to interdisciplinary coursework, our curriculum allows for 6 external credits that students can transfer with the approval of the Department. Such external credits can be taken through the WISE consortium (https://wiseeducation.org), within Rutgers, or sometimes even outside of Rutgers depending on the need and goal of the students. Our website guides students to WISE opportunities. In the past years we have offered multiple WISE courses. (S2 Evidence Folder 11: WISE historical offerings) The courses that have been selected from the curricula of other programs offered through the WISE consortium to our students. We continue to participate in the WISE consortium because we consider it to be an exceptional resource from which courses not offered in our program can be taken by students.

Students are also encouraged to augment their learning in our program by taking courses in other programs within Rutgers University that are related to their goals but not offered by our program. Some of our technically oriented students take classes in the Department of Statistics and Biostatistics (http://statistics.rutgers.edu/), the Department of Mathematics (http://www.math.rutgers.edu/), or the Department of Computer Science (https://www.cs.rutgers.edu/) . Students involved in education or interested in public policy may take courses at the Graduate School of Education (https://gse.rutgers.edu/) or at the Edward J. Bloustein School of Planning and Public Policy (http://bloustein.rutgers.edu/). Others go to the Rutgers Business School Newark-New Brunswick (http://www.business.rutgers.edu/). What is of importance to us is that the learning spaces students engage in are those that make sense for them and their career goals and choices. We provide a strong foundational learning experience within our curriculum but also maintain a flexibly stance with respect to external credits. This spreadsheet shows MI Students in non-610 courses over the last 7 years. (S2 Evidence Folder 12: MI students in non-610 courses) The course names are in the last column to the right. Most of these classes are taken at the Graduate School of Education, and more recently in the Department of Statistics and Biostatistics, (http://statistics.rutgers.edu/), the Department of Mathematics (http://www.math.rutgers.edu/), and Cultural Heritage and preservation studies (http://arthistory.rutgers.edu/chaps/) and the Business and Science Program (https://mbs.rutgers.edu/) The guidelines for taking external credits require students to consult with their faculty adviser. Once they obtain a syllabus from the course instructor, they share the syllabus with the Program Director or their adviser and provide a brief explanation as to why they feel that course is important to their area of study. Once approved, the course is entered into a log by personnel in the Office of

Student Services to maintain a record for future decision points and meeting graduation requirements.

Our program also strives to provide experiential opportunities for those who seek them. Field Experience (https://comminfo.rutgers.edu/academics/courses?courses=field&program=All) is required for School Library Students and optional for all other students. Students who are preparing for certification as a School Library Media Specialist in the state of New Jersey must complete a minimum of 150 hours of field experience in a K-12 school library media center supervised by a fully certified (Master's level) school library media specialist. This is mandated by the New Jersey Department of Education. 17:610:592-SM *Field Experience: School Library Media* is taken in conjunction with 610:575 *Leadership, Management and Evaluation of School Library Programs* at the end of a student's program. It is the culminating experience for students preparing to become certified as School Library Media Specialists. Students complete items on a checklist, submit weekly journal entries, and create a portfolio to showcase their best work. The experiential learning about managerial and organizational aspects of school librarianship is thus reinforced in a course that was intentionally made a co-requisite.

The general MI student population can apply for field experience after completion of 15 credit hours of coursework. For-credit field experience is either paid or not paid -- depending on the nature and context of the work.   It should be noted that there are many internships and field experience scenarios that students take which are not related to the curriculum (not for credit) such as voluntary work in libraries and information centers; they are not discussed here because they are managed by the individual students and therefore are not formally tracked.

A list of recent field experience sites for MI students can be found in Figure I. 8 MI Internship Patterns 2014-18 in Standard 1. Students learn about internships from a variety of sources. Sometimes they seek them out independently when they have a sense of where or what they want to do. Students often turn to SC&I Internship and Career Resources, available at: where they can engage in a consultation with the Career Services Director as well as view a listing of internships available through that source.

In addition to the formal field experiences/internships provided via the curriculum, several our courses have such experience built into them. In the course 610:518 *Information Professions and Community Engagement* students are offered experiential learning opportunities where they analyze a community and create a plan for the communities in question. (S2 Evidence Folder 13: Assignment 1) (S2 Evidence Folder 14: Assignment 2) The course 610:574 *Knowledge Management in Organizations* provides opportunities for students to work in simulated consultant teams and use a knowledge management tool for an organization from a list provided. Rationale and clear analysis of policies and recommendations based on functions and reviews must be provided. Students are encouraged to try demo versions of software and contact the company that produces the tool for more information. Each team shares their top choice with the class so that students learn from each other. For the final project in this course, students have the choice of developing a knowledge management plan and an

implementation outline. These are applicable to the organization for which they work, or for an organization with which they are familiar and for which they have access.

In the Special Topics course 610:596 *International Children's and Young Adult Books* (offered in alternate years) students write one paper analyzing four children's or young adult books from a non-US country (in translation or in the original language) to look for commonalities among, and differences between, typical and similar subjects in the United States. A second paper compares how a theme (such as friendship, disability, romance, gender choices) is handled in books from two different non-US countries. Then students attend the International Children's Book Fair in Bologna. While there, students research a theme of their own choosing, such as: new developments in Chinese picture books, a description of children's books publishing in Africa, depictions of mental disability in children's fiction, gender nonconformity in international children's books, and the state of children's publishing in Arabic. In fact, in almost all the Children or Young Adult classes, students create not only a portfolio worthy project, but gain much experience that is applicable to programming in public or school library settings.

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

The MI curriculum provides students the opportunity to tailor their plans of study to their professional goals. Various concentration specific requirements align to those competencies connected with key organizations. As documented in the narrative on Standard 1.2.3, the MI curriculum draws from professional competencies set forth by ALA, SLA, ACRL, AASL and ASIS&T as well as subgroups within those organizations such as Competitive Intelligence; Knowledge Management; Information Architecture Summit and Digital Asset Management.

The design of the LIS concentration has long followed the tradition of incorporating competencies, not only from the professional organizations, but also from relevant employers. When new concentrations emerge, an analysis of relevant job opportunities is performed and the competencies from those positions are incorporated into the development of the concentration. The Archives & Preservation concentration evolved as a result of a comprehensive review of workplace competencies. (S2 Evidence Folder 15: Archives and Preservation presentation) The initiation of the redesign of the School Library curriculum included an analysis of competencies from a variety of professional contexts. (S2 Evidence Folder 16: School Library curriculum request for change).

The Data Science (DS), Informatics and Design (ID) and Technology, Information and Management (TIM) curricula are aligned with ASIS&T, Information Architecture Summit as well as the Association for Computing Machinery competencies. TIM is a concentration that combines tradition LIS competencies of information organization with technology and knowledge management areas of application including Digital Asset Management as it is represented in professional conferences such as Henry Stewart events. Informatics & Design also aligns competencies with design principles expressed in professional organizations such as ASIS&T. It also more specifically aligns to the Information Architecture Summit as well as other user experience groups. The curriculum for School Librarianship is explicitly aligned with the competencies set forth

by the Association of School Libraries as well as standards mandated by the Department of Education.

Students are made aware of these competencies through their work in 610:501 *Introduction to Library and Information Professions* as they navigate documents about the various professional organizations. They are asked to find the organizations that most closely align with their goals, explore the professional competencies and contexts associated with that organization and connect what they learn to curricular decisions (e.g. what courses to take.) The 501 course is just a starting point as professional competencies permeate every single course in the curriculum.

***II.5** Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other Standards for Accreditation of Master's Programs in Library and Information Studies, adopted February 2, 2015 Committee on Accreditation of the American Library Association 6 constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.*

Our MI curriculum, including courses and concentrations, is continually reviewed and assessed for relevance and timeliness. The process for evaluation ranges from evidence-based searching and benchmarking peer institutions, to engaging with professionals in a variety of forums and contexts. For example, we have hosted "open mic" meetings at the NJLA conference, seeking feedback and innovative ideas from the membership. We have surveyed our alumni and other practitioners at the NJASL Fall Annual Conference, to collect their perceptions of our program and their ideas for improvement. Our faculty engage in conversations with key NJLA stakeholders and the LIS Department hosts "Relevance in Learning" meetings (documented below) with leaders in the library and information professions. The goal is to seek feedback for program improvement, evaluate areas that need updating and find appropriate expert(s) to improve the course/aspect of the curriculum under review.

The review process is ongoing because the field is constantly changing. Including professionals, students and subject experts in this process is done whenever possible. It takes a lot of expertise and different perspectives to create the content and select the appropriate delivery mechanism for that content. We develop courses for various formats including online, on campus and occasionally hybrid. The technological/operational side alone requires input from experts who help move content into a delivery format that supports the integrity of that content. Curriculum/Course/Program evaluation does not take place in a vacuum and bringing together experts who can enrich the process is key to program success.

Relevance in Learning Initiative

By early spring 2016, several the courses in the MI program were undergoing review. During this process it became evident that some courses and competencies were not within the subject expertise of full time faculty, due to the specific competencies required to teach the course. The LIS Curriculum Committee decided that it would benefit the course development process and the program overall if we could engage practitioners, students and alumni in a more focused way to draw on their specialist expertise and to hear and incorporate their perspectives. As a result, the "Relevance in Learning" initiative was implemented. This initiative was designed to integrate stakeholder expertise in course design to make course content more relevant to practice. The first course to undergo this process was 610:519 *Information Literacy, Learning and Teaching*. In the process of review, the LIS Curriculum Committee determined that the syllabus was so dated that the course should not be offered until it was fully revised. We identified multiple subject experts who were practitioners to whom we sent the invitation below for participation in April 2016:

> *"Over the years throughout our travels within LIS communities the one resounding voice we hear from practitioners, students and graduates is that to better prepare students for the 21st Century workforce we should engage practitioners' expertise in the process of course development. Because of these discussions we would like to invite you all to participate in our FIRST!!! "Relevance in Learning" initiative at Rutgers.*
>
> *Your names have been suggested by practitioners and educators as being LIS professionals whose expertise falls within the domain of Information Literacy. We would like to invite you to attend a brainstorming session to talk about the redesign of our Information Literacy course, led by Professor Ross Todd. The key areas of focus will be:*
>
> * * What should LIS students be taught about Information Literacy (content)*
>
> * * How should Information Literacy be taught to LIS students (pedagogical considerations)*
>
> *We know that you are all busy professionals and your time is an important consideration. In terms of efficiency in planning we feel that a morning or afternoon session would be a reasonable time frame, though I've added a full day session option as this optimizes time with respect to travel. We would provide either lunch or dinner (depending on the time frame). I am also exploring ways in which I may be able to contribute towards travel costs -- nothing concrete at the moment, but I'm hopeful!!*
>
> *The "deliverables" of this meeting would be a list of Key topics and issues that would then be constructed into a syllabus. Then we would distribute this syllabus to you for further comments and suggestions as we refine the focus of the material.*

Please respond to this with your availability. Contact me directly to let me know if you are not interested; have a suggestion for another participant; or with any other comments and suggestions.

Thank you!!! *We are excited to have an opportunity to work with you.*

As a result our practitioner participants included Emily Dabrinski, Coordinator of Library Instruction at Long Island University, Leslin Charles, Instructional Design Librarian at Rutgers University; and John Oliver (alum), Information Literacy Librarian at The College of New Jersey; and Jennifer Hunter) (alum), Reference and Instruction Librarian at Penn State University Libraries.

To this group we added a SC&I instructional designer whose role was to listen and help make pedagogical and structural recommendations for syllabus design (for both online and on campus offering). Two students were asked to participate on the condition that they write a reflection after the session ended. Three faculty members were present, Lilia Pavlovsky (Director and Chair of Curriculum Committee); Joyce Valenza (former Director and subject expert); and Ross Todd (Department Chair and designated faculty for development). It should be noted that all courses must have a full-time faculty member overseeing any course development and, in this case, it was Ross Todd.

Once the groups were established a project agenda was distributed and a meeting held. (S2 Evidence Folder 17: Information Literacy brainstorming session). The meeting was documented and tasks for syllabus construction were allocated. (S2 Evidence Folder 18: Information Literacy Course Feedback) Emily Drabinski, in conjunction with faculty member Ross Todd, submitted multiple drafts of the syllabus for review. An outcome of the Relevance in Learning initiative was that the 610:519 *Information Literacy, Teaching and Learning* template syllabus for the online course was introduced and is currently being revised for online presentation with an instructional design expert situated in the Pearson Online Learning support team. (S2 Evidence Folder 19: 519: *Information Literacy, Learning and Teaching* draft)

In 2016, we also held a Relevance in Learning session to create a course that would specifically address leadership issues for the LIS constituency of our program. The aim of the course was to provide students with the foundational values underlying the library profession, explore leadership topics, and focus on skills and attributes essential for the delivery of effective and dynamic library service. The committee created to brainstorm and oversee the development of 610:571: *Transformative Library Leadership* was facilitated by Leslie Burger (former ALA president and emerita Director of Princeton Public Libraries). Other external participants included: James Keehbler, (Piscataway Public Library); Elizabeth Leonard (Seton Hall); Kurt Wagner (Monmouth University); Michelle Stricker; (NJ State Library); Susan Quinn; (Ocean County Library); Kathy Schalk-Greene; (Library Link NJ); Karen LaRocca-Fels (Ossining Public Library); Cynthia Czesak (Paterson Public Library); and Sarah Lester; (Maplewood Public Library). The "brainstorming session" resulted in multiple syllabus drafts and emerged in final. (S2 Evidence Folder 20: Relevance in Learning: LIS Leadership brainstorming session) All participants were notified of the final draft by the Curriculum Committee Chair/Program Director in an email dated September 19, 2016:

"I know it seems like it's been about a year since we met in May, but it's only been a few short months (4 to be exact). For the record, this is about how long it takes to create a good, solid, teachable course. Course design is one of the most rewarding and most challenging tasks educators face. It's not for everyone, that's for sure!

I am so happy and excited to share with you our newly redesigned course in Transformative Library Leadership, (this is the recommended title) created by Leslie Burger in conjunction with Denise Krieger whose instructional design expertise is what helps course developers stay on task. I'm very happy that Leslie and Denise worked together because the end result is not only a syllabus but a fully functional online course ready to "go." This is as good as it gets."

Feedback was solicited, and the course was offered in 2016-2017 Academic year and continues to be offered regularly in our program.

We also hosted a Relevance in Learning session Learning in Relevance session on June 7, 2016 focused on school library practitioners. (S2 Evidence Folder 21: Agenda: Relevance in Learning) The session involved NJASL and regional school library leadership, as well as nationally prominent school librarians who visited the session via web conference. In addition to brainstorming, a detailed overhaul of our technology requirements was conducted, and participants addressed the following general questions:

- What might a forward-looking program for school libraries look like?
- What are the essentials a school librarian should take away from the pre-service experience?
- How might we refresh the overall program?
- What professional development opportunities would you recommend?
- And in a larger sense, how might we better prepare school librarians to assume leadership roles as they transform teaching and learning in our schools?

The results of our efforts considerably informed our program updates and the direction of our School Library Concentration. The initiative led to the creation of a new technology requirement--610:515 *Emerging Literacies: Learning and Creating with Digital Youth*, as well as updates of 17:540 *Learning Theory, Inquiry and Instructional Design*; 610:547 *Children, Reading and Literacy*; 1617:548 Young Adults, Reading and Literacy; and 617:575 *Leadership, Management and Evaluation of School Libraries*. We are currently developing a new course to meet specific needs of school library practitioners: *Knowledge Organization, Access, and Services for School Libraries*. This course has already passed through the formal course evaluation process. This update allows us to present a more forward-thinking and comprehensive program that prepares our pre-service graduate students for effective and innovative school library practice. This refresh will better position our students for leadership roles in the learning cultures of their schools, a major theme that emerged through all the conversations about this course.

Beyond initial Relevance in Learning sessions

The Relevance in Learning initiative has set forth the course development model that we need to look beyond the boundaries of faculty expertise in order to ensure that relevance to professional practice is a learning outcome. Since the initial experiences there have been further reviews and revisions that enabled us to have a much broader and inclusive conversation with constituencies and experts whose domains are situated in practice, design of virtual learning experiences and design of pedagogical best practices. It is increasingly difficult for one person to design a course.

610:553 *Manuscript and Archives*: Developer: Alexis Antracoli, Assistant University Archivist for Technical Services; Princeton University. Faculty coordinator: Prof. Marija Dalbello; Instructional Design: Matt Kelly, Lead instructional designer, Pearson Online Management team. Management and oversight by Program Director, Lilia Pavlovsky, PhD.

610: 557 *Database Design and Management*: Developer: Professor Suchinthi Fernando, This course was developed in conjunction with the LIS and Data science faculty to ensure that the competencies in the course address the needs of students who will work in both traditional (library) and non-traditional information contexts. Included on this team was Steve Garwood PhD, former Assistant Dean for Instructional Support and Assessment as well as Sharon Stoerger, PhD, then Director of the Information Technology and Informatics major. Another goal of our program was to ensure that subjects offered in the graduate curriculum were significantly different from similar courses in the undergraduate domain. Management and oversight were conducted by Program Director, Lilia Pavlovsky, PhD.

610:556 *Preservation of Library and Archival Materials* : Developer: Evelyn Frangekis; LIS faculty: Professor Marija Dalbello; Instructional Design: Matt Kelly, Lead instructional designer, Pearson Online Management team. Management and oversight by Program Director, Lilia Pavlovsky, PhD.

610:532 *Collection Development and Management* Developed for online: Faculty: Professor Kay Cassell (retired, former Director of the Library and Information Science program) in conjunction with Instructional Design: Matt Kelly, Lead instructional designer, Pearson Online Management team. Previously offered on campus only. Management and oversight by Program Director, Lilia Pavlovsky, PhD.

 610:596 *Making Space for Making* Developed for online: Laura Fleming, curator of "worlds of learning" and maker space authority. Faculty coordinator: Professor Joyce Valenza.   With Instructional Design: Matt Kelly, Lead instructional designer, Pearson Online Management team. Management and oversight by Program Director, Lilia Pavlovsky, PhD.

610:540 *Reference Sources and Services*   Miriam Tuliao, Developer. Faculty coordinator Marie Radford.   With Instructional Design: Matt Kelly, Lead instructional designer, Pearson Online Management team. Management and oversight by Program Director, Lilia Pavlovsky, PhD.

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

SC&I employs an Assistant Dean for Instructional Support and Assessment who attends LIS Curriculum Committee meetings ex officio and ensures that required assessment protocols are reported annually to the school and to the university. The ongoing assessment and documentation of curriculum related processes is recorded in formal reports comparative program and data analysis, curriculum review and approval processes, LIS Curriculum Committee meetings, LIS Faculty meetings, and SC&I-wide meetings. Evidence of these activities is described in the sections that follow.

Formal Reporting

Systematic planning and program learning assessment are an integral part of our MI program's operation. Internally, within the School of Communication & Information, an Annual Report on assessment of all programs is created (https://comminfo.rutgers.edu/sites/default/files/sci-web-report-on-assessment-ay-2016-2017.pdf). The Master of Information Program Report (https://comminfo.rutgers.edu/sites/default/files/mi-web-program-assessment-report.pdf) is part of this school wide study. This information is submitted to the university Academic Council on Learning Outcomes who provide feedback on the report. Specific program data (https://comminfo.rutgers.edu/sites/default/files/COA-Report.pdf) such as enrollment and attrition is collected and reported regularly to the LIS Department and the SC&I administration. Such demographic and evaluative data is a general, but important component of understanding how the curriculum supports student goals objectives and experiences.

Comparative Program and Data Analysis

Through exploration of other programs' successes, we have been able to learn about best practices, pedagogies and other extracurricular activities that might benefit our students. During the transition to MI, several site visits to other programs yielded affirmation (and sometimes a rethinking of) our decision-making processes in relation to curriculum.

A particularly important site visit took place in 2016 when program leadership travelled to the University of Technology Sydney (UTS), Australia to observe their Master of Data Science and Innovation (MDSI) program (https://www.uts.edu.au/sites/default/files/2018-03/uts-mdsi-pg-course-guide.pdf). The takeaway from this visit was that learning, especially about technology, cannot happen in a vacuum. Students need opportunities to learn to integrate technological skills with skills related to innovation, storytelling and community -- all key factors in a human centered program. The MDSI program is built on the notion of transdisciplinarity where students from a variety of backgrounds are put into groups to solve problems and design solutions. This site visit affirmed the already emerging MI decision that disciplinary silos are not an effective model for learning or practice, to give focus to diverse experiential learning opportunities that engage in meaningful problem solving.

Conducting an analysis of our peers in 2014 as part of the Task Force process also enabled us to learn more about other programs' curricula. It also helped us freshly appreciate unique aspects of our own programs. This exercise also provided information about the gaps that may exist in our curriculum and about additional courses and program offerings that might be appropriate for MI students.

As the LIS Department seeks out future directions for the MI program, peer analysis has emerged as a critical decision-making component. In 2014 a peer analysis of ALA programs and i-schools was compiled by faculty on the MI Taskforce. This approach will continue to guide us:

- iSchool Program Comparison: (S2 Evidence Folder 22: iSchool Program Comparison)
- iSchool Curricula: (S2 Evidence Folder 23: iSchool Curricula)

One of our students, Carla Harwood, recipient of a Fulbright Award to study in the United States, chose to do a competitor analysis of peer MLIS/MI programs in the Competitive Analysis class. We later asked Carla to present her findings to the LIS Curriculum Committee and offer suggestions for future actions. Her report can be seen: (S2 Evidence Folder 24: Harwood-Executive Summary) In this report we observed new thematic areas emerging (for example, information security and governance) that became and continue to be at the foreground of discussion. In fact, the MI program is offering a Special Topics course titled *Information Security and Management* during the Summer 2018 session.

These reports informed our decisions about how to structure the MI program and its curriculum. The Taskforce unanimously agreed that programmatic silos were not supportive of intellectual flexibility and that our structure should not be one of multiple degrees, but of one degree with many options.

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

III.   Standard: Faculty

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

The LIS faculty is a major strength of the Master of Information (MI) program at Rutgers University. As shown in Table III.1: *Faculty Research Interests, Ph.D. Institutions, Subjects, and Dates*, the department has 12 full-time tenure track appointments distributed at all levels and four non-tenure track appointments at the levels of assistant and associate teaching professor. Additionally, one non-tenure track appointment is open in an active search for an Information Technology and Informatics (ITI) Director. The ITI Director took on the SC&I role of Assistant Dean for Instructional Support and Assessment in October 2017.

Table III. 1:   Faculty Research Interests, Ph.D. Institutions, Subjects, and Dates

Faculty	Research Interests	Ph.D.
Aronson, Marc Assistant Teaching Professor	Adolescents' reading and children's literature	New York University, History, 1995
Belkin, Nicholas Distinguished Professor	Interactive information retrieval; Personalization of information retrieval; Evaluation of information retrieval systems	University of London, Information Studies, 1977
Costello, Kaitlin Assistant Professor	Health informatics, Human information behavior, Social	University of North Carolina at Chapel Hill, Information and Library Science, 2015

	media and society, Theory development	
Dalbello, Marija Associate Professor	Social history and theories of knowledge, documents, collections, History of books and information	University of Toronto, Information Studies, 1999
Kim, Sunyoung Assistant Professor	Healthcare, Public health, Green buildings, Computer science, Electrical engineering, Nutrition	Carnegie Mellon University, Human-computer Interaction, 2014
Lesk, Michael Professor	Information science	Harvard, Chemical Physics, 1970
Pavlovsky, Lilia Associate Teaching Professor	Information science, New media and learning, Distance education	Rutgers University, Communication, Information, and Library Studies, 2003
Radford, Marie Professor	Interpersonal communication/reference in virtual and face-to-face environments, Evaluation of library user services, Cultural studies	Rutgers University, Communication, Information, and Library Studies, 1993
Reynolds, Rebecca Associate Professor	Information and learning sciences, Learning analytics, Computer-supported collaborative learning, E-learning systems, Science of socio-technical systems research	Syracuse University, Mass Communications, 2008
Senteio, Charles Assistant Professor	Health informatics, Community health informatics, Health equity, Health information collection, Health information use, Health education	University of Michigan, Health Informatics, 2015

Shah, Chirag Associate Professor	Information seeking; Collaborative information seeking; Social information seeking; Social media; Interactive information retrieval	University of North Carolina at Chapel Hill, Information and Library Science, 2010
Singh, Vivek Assistant Professor	Computational social science, Information retrieval, Social influence	University of California—Irvine, Information and Computer Science, 2012
Spoerri, Anselm Assistant Teaching Professor	Information visualization, Information retrieval, Multimedia interfaces	Massachusetts Institute of Technology, Information Visualization, 1995
Todd, Ross Associate Professor	Adolescent information behaviors, School libraries, Information literacy, Digital literacy	University of Technology, Sydney, Library and Information Science, 1996
Valenza, Joyce Assistant Teaching Professor	School libraries, Literacies, Youth information seeking, Curation	University of North Texas, Information Science, 2007.
Wacholder, Nina Associate Professor	Argumentation, Language utilization in information systems, Index terms/taxonomies, Natural language processing, Organization of information	CUNY, Linguistics, 1995

In addition, there were two one-year teaching instructor positions added in Fall 2017 for the 2017-2018 academic year, and recently renewed for the 2018-2019 academic year. These cover the teaching needs of our growing MI and ITI programs. An interim director for the ITI major has also been appointed:

Kim, GoUn	Retrieving and evaluating information, digital literacies, academic libraries	PhD, Library and Information Science, School of Communication and Information, Rutgers University, 2016
Fernando, Suchinthi	Information Science & Control Information Security, database design and development Management	Doctor of Engineering, Nagaoka University of Technology, 2014
Search in Progress (Interim ITI Director: Michael Doyle)	IT management, strategy management, organizational leadership	

One of the senior faculty members is among the most highly cited and prominent researchers in the library and information science field. This Distinguished Professor hold two other full Professor positions. Two of the four associate professors, tenured in the past five years, are much closer to having received their doctorates than the faculty they have joined. And, the four assistant professors hired during the past three years, received their doctorates very recently. The faculty comes from various fields; but, primarily from Library and Information Science. They are well-established or in the process of establishing themselves in their areas of specialization. Their degrees are from a range of peer institutions in diverse subjects. The newly hired faculty have received degrees within the past five years (as shown in Table III.1). All full-time faculty hold doctoral degrees from established institutions.

The faculty development and mentorship are ensured through the annual review process for pre-tenured faculty, the third-year reappointment process, the post-tenure review process and a formal mentoring process for pre-tenured faculty. Under the formal mentoring policy, each new faculty member is assigned a mentor, with whom they meet at least once per semester. New faculty may decide to choose a different mentor, if they prefer. Mentorship assignments for recently appointed faculty are shown below:

Vivek Singh is mentored by Dan O'Connor (now retired) and Nicholas Belkin

Kaitlin Costello is mentored by Marie Radford

Charles Senteio is mentored by Marie Radford

Sunyung Kim is mentored by Nicholas Belkin

The LIS chair meets with tenure-track faculty at least once or twice a semester. Progress with scholarship, publications, instructional ratings, and service roles are discussed, as well as identifying needs to ensure progress is being made towards tenure and promotion.

Discussion with the chair also provides strategies for moving forward on any issues or challenges that have been identified. The department chair documents these meetings.

The mid-career scholars, among the Associate Professors, take up leadership roles in the department and the School (e.g. department chairs, directors of the Ph.D. program).   The well-chosen newcomers have brought a variety of new skills, points of view and experiences to the department's body of faculty members. They also bring the expertise required to teach the revised courses in various modes of delivery for our on-campus and online programs. With the major curriculum revision of the MI program, implemented from 2015, full-time faculty have leadership responsibilities as concentration coordinators.

The articulation of concentrations has made it possible to match the faculty expertise with the needs of professional fields and the marketplace in a clear way. It has strengthened and made the faculty's competencies more visible, and clearly benchmarked a strategy for curricular development in the future. The consolidation of curriculum for on-campus and online has been accelerated by strengthening our core technological and design competencies along with the concentrations in data science, and preservation and archives.   We are still in the process of mirroring those curricular offerings through faculty expertise in content and instructional design.

The faculty expertise matches their teaching assignments.   Each semester, all full time LIS faculty have the opportunity to identify the courses they would like to teach through a department teaching survey administered by the LIS department chair. The survey is reviewed by the program directors and the chair to determine teaching assignments. An example of this is in (S3 Evidence Folder 1: LIS Department Teaching Survey Fall 2017).   Teaching assignments are reviewed as the semester course registration takes place. The LIS department chair in conjunction with the program director makes decisions regarding cancellation of courses due to low enrollments, with procedures in place to notify impacted students. In these small number of cases, faculty are reassigned teaching assignments, or additional service responsibilities are negotiated. S3 Evidence Folder 2: Enrollment Data and Teaching Assignments 2012-2018 shows the allocation of both full-time faculty and part time instructors, as well as class enrollments.

The four teaching professors (non-tenure-track appointments) and the additional two one-year renewable teaching instructor lines have been supported by the expanded offerings and diverse nature of our on-campus and online programs in three areas of study. Our future plan is to expand and consolidate the concentrations with innovations in areas of health, cultural informatics, digital humanities, and human-computer interaction.

The tenured and pre-tenure, as well as non-tenure-track full-time faculty are involved in service roles, including leadership in the departmental committees and in committees across the school and university as shown in (Shared Evidence Folder 1: Department of Library and Information Science LIS Committees) An example is the director of the MI program who also fills a full-time teaching associate professorship position.

Full-time faculty act as coordinators for the foundation courses in the curriculum and act as faculty coordinators for the concentrations:

- **Dalbello**: Archives and Preservation
- **Kim**: Interaction Design and Informatics
- **Pavlovsky**: Technology, Information, and Management
- **Shah**: Data Science
- **Valenza**: Library and Information Science: School Librarianship
- **Valenza** and **Todd**: Library and Information Science

The combined expertise, publications, and work experience of these faculty coordinators enable them to expose their students to unique learning opportunities that closely match their career pursuits.

Each of the faculty members assumes the role of course coordinators for all courses within their core specialties. Our foundational courses, for which multiple sections are taught, involve oversight by faculty to maintain the same quality whether taught by full or part-time instructors. To achieve this, training and mentorship is often required.

- **Dalbello**: 610:580 Knowledge and Society
- **Pavlovsky**: 610:510 Human Information behavior
- **Radford**: 610:570 Management Principles in Information Organizations
- **Spoerri**: I610:550 Information Technologies for Library & Information Service Agencies
- **Wacholder**: 610:520 Organizing Information

Part-time faculty are hired to cover instruction for the applied and professional dimensions of our curriculum. With advanced degrees, educational and applied experience in some of the most respected institutions, they are among the highest caliber of working professionals in the Northeast. (Shared Evidence Folder 3: MI Part-time Faculty CVs)

Part time faculty members (PTL) are appointed through a careful selection process. Applications for adjunct teaching come to the program through various channels: 1) advertisements for specific needs, 2) recommendations of subject experts from program faculty or colleagues in other institutions, 3) Self-selected: a prospective instructor brings forth expertise they perceive to be of value to the program, 4) Faculty may recommend that a known subject expert or practitioner teach for us, and 5) Some adjuncts are hired to develop and teach a specific course due to their expertise. The instructional and course development are 2 separate contractual hires.

The core requirement for any hiring is that there is an expressed need in our MI program. Adjuncts fall into two categories: 1) subject experts, who are also practitioners and have solid teaching experience; 2) subject experts who are hired to work on foundational courses when we need to offer multiple sections of those courses. All adjunct faculty are interviewed virtually or face to face. Adjuncts are required to be competent in online teaching if the course they will teach is offered in that modality. They are part of a unionized workforce and their contracts represent the terms of their employment. Details of Rutgers contracts are available at:

Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured, tenure-track and non-tenure track faculty. They become an integral of the program, particularly when teaching specialty and applied courses. They enrich the quality and diversification of the program. We are grateful and quite proud of our select PTLs and their commitment to our MI program at Rutgers University. Below are some short biographies to illustrate this:

Jennifer Baxmeyer (610:522 *Cataloging and Classification*, 610:524 *Metadata for the Information Professional*)

Baxmeyer is the Leader of the Serials and Electronic Resources Team at Princeton University Library. In this role, she manages a small team of people responsible for providing access to serials and electronic resources acquired by the Library. In addition to cataloging, her team maintains the SFX and Summon knowledge bases and troubleshoots access problems. Before moving to Princeton in 2004, Jennifer was the serials and electronic resources cataloger at the University of Cincinnati Libraries, a position she held for about seven years. Jennifer has been a part-time lecturer for Rutgers School of Communication and Information since 2005. Jennifer has served as a trainer for the Library of Congress Catalogers Learning Workshop (CLW) and has presented workshops on serials cataloging, cataloging electronic resources, metadata standards, and digital library development. At the state level, Jennifer was a member and former chair of the Technical Services Section of the New Jersey Library Association and served on NJLA's executive board.

Brenda Boyer (610: 514 *Learning Theory, Inquiry and Instructional Design*)

Brenda Boyer, Ph.D. is an instructional designer and information fluency expert. She has designed online instruction for secondary learners in the Kutztown (PA) School District, and for graduate and professional development learners at Eduspire, Institute for Teaching & Leading (i4tl), and Rutgers University. She is currently a part-time online instructor in the School of Communication and Information. She frequently presents at AASL, iNACOL, and Internet@Schools conferences. Boyer received the 2014 AASL Collaborative School Library Award. She is a co-author of the Library Technology Report: Social Media Curation (ALA, 2014), as well as "K-12 Online and Blended Learning, School Libraries, and School Librarians" in *The Handbook of Research* on K-12 Online and Blended Learning (ETC, 2018, 2014). She has also published various articles for library journals. Boyer's research interests include online learning, instructional design, and inquiry/research models.

Leslie Burger (610:571 *Transformative Library Leadership)*

Leslie Burger is the founding partner of Library Development Solutions, a New York City based consulting firm founded in 1991. Until January 2016 she was the executive director of the Princeton Public Library (NJ) where she helped plan, design and secure the funding required for a new 55,000 square foot library that opened in 2004. That

project was the anchor and driver for a downtown redevelopment project that resulted in a mixed-use building, parking garage and public square. During her last 18-months as Princeton's executive director, she led the effort for Princeton's "2-Reimagine" project, a gut renovation of the library's primary space for adults, including the overall concept and design, securing community support, and raising $3.2 MM in private funding. In addition to leading the Princeton Public Library, she served in leadership positions at the Bridgeport (CT) Public Library, and in Connecticut and NJ State Libraries. In her consulting practice she's worked with more than 150 libraries on strategic planning, community assessments, building evaluations and programs, organizational improvements, design, program evaluation and implementation. Leslie served as president of the 65,000-member American Library Association from July 2006 through June 2007, where she sponsored a variety of initiatives focused on helping libraries transform the communities they serve.

Emily Dabrinski 610:519 *Information Literacy, Learning and Teaching*

Emily is an Associate Professor and Coordinator of Instruction at Long Island University in Brooklyn. She sits on the editorial boards of *Radical Teacher* and *College & Research Libraries* and serves as editor of Gender & Sexuality in Information Studies, a book series from Library Juice Press/Litwin Books. She won the 2015 Ilene F. Rockman Instruction Publication of the Year Award for her article "Toward a Kairos of Library Instruction." In 2014, she was named a *Library Journal* Mover & Shaker.

Laura Fleming (610:596 *Makerspaces Special Topics*: Making Space for Making)

Fleming has been an educator in the state of New Jersey for over 20 years. She has taught grades K-12 and plays a prominent role in education as a writer and speaker and educational consultant. She is also the best-selling author of [Worlds of Making: Best Practices for Establishing a Makerspace for Your School](#) (Corwin, 2015), as well as [The Kickstart Guide to Making Great Makerspaces](#) (Corwin, 2017). Laura has had the opportunity to work with schools around the world on planning and creating makerspaces.

Nancy Kranich (610:518 *Information Professions and Community Engagement*, 610:584 *Intellectual Freedom in Libraries*, 610: 582 *Information Policy)*

Nancy is employed by the Rutgers University Libraries in a half-time capacity as Librarian of Practice, and conducts special projects for them, and teaches one course for the LIS department. She served as President of the American Library Association in 2000-2001, focusing on the role of libraries in democracies. A tireless champion of the public's information rights, Kranich has spoken out against censorship, filtering, privatization, and other attempts to limit public access to vital information. While President, Kranich led ALA's Children's Internet Protection Act (CIPA) lawsuit against the government and she attended both the District and Supreme Court hearings. Prior to her Presidency, she spearheaded ALA's freedom of information and Internet filtering advocacy initiatives, formed the Coalition on Government Information, and established the James Madison Awards honoring champions of the public's right to know. She has

testified several times before Congress, attended annual legislative days at state and national levels, and participated in White House briefings on several issues.

Michelle Luhtala 610:515 *Emerging Literacies: Learning and Creating with Digital Youth*

Michelle Luhtala is the Library Department Chair at New Canaan (CT) High School. She facilitates monthly webinars at edWeb.net/emergingtech. Michelle was named a Library Journal Mover & Shaker in 2015. She is an adjunct faculty member of the Southern Connecticut State University Department of Information & Library Science. She blogs at Bibliotech.me.

Mary Jane McNally, MLIS & PhD (Rutgers) 610:592 *Field Experience School Library*

Dr. McNally is the School Library Media Specialist at Ridge High School, Basking Ridge, New Jersey. She has taught library science courses at Seton Hall University, Kean University, and Rutgers University. For the past thirteen years, she has coordinated Field Experience placements and taught the Field Experience course for students preparing for certification in New Jersey as School Library Media Specialists. She is active in professional organizations including AASL/ALA, New Jersey Association of School Librarians (NJASL), and the NJ Library Cooperatives, chairing many committees, editing many publications, and serving as president of NJASL (then EMAnj).

John Schumacher 610:547 *Children, Reading and Literacy*

Schumacher (AKA Mr. Schu) is a blogger and Scholastic's Ambassador of School Libraries for Scholastic Book Fairs. He served on the 2014 Newbery committee and has also served on ALSC's Children and Technology committee, AASL's Best Websites for Teachers and Learning, two readers' choice award committees, the School Library Month Planning Committee, and the National Ambassador for Young People's Literature selection committee.

In addition to those highlighted above, our most recent year the following adjunct faculty have been added to supplement our program needs with their expertise:

Dennis Kim-Prieto - Law Librarianship (special topics)

Emily Nimsakont and Jackie Samples - Cataloging

Jennifer Goslee (MLIS alum) - Metadata

Evelyn Frangekis - Preservation

Alexis Antracoli - Manuscripts and Archives

Nathan Braun, elearning strategist, Clemson University teaching Database Design & Management; Information Technology

Mike Rizzo & James Howe (MLIS alum) - Information Technology

Chris Leeder - Human Information Behavior

Janet Lazar (PhD student; MLIS alum)- Information Organization

Steve Dalina - Records Management

Zena Applebaum - Competitive Intelligence

Stephanie Mikitish - (MLIS Alum; Rutgers PhD) - Reference

Maureen Newman (MLIS alum) Digital Library Technologies

James Hodges (PhD student); Knowledge & Society

Cheryl Klimaczewski (PhD student) teaching Reading interests of Adults; Social Informatics;

Judah Hamer: Human Information Behavior

Zack Lischer-Katz: Producing and Preserving Visual Information

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

The faculty is made up of a mix of scholars, some with prominent national and international standing, other in mid-career academics, pursuing significant areas of expertise, and some in early careers as scholars developing emerging areas of substantial research. Although the faculty is distributed evenly in rank as shown in Table III.*2: Faculty Age and Rank*, the distribution shows a lack of mid-career scholars in higher ranks.

Table III.2: Faculty Age and Rank

Age Range	Assistant Professor All titles	Associate Professor All titles	Professor All titles	Total
30-39	4	1	0	5
40-49	2	1	0	3
50-59	1	2	0	3
60-65	2	1	0	3

66+	1	1	3	5
Totals	10	6	3	**19**

During the academic year 2018/2019, one Associate Professor is going to be considered for full Professorship. We also have one hire at Associate Professor rank joining the department, pending the formal review process for tenure. Four Assistant Professors will be under review for promotion to Associate Professor within the next four years. Hiring for the one unfilled line to take leadership of the Information Technology and Informatics (ITI) program in 2018/2019 is in-process, and advertisements are being constructed for at least three open-rank positions tenure-track appointments as of Fall 2019. The faculty demographics since 2010 and the dearth of mid-career faculty to take leadership roles have been concerns we are attempting to address in forthcoming hiring decisions. In the past five years, two tenure-track Assistant Professors have been tenured and promoted to the rank of Associate Professors; one Associate Professor has been promoted to full Professor. One non-tenured full-time faculty has been promoted from Assistant Teaching Professor to Associate Teaching Professor and another is being considered this academic year (2017/2018).

As initially mentioned in Standard 1, the LIS Department engages in a rigorous process of faculty review for reappointment, tenure and promotion. This process expects demonstration of high quality teaching, substantive and meaningful scholarship, and engagement in service at the unit, university and community levels. The LIS Personnel Committee and LIS department chair systematically work with faculty, both informally and informally, to review dossiers and provide feedback prior to the initiation of the formal evaluation process. Rutgers University in recent years has placed greater attention on the quality of teaching, and this is a significant feature of the evaluation process. Rutgers student instructional ratings (https://sirs.ctaar.rutgers.edu) are systematically reviewed, including subjective comments provided in these evaluations, and where necessary, strategies for continuous improvement are discussed. Our narrative for Standard 1.3 also addresses the teaching aspect. Table III.3 shows LIS faculty evaluations that have taken place since 2012.

Table III.3: LIS Faculty Evaluations 2012-2018

Lastname, Firstname	Action	Year	Outcome
Aronson, Marc	Reappointment review	2011-12	Reappointed (non-tenure track)
Aronson, Marc	Reappointment review	2012-13	Reappointed (non-tenure track)
Aronson, Marc	Reappointment review	2014-15	Reappointed (non-tenure track)
Aronson, Marc	Reappointment review	2017-18	Reappointed (non-tenure track)
Cassell, Kay	Reappointment review	2014-15	Reappointed (non-tenure track)
Cassell, Kay	Reappointment review	2015-16	Reappointed (non-tenure track) Retired 2017
Costello, Kaitlin	Candidate for tenure-track appointment	2014-15	Hired as of September 2015 (tenure track)
Costello, Kaitlin	3rd Year Reappointment Review	2017-18	Reappointed (tenure track)
Erickson, Ingrid	Candidate for tenure-track appointment	2011-12	Hired as of September 2012

Erickson, Ingrid	3rd Year Reappointment Review	2014-15	Reappointed (tenure track) (Took position at Syracuse University 2017)
Fernando, Suchinthi	Candidate for non-tenure-track appointment	2016-17	Hired as of September 2017
Fernando, Suchinthi	Reappointment review	2017-18	Reappointed (non-tenure track)
Kim, GoUn	Candidate for non-tenure-track appointment	2016-17	Hired as of September 2017
Kim, GoUn	Reappointment review	2017-18	Reappointed (non-tenure track)
Kim, Sunyoung	Candidate for tenure-track appointment	2016-17	Hired as of September 2016
Muresan, Smaranda	5th Year Reappointment Review	2012-13	Reappointed to one year (tenure track) (Took position at Columbia University)
Pavlovsky, Lilia	Reappointment review	2013-14	Reappointed (non-tenure track)
Pavlovsky, Lilia	Promotion Review	2014-15	Promoted to Associate Teaching Professor
Pavlovsky, Lilia	Reappointment review	2016-17	Reappointed (non-tenure track)

Radford, Marie	Promotion Review	2013-14	Promoted to (Full) Professor
Reynolds, Rebecca	3rd Year Reappointment Review	2012-13	Reappointed (tenure track)
Reynolds, Rebecca	Tenure and Promotion Review	2016-17	Tenured and promoted to Associate Professor
Sanchez, Jose	Tenure and Promotion Review	2014-15	Candidate withdrew, given terminal year
Senteio, C.	Candidate for tenure-track appointment	2015-16	Hired as of September 2016
Shah, Chirag	3rd Year Reappointment Review	2012-13	Reappointed (tenure track)
Shah, Chirag	Tenure and Promotion Review	2015-16	Tenured and promoted to Associate Professor
Singh, Vivek	Candidate for tenure-track appointment	2013-14	Hired as of September 2014, tenure track
Singh, Vivek	3rd Year Reappointment Review	2016-17	Reappointed (tenure track)
Spoerri, Anselm	Reappointment review	2013-14	Reappointed (non-tenure track)

Spoerri, Anselm	Reappointment review	2016-17	Reappointed (non-tenure track)
Spoerri, Anselm	Promotion Review	2017-18	Awaiting decision from the Provost
Stoerger, Sharon	Reappointment review	2014-15	Reappointed (non-tenure track)
Valenza, Joyce	Candidate for non-tenure-track appointment	2013-14	Hired as of January 2014
Valenza, Joyce	Reappointment review	2016-17	Reappointed (non-tenure track)
Zhou, Xiaomu	3rd Year Reappointment Review	2012-13	Reappointed (non-tenure track) (Took position at Northeastern University MA in 2016

Newly-hired tenure-track and tenured faculty receive start up packages to support their scholarly work. In recent years, start-up packages for new tenure-track and tenured faculty in LIS have ranged from $30,000 to $50,000. The amount is negotiated individually by the dean with new hires, based on the needs of their research program. These funds are meant to cover their initial purchases of computers and other equipment, work-related travel such as to conferences, hiring hourly-paid student assistants, and other expenses to support their research and teaching. After the initial start-up, the school has been providing support funds to all faculty, (non-tenure-track, tenure-track, and tenured) in the amount of $5,000 annually to support their ongoing needs. The school provides all faculty with a furnished office and does not ask faculty to pay for furniture out of their start-up funds.

 Following the third-year reappointment, tenure track faculty are eligible for a one-semester sabbatical leave at full pay. Full-time tenured faculty take advantage of the University's sabbatical leave program. The School's policy and procedure for this program can be found in (Shared Evidence Folder 3: Sabbatical Leave Program 2017-2018) and a record of LIS faculty who have taken sabbatical leave since 2012 is shown in Table III.4 below.

Table III.4: Faculty Sabbatical Leave 2012-2019

Semester and Year	Faculty
Spring 2012	Claire McInerney Smaranda Muresan
Fall 2012	No LIS faculty on sabbatical
Spring 2013	Joe Sanchez
Fall 2013	Paul Kantor Chirag Shah
Spring 2014	Rebecca Reynolds Xiaomu Zhou
Fall 2014	No LIS faculty on sabbatical
Spring 2015	Marija Dalbello
Fall 2015	Michael Lesk Claire McInerney
Spring 2016	Ingrid Erickson Dan O'Connor
Fall 2016	No LIS faculty on sabbatical

Spring 2017	No LIS faculty on sabbatical
Fall 2017	No LIS faculty on sabbatical
Spring 2018	Marie Radford Vivek Singh
Fall 2018 (scheduled)	Chirag Shah
Spring 2019 (scheduled)	Marija Dalbello Ross Todd
Fall 2019 (scheduled)	Ross Todd

As working scholars of considerable national and international standing, LIS faculty continue to develop innovative strategies for enhancing student learning, as demonstrated in MI course syllabi. These include:

- use of simulated workplace learning experiences
- provision of web-based instructional modules and documentation
- extensive use of e-learning platforms for various courses taught both online and on campus and in hybrid mode
- the use of social media to facilitate out-of-class engagement and continuity with learning
- use of digital tools and apps to document reflection on learning outcomes
- making bridges to involvement of leading professionals as guest speakers
- working with under-served target populations
- developing grant proposals for implementing library information services based on community analysis for a specific library in a real location.

Every academic year, faculty are nominated and selected for both departmental and school wide awards for teaching, research and service, and school winners are put forward to the university-wide awards. The internal awards serve as encouragement of excellence in teaching and research. The tenure-track faculty can apply for grants to get grant programs through the School of Communication and Information.

Table III.5: LIS Faculty Departmental Awards

	Teaching	Research	Service	Part-time Faculty
May 2012	Rebecca Reynolds	Chirag Shah	Stewrd Mohr	Susan Wengler
May 2013	Lilia Pavlovsky	Smaranda Muresan	Sharon Stoerger	Shiela Intner
May 2014	Ingrid Erickson	Paul Kantor	Marija Dalbello	Barbara Burton
May 2015	Anselm Spoerri	Vivek Singh	Lilia Pavlovsky	Nancy Kranich
May 2016	Lilia Pavlovsky	Rebecca Reynolds	Sharon Stoerger	Ziad Matni
May 2017	Joyce Valenza	Kaitlin Costello	Lilia Pavlovsky	Vanessa Kitzie
May 2018	Marc Aronson	Charles Senteio	Lilia Pavlovsky	Nancy Kranich

As already mentioned, since the last accreditation, the School has provided annually research development funds of $5,000, across the board for all full-time faculty, aimed to support research- and teaching-related travel, with additional allocation to chair and program directors. Additionally, the LIS Support Fund (comprised mostly of alumni donations) is used by the LIS chair to provide additional support on projects initiated by LIS faculty, as well as support for international curriculum initiatives. In recent years, this support fund has been provided to support travel scholarships for students engaging in international courses to help with additional travel expenses. Scholarships ranging from $500 - $1000 have been provided to all students participating in these courses.

Another indicator of the growing and expanding School, which is largely supported by the LIS departmental expansion in terms of teaching, is the expansion of the SC&I staff. The SC&I Organizational Chart (Table I.1) identifies the support staff in the various units across SC&I. The school has over 40 FTE (full-time equivalent) administrative staff. This comprises 36 full-time people and about 18 part-time people (whose hours are the equivalent of about 5 to 6 full-timers).

The appointments of the Assistant Dean for Instructional Support and Assessment, and Director of Strategic Communications, both with a full staff of those offices, and of the Associate Dean for Programs and of the Associate Dean for Research underscore the priority given to fostering excellence in teaching and research. These offices are providing the stimulating environment for circulating information and announcements and encouragement of excellence in teaching, research, and service, the provision of a stimulating learning and research environment in the School for the LIS department in addition to the Rutgers Center for Teaching Advancement and Assessment Research. As outlined in Standard 1.3 narrative, the Associate Dean for Programs initiated the school-wide teaching and learning incubator to foster thinking about and engagement in constructivist learning approaches. Additional school wide initiatives under discussion include more purposeful engagement with the Rutgers Honors College (https://honorscollege.rutgers.edu/) and focusing on curriculum mapping and clearer tracking of direct and indirect measures of assessment.

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

The faculty represents some degree of multicultural, racial, gender, and international diversity. Among the present 19 full-time faculty members (including short term teaching instructors and interim ITI program director) we have an even ratio of females and males and in terms of racial and international diversity, the faculty members include one Azorean American and a number of naturalized citizens as well as immigrants holding citizenship outside the US – in Australia; dual citizenship of Canada and Croatia; India; South Korea; and Switzerland. The faculty undergraduate degrees and subject majors are in diverse disciplines as detailed in individual vita. Faculty has done graduate work outside of the field of Library and Information Studies in cognitive science, computer science, education, health science, history, linguistics, literature, mathematics, mass media, and philology.

The MI program is in compliance with all the legal and institutional policies regarding all aspects of its program, recruitment, hiring, and evaluation of its faculty, staff, student assistants, and adjunct instructors. We observe the University policy on diversity recruitment, as stipulated in We also observe peer evaluation procedures, criteria and procedures for promotion and tenure and the University's contract with the Rutgers AAUP-AFT. The value of diversity is expressed in the LIS department by-laws (1.1.3) (SC&I Bylaws) by stating "a culturally and intellectually diverse faculty and student body" as a goal for our department and the MI program. All our faculty hiring advertisements contain the following statement:

> *Rutgers, The State University of New Jersey, is a leading national research university and the state of New Jersey's preeminent, comprehensive public institution of higher education. Established in 1766, the university is the eighth oldest higher education institution in the United States. Nearly 69,000 students and 22,000 full- and part-time faculty and staff learn, work, and serve the public at Rutgers locations across New Jersey and around the world. An equal opportunity and affirmative action employer, Rutgers is committed to building a diverse community and encourages women, minorities, veterans, and individuals with disabilities to apply. For additional information please see our Non-Discrimination Statement at http://uhr.rutgers.edu/non-discrimination-statement.*

The cultural diversity and international faculty including faculty from intellectually diverse backgrounds include a number of first-generation immigrants and one member of the under-represented groups. The faculty pride themselves on holding up the value of diversity and representing it through the faculty membership of the department. Table III.6 shows composition of LIS faculty by ethnicity, and Table III.7 shows gender distribution by rank.

Table III.6: LIS Faculty by Ethnicity

Ethnicity	Rank of assistant professor or below, all titles	Rank of associate professor, all titles	Rank of professor or distinguished professor, all titles	Total
Asian	2	1		3
Black				0
Hispanic	1			1
White	5	5	3	13
International (non-citizen)	2			2
Totals	10	6	3	**19**

Table III.7: LIS Faculty by Gender

Gender	Rank of assistant professor or below, all titles	Rank of associate professor, all titles	Rank of professor or distinguished professor, all titles	Total
Female	5	4	1	10
Male	5	2	2	9
Other				
Totals	10	6	3	**19**

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

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

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.

Standards III.4-6 are addressed together. Table III.1 above showed that the faculty's doctoral degrees cover a wide range of studies and are from eminent universities around the world. They include Carnegie Mellon University, the City University of New York (CUNY), Harvard University, the Massachusetts Institute of Technology, New York University, Syracuse University, University of California—Irvine, University of London (UK), the University of Michigan, the University of North Texas, the University of Technology, Sydney (Australia), University of Toronto (Canada), as well as two faculty members from Rutgers University and two faculty with doctorates from the University of North Carolina-Chapel Hill.

The Department's research and teaching program spans the field of library and information science. The diverse research interests of the faculty are united by the shared conviction that information technologies will serve humanity best when they are developed and understood in terms of their service to the needs of people and organizations. Faculty research emphasizes understanding the needs of information seekers, identifying and organizing information resources, and creating systematic connections between people, technology, and information.

The faculty are widely published and heavily cited in their individual areas of scholarly expertise. They support the high status of our MI program in national ratings. Our faculty publish extensively in distinguished international journals among the diverse library and information science community, as well as in fields as wide-ranging as computer science, education, history, sociology, and medicine, including in well-known general-interest peer review journals such as Science. Individual faculty vitae show complete listings of all publications; see (Shared Evidence Folder 2: MI Full-time Faculty CVs).

(S3 Evidence Folder 4: LIS Faculty Productivity Table) shows the distribution of faculty productivity in relation to scholarly output. This spreadsheet shows that LIS faculty productivity, as measured by number of publications, is very high, with a total of all types

of publications, over the years 2015-2018 (as of 05/2018), of 368, by the 17 full-time tenured, tenure track and non-tenure track faculty. The spreadsheet shows that for the three full years (2015, 2016, 2017), the mean number of publications of all types, per faculty member, per year, is just under 5.7, which is a strong record of high and continuing publication. The distribution of types of publication by the faculty is of some interest. Over the three full years, the LIS faculty authored 10 monographs, 63 refereed journal articles, 144 peer-reviewed conference papers and presentations, and 88 other types of conference contributions. This spread of types of publications and venues is another indicator of the highly interdisciplinary nature of the LIS faculty, as different disciplines value publication types differentially. Overall, we believe that the data shown in Evidence folder 3 show an outstanding record of consistently high publication by the LIS faculty.

New faculty are mentored by senior faculty, who take a keen interest in their development of a sustained record of scholarship and offer advice on publications, presentations, and funding opportunities. Each new faculty member is assigned a mentor upon appointment. New faculty may choose their own mentor, based primarily on related research interests. The mentor meets regularly with the new faculty throughout the first three years of their appointment, the period up to the initial re-appointment decision, and for longer as deemed useful by both parties. This practice is in addition to the annual reviews of progress, conducted by the Department Chair with individual faculty members. The Associate Dean of Research also meet annually with pre-tenured faculty to discuss issues related to tenure and promotion.

The faculty are recognized as leaders in research, teaching, and service in library and information science and in their specific disciplinary contexts. Some notable recent individual achievements, as documented in LIS faculty CVs, include:

Aronson: 2018 YALSA Excellence in Nonfiction, Finalist; 2013 AAAS/Subaru Prize for Excellence in Middle Grade Science Books;

Belkin: 2015 ACM SIGIR Gerard Salton Award for significant, sustained and continuing contributions to research in information retrieval; 2013 ASIS&T SIG-USE Award for Outstanding Contributions to Information Behavior;

Dalbello: 2012 Highly Commended at the Literati Network Awards for Excellence for article: "A Genealogy of Digital Humanities," The Journal of Documentation;

Pavlovsky: 2012 Library journal teaching award winner.

Radford: 2013 ALISE/Bohdan S. Wiener Research Paper award;

Reynolds: 2014-2015 Outstanding New Student Organization award for the Women in Information Technology and Informatics organization at Rutgers University;

Shah: 2017 Chancellor's Scholar Award; 2013 ASIS&T James M. Crestos Leadership Award;

Singh: Substantial media coverage of research in internationally-known publications including the New York Times, BBC News, Nature News, and the Wall Street Journal;

Spoerri: 2017 PROSE Award, eProduct/Best in Physical Sciences & Mathematics for the visualization tool DataVis Material Properties;

Todd: 2016 Anne Clyde Memorial Research award for best paper at the International Association of School Librarianship;

Valenza: 2017 American Association of School Libraries Social Media Superstar: Leadership Luminary.

The faculty design and study information technology and uses for information and media in libraries as well as in other contexts.   Research addresses:

The organization and dissemination of information;

The design, management, and evaluation of information services and systems;

Information institutions, artifacts, and documents;

Social media and collaboration;

Diverse topics in professional education for library and information science.

One way of characterizing the thematic nature of the LIS faculty's research is though our contribution to the PhD program. In Spring 2018, a task force was set up, chaired by Nicholas Belkin, to review the LIS area contribution to the SC&I interdisciplinary PhD program. the task force undertook an analysis of the LIS faculty's research areas, as well as publication and scholarship (such as conference presentations) and have identified the following seven themes that summarize our scholarly work. The elaboration of the themes, sub-themes and affiliated faculty is in: (S3 Evidence folder 5: LIS Themes PhD Program)

Health Information and Technology

Health information and Technology encompasses both human and technical factors that influence collection and use of health information. This field seeks to develop solutions to identify barriers to, and promote facilitation of, health information exchange primarily by applying insights from social, clinical, and behavioral sciences. This dynamic field is evolving quickly and spans many issues; from, individuals interacting with tools that enable the collection and use of personal health information, to specialized knowledge and skills required to support development, adoption, and use of health information systems (e.g. electronic health records, patient portals). This broad area covers information science, health education, communication, and clinical care delivery for inpatient and ambulatory care settings.

Human Information Behavior

Information Behavior concerns all aspects of human interactions with information. This field offers students the opportunity to study all aspects of interacting with information and living and working with information technology. These behaviors are studied in a wide variety of contexts, such as interaction in web search engines, organizing one's personal information, collaborating with others in knowledge work, sharing in social networks, information seeking in everyday life activities and leisure time, designing technologies and tools for information seeking, and evaluating the technologies to support human and social activities.

Human-Computer Interaction

The Human-Computer Interaction area encompasses a wide range of computing technology and its use, as every aspect of modern life requires interacting with computers in some way. This field offers students the opportunity to study all aspects of living, working and building in a digital world, including: developing an understanding of human needs through ethnographic field studies; designing new technology; evaluating the use of technology both in laboratory experiments and through field deployment; and devising theories about information technology and its role in society.

Information Institutions, Artifacts and Documents

The Information institutions, Artifacts and Documents area involves the study of socio-technical and socio-material dimensions of information systems, infrastructures, and institutions in an emergent and evolving political, legal, economic, social, and cultural framework that draws on sociological, historical, and technological approaches. Faculty recognize that these phenomena are complex and constructed through processes that require critical positions and reliance on a wide range of qualitative and quantitative methodologies to study their lifecycles in the micro, medium, and macro-levels of society.

Information Retrieval & Language Analysis

The Information Retrieval and Language Analysis focuses on research that examines information retrieval in its broadest sense. This field encompasses the development and assessment of automatic systems that support user retrieval of text, audio and visual documents from large collections. It provides for an improved understanding of how real people interact with information retrieval systems. One goal is to use this understanding to develop systems that meet the needs of different user communities. By extension, research on information retrieval has come to include data mining, computational linguistics, and corpus linguistics, all of which can be viewed as techniques for improving information retrieval.

Learning, Education and Technology

Information seeking can inherently be seen as a human learning process that involves human inquiry. This field aims to reach a deeper understanding of the cognitive and social processes that facilitate inquiry, learning, and knowledge co- construction, often

through learners' uses of information and technology environments. Work advances theories of learning, inquiry, and information seeking, as well as design of learning systems and instructional models

Social Computing and Data Science

Social Computing refers to the design, development, deployment, validation, and refinement of various technologies as they aid and in turn impact human processes on individual, community, and societal scales. Studying such phenomena in a data- driven manner requires the creation of methodological and conceptual advancements at the intersection of advanced analytics and social behavior.

The faculty's research is well-supported by Federal grant organizations such as The Institute for Museum and Library Services, the National Institute of Health, and the National Science Foundation, as well as numerous foundations, corporations, and organizations including Google, OCLC/ALISE, Amazon, the New Jersey Health Foundation, and the Geraldine R. Dodge Foundation. In addition, faculty have received substantial internal funding through various avenues available at Rutgers University, including the Rutgers Research Council, Rutgers Centers for Global Advancement and International Affairs, Rutgers Byrne Family Seminar, and Rutgers SC&I Grants for Individual Faculty Research. Grant funding for the period 2013-2017 (to March 2018) is $3,772,989.50 (S3 Evidence Folder 7: LIS Grants 2012 – 2017)

Our faculty has a long history of professional and administrative service at Department, School, University, state, national and international levels. Two members of the faculty have assumed major responsibility within the School in the positions of Director of the Ph.D. in Communication, Information, and Media (Marija Dalbello, 2011-2014; Marie Radford, 2014-2017). Currently, two members of the faculty assume administrative responsibility within the Department in the positions of Chair of the Department (Ross Todd) and Director of the MI Program (Lilia Pavlovsky). Faculty also make considerable contributions to Rutgers university committees. Recent examples include:

- **Belkin**: Member of the University Faculty Appeals Board
- **Pavlovsky**: Member of the University Learning Managing System review committee;
- **Radford**: Member of the Rutgers School of Graduate Studies/Graduate School New Brunswick Executive Council; Member of the New Brunswick Faculty Council;
- **Senteio:** Member of the Medical Advisory Board of the Robert Wood Johnson Fitness and Wellness Center; Steering Committee member, Rutgers University Health Equity Academic Research Program;
- **Shah**: Member of Rutgers Senate; New Brunswick PhD Council Full Member;
- **Wacholder**: Member of New Brunswick Faculty Council.

Faculty are active members of the major library and information science associations. (S3 Evidence Folder 8: LIS Record of Membership and Attendance) shows the considerable extent and diversity of the individual participation of LIS faculty in

scholarly and professional organizations over time. Sheet 2 of this spread sheet shows that the LIS faculty engage in deep, extensive, and highly interdisciplinary professional and scholarly activity. It demonstrates the extent of this involvement, showing that Department faculty are members of a wide variety of professional organizations, ranging from the humanities (e.g. International Oral History Association), through all of the relevant LIS organizations at state, national and international levels (e.g. AASL, ACM SIGIR, ALA, ALISE, IASL, NJLA, SLA) computer science (e.g. the ACM, ACM SIGCHI, ACM SIGIR) and even to the most prestigious US engineering association (the National Academy of Engineering). The LIS faculty are not only members (and often officer of) these professional and scholarly organizations, they are active contributors to their conferences, and to conferences of a wide variety of other organizations. Table III.4 demonstrates the great frequency and consistency of such contributions, and, again, the depth and extent of contribution to both LIS-related conferences at all levels (e.g. AASL, ALA, ASIST, IASL, ICONF), and to a wide variety of conferences in cognate fields in the humanities, social sciences, and computer and information science (e.g. CHIIR, GLS, IBBY, ISMIR, NCTE, SIGIR).

Frequently, faculty assume positions of leadership, for example:

Aronson: Board of Trustees, Global Literature in Libraries;

Costello: Chair of the New Jersey chapter of the Association for Information Science and Technology;

Dalbello: Board of Directors, Society for the History of Authorship, Reading and Publishing (SHARP);

Pavlovsky: New Jersey Library Association Executive Board, New Jersey State Library Appeals committee;

Radford: Member at large and immediate past-president of the Beta Phi Mu Honor Society; Reference and User Services Association Liaison to American Library Association Education Assembly;

Reynolds: Co-founder and organizer of the Association for Information Science & Technology Special Interest Group Information and Learning Sciences;

Shah: Reviewer and panel member for the National Science Foundation; Director of Chapter Assembly and Board Member, Association for Information Science and Technology;

Valenza: American Association of School Librarianship Standards Implementation Task Force; Media Smart Libraries Advisory Board; American Association of School Librarianship Community of Scholars Task Force; Young Adult Library Services Association Proposed Literacies Taskforce.

Faculty are active organizers and program committee members of international research and professional conferences, including: ACM Computer Supported Cooperative Work Conference; ACM/IEEE International Joint Conference on Digital Libraries; ACM SIGIR Conference on Human Information Interaction and Retrieval; ACM SIGIR Conferences on Research and Development in Information Retrieval; Libraries in the Digital Age (LIDA); American Association of School Librarianship unConference; Association for Information Science and Technology; Association for Library and Information Science Education; DIMACS Workshop on Social and Collaborative Information Seeking; iConference Health Informatics Workshop; Libraries in the Digital Age; Temporal Networks, Human Dynamics, and Social Physics NetSci'14 Symposium. Faculty consistently serve New Jersey library and information science associations on committees, participate in conferences, and currently are on the board of directors at NJLA, NJ-ASIST, and the New Jersey Association of School Librarians.

Faculty in the LIS department have interactions across the University with other faculty members from departments as varied as cognitive science, computer science, education, public health, social work, and women and gender studies. Some notable individual examples include:

Belkin: Full member of the Graduate Faculty in Psychology, Rutgers University; Affiliate member of the Rutgers Center for Cognitive Science;

Dalbello: Affiliated faculty in the Rutgers Cultural Heritage and Preservation Studies (CHAPS) in the Department of Art History;

Kim: Affiliated faculty in the Rutgers Department of Computer Science;

Shah: Affiliate member of Rutgers Climate Institute; Associate Member of Graduate Faculty, Rutgers Department of Computer Science;

Singh: Associate Member of Graduate Faculty, Department of Computer Science; Associate Faculty Member, WINLAB.

Members of the faculty serve on editorial boards of a wide variety of internationally recognized journals and book series, including: Advances in Librarianship (book series); Journal of Information and Learning Sciences; Information Processing and Management; Information Research; Internet Reference Services Quarterly; Journal of Information Literacy; Journal of Information Processing and Management; Journal of Media Literacy Education; Library and Information Science Research; Online Information Review; School Libraries Worldwide; Springer Information Retrieval Series; and The Library Quarterly.

Faculty contribute to the dissemination of research and scholarship to professional and scholarly communities around the world, through keynote and invited presentations, as

well as through their contributions to refereed conferences. Refereed examples of the former include:

- **Aronson**: Sixteen keynotes in the last five years at various conferences, including 2017 Keynote at the Michigan Association for Media in Education; 2016 Keynote at the Shanghai Children's Bookfair; 2014 Keynote at the Oregon Library Association;
- **Belkin**: 2018 Keynote at Beyond the Simple Search Box? Mini-Symposium on Process Support in Information Seeking; 2017 Keynote at Patent Information Users Group Annual Conference; 2015 ACM SIGIR Salton Award Lecture; 2014 Keynote at MindTheGap'14 Workshop;
- **Dalbello**: invited presentations at École nationale des Chartes at the Sorbonne (2012), Columbia University Book History Seminar (2014), the Washington Area Group for Print Culture Studies (2016), and Israel Science Foundation at Ben-Gurion University (2018);
- **Lesk**: 2014 Keynote, "From Searching to Researching," at Exploiting Text;
- **Radford**: Five keynotes in the last five years, including 2018 Keynote at the Maryland Library Association/Delaware Library Association Conference; 2016 Keynote at the New Jersey Association for School Libraries Conference;
- **Shah**: 2015 Keynote at the Workshop on Evaluation of Collaboration Information Retrieval and Seeking;
- **Singh**: 2015 Keynote at ACM International Workshop on Computational Models of Social Interactions;
- **Todd**: Eight keynotes in the last five years, including 2017 Keynote at Treasure Mountain Research Retreat; 2015 Keynote at ASIS&T SIG/USE Symposium; 2015 Keynote at the International Association of School Librarianship annual conference;
- **Valenza**: Twenty keynotes in the last five years, including 2017 Keynote at International Association of School Librarianship; 2016 Keynote at Lib 2.0; 2014 Featured Congress Speaker at EduTech Conference, 2014 Keynote at WeTech conference.

Faculty contribute to the dissemination of research and scholarship to scholarly communities and professional communities around the world. Recent examples include:

- **Aronson**: China;
- **Belkin**: China, Germany, Italy, Ireland, Japan;
- **Costello**: Denmark, Portugal;
- **Dalbello**: Austria, Croatia, England, Finland, France, Germany, Israel, Slovenia, Sweden;
- **Pavlovsky**: China; Australia
- **Radford**: Croatia, Denmark, England, Czech Republic;
- **Reynolds**: Belgium, China, Germany;
- **Senteio**: China, England, Czech Republic;
- **Shah**: Australia, Denmark, Italy, Norway;
- **Singh**: Australia;

- **Spoerri**: Austria, England, France, Hungary, Italy, Scotland;
- **Todd:** Australia, Croatia, Japan, Portugal, Sweden.

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.

Teaching assignments comply with faculty members' areas of competence and expertise. The M.I. curriculum is developed around five concentrations: Library & Information Science; Data Science; Interaction Design and Informatics; Technology & Information Management; Archives & Preservation. Faculty represent a wide range of specializations within the five concentrations, that provide an expansive research agenda within the field of library and information science and a rich educational experience for students. Table III.2 shows the research interests of all faculty; teaching assignments are made with respect to these interests. For a record of all teaching assignments since 2012, including those of part-time instructors, see (S3 Evidence folder 6: MLIS-MI Courses from 2012-2018)

Teaching loads are on a 2/2 pattern with adjustments based on lighter loads for new members, externally funded research projects, and administrative responsibilities. Each faculty reserves at least four hours weekly for student advisement, in addition to an extended advisement period scheduled each semester prior to the course registration period. New faculty members are advised and counseled by more experienced teachers on the faculty and by the department chair and program directors. In addition, members of the faculty frequently participate in Teaching Excellence Center workshops on innovative teaching approaches, methods and technologies. Teaching Assistants participate in an annual program "Teaching Assistant Project" conducted by the Teaching Excellence Center and LIS faculty teach in this program. Highly qualified part-time faculty complement the teaching of the full-time faculty by offering specialization in areas not represented in the expertise of the full-time faculty (Shared Evidence Folder 3: MI Part-time Faculty CVs).   (S3 Evidence Folder 2: Enrolment Data and Teaching Assignments 2012-2018) includes the instruction provided by part-time faculty since 2010.

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.

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

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

These standards are (S3 Evidence Folder 9: LIS Faculty Evaluation).

The faculty has the full range of responsibilities for professors in a Research I University in the areas of teaching, research and service. Several approaches are used for faculty evaluation. Teaching evaluation methods are in accord with University policy administered by the Teaching Excellence Center that mandates the use of the Student Instructional Rating Form for each course offered. These teaching evaluations are reviewed by the program director and chair of department, and these are also considered within the faculty annual review process. In addition, selection of faculty for departmental awards for teaching, research and service provides opportunities for discussion and feedback.

All non-tenured faculty have an annual review with the Chair of Department, usually with an invited colleague of the choice of the faculty member being reviewed. Typically, formal documentation is prepared, in which the faculty member submits their current curriculum vitae, and a statement outlining scholarly, teaching and service achievements, work in progress and short term and long-term plans. Feedback is provided, and goals are mutually negotiated.

Tenured faculty are evaluated on a five-year schedule, at SC&I with the Department Chair and the Dean, primarily to ensure that their achievements and goals, and those of their unit, are in accord. These pre- and post-tenure procedures follow the Rutgers pre-tenure and post-tenure review policy: Rutgers tenured track policies. For non-tenure-track faculty, the School of Communication and Information has an established annual review process and reappointment process, developed in conformance with University policy. It includes an annual review with the Chair, equivalent to that of pre-tenured faculty, and reappointment review by the Department Personnel Committee. The policy and procedures are described in the SC&I Policy on Non-Tenure Track Appointments, Reappointments and Promotions:
https://comminfo.rutgers.edu/sites/default/files/sci_policy_on_non-tenure-track_appts_and_reappts-updatedfall2015.pdf

Faculty promotion procedures at Rutgers University are governed by an agreement between the University and the AAUP-AFT, available at
https://academiclaborrelations.rutgers.edu/tenured-and-tenure-track-faculty. For tenure-track faculty these include a third-year Reappointment Review, and a sixth-year Tenure and Promotion review. Promotion procedures for appointment at Professor and Distinguished Professor are also stipulated in the agreement and the resulting University policy and procedures. The Department and the School follows these procedures. The results of these reviews are documented and maintained in the faculty members' personnel files; the results of all decisions made based on these reviews in the Department since 2010 are found in Table III.3 above shows LIS faculty evaluations that have taken place since 2012.

SC&I is committed to quality instruction, and an important aspect of providing quality instruction is ensuring that faculty, in the reappointment, promotion and annual review processes, recognize the strengths and challenges of their instructional roles. As addressed in our Standard 1.4 narrative, each semester, the Program Director and Department Chair are provided all course evaluations, and these are carefully reviewed, and key issues and concerns identified. For example, instructors with low teaching

evaluations meet with program director and/or chair, and instructional strategies are set in place for continuous improvement.

Such input plays an important role in the renewal of contracts of part-time instructors. Excellence in teaching in recognized through the provision of annual LIS Department Excellence in Teaching awards that are made to full-time faculty, part time instructors and doctoral students who are performing teaching assistant roles. At times, recommendations for continuous improvement might center on working with the SC&I instructional designer to work on aspects of online delivery that appear problematic as identified in the instructional ratings.

IV. Standard: Students

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

Overview:

The interdisciplinary nature of SC&I as a professional school creates a robust integration of goals, objectives and outcomes that give the MI program its character and purpose. The MI program's suite of documented procedures, policies and guidelines are consistent with SC&I's Strategic Plan, (Rutgers University Strategic Plan) also available (Shared Evidence Folder 7: Rutgers University Strategic Plan 2015–2020) and the LIS Department's Vision and Mission statements, which in turn inform and shape the MI program's goals and objectives. The interconnections are documented in Standard 1.1. These provide the basis for formulating the academic and administrative practices and policies for student recruitment, retention, financial aid and career services. The MI program is available to the public via the web site. Here, general information and program infrastructure are presented and organized a way that enables students to learn about professional networks, organizations and employers.

Since 2011, SCI has strengthened its model of administrative support by creating centralized units with specialized workers whose tasks focus on various aspects of student and faculty services. Though not all units directly serve students, their functions are critical to successful program operation and management, all of which impacts the student experience. The Chart IV.1 below outlines the breadth and institutionalization of the functions that support the MI Program and its students. Our new structure facilitates consistency and efficiency, minimizes redundancy while maximizing allocation of assets, and supports and serves the MI program and its students. Now, policies and practices across the school, department and program work in concert to optimize resource allocation.

Chart IV.1: Institutional Support for MI Program
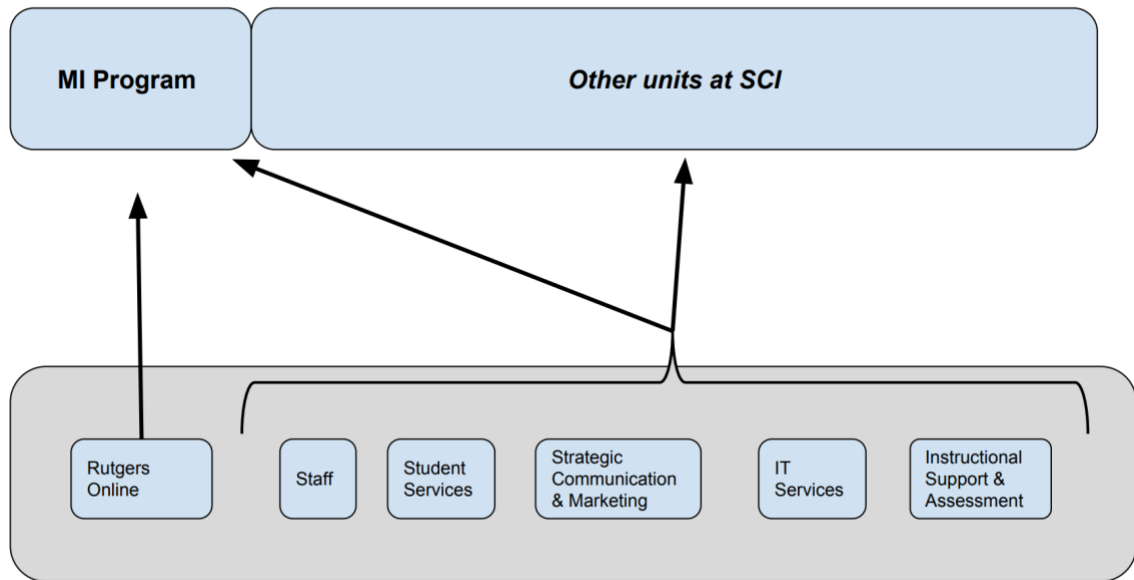
1) Student Services: The SC&I Office of Student Services (https://comminfo.rutgers.edu/current-students/office-student-services) is responsible for providing four primary service functions:

- student academic support;
- student personal support;
- co-/extra-curricular opportunities; and
- career support.

The department is headed by Assistant Dean for Student Services and supported by an Associate Director of Student Services, a Coordinator of Student Services, Student Counselor, and Administrative Assistant for Student Services. This office manages all operational facets of student support ranging from recruitment, admissions, registration assistance, enrollment management, scholastic standing, career services (including placement and networking opportunities), financial aid, counseling, and management of the Dual Degree ITI-MI pathway for undergraduate students entering the MI. The Student Services staff maintains all student records, data management, and reports for program-level decision making. The staff organize regular information and orientation sessions.

2) Instructional support and assessment: The SC&I Instructional Design and Technology Services (IDTS) unit (https://comminfo.rutgers.edu/faculty-staff/teaching-and-learning-resources/instructional-design-and-technology-services) is headed by the

Assistant Dean of Instructional Support and Assessment.   This unit provides teaching support to new and existing instructors, ranging from syllabus creation to online course design, if needed. The Assistant Dean also leads program assessment initiatives in the school and is an ex-officio member of the LIS Curriculum Committee.

3) Strategic Communication & Marketing: This team is led by the Director of Strategic Communications. It manages formal communication including website development, marketing and outreach, social media outreach, and other facets of program presentation to external and internal audiences. The team helps develop marketing materials for distribution pertaining to the program including student, alumni and faculty accomplishments. More specifically, this team supports the MI Program for exhibits and sponsorship at professional conferences, including our Platinum Sponsorship of both NJLA and NJASL and all necessary preparations and management activities for these statewide conferences, as well as ALA.

4) Information Technology Services: SC&I's Information Technology Services (ITS) (https://its.comminfo.rutgers.edu/) is located in the main school building and helps establish, support, and troubleshoot IT issues and applications in all learning environments. This includes providing the technology infrastructure for the entire school. This team assists students and faculty establish net ID's, trouble-shoots hardware and software issues for staff, students and faculty, and creates, maintains and allows access to specific networks used by the multiple-faceted teaching and learning represented in SC&I. The catalog of services provided is extensive: https://its.comminfo.rutgers.edu/services/service-catalog/

4) SCI Staff: As shown in the Organizational Chart in Standard I, and further documented in Standard V, the SC&I administrative staff assist with scheduling events and classes, introducing, acclimating and processing contracts for new instructors (both part and full time). Setup of classes, classroom and facilities, and many other operationally vital, but, often invisible tasks that maintain smooth functioning of the program.

5) Rutgers Online (S4 Evidence Folder 1: Rutgers Online staff) is managed by Pearson experts in online education: This relationship was established in 2012 when it became clear that managing a fully online program required a dedicated expert staff. We wanted to maintain the same quality standards our program has always offered and ensure we consistently met the needs of our students. This group provides marketing, recruitment, enrollment, coaching and retention services for fully online students.

The management of the MI program focuses on Program Vision, Goals and Objectives. We revisit our values regularly as we evaluate our student support and delivery practices and functions surrounding the MI program. The program Director and Chair, with the support of an MI/MCM Program Coordinator and various LIS committees, establish policies, program structure guidelines, and make decisions concerning program management. (Shared Evidence Folder 1: LIS Committees)

A bi-monthly phone call with Pearson involves management and all relevant on-campus staff who work with MI fully online students. This insures that information about

marketing, recruitment, student admission, enrollment, course development, and retention are shared.

6) General oversight, data management and systematic planning: Two meetings each semester include Directors, Chairs and Deans who discuss broader policy and procedural issues. An additional 2 meetings per semester discuss and resolve operational issues. We convene another series of meetings with Graduate Directors and support staff to consider operational objectives, successes, and targeted areas for improvement of graduate programs. These coordinated school-wide decision-making efforts positively impact the MI program as illustrated by the transition to Target X, a Customer Relation Management system (CRM). This system, which enables more efficient data storage and retrieval, ensures clearer messaging shared with all constituencies in one place throughout the student life cycle, thereby providing decision support information more efficiently and effectively.

Recruitment:

Part of the process of recruitment is educating the public on what we do and the value of our program, graduates, students and faculty. Another aspect of the process is to ensure that faculty and staff are communicating program messages consistently. The more formal recruitment process starts with the Program Goals that are communicated in various marketing and communication products to prospective students locally and across the United States. As prospective students speak to staff and faculty, the tenets of the program are consistently reinforced. This process is ongoing and has evolved since our transition to the MI; as prospective candidates are moved through the "funnel" towards application, we strive to recruit candidates best fitted to the program and aligned to our program values.

The transition from MLIS to MI was labor intensive with respect to educating, marketing, communication and recruiting. We had to inform our staff along the way of the nuances of changes and the value of the new structure so that all messaging was aligned. As program policies and procedures changed, we presented them regularly to our staff.

Recruitment of new students involves various channels:

1) Rutgers online/Pearson marketing group: Specifically targets students who are interested in a fully online education. Prospective students are informed about the program, its goals, and outcomes. The recruiters work closely with prospective students to ensure that there is a right fit between student goals and programs objectives.
2) Online information sessions: The MI Director, Program Coordinator and Student Services staff offer a monthly information session that invites prospective students to learn about the MI program. These sessions are well attended and further serve to clarify to prospective students the aims and scope of the learning experience at Rutgers
3) Outreach and Program development: The Program Director and Chair attend a variety of events and conferences to represent the program and answer questions.

4) Career Day Recruitment: Student service staff often attend undergraduate "career days" at Rutgers and other local colleges and universities

5) Faculty Participation in Recruitment: All faculty members partake in the recruiting process through their travel and engagement with various communities within which prospective students may learn about our offerings and ask questions.

6) Undergraduate Student Recruitment: Undergraduate (ITI) students are educated by the Director of the Information Technology and Informatics program about the opportunities (and pitfalls) of applying for the Dual Degree pathway.

Our recruitment goal is to educate prospective students about the program so that they can make well-informed decisions to apply, enabling them to determine if they are a good fit for the program.

Admission & Enrollment:

Once a candidate has applied to the program through the [Admissions portal (https://comminfo.rutgers.edu/academics/graduate/master-information/master-information-admissions)](https://comminfo.rutgers.edu/academics/graduate/master-information/master-information-admissions) located on our website, student service staff members respond to inquiries and generally help applicants navigate the complexities of the systems and process. Once an application is complete, the Program Coordinator checks all credentials for accuracy. Then the completed application is flagged and brought to the LIS Student Affairs, Admissions and Recruitment Committee. If there are any questions about a candidate's potential for success, the Chair of this committee circulates the application for review; the Committee members provide input and vote. Occasionally, we conduct a phone interview; we require international students to complete an asynchronous interview. Key to our admissions process is determining whether a good fit exists between the candidate's goals and Program goals--a fit that is a strong indicator of student success.

Once a candidate is accepted by the LIS Student Affairs, Admissions and Recruitment Committee, then Student Service staff continue the admissions process, including sending students welcome letters, instructions for enrollment, faculty advisement and other service-related information. We encourage all students to contact the Program Director who helps them plan their first semester in conjunction with staff, Concentration coordinators (faculty) and other teaching faculty as deemed necessary.

Enrollment Management:

The Associate Director of Student Services for Enrollment Management sends a weekly status report to the Deans, Directors and Department chairs. (S4 Evidence Folder 2: Weekly status report example) This is a critical tool for benchmarking performance with prior years/semesters. It also helps the Program Director determine actions needed to ensure an adequate intake of new students to the program. Attached to the weekly report is a spreadsheet that provides critical information for program decision making.(S4 Evidence Folder 3: MI enrollment spreadsheet report example) and details about student

activity, registration, demand and action. This report consists of 12 separate reports that make it possible to inform and manage student enrollment and registration effectively.

Tab 1 & 2: Compares macro point in time current data numbers to last year's numbers. Of importance here are the projections that lead to actions, based on numbers that are readily available.

Tab 3: Informs the director of all admitted students for Summer 2018 and their concentrations (this report was from Spring 2018, so summer admissions are on the decision-making horizon). It also tells us who is coming, who is registered and their status (full time/part time). This alerts staff to contact unregistered students, ensuring that they received the appropriate registration and that they have been in touch with the Program Director, Concentration Coordinators and/or Faculty advisers.

Tab 4: Informs the Director of enrollments in all summer session classes. This assists us in determining whether we need to add new sections or cut classes due to a lack of enrollment.

Tabs 5, 6, 7, 8, 9, 10, 11, and 12: Present various registration information for admitted students (the first group is for summer, the second for fall). This data informs us of individual student enrollment in classes as well as other enrollment trends. This tool allows the Director and staff to monitor, at a glance, courses selected by individual students. Red flags often arise if a student is registered in too many classes or in the wrong classes. The staff reaches out to students, informs them of the observation and asks them to contact the Program Director. These interactions are documented. In addition, this enables us to further promote classes with low registrations and cancel classes if necessary.

These reports are a critical step to managing student success and engagement in their first semester, which is typically the period when the greatest number of errors are made (such as registering for too many courses; registering for the wrong courses; or not registering at all). Newly admitted students are connected with their faculty mentor/advisers as well as course coordinators. This sets them on the path towards learning in their chosen area of concentration. These reports, and subsequent meetings of staff and administrators involved in this process provide a "program-at-a-glance" overview for planning and decision-making ranging from enrollment planning to student success outcomes.

Financial Aid:

Students apply for financial aid through the admission application. The financial aid application is processed through the Office of Financial Aid at Rutgers University (https://financialaid.rutgers.edu/); students get assistance from SC&I student service staff if they encounter problems. Students apply for scholarships that are under the jurisdiction of the MI Program Faculty. Student service staff validate all applicants and then send the list of eligible students to the scholarship committee. Scholarships are awarded based on criteria of merit, financial need, diversity, and other stipulations by the funding source. Their description is located on the SC&I website at

Diversity:

The SC&I Strategic plan (Rutgers University Strategic Plan) also available (Shared Evidence Folder 7: Rutgers University Strategic Plan 2015–2020) expressly states our goal to increase efforts to recruit and retain a diverse population of students (p. 4-5). Specific targets include: Increasing the number of students of color who apply to and complete our programs; increasing the number of women in the ITI program; increasing the number of non-traditional students in programs; serving the needs of LGBT students more transparently; and serving all students at a level of excellence (p. 5)

As our program transitioned to MI, we specifically aimed to serve our own undergraduate Information Technology and Informatics (ITI) students. As referenced in Standard I, Rutgers University is strongly committed to diversity (https://newbrunswick.rutgers.edu/about/we-are-diverse) and this core value permeates through every unit in the organization. After the MI program of study was established we specifically reached out to our undergraduate students whose composition represents a broad range of diverse backgrounds. (S4 Evidence Folder 4: MI ITI Diversity report) Although we did not intentionally target diversity as we filled a need expressed by undergraduate ITI students for a graduate program that would fit with their career goals, we tapped into undergraduate populations that are much more diverse than our traditional graduate students.

The chart below illustrates Diversity data over time in the MLIS/MI program (MI commenced in 2016). Of significance is the last line of the table where white, non-Hispanic students were deleted from the totals. A substantial increase of diverse enrollees occurred from 2015 to 2016 due to the reorganization of the MLIS to include OTHER types of pathways within the program interconnected with the core values of LIS but offering new opportunities for students to study related subjects. Because of expanded opportunities, the diversity of the student body has grown.

Figure IV.3: Diversity data MLIS/MI

Table: MI PROGRAM Diversity data						
Ethnicity	**Sum of 2012**	**Sum of 2013**	**Sum of 2014**	**Sum of 2015**	**Sum of 2016**	**Sum of 2017**
American Indian or Alaskan Native	0	0	0	0	0	1
Asian	7	1	4	6	13	28
Black Non-Hispanic	5	11	9	2	6	17

Hispanic Non-Puerto Rican	6	6	4	4	10	12
No Response	1	1	2	2	9	5
Other	0	0	0	0	0	0
Puerto Rican	3	4	4	1	5	4
Two or More Races	3	2	5	1	6	4
White Non-Hispanic	109	113	106	69	112	145
Total	**134**	**138**	**134**	**85**	**161**	**216**
Total (not including White Non-Hispanic)	**25**	**25**	**28**	**16**	**49**	**71**

NOTE: These numbers were retrieved from Grad Portal on 5/23/2018 using Historical Data for Students coded as ADMIT COMING for the MI 17610 and 17600 Program. These numbers do not reflect Dual Degree students.

Career Services:

In 2015, SC&I established the Assistant Director of Student Services for Career Services position. This role assists in connecting student learning with career opportunities and cultivating relationships with future and potential employers. The Assistant Director collects data, manages, analyzes, and reports information about employment, industry trends, and other relevant career services information. This is vital for students, faculty, and staff. This position is housed within the Office of Student Services.

Several initiatives were launched by the Assistant Director to develop career and internship opportunities for students. SC&I established the annual SC&I Career Expo–a job fair exclusively for undergraduate and graduate SC&I students, with prospective employers from the fields of communication, library and information sciences, journalism and media studies. Over the past three years, over 700 students have attended the SC&I Career Expo, and over 180 employers, organizations, and agencies have participated. In addition, SC&I launched the SC&I Mingle–a networking event that provides a forum for current students to meet and interact with SC&I alumni for career, internship, and networking opportunities. Over 350 students and alumni have attended the SC&I Mingle over the past three years. (S4 Evidence Folder 5: SC&I Mingle Poster)

Throughout the year, the Assistant Director hosts numerous workshops and presentations aimed at increasing awareness of job trends within the disciplines. These workshops are aimed at developing appropriate job skills. They provide presentations to facilitate the connection between students' academic curriculum and their job prospects. In addition, the Assistant Director maintains the career services website and job board. Jobs and

internship opportunities are posted here, and employers can post job vacancies directly to this site.

Additionally, the Assistant Director works closely with faculty to integrate career concepts and practices into discipline curricula. He/she also drafts and distributes weekly newsletters sharing career resources and announcing job opportunities. The Assistant Director also interacts with new students in 610:501 *Introduction to Library and Information Professions* through a group discussion function in our course management system, Canvas, that familiarizes students with the Director and the career services provided by the school. The Assistant Director also connects with students via LinkedIn. (https://www.linkedin.com/in/hestercoan/)

SC&I and the MI Program team work holistically to ensure that every student is supported in every phase of his or her life cycle as a student. These practices are centered on our core values of serving students to ensure their learning experiences and outcomes are successful.

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

Since the last ALA accreditation, we have updated virtually all information on the SC&I website about the MI program with newer material or substantially revised data due to the shift in the program from MLIS to the MI infrastructure. As addressed in the Standards I narrative, we post Program Goals and Objectives on the main page for the Master of Information program website, which is readily available on the program information page: https://comminfo.rutgers.edu/academics/graduate/master-information. Program information about the areas of study and concentrations are available at: https://comminfo.rutgers.edu/academics/graduate/master-information/program-information/master-information-program-concentrations. Students can read descriptions of curricula by searching on the Courses page (https://comminfo.rutgers.edu/academics/courses) for specific classes or full curricula. The Library and Information Science faculty (full time and adjuncts) are in the faculty directory: https://comminfo.rutgers.edu/directories/faculty. Students are also introduced to key concentration faculty (concentration coordinators) on the MI Welcome site overview page https://sites.google.com/a/scarletmail.rutgers.edu/mi-welcome/program-overview as well as on the website's MI Program concentrations page. All admissions information ranging from applications to financial aid is also located prominently on the MI Admissions page: https://comminfo.rutgers.edu/academics/graduate/master-information/master-information-admissions

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

The general standards for admission are articulated on the SC&I website https://comminfo.rutgers.edu/academics/graduate/master-information/master-information-admissions. The minimum qualifications required for admission to our program are not only a bachelor's degree from an accredited institution, but also other factors that ensure the best fit for our students. Before submitting an application, applicants are typically exposed to an intense amount of information about the program. This is followed by the discussion of process with enrollment coaches, and finally the filing of an application.

It is also not uncommon for prospective students to attend an hour-long MI-Information session (offered every 2 months or so every year) to hear about the program and ask program-related questions in real time. Figure IV.4 illustrates the attendance for these sessions during the 2017-2018 academic year.

Figure IV.4: MI-Information session attendance

MI Information Sessions			
Date:	**Modality**	**Registered**	**Attended**
Tuesday, April 4, 2017	**Online**	15	7
Thursday, May 4, 2017	**Online**	91	38
Tuesday, September 26, 2017	**On-Campus**	80	40
Thursday, November 16, 2017	**Online**	117	40
Thursday, February 1,2018	**Online**	133	37
Thursday, March 29, 2018	**Online**	102	30
Thursday, April 26, 2018	**Online**	37	17

Information sessions alternate between on campus and online, the latter being the most popular. Content of a typical information session includes facts about the program, faculty and student support as well as application logistics. (S4 Evidence Folder 6: MI Information Session Presentation) After the sessions, there is typically a 30-40-minute Q&A. Prospective students also contact the Program Director and other faculty to explore their specific interests prior to application. Typically, administrative staff field the inquiries through the general MI email box and direct inquiries to the appropriate individuals who can address specific concerns.

We have invested significantly in services that support the student life cycle from applicant to graduate. In addition to the establishment of the Office of Student Services, a Program Coordinator was hired in 2017 to support the graduate program Director activities related to program management and development. The ROCS Recruitment Form for this position, including duties and responsibilities is (S4 Evidence Folder 7: MI ROCS Recruitment Form).

Admission: Master of Information: The application process

The Program Coordinator's role in the application and admission process includes monitoring applications daily to ensure timely response to completed applications. Once an application is complete, the Coordinator checks to ensure that the applicant is compliant with Program admissions requirements as documented above. Applications that pass through this initial screening are brought to the Program Director and LIS Student Affairs, Admissions and Recruitment Committee for review. Admission decisions are determined by several key factors including: student's academic record; Grade Point Average (GPA); area of study; GRE scores (Unless waived); a resume; and most importantly the personal statement and letters of recommendation where the student's goal and potential are assessed through relevant narratives. International Students are required to have five additional resources: TOEFL (or IELTS) scores; evidence of adequate financial resources; proper Visa status; a transcript evaluation by any member of National Association of Credential Evaluation Services (NACES)

(http://www.naces.org), such as World Education Service (WES) (https://www.wes.org); and a video-based interview to evaluate language and communication skills.

Applicants to the MI program are a very diverse group in terms of work/life experiences; goals; ethnicity; race; and reasons for wanting to pursue a MI degree in their designated area of concentration as illustrated in (S4 Evidence Folder 4: MI ITI Diversity report). It is not uncommon to have applicants with a doctorate apply for a professional degree because their goal is to work or manage an academic library or research center. Our program sees many applicants who have earned their Juris Doctor (JD) and are practicing lawyers, many of whom realize that their passion lies in the knowledge management area of a firm, or the information gathering/research component of the legal process. They see this degree as a gateway to that goal. Some students are very specific in terms of what they want. For example, School Library students are that type of persona. Similarly, Data Science students tend to have a strong sense that this is the arena they want to focus on the most within an information related (as opposed to business or computer science) context. Archives and Preservation students typically come to the program with a rich

background in humanities studies (Literature, History, Art History, Archaeology, and Anthropology).

Admission: Dual Degree Pathway

In addition to standard admission, our program has created a Dual Degree pathway for high achieving Information Technology and Informatics (ITI) students. Details are provided here: https://comminfo.rutgers.edu/academics/graduate/master-information/program-information/dual-ba-and-mi-degree-pathway-rutgers-information-technology-informatics-iti-majors. This community of approximately 800 undergraduate majors fall within the operational and intellectual domain of the LIS Department.   All ITI students (as well as undergraduate students in any school at Rutgers University) can apply for a MI degree upon completion of their undergraduate study. In contrast, the Dual degree pathway provides an articulated program of study for highly qualified undergraduate ITI students that enables them to begin MI graduate study in their Senior year of undergraduate work. First, these ITI students must qualify for this opportunity with respect to their program of study and credentials that are clearly articulated in the application criteria on the website.

ITI students must meet the following criteria for consideration to this program of study:

- Completion of at least 90 credits
- Maintenance of a GPA of 3.0 or above.
- Submission of essay responses to questions presented in the online application.
- Completion of 90 credits by the end of their sixth semester.
- Submission of an official copy of their transcript.
- Submission of one (1) letter of recommendation from a professor in their major.
- Have 4-5 courses (i.e., 12-15 credits) remaining to complete the elective requirements for the ITI major.

Once they submit their applications, the MI Program Director in conjunction with the ITI Program Director carefully reviews them. Academic performance, student engagement in organizations and other leadership roles, as well as their personal statement are considered. Selection is heavily based on the Director's and relevant faculty members' knowledge and endorsement of a candidate. This might appear a benign criterion, but it is truly a telling one because in a major of approximately 800 students, it is critical to be known and endorsed by a faculty member as an indicator of that student's success! Admission is highly competitive and selective because of the academic rigor involved in this pathway. The admission process for Dual Degree (4+1) students as well as the MI general population specifically looks for qualified candidates who will succeed in the program and later within their professional pursuits. One key indicator for such success is the quality of writing in the application packet that underscores the value of the personal statement in the process of applicant review.

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

As elaborated in Standard I, the MI structure that provides the curriculum for concentrations has enabled us to more clearly identify pathways and, in turn, advising channels. Most students come to the program with at least a general idea of their interests, and in what context they would prefer. These goals are also articulated in their personal statements in the admission application.

Since the implementation of the Master of Information Program, structured advising and connection of program content to career goals has evolved into an ongoing practice. The basis for constructing coherent programs of study resides in the design of the program itself. The construction of the concentrations and their connection to career pathways and students' professional goals is articulated in the program structure and documentation. This is also reinforced in conversations with advisers and other program staff.

Every new student receives a welcome letter from the Program Director that provide a link to the MI Welcome/Resource page. (S4 Evidence Folder 8: MI Welcome Letter) Of importance on this site is the Program Overview (https://sites.google.com/a/scarletmail.rutgers.edu/mi-welcome/program-overview) to which all students are directed upon admission and particularly through their first semester of study. All new students are advised at multiple points to connect with the program director who, upon determination of their professional and academic goals refers them to an appropriate faculty member. Students are typically referred to concentration coordinators, although, depending on their niche interests, we may direct them to a faculty member who specializes in that area. This process enables students, in tandem with degree requirements, to construct their personal program of study. Students who begin planning their course of study with a concentration coordinator are also encouraged to reach out to any faculty member who aligns with their professional and academic goals.

As mentioned in the Standard I and II narrative, when students engage in 17:610:501 *Introduction Library and Information Professions* they are also guided to explore their career goals and connect them to their program of study. (S4 Evidence Folder 9: Excerpt from 17:610:501 Introduction to Library & Information Professions) Throughout their time in our program they can participate in many career fair and networking opportunities. As previously mentioned, the Career Services Center that is situated within the Office of Student Services provides and encourages multiple opportunities for engagement, career management, networking and growth. Career services at SC&I helps students identify their career goals, present their professional "self" in resumes and LinkedIn accounts as well as directs them to placement opportunities.

The introductory course 17:610:503 *ePortfolio Capstone* also requires that every student graduating from the program create a professional presence, website, portfolio, LinkedIn account and a paper resume. The goal here is that students leaves the program with a sense of academic accomplishment, an ability to articulate that accomplishment in some form of value to them and move forward as active professionals in their choice of information industry and function.

Students have access to continuing opportunities for guidance, counseling, and placement assistance through support provided by the Office of Student Services. In addition,

Rutgers University provides a range of services for graduate students including the Rutgers Office of Student Affairs that provides graduate student assistance (http://rhscaps.rutgers.edu/services/graduate-student-assistance/) in relation to crisis counselling, drug assistance, legal assistance and psychiatric services.

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

With the MI curriculum structure, students can more clearly identify their areas of study as well as locate peers with similar interests. This is elaborated in Standards I and II. Our Master of Information program student organizations (https://comminfo.rutgers.edu/current-students/office-student-services/student-life/student-organizations) are an active and vital part of our community. Students are advised of the organizations and the value of professional engagement at many junctures during their tenure as graduate students. They are informed about these student organizations via 1) Orientation; 2) Through the course 610:510 *Introduction to Library and Information Professions*; 3) Listserv via emails; 4) Office of Student Service staff; and, 5) Online coaches through Pearson services.

What our program lacked, however, was an organization that focused on student experiences within the program that would provide students an opportunity to engage in program operation and management. The concept for such an organization—the MI Council--emerged in 2015; we called for student participation the following year. (S4 Evidence Folder 10: MI Council letter) The need for equitable representation of online and on-campus students--each of which constitutes ½ of our student body--drove creation of this organization. We launched the MI Council to serve as an advocacy voice for student needs and issues, as well as a provider of broader representation to various committees and administrative initiatives. The 2017-2018 year-end report illustrates the purpose, value and activities of this newly constituted group. (S4 Evidence Folder 11: MI Council year-end report)

The MI Council established peer-to-peer communication channels including, rumiadvisors@gmail.com, an online suggestion box (https://rumiadvisors.typeform.com/to/TVPwUL), and a Rutgers MI Student Facebook group (https://www.facebook.com/groups/324979288015689/). This, all-inclusive student council offers new avenues to elicit ideas and formalize student-led involvement with program-level decision making and goal setting.

Students who wish to participate in research are invited to do so through various channels, including faculty-student collaborations elaborated in Standard III. One popular avenue is for students to work directly with faculty on their existing projects through an independent study (for credit) in conjunction with a faculty supervisor or as part of a course they are taking. The following call for participation illustrates a student-led research project in a course supervised by LIS faculty member Dr. Sunyoung Kim:

> ***Have you taken online courses at Coursera, Udemy, Udacity, Lynda or others? We want to hear your experiences!***
>
> *Researchers at the Rutgers School of Communication and Information are studying the adoption and use of online learning platforms for personal development in young adults.*
>
> *Have you taken online courses from any of existing online learning platforms, such as Khan Academy, Udemy, Udacity, Codecademy, Lynda or others similar online learning platforms for more than 3 months? We would like to hear from you about your experiences of taking online courses!*
>
> *If you are interested in sharing your experience, please complete the short survey* here*. Once you complete the survey, one researcher in our team will contact you to ask for participating in a follow-up interview. Anybody between 18-24 years of age, who uses an online learning platform for personal development, and is comfortable with written and oral English, is eligible to participate.*

Details are at the survey link: Online Learning Platforms survey

Another example is students doing guided research with a faculty adviser at a professional conference. In one instance, students from an archives class participated in a poster session held at MARAC (Mid-Atlantic Archives Conference) in Newark, April 20-22, 2017. (S4 Evidence Folder 12: MARC Newark Poster Session) Their "Archival Lab Remix" panel featured six individual posters (see pp 10-12) by MI students. The students were identified through 17:610:583 *Foundations of Archives and Preservation,* an online class. Professor Marija Dalbello mentored each student, helping them through a number of steps including: formulation; submission of abstract; design; production; and preparation for each poster. An interactive poster session was also presented with online demos and handouts.

Below is a description of the project:

> *"Archival Lab Remix" Posters and Demos*
>
> *Department of Library and Information Science, Rutgers University*
>
> *The six posters with demo presentations titled, "Archival Lab Remix" were created in Marija Dalbello's Foundations of Preservation and Archives class in Spring 2017 (Department of Library and Information Science at Rutgers, The*

State University of New Jersey). The "remix" projects each explore the narrativization of primary source materials using new media platforms and technologies of production. The students each took a deep digital dive with the primary source content available online and curated an object (or a series of objects) to reveal the meaning, the beauty, and the possibilities of interpretation for these digitized forms, repositioning them in a new context for meaning making. Each of the projects presents a unique vision of how a student engaged with the material she curated. The projects were guided by the idea that opening primary source collections to citizen archivists can prompt reinterpretation of these materials, especially those found in the digitized collections. The projects employ a "mashup" fusion approach and emphasize creativity and storytelling. We are hoping to inspire public institutions to increase public engagement with their archival collections and organize citizen challenges.

The students who participated with the posters included:

1. The East Asian Calligraphy Challenge, MI Student Lauren Bell
2. Archiving America: George Washington's Letters, MI Student Jessica Bielen
3. We the People Protest, MI student Sherri Hinrichs-Farber
4. Prepare for Docking: The Staten Island Ferry in Artwork, Words, and Images, MI Student Lynette Ford
5. Caption This! Faces of the Farm Security Administration Photographs Collection, MI Student Melissa McGeary
6. Dressing the Past, MI student Julianna Pakstis
7.

IV.5.3 Receive academic and career advisement and consultation;

As already mentioned, the student advisement process starts at the application stage and does not stop until students graduate. Advising is divided into 2 categories and follows interrelated, but different pathways. Academic advising is undertaken only by faculty or the Program Director, with assistance from Student Counselors under special circumstances, such as an alert from the Program Director identifying a lack of specific courses. Counseling about non-curricular matters is performed by student support staff who assist with registration, financial aid application, disability reporting and many other areas.

Academic advising is linked not only to the logistics and layout of the program, but also to the experience and expertise of the faculty who create the program. Office of Student Service personnel back up the faculty, both online and on campus, and share responsibilities like career advising, where faculty know their profession best in terms of necessary coursework, but Career Services staff help students create a better LinkedIn page or resume. They might also coach students about strategies for job interviews and assist their navigation through Job Fairs and other events. All staff are well-informed in how the MI program pathways connect to individual and group career goals and aspirations. Finally, students seek help and support from professional organizations including ALA and NJLA.

IV.5.4 Receive support services as needed

As outlined earlier in the Standards IV narrative, the *Office of Student Services* provides comprehensive support and assistance to MI students. The student services staff engage students through the life-cycle of their experience in the program from admissions through enrollment and registration, degree tracking and certification, and ultimately graduation. The professional staff of the Office of Students Services works closely with students to identify their needs and provides them with direct guidance and assistance. Staff make appropriate referrals to university offices and auxiliary services when necessary. The office of student services provides primary support around: Student Support and Referral; Career and Internship Support; and Student Life.

Funding for student organizations comes from the Student Services office headed by the Assistant Dean for Student Services. SC&I budgeted a total of $3600 for the master's student organizations for the 2017-2018 academic year. Each organization can request up to $300 per semester for assistance with planning and executing activities and events. Such budgetary standards are the result of an evolving infrastructure to support student efforts equitably and institutionally. Student organizations request funds by completing a request form (available in the Student Organizations Sakai site) that requires the organization to describe the event or activity of interest, a budget of anticipated expenses, and a signature from the faculty advisor.

Once approved, funds are distributed and managed through an arrangement with the SC&I Student Services office and the SC&I Business office. Student organization members coordinate with Student Services staff to make purchases or reservations, and to process reimbursements.   Since the Student Services staff make these arrangements on the organization's behalf, the organization never actually receives any funds unless an individual student member requires reimbursement for incurring an expense.

IV.5.5 Form student organizations; and IV.5.6 Participate in professional organizations.

Our program combines student activities with participation in professional organizations. Student organizations, introduced in the self-study narrative in Standard I, offer an active pathway for participation in professional networks and activities. We do not encourage passive "hanging out" and talking about professional organizations. Rather, we foster students joining, participating and eventually leading their chosen fields.

Most of the students become members of one or more professional organizations that align with their career goals. Below is the list of the most common professional organizations in which students participate:

- American Society for Information Science & Technology Student Chapter (RU ASIS&T); adviser: Professor Kaitlin Costello; previous: Professor Chirag Shah
    - Organizes distinguished lectures in conjunction with NJ ASIST including Paul Kantor, PhD and Michael Buckland, PhD.
    - Organizes happy hour meetups to connect Rutgers students with other ASIST chapters (e.g. Drexel).

- ○ Organizes workshops, including on in conjunction with NJ ASIS&T, which won the Chapter event of the year award in 2016 (https://www.asist.org/about/awards/2016-award-winners/) for a workshop on Creativity, Imagination & Innovation in the Workplace & Home Life: Practical Methods & Techniques (https://www.asist.org/events/asist-regional-meeting-2016-rutgers-university/)

- ● Library and Information Science Student Association (LISSA) Adviser: Professor Ross Todd
  - ○ Among the most active student organizations for Library and Information Science students in the program.
  - ○ Strong membership--library science still constitutes ¾ of all students enrolled in the program.
  - ○ A report of recent activity describes the nature of LISSA's annual goals and accomplishments (S4 Evidence Folder 13: LISSA end of year report May 2018).
  - ○ Set goal of integrating projects and plans with other related student groups to avoid redundancy and to increase participation.

- ● Special Libraries Association - Rutgers University Student Group (RUSLA); Adviser: Professor Lilia Pavlovsky (interim)
  - ○ The Special Library student group has diminished due to low professional profile of SLA and the fact that many relevant activities are at the professional level.
  - ○ SLA students are often members of other organizations and tend to attend functions sponsored by local professional organizations such as NY SLA; NJ SLA as well as niche organizational divisions (e.g. Competitive Intelligence; and Knowledge Management)

- ● Student College, Academic, and Research Library Association (SCARLA): Adviser: Professor Marie Radford

  - ○ Organizes speakers, lecture series, events, trips and workshops to promote understanding of academic librarianship.
  - ○ Fosters community among the students, faculty, and librarians at SC&I and the Rutgers Library System and participates in conferences and activities sponsored by professional organizations at both the state and national level.
  - ○ Affiliates with the NJLA College and University Section and the ACRL New Jersey Chapter.
  - ○ Activities (and officers) for the fall and spring semester can be found in the following articles: Fall 2017 (http://cus.njla.org/content/newsletter/fall2017/) Spring 2018

- Student Organization for Unique and Rare Collections Everywhere (SOURCE); Adviser: Professor Marija Dalbello

  - Officially part of SAA (Society of American Archivists) to whom they report their activities. An example of a recent report is available at: https://www2.archivists.org/sites/all/files/2017_SAA-Annual-Report_Rutgers.pdf
  - Addresses the interests of students who wish to learn more about special collections, archives, digital archiving, records management, museums, rare books, manuscripts, and preservation.
  - Useful links include meeting schedules (http://wp.comminfo.rutgers.edu/source/digital-archive/meeting-minutes-agendas/) and the innovative Open Access Origami Project, http://wp.comminfo.rutgers.edu/source/digital-archive/open-access-origami/

- Rutgers Association of School Librarians (RASL): Adviser: Professor Joyce Valenza

  - Engages students in School Library activities.
  - Provides an opportunity for students to visit a variety of exemplary school library programs across grade levels and settings in New Jersey through The School Library Bus tour (https://www.smore.com/vq6jj)

The above organizations, along with those referenced in 17:610:501 *Introduction to the Library and Information Professions* class, are aligned with various professional groups; students are encouraged to join and become active members. Student organizations meet monthly during the semester and include online students through various digital connections such as Google Hangouts, GoToMeeting, Zoom, and Skype.

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

Our program reports outcomes of systematic evaluation to the Assistant Dean of Instruction and Assessment and the Associate Dean of Programs at the School of Communication and Information (SCI). We then submit all data and reports to the university wide Assessment Council on Learning Outcomes (ACLO) (https://ctaar.rutgers.edu/assessment/infrastructure.html). ACLO's goal is to establish a strong culture of assessment and evidence-based curriculum development. Assessment activities are designed to provide valid practical information for decision-making about how to improve student learning. (S4 Evidence Folder 14: Syllabus: 17:610: 503: *ePortfolio Capstone*) All students take our ePortfolio Capstone class, preferably as close to graduation as possible. The class incorporates two activities: 1) creation of a professional portfolio/profile that encapsulates career goals and vision; and 2) creation of

an academic portfolio that assesses and reflects on student learning experiences. The latter project is rich with programmatic assessment data that serves as a useful source of information for programmatic review and changes.

Professional Profiles: Though most students have some form of professional profile, they do not always update them to reflect professional goals after graduate study. This class creates or enhances opportunities for them to design a professional profile of their choosing (a LinkedIn profile; a website; or even a resume) for submission. Students are not required to submit a specific format because not everyone is comfortable with a public or social media presence. Every student is also asked to connect with the instructor via LinkedIn if they have a social media presence. This is useful for maintaining contact with students and alumni. Below are examples of professional portfolios created by students (who gave us permission to share):

- Michael Stirm: http://www.mikestirm2.com/index.html
- Kate Reid: http://www.katereidme.com/
- Jaime Pfisterer: https://jaimepfisterer.wixsite.com/novelidealibrarian

Assessment Portfolios: Students complete a matrix that combines program goals. It includes ALA curriculum criteria and other questions pertaining to their program experience and suggested improvement. Students are given instructions and access to a grid which they download and complete. (S4 Evidence Folder 15: Academic Assessment portfolio Instructions and 17:503 Assessment rubric) It is difficult to share this data in a public document due to the private nature of the information sought. Anonymizing the data is not possible because most of the text leads to an artifact that is an outcome of an assignment or project the student created for a class. At the end of each semester, the narratives are reviewed by the 17:610:503 instructor; if clusters of comments emerge, they are shared with relevant faculty, administration or student support professionals. After a semester ends, the Program Coordinator creates a document that extracts key comments pertaining to program improvement in the form of a meta-analysis. This procedure was introduced recently and has made distribution and further analysis much easier because it consolidates feedback into a single sharable report. Of concern with these data is protecting the privacy of students, a top priority of staff and faculty.

To illustrate how we make good use of this data is an example from 2013/2014 when students submitted many comments about the need to make the school library program curriculum more relevant. This information was shared with the School Library area faculty and resulted of an overhaul of the school library curriculum, as documented in Standard II, incorporating feedback from Alumni as well as through the Relevance in Learning initiative. (S2 Evidence Folder 20: Relevance in Learning initiative) Sometimes comments focus on student support operations that lack clarity or value. We share those comments with the appropriate supervisor and staff member engaged in that aspect of the operation. Our fully online students often comment on the need for community building--a complex task full of challenges as well as opportunities. Though some change has resulted in stronger community niches, we continue to keep this challenge on our list of priorities for ongoing program improvement.

In 2017, the Annual Assessment review recommended that accreditor criteria be linked to program learning goals. The initial phase was documented in the 2017 Annual Assessment Report (https://comminfo.rutgers.edu/sites/default/files/sci-web-report-on-assessment-ay-2016-2017.pdf) to the University Assessment Committee where the program goals were aligned with ALA criteria. The program assessment process continues to evolve and the 2018 Assessment report for the Master of Information Program notes that the next step for assessment must move into a more quantitative format while, at the same time, keeping the richness of the qualitative data.

Functionally, the academic Assessment portfolios are a rich source of information about student learning and their evaluation of their experience in the program. Two questions were added asking students what our program does well and where the program could use improvement. These data go back more than 10 semesters (7 years) of feedback. What started out as a "reflection project" has since evolved into a primary resource for program assessment.

Next steps:

The 17:610:503 *ePortfolio Capstone* is the only place where student participation in the assessment and evaluation process is 100%. We need to review the assessment grid and the data collected to determine if we can quantify it in a way that would enable more concise reporting and track trends without diminishing the invaluable qualitative data that reflects student experiences through their voices and narratives. In the future, we plan to constitute an external committee of alumni and other industry professionals to review and evaluate the assessment portfolios.

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

Every student must register and complete the 17:610:503 *ePortfolio Capstone,* an invaluable indirect assessment tool. In this class they fill out a form/rubric that lists 6 curricular criteria/outcomes defined by our accrediting institution, the American Library Association. (S4 Evidence Folder 16: 503 Assessment Rubric) Although a zero-credit course, students must earn a "pass" grade in order to graduate so their response rate is 100%. Students reflect on their learning experiences and submit artifacts, documents and experiences (e.g. internships, etc.) that support their reflection on how and where within the program they acquired specified competencies. Most recently, after the revision of the Program Learning Goals began, we considered linking the program learning goals to the accreditation competencies (see this (S4 Evidence Folder 17: Rubric for Analysis) -- still a work in progress but used in this past evaluation.

Survey results:

Each student fills out a separate document. We now have 48 assessment portfolio documents and data that are then transferred to a spreadsheet. For more information and

examples of results: (S4 Evidence Folder 18: Indirect/Direct assessment report Closing the loop discussion)

The process of analysis is qualitative. Since 2017, we have focused on migrating data from the discontinued eCollege courseware system where this information was housed. Through the process of migration, we have created a meta-analysis form of the 3 fields geared directly towards program improvement.

This file reorganization and meta-analysis of responses brought this assessment process to the next step of program improvement. The process will also help us create a more structured survey for future analysis. A PDF file is attached for your review of the condensed data. ***This information cannot be made public due to comments that refer to specific names and courses, with a concern for student privacy.***

Student visions of a standard or goal are directly related to their pathways in the program—a method of direct assessment. LIS students might select a digital story or an accomplishment in 17:610:550 to show that they have mastered a secondary technology (production of digital stories) or a basic website created from scratch. Data Science students pursue very different projects that entail much more complex coding, retrieval and analysis of data. Both objectives and outcomes correlate not only to the program goals but to student career goals: One might pursue reference work at a public library or become a school media specialist while the other is looking for positions in data analytics and programming that are more back-end operational/analytical. Nevertheless, our program is flexible enough to fulfill both student's goals in terms of their work and accomplishments.

As an "aside" note, one of the most interesting responses in many of the categories (esp. Category 6) was that students typically wrote "all courses did x" but these 2 courses are the ones I want to highlight. Interpretively speaking, this means that the standards, criteria and goals permeate a large portion of the curriculum and the results are not as "siloed" as they once were. So, for instance, 17:610:550 *Information Technologies* is a course that was always referenced in the 3rd standard relating to technology competency. This year, although still mentioned, students also listed reference, searching, social informatics, and other classes. More information can be found in the report. (S4 Evidence Folder 18: Indirect/Direct assessment report Closing the loop discussion)

The biggest challenge our program has is also its greatest asset: diversity and flexibility. Because we have a large group of students who fall into 5 different concentrations it is not uncommon to get insights that are concentration focused (I want more library courses) v. (I want more data science courses). There are also comments that focus on modality of content delivery. On campus students always want more choices but demographically they are a small sector; this is a concern that needs addressing at the onset of a student's experience in our program. We need a better way to analyze course-specific comments, perform quantitative analysis of those responses, and resolve course-related problems such as dated materials, course design, etc. more quickly. Though not perfect, the assessment portfolio remains a useful 100% response tool for soliciting, digesting and implementing program feedback and closing the loop on suggestions for improvement.

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

Student feedback is continuously looped into program and curriculum development. The MI program itself is a result of multiple stakeholder input into the direction of the program that included student voices. Students also engage formally and informally with curriculum planning, program change, and scheduling. Formally, the Assessment portfolios help program management pinpoint areas that require change. Informally, students are strongly connected to program management via listservs and other communication channels such as correspondence from student service staff to track concerns and recommendations. Indirectly, student inquiries help us create better information resources such as information on the web site, and the MI Program Resource and Welcome page.

V: Administration, Finances, and Resources

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

Rutgers University includes 30 schools and colleges on three regional campuses within the State of New Jersey. As described in the Introduction to Standard I, the Department of Library and Information Science (LIS) is part of the School of Communication and Information (SC&I) on the Rutgers-New Brunswick campus. Rutgers-New Brunswick is the Rutgers University entity with membership in the Association of American Universities (AAU) and the Big Ten Academic Alliance and includes the following schools. (https://www.rutgers.edu/academics/schools-colleges):

- Edward J. Bloustein School of Planning and Public Policy
- Ernest Mario School of Pharmacy
- Graduate School of Applied and Professional Psychology
- Graduate School of Education
- Mason Gross School of the Arts
- Robert Wood Johnson Medical School
- Rutgers Business School–Newark and New Brunswick
- School of Arts and Sciences
- School of Communication and Information
- School of Engineering
- School of Environmental and Biological Sciences
- School of Graduate Studies
- School of Health Professions
- School of Management and Labor Relations
- School of Nursing
- School of Public Health
- School of Social Work

Organizationally, the institutional home for library and information science at Rutgers University has changed over the decades. As elaborated in Standard I, it began in 1927 as an undergraduate program at the New Jersey College for Women, later known as Douglass College. Librarianship changed to a graduate level program at Rutgers in 1953, the *Graduate School of Library Service* (GSLS). Five years later (1958) that school was renamed as the *Graduate School of Library and Information Studies*, and still later

acquired departments in Journalism and Communication and became the *School of Communication, Information and Library Studies* (SCILS) in 1982. In 2009 the name became the *School of Communication and Information* (SC&I) but this was purely a nomenclature edit and involved no structural change.

Rutgers University is a decentralized institution in which each school manages its own budget, faculty and staff, educational programs, and facilities. SC&I's annual budget of about $33M (inclusive of all revenues) operates within the university's Responsibility Center Management model. This budget allows the school to hire its own faculty and staff even as we draw on the human, technological, and physical infrastructure of the university. SC&I currently occupies six buildings and additionally holds some classes in fifteen other university buildings. Among the other university resources, we use are parking, buildings/grounds maintenance, bus services, libraries, network infrastructure, and security services. The school's staff plan and manage daily operations in IT, student services, business and human resources, instructional design and technology, and general administration. The staff are centralized, with some serving the entire school and some focusing on particular departments or programs.

Faculty recruitment is performed by each department in the school, including world-wide searches and evaluation through written applications, video interviews, and campus visits. The dean participates actively in the process. Ultimately the department recommends faculty candidates for hire and the dean must approve, negotiate, and make offers to candidates. Promotions and tenure of faculty involve an in-depth review and recommendation by the LIS Department's Personnel Committee, by a school-wide faculty Appointments &Promotions Committee, (A&P), by the dean, and then by the University's Promotion Review Committee (PRC) (https://academicaffairs.rutgers.edu/promotion-review-committee) and the Board of Governors (https://governingboards.rutgers.edu/sites/governingboards/files/00010147.PDF). Procedures are set out in the Rutgers Academic Appointments Manual 2016 .

The LIS department designs and manages the Master of Information curriculum including courses, requirements, and concentrations. The systematic procedure for this process is elaborated in Standards I and II. LIS faculty completely control admissions standards and processes in conjunction with its Student Affairs, Admissions and Recruitment Committee, and independently make the admission or rejection decisions on each applicant. The MI program director creates each term's schedule and, working with the chair, assigns full- and part-time faculty to course sections each term.

The school and the departments have their own sets of bylaws and committee structure to assure shared faculty governance:

SC&I By-laws: https://comminfo.rutgers.edu/sites/default/files/sci-bylaws-updated-corrected-oct-2016.pdf

LIS Department By-laws: https://comminfo.rutgers.edu/sites/default/files/lisbylawsapproved_sep19_2012_v2-and-revised-apr-16-2014.pdf

The organizational chart for SC&I is replicated here:
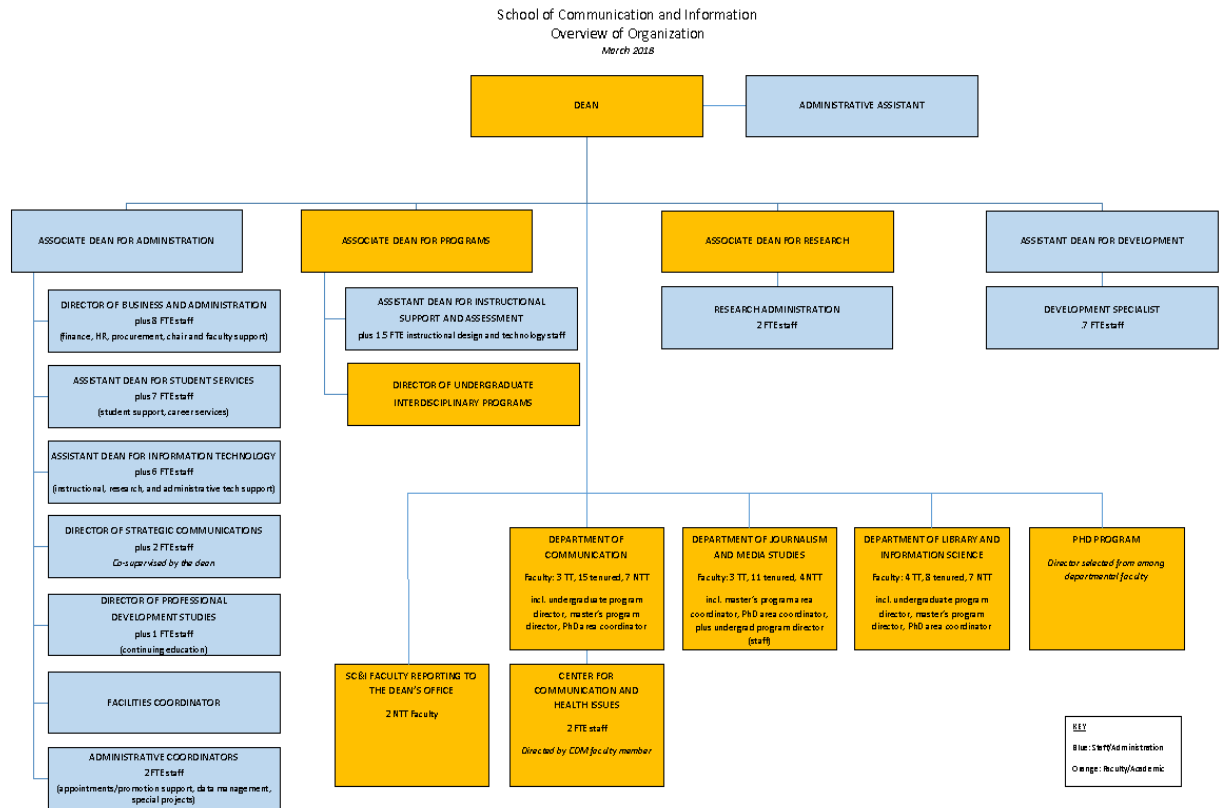
School of Communication and Information
Overview of Organization
March 2018

SC&I has three associate deans, one each for research (Mark Aakhus), programs (Dafna Lemish), and administration (Karen Novick). The department has a chair, plus directors of our undergraduate and masters' programs, and permanent committees for curriculum, planning and governance, scholarships, student affairs, research, scholastic standing, and personnel. Ad hoc committees are created for faculty searches and other temporary purposes. We also participate in oversight of three school-wide programs: two undergraduate minors and the PhD program. One faculty member serves as our doctoral area coordinator and works closely with the PhD program director.

(SV Evidence Folder: 1) contains the CVs of the SC&I Administrative Personnel in this order:

Jonathan Potter, Dean

Dafna Lemish, Associate Dean for Programs

Mark Aakhus, Associate Dean for Research

Karen Hundert Novick, Associate Dean for Administration

Narda Acevedo, Director of Business and Administration

Rob Eccles, Assistant Dean for Development

Regina Efimchik, Director of Professional Development Studies (continuing education)

Kevin Ewell, Assistant Dean for Student Services

Jon Oliver, Assistant Dean for Information Technology

Brenda Sheridan, Director of Strategic Communications

Sharon Stoerger, Assistant Dean for Instructional Support and Assessment

(SV Evidence Folder: 1: CVs SC&I Administrative Personnel)

Profile of the Senior Leadership

The faculty dean and associate deans of the school are senior scholars who have excelled as researchers, teachers, and administrators over their careers in higher education.

Dean Potter's expertise is in the field of discourse studies, with a particular focus on the way careful analyses of interaction can be a route to understanding and reworking basic psychological questions. His 1987 book *Discourse and Social Psychology* developed a new way of thinking about social psychology – highlighting the role of communication – and continues to be widely influential. His 1996 book, *Representing Reality,* on epistemics, fact construction, and communication also has been heavily cited. His rank at Rutgers is as Distinguished Professor, and he has served as dean since 2015. Before coming to Rutgers, he served as dean of the Loughborough University School of Social, Political and Geographic Sciences for four years, and before that as a department chair. He has sat on more than 20 editorial boards, is a member of the Academy of Social Sciences, and is an honorary fellow of the TAOS Institute.

Associate Dean Lemish's research interests include children and media, gender representations and identity construction, media literacy, qualitative methodologies, and feminist theory. She is a Fellow of the International Communication Association, the first recipient of the Teresa Award for the Advancement of Feminist Scholarship of the Feminist Scholarship Division, and the inaugural Senior Scholar of the Children, Adolescents and Media Division. Her rank at Rutgers is as Professor and she is being reviewed for Distinguished Professor in the coming year. She came to Rutgers University

in 2016. Before joining SC&I, she was Dean of the College of Mass Communication and Media Arts at Southern Illinois University, and a department chair there and at Tel Aviv University.

Associate Dean Aakhus investigates the relationship between communication and design, especially the uses of technological and organizational design, to augment human interaction and reasoning for decision-making and conflict-management. He has been a faculty member at Rutgers since 1996 and been promoted up to Professor at the university. He served one term as co-director of the Master's in Communication and Information Studies program.

Associate Dean Novick is a non-faculty administrator responsible for the human, financial, physical, technical, and organizational infrastructure of the school. She has been in her current role for twelve years and at SC&I for twenty-five years, previously as the director of Professional Development Studies, the continuing education program. Dean Novick is an alumna of the master's program of the school and was a public library director before coming to Rutgers.

As evidenced by their resumes, the senior staff of assistant deans and directors at the school are a highly qualified set of administrators. Several have served in similar roles at other units at Rutgers and at other universities.

Of these eleven administrators, nine are white, one is black, and one is Hispanic. They range in age from early 40s to mid-60s. The classifications of these positions within the human resources scheme at Rutgers University and the salaries are parallel to the classifications and salaries of other similar positions at the other schools of Rutgers University.

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

Rutgers University has a unique governing structure. A 41-member Board of Trustees has fiduciary responsibility over property and acts in an advisory capacity to the Board of Governors which is the main controlling body. Of the Board of Governors' 15 members, eight are appointed by the governor of New Jersey and the other seven are elected by the 41 members of the Board of Trustees. There are student representatives on both Boards, and SC&I students are eligible to be selected for these positions. (https://www.rutgers.edu/about/leadership-governance)

Rutgers University is led by a president, a post currently held by Robert Barchi, and he appoints a cabinet of vice presidents. Each of the four main divisions of the university is led by a chancellor who reports to the president. The interim chancellor of Rutgers-New

Brunswick is Christopher Molloy (https://nbchancellor.rutgers.edu/leadership-team/chancellors-cabinet), who is responsible for both charting the university's future and leading the day-to-day operations of Rutgers' flagship campus, an institution with more than 42,000 students, 10,000 faculty and staff, 11 degree-granting schools, five academic research centers, three administrative units, a premier Honors College, Douglass Residential College, and the Zimmerli Art Museum. He previously served as Rutgers University's senior vice president for research and economic development since December 2013.

The deans of the 30 schools at Rutgers each report to the chancellor of their division and serve on their chancellor's council. In addition, the university president convenes an Administrative Council of the vice presidents, chancellors, and deans, although this body is used for information dissemination rather than decision-making (https://www.rutgers.edu/about/administrative-council).

At the university level the Senate (http://senate.rutgers.edu) is the single standing body advising the president and it represents the entire Rutgers community of faculty, staff, students, administrators, and alumni. SC&I, like other schools, can elect one student and one faculty representative. SC&I staff and alumni can run for a Senate seat as part of the campus-wide elections in these areas, and for many years we have had at least one staff member on the Senate. A SC&I staff member currently serves as vice-chair (similar to vice-president) of the Senate. LIS faculty member Chirag Shah currently serves on the University Senate.

Within Rutgers-New Brunswick there are a variety of standing committees governing aspects of university life, and SC&I faculty and staff have representation on them. A sampling of these committees includes:

- Chancellor's Council on Academic Program Coordination - we are part of a rotation on this body
- Continuing Education Coordinating Council – we have one representative on this body
- Core Curriculum Committee – we have one representative on this body
- Faculty Council - each of our departments elects one faculty member per year to this body
- School of Graduate Studies (the administrative entity that controls doctoral programs) – we are part of a rotation on this body
- Undergraduate Academic Affairs Leadership Council - we have one representative on this body.

In addition, there are ad hoc committees established in New Brunswick and across the university each year to address issues of particular concern. Among issues being addressed by committees in the current year on which we have representation are:

- Creation of a "design" school or program
- Revision to the coordinated structure of undergraduate education in New Brunswick

- Development of guidelines for faculty scheduling
- Review and possible change of course management systems.

SC&I faculty and staff participate in many working groups on campus that enable the school to influence university policies and procedures and to maintain close working relationships with many other units. The dean and associate and assistant deans participate in peer groups on campus so that they interact with those doing parallel jobs at the other schools. Some of these are information-sharing groups and some are presided over by a vice-chancellor and have authority to make certain decisions. Faculty within LIS and at SC&I overall are tremendously active in research, instruction, and governance committees on campus. The department and school also have a strong history of faculty leadership in the faculty bargaining units. Altogether this participation on campus assures that we have strong connections to potential collaborators at the instructional, research, and administrative levels. As an example of an administrative collaboration, SC&I was one of a handful of New Brunswick units who together established a high-performance computing cluster on campus several years ago.

Most LIS faculty are members of the School of Graduate Studies, the administrative unit that oversees doctoral degrees at Rutgers University. They are also affiliated with other schools such as the School of Arts and Sciences and with research centers such as RDI2, the research data initiative discussed elsewhere in this report.

In terms of funding decisions, Rutgers University developed a Responsibility Center Management budget model (http://ombuds.rutgers.edu/policy-copy/RCM_HFM_FG%20for%20TTH_20141215.pdf) and implemented it beginning in the 2016-17 academic year. The RCM model is budgeting approach in which each unit is financially responsible for activities and held accountable for direct and indirect expenditures with strategic investments by academic leadership to advance the university as a whole. In this model, revenues are credited to the Responsibility Center that generates them, and schools must then pay for their direct expenses as well as a share of the expenses to fund the Support Units. Thus, decisions regarding funding and resource allocation are made on the same basis for SC&I as for comparable academic units at Rutgers University. This is elaborated further in Standard V.6. Of thirty schools at Rutgers University, only a small number are self-sufficient in that they are revenue positive without any direct state appropriations, and SC&I is one of the schools that operates "in the black."

V.3 The administrative head of the program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

Rutgers University policy on the dean as the principal administrative officer of a unit specifies:

> A Dean or director shall be the principal officer of each academic unit of the University.... This officer shall be charged with the supervision of the administration of that unit, to ensure that such administration is carried out in accordance with the policies of the University....shall provide overall direction for the several department chairpersons and directors of degree programs in that unit and shall lead the faculty and staff of the unit in the creation and implementation of effective programs of instruction, research, service, and student life. Each Dean ... shall provide overall direction for the faculty... and shall lead the faculty ...and staff of the unit in the creation and implementation of effective programs of collegiate instruction, service, and student life. (Rutgers policy 50.1.6: Academic Unit Officers - http://oirap.rutgers.edu/msa/Documents/50.1.6.pdf)

Like other Rutgers deans, SC&I Dean Jonathan Potter has authority over personnel, budget, facilities, and programming. As presented in his CV, Dean Potter was previously Dean of the School of Social, Political and Geographical Sciences at the University of Loughborough (UK). He was also Professor of Discourse Analysis in their Department of Social Sciences and head of Department. He was chosen to be dean at SC&I in 2015 after an international search. Dean Potter has 34 years of academic and leadership experience since receiving his PhD at the University of York. He is an enthusiastic and engaged educator with a distinguished record in administration. He enjoys a highly regarded international reputation for his research at the intersection of communication, psychology, and language. Dean Potter has written 11 books and 61 research articles. His current salary is the median for the dozen deans at Rutgers-New Brunswick, and SC&I's size is roughly median among those schools as well.

The chair of the Department of Library and Information Science is Ross J. Todd, whose PhD is from the University of Technology in Sydney, Australia. His research focuses on the engagement of people and their information worlds, and how this interaction can be understood to facilitate professional action and change. It focuses on the interconnectedness of people, information and knowledge, the development of creative and responsive information interventions and services, specifically focusing on adolescent information seeking and use, inquiry learning in digital information environments, the transformative role of school libraries in 21st-century schools, their integral role in the learning fabric of schools, and their role in ongoing school improvement and reform. His CV is in (Shared Evidence Folder 2: MI Full-time Faculty CVs) and also available at: Ross J. Todd

The Director of the MI program is Lilia Pavlovsky (PhD, MLS) who has more than twenty years' experience of teaching and management at SCI. Previously Lilia worked in private and public institutions in the areas of knowledge management, research and technology centered training. Lilia has won numerous awards for her work in teaching, online course design and service. In 2012 she was winner of the ProQuest Library Journal Teaching award. Lilia was profiled in Rutgers Today in an article written by Carrie Stetler about her work and accomplishments. Since 2013 Lilia transitioned to administrative roles (Chair, LIS Taskforce; Chair, Curriculum Committee; Director MI

Program) that supported the program transition towards the Master of Information degree structure. Her CV is in (Shared Evidence Folder 2: MI Full-time Faculty CVs) and also available at: Lilia Pavlovsky

Dean	LIS Department Chair	MI Program Director
Jonathan Potter	Ross J Todd	Lilia Pavlovsky

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

The SC&I deans have always encouraged program evolution through systematic planning, review of program offerings, data analysis, and encouraging calculated risk taking based on context analysis. As documented in our Standard I and Standard II narrative, our educational pathways have been revised to offer an inclusive choice of concentrations within our MI degree, providing opportunity for specialization in LIS, Data Science, Informatics and Design, Technology, Information and Management, and Archives and Preservation. As elaborated in Standard II, this revision of the program has involved the creation of several new classes, such as a three-course sequence in Data Science. We continue to evaluate and reconsider how these courses are taught and include student feedback.

Student education includes opportunities outside our own department. As referred to in Standard III, we have faculty who are associate members of other departments such as Cognitive Science, Computer Science, and Public Health. Students may take courses not only in the other departments in our school, but also across the university, in accordance with the MI program transfer requirements. Students have opportunity to enroll in courses in other universities through the WISE Consortium. Although it is not common,

students may with permission attend classes at the other Rutgers campuses or even at other schools in the Big Ten (via the CourseShare program within the Big Ten Academic Alliance).

Faculty regularly attend and help organize meetings as part of the New Jersey Library Association, New Jersey School Library Association, American Library Association, Association of Library and Information Science Education, Association for Information Science and Technology, and the I-conference. Rutgers also hosts important meetings in our areas, such as the Joint Conference on Digital Library (2016) and the ACM SIGIR Conference on Human Information Interaction and Retrieval (2018). Students are encouraged to and do attend, speak at, and help organize these meetings and are given financial aid to do so. This is evidenced in the schedule of the most recent CHIIR meeting in New Brunswick NJ held 11-15th March 2018: (http://sigir.org/chiir2018/schedule.php)

We monitor and distribute to students all notices of job openings in our area via our student listservs and through the school's career services. As documented in Standard II, our academic program includes 610:503 *ePortfolio Capstone* a portfolio development class to help students prepare for job applications. Our experiential learning course 610:595 *Field Experience*, often introduces students to potential employers. Working professionals in the area are invited by the faculty and student organizations to talk to students as a way of increasing their contacts and opportunities. Student Organizations are discussed in Standards I and IV. For all of these organizations, the school provides a faculty adviser, meeting space, speakers, and financial support. Officers of the organizations gain practical experience in management and procedures, as well as develop organizational leadership skills. Meetings at Rutgers are routinely provided on video for online students. The student groups and faculty also organize and support field trips to local libraries or information organizations of interest. For example, when one of our graduates was head of the digital archive at the New York Philharmonic, he hosted the digital preservation class to show them the methods and materials used in that archive.

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

Thanks to our stable financial situation, we have more than 40 administrative staff in the school. This includes people who manage admissions, program marketing, assist and counsel students, handle business and human resources management, provide technology assistance, and provide expertise and development support in relation to instructional design and technology, and research grant support. In addition to the Dean and Associate Deans, (SV Evidence Folder: 1 contains the CVs of the SC&I Administrative Personnel). All administrative staff support is centralized across the school which has allowed us to employ individuals with significant expertise and allows for cross-training and back-up so that any one individual being absent does not have as great an impact. Some staff have primary responsibility for certain departments and programs, and some serve across

the school. All administrative staff have annual reviews, led by the Associate Dean for Administration, and full and part-time faculty provide input to the Associate Dean for Administration into that review process.

The recruitment, development, and evaluation of administrative staff at all levels is an undertaking that receives a great deal of attention and effort at our school. The Associate Dean for Administration oversees this undertaking. Particular attention is given to organizational development, recruitment and selection of new staff members, onboarding and evaluation, discipline, and professional development.

Organizational Development: We regularly review our staff structure and make changes to it as needed. For example, since 2012, as the school has grown, we have added six new full-time staff positions in areas of need (e.g., career services for students; faculty support; business and finance) and eliminated one full-time position in an area where there was less need (continuing education – although we hope to grow that operation again).

All newly created positions are vetted through University Human Resources (UHR: https://uhr.rutgers.edu/) and benchmarked across the university and externally to determine the appropriate classification. In addition, as jobs go through natural evolutionary change, we re-submit existing jobs that have changed to UHR for them to determine if the classification should be changed.

Job descriptions at Rutgers include several parts: (1) an overall summary of the position; (2) an outline of the position's key duties, the outcomes expected from each duty, and the percent of the job each represents; (3) explanations about the position's scope of authority, participation in strategic planning, and common problems they are expected to handle; (4) for IT and business positions there are more technical descriptions of responsibility; and (5) the qualifications and experience required for the position.

Recruitment and Selection of New Staff Members: As a public university, we make all available employment opportunities public. All of our open staff positions are posted to the university's online jobs portal, and all applications must be submitted through it. From the UHR jobs board, the postings are disseminated to the Higher Education Recruitment Consortium (HERC), HigherEdJobs.com, and Indeed.com. As one of the largest and most respected employers in the area, we generally receive a large number of applications. For example, for an administrative assistant or student counselor/adviser posting, we often get more than 300 applicants each.

For managerial or specialized staff positions, the school invests in advertisements in appropriate other venues to draw in a higher quality pool of applicants. For example, we posted for a director of strategic communications with the American Marketing Association and Public Relations Society of America; for a director of continuing education we posted with the Association for Professional, Continuing, and Online Education. We frequently post these types of staff positions to the online Chronicle of Higher Education as well.

Once the application period is closed for lower level positions, the supervisor of the position along with one or two peers within the department generally review the applications. For more senior staff positions, the supervisor along with one or two other department heads generally review the applications. In advance of the review, we agree on the major qualifications and experience we are looking for. The supervisor of the position coordinates the evaluations, the group gets together to discuss candidates to interview, and a first round of interviews is held. Following that, we narrow down the pool, generally to one, two, or three candidates, and a second round of interviews is held. For the majority of staff positions, we include faculty on one or both of the interview panels. Once we have a finalist – or in rare cases, when we have two equally strong finalists – we make reference calls. We generally require that at least one reference be a former supervisor, and that at least one reference be from the person's current position.

Onboarding and Evaluation: During a staff member's first few weeks on the job, we try to make sure they are introduced to all of their key constituents, have a chance to meet with department supervisors and staff from other areas, gain access to and training on all relevant online systems, and get a tour. Rutgers University also holds an orientation for new staff (and faculty) members in their first week to introduce them to the university as a whole and address their health and other benefits questions.

All new staff members are on probation for 90 days. While supervisors spend time with their new employees daily, just before the 90-day anniversary the supervisor schedules a time to formally discuss with the new employee how things are going, what questions are coming up, and confirms that they are continuing beyond the probationary period. Rutgers has a formal, annual review period for every staff employee. For staff in certain bargaining units that period is March/April, and for other staff it is in August/September.

Because SC&I is managed in a matrix organizational structure, staff work closely with many people who are not their direct supervisor. In advance of the review period each year, the dean's office sends out email to all faculty and staff in the school with a list of all staff members and their supervisors and encourages everyone to submit feedback to each supervisor about the performance of staff with whom they work. In some cases, supervisors actively reach out to faculty who work with particular staff to make sure to get their feedback. The input from the wider community is then woven in by supervisors into the performance review.

Each staff member's performance review includes discussion of several topics, and the conversation goes in both directions. Employees are asked to come ready to discuss their major accomplishments in the past year, and any roadblocks or problems they encountered that can be addressed. The supervisor gives their feedback about the past year's performance, including input they got from the wider community. Then the two discuss goals for that employee's performance in the coming year – projects, areas of growth, etc. And they discuss what types of professional development would be useful for the employee in the coming year.

Each supervisor must complete a performance review form for each supervisee, and the employee must sign the form, as well as the supervisor one level up. Any employee who disagrees with a performance review has the opportunity to append comments to the

document. However, SC&I tries to emphasize to all supervisors that the annual review should be summative of feedback given to the employee during the year. The best feedback is given to people at the time things happen – whether it is to praise or to make constructive suggestions.

It is the responsibility of the Associate Dean for Administration to assure that every staff member and administrator has an annual review. She makes sure supervisors are trained on conducting the reviews and works with supervisors who have concerns about particular problems. All of the written reviews are submitted to her, so she can make sure they were completed and get a sense of the performance of all employees that year, and then the reviews are filed into the personnel files of the school.

Discipline: A staff member whose performance does not meet standards is given feedback about the problem, coaching on how to improve, a supportive environment in which to change, and training if that is appropriate.

Rutgers is a unionized environment. Most staff employees are part of a bargaining unit and their contracts have specific processes for formal discipline. SC&I supervisors work with the Office of Labor Relations to make sure our disciplinary processes follow the protocols for each employee.

We pride ourselves on hiring well and being a very positive work environment. Unfortunately, we have had a small number of staff over the past decade whose performance was not up to expectations and who did not improve with coaching. In some cases, we were able to coach those employees to find other employment, and in some cases, we have terminated a staff member after performance did not improve.

Professional Development: As mentioned above, each employee and supervisor discuss what professional development is appropriate for the employee in the coming year. Then as part of the annual budget cycle, the school designates funds so that staff can attend professional development experiences. Rutgers offers a great deal of hands-on training on its own systems, and some broader training in areas like communications and problem solving, that SC&I staff attend. But many staff go to external events for professional development. For some those are hands-on training classes, and for some those may be attendance at professional conferences. SC&I professional staff are regular presenters at their regional and national association conferences as well. Finally, the school brings in trainers to do in-house classes for staff when there are topics (such as safety training) that apply to a large number of employees.

The administrative infrastructure supports the eight formal academic programs in the school. The LIS Department offers by itself the undergraduate major in Information Technology and Informatics (ITI) and the MI program, and participates in two undergraduate minors: Digital Communication, Information, and Media (https://comminfo.rutgers.edu/academics/undergraduate/dcim) and Gender and Media (https://comminfo.rutgers.edu/academics/undergraduate/gender-and-media-minor) and the school-wide PhD program. Figure 2 in Standard I narrative illustrates the connections of the eight academic programs and departments. There are also cross-departmental foci in areas such as health informatics, and under consideration currently are master's

degrees in health communication, as well as a master's program in cultural and creative industries. Each program or specialization has a faculty member who coordinates it in conjunction with the faculty program director, and as outlined in Standard 4, they work with the support staff and staff managers to assure that students are appropriately admitted, advised, meet graduation requirements, and have their needs met in areas such as disabilities services. It is a coordinated and integrated administrative function. Administrative staff are also assigned to departments so that administrative needs of faculty are met.

An important support role is educational technology, and this is under the direction of the Assistant Dean for Information Technology, who leads and co-ordinates the IT infrastructure and services for faculty, students and staff. The full catalog of IT support for the school is available at: https://its.comminfo.rutgers.edu/services/service-catalog/ This includes services and infrastructure related to: hardware support, web support, security, course management, course delivery, document management, data collection and analysis, data storage and recovery, Wi-Fi services, and development and training. IT support evolves over time as new technologies and services become available. As a school, we had been running our own servers for faculty and students but are transitioning to outsourced and cloud services when they can provide more robust functionality and 24/7 support. This is still evolving as we work to understand the functionality in terms of teaching and learning to see what students can and cannot do on their own devices and what research support requires over and above teaching support. Consistent with diverse professional workplace practices, we provide flexibility for instructional content, so that some courses teach Java, others teach Python, others teach SQL, and others teach R. The IT staff deals well with the need to support all of these systems. Another part of their job is maintaining the school website, which was upgraded in the 2016-17 academic year.

As indicated in Standard IV, a substantive number of our students are online students (either full time or on-campus students taking selected online classes), and we have just transitioned from the eCollege Learning Studio platform to Canvas. The transition was supported by our own school's staff; in fact, a two-year full-time position was created to assist all faculty with it. In addition to our school-based staff, we get considerable support from Pearson Learning Services, which assists us with instructional design, marketing, and retention. And the Rutgers-wide Division of Continuing Studies who manages the Pearson contract supports us as well.

Related is the staffing of instructional design. Currently SC&I employs 3.5 FTE in instructional design and technology support. With the growth of several student populations in the school, including the MI program, and the increasing provision of online and hybrid delivery across the school, we are evaluating if some restructuring is needed in this area.

V.6 The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of

faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service.

As mentioned above, Rutgers University has adopted a Responsibility Center Management (RCM) financial model campus wide. In this system, academic units keep 100% of the tuition, external funding, and fundraising revenue they generate, and pay "taxes" to the central university for shared services based on their actual use of those services as determined by a set of accepted metrics. The dean and associate dean for administration have both been involved in the development and monitoring of the university's RCM model. Thus, the school is largely responsible for generating its own funding to support its mission.

A more detailed description of the financial overview of the school in relation to RCM is documented in (SV Evidence Folder 2: Financial Overview). It outlines the tuition sharing approach, the budget process and timeline, SC&I's budget strategy, and the central and departmental approaches to budget. As indicated in the (SV Evidence Folder 3: LIS 2013-2017 Financial Report) budgets the vast majority of expenses centrally, including: all full- and part-time faculty and staff; all teaching assistants; cost pool allocations which cover our use of university services; facilities operations, maintenance, and renovations; functional areas such as the school's technology infrastructure (the university brings fiber down the block, we pay to bring the network into our buildings); marketing and public relations; supplies; student services and career services; annual faculty support; and expenses for the recruitment of new faculty and staff.

Academic departments are responsible primarily for: graders and other extra assistance (beyond school-provided teaching assistants) for their courses; participation with the academic community such as memberships in associations, exhibiting at conferences, advertising in conference programs; some program development such as paying part-time faculty to develop courses; and special events.

All departments are asked to submit budget requests in late summer for these departmental expenses, and this involves input from the LIS faculty, committee chairs (for example, projecting course development needs). In recent years the LIS budget has been about $200,000 to cover the items above. A summary of the LIS / SC&I Financial Report 2013 – 2017, as well as details on the annual budgets is provided in (SV Evidence Folder 3: LIS/SC&I Financial Report 2013-2017). An example of an LIS Department budget submitted to review, revision and approval as the first stage of the budgeting process is provided in (SV Evidence Folder 4: Budget LIS 2015-2016).

As elaborated further in Evidence Folder: 3,while the university may change the RCM model or metrics on occasion, on an annual basis the two ways that the institution contributes tangibly to the funding of the school are through (1) special allocations from the president, senior vice-president, or chancellor for strategic initiatives on a project-by-project basis and (2) distribution of the aid provided by the State of New Jersey to the university; through 2018 this distribution has been conducted as discretionary allocations from the chancellor. The special allocations from the central administration are possible through their use of both a portion of state appropriations and a small percentage of taxes on every school that is used for strategic initiatives.

The university's revenue is about $4.4B a year, of which about 26% is tuition and fees, 22% is state appropriations, and 16% is externally sponsored research. Although state aid to the university has dropped over several decades, in recent years it has been relatively stable, and the university pays careful attention to the relationship with the state legislature and administration.

For SC&I, tuition revenue accounts for about 82% of the revenue, with state support, alumni and other giving, external research grants, self-supporting operations such as continuing education, and endowment income making up the rest, in that order. Increasing enrollments in a number of programs (Such as the MI and ITI programs, combined with careful stewardship of funds has resulted in a stable financial situation for the school over the past eight years.

Figure V.1 below shows the SC&I budget for 2018

FISCAL YEAR 2018 BUDGET

REVENUES	
Educational and General Revenues	
STUDENT TUITION & FEES	30,526,924.00
STATE PAID FRINGE BENEFITS	4,753,346.00
ENDOWMENT & INVESTMENT INCOME	230,000.00
F&A COSTS RECOVERED	179,092.00
CONTRIBUTIONS & GIFTS	690,000.00
OTHER EDUCATIONAL & GENERAL REVENUES	300,000.00
Total Educational and General Revenues	*36,679,362.00*
Grants and Contracts	
FEDERAL	100,000.00
STATE & MUNICIPAL	160,000.00
OTHER GRANTS & CONTRACTS	75,000.00
Total Grants and Contracts	*335,000.00*
TOTAL REVENUES PROJECTED	37,014,362.00
EXPENSES	
Operating Expenses	
SALARY & WAGES	14,918,088.00
FRINGE BENEFITS	5,358,367.80
SUPPLIES & MATERIALS	937,065.00
SERVICES	158,570.00
PROFESSIONAL SERVICES	1,813,960.00
TRAVEL & BUSINESS EXPENSE	186,688.00
SCHOLARSHIPS & FELLOWSHIPS	1,075,289.00
OTHER OPERATING EXPENSE	2,012,942.00
Total Operating Expenses	*26,460,969.80*
Cost Pool Allocations	
COST POOLS	9,159,500.49
Total Cost Pool	*9,159,500.49*
TOTAL EXPENSES PROJECTED	35,620,470.29

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

Faculty salaries at Rutgers University have traditionally been among the strongest in the nation for four-year public institutions, and the most recent *Chronicle of Higher Education* data indicates that this is still the case. (https://data.chronicle.com/category/sector/1/faculty-salaries/.) The most recent salary contracts for faculty between the university and the American Association of University Professors are available at: http://www.rutgersaaup.org/contract.htm.   There are three contracts: one for academic and calendar year full-time faculty and teaching and graduate assistants; one for part-time faculty who teach during fall and spring semesters; and one that covers all teaching by any type of instructor during the winter and summer sessions.

Total faculty expenses for the LIS Department for 2017-2018 were $2,108,225 (as reported to ALISE, IV-1, and not including fringe benefits). Salaries of new faculty are negotiated at the time that offers are extended, and are affected by the education, accomplishments, and experience of the candidate. It is important to note that "start-up" packages can include equipment and a research assistant, so that a simple comparison with starting salaries elsewhere is not possible. Salary increases are conducted in accordance with the union contract; in general, it calls for every other year of across-the-board increases and alternate years of merit-based increases. Merit evaluation is conducted by a peer evaluation process within each department making recommendations to the department chair; the chair recommends to the dean; the dean recommends to the chancellor. The standard teaching load for tenure track and tenured faculty is two classes each semester, with the understanding that there is a two-course release each semester to conduct research.   The standard load for non-tenure-track faculty is also equalized against a four-course load. Some non-tenure-track faculty teach four courses per term and for others course releases are commensurate with other assignments such as program management, heavy curriculum development, or special projects. The dean has certain discretion in attempting to retain valuable faculty when they receive offers from other universities. There is a process for recommending out-of-cycle salary increases to the chancellor, the possibility of providing summer salary, and workload redistribution.

Adjunct faculty, called part-time lecturers at Rutgers University, are paid in accordance with the negotiated AAUP contract. In the most recent year they received a minimum of $1,726 per credit; most of our classes are three credits, so the current compensation for teaching one section is at least $5,178, among the highest salaries for adjuncts in our region. Many of our part-time lecturers are specialists, brought in to teach subjects for which no full-time faculty member has the appropriate expertise, as in the case of legal information services. Some adjuncts only teach once a year, and others teach two or three sections per year.

Teaching and graduate (research) assistant salaries are also fixed by contract; most recently the salary has been $25,969 for an academic year appointment, which is competitive with even the private universities in the New York metropolitan area. The tuition and fee remission that comes with a teaching assistantship or graduate research assistantship is worth, for a full-time (12 credit) student, $10,573 (NJ resident) or $16,485 (out of state resident).

The salaries of support staff and student assistants are determined through standard personnel compensation practices administered by the University's Human Resources (https://uhr.rutgers.edu/) and implemented by the dean's office. Positions are graded by HR (https://uhr.rutgers.edu/salary-schedules) and there are associated salary ranges that allow for compensation based on an individual's background and value to the school. The school has done its own recruitment for senior staff positions and has been able to retain highly qualified individuals over time.

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

Each LIS faculty member, like faculty in the other SCI&I departments, has received an annual allocation of $5,000 that can be used to cover conferences, research, and similar expenses. This is more generous than in many other schools, with additional allocations made to the department chair and program directors.   In addition, to provide adequate resources to support excellence, faculty with significant administrative responsibilities will receive support as listed below. When faculty are in a role for less than a full year, the amounts below are prorated.

Department Chairs and Ph.D. Program Director receive: a calendar year appointment; a teaching load equivalent to one course in each fall and spring semester; an annual administrative allocation to support the additional travel and activities required by their positions, over and above the annual faculty allocation. For 2017- 18 this amount is $5,000. They may hire a research assistant to support scholarly activities, up to the amount of a PTL salary per semester. For 2017-18, this is $5,178; they may hire a doctoral student to serve as a program assistant to help with administrative work, up to the amount of a PTL salary per semester. For 2017-18, this is $5,178. The work of the student should not substitute for the work of regular staff but be added value.

Other Program Directors receive a calendar year appointment.   The responsibilities of program management are recognized as an aspect of teaching responsibilities, and therefore, the classroom teaching load of a program director will be adjusted accordingly depending upon the size of the program. For research faculty directing programs, that may mean a classroom teaching load of one course in each fall and spring semester. For teaching professors and other non-tenure-track faculty, that may mean a classroom teaching load of two courses in each fall and spring semester. They also receive an annual administrative allocation to support the additional travel and activities required as a program director, over and above the annual faculty allocation. For 2017-18, this amount is $5,000. They may hire a graduate student or other individual to serve as a

program assistant to help with administrative duties, up to the amount of a PTL salary per semester. For 2017-18, this is $5,178. The work of the student should not substitute for the work of regular staff but be added value.

Ph.D. Area Coordinators, Digital Media Coordinator of the MCIS Program, and others appointed in similar roles receive an annual allocation to support the additional travel and activities required as a coordinator, over and above the annual faculty allocation. For 2017-18, this amount is $5,000.

Institutional funds are also available to faculty across the school through the school-wide Research Development Committee fund, and on a university internal research fund program. Both require proposals that are submitted to peer review. Our faculty have been very successful at getting small amounts of money for exploratory research from university funds. The school also passes 20% of indirect costs on grants back to the faculty member, which becomes unrestricted money. Based on a recent survey of Rutgers-New Brunswick schools, SC&I has the highest percent of indirect cost pass-through back to faculty, with the other schools passing 10% - 12.5% back to faculty.

External grants are of much greater significance for financing research than institutional funding. This is documented in Standard III. For example, LIS faculty members Chirag Shah was recently awarded $500,000 from NSF for "information fostering" and Vivek Singh received $175,000 to study cyberbullying. IMLS has provided Chirag (in association with the University of Hawaii) $491,000 to study "Online Q&A in STEM Education: Curating the Wisdom of the Crowd." Vivek Singh has received support from Google; Sunyoung Kim has received support from the New Jersey Health Foundation, and Charles Senteio has been funded by the National Institute on Aging as part of a joint project with another university.

As with most professional master's programs, financial aid for master's degree students provided by the university or school is low. As mentioned in Standard I, there are small amounts of dedicated department funds and scholarship endowments that enable us to give some scholarships. We have scholarship funds named for H. Gilbert Kelley and Pamela Richards that have helped many students. A list of such scholarships is available at https://comminfo.rutgers.edu/current-students/office-student-services/financial-information/scholarships-and-awards.

Rutgers University Libraries are regularly interested in hiring our students part-time. For examples this past year, an MI student is helping photograph the university's Badian Roman Coins collection. Students are often hired as research assistants on research projects and this may help them both intellectually and financially.

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

The IT staff at SC&I are partners with the broader SC&I community and serve to assist in the development and deployment of research, instructional, administrative, and emerging

technologies at the school. The SC&I technology infrastructure, as the technical backbone to enabling the MI program to accomplish its teaching and learning goals, consists of a fiber infrastructure and gigabit switched Ethernet environment. The curricular and research needs are fulfilled by a fully virtualized environment that supports both Windows and Linux servers. In addition, SC&I has multiple research sandbox servers and storage arrays. These systems provide space and application services for the research and curricular needs of the SC&I community. The school is a founding partner in collaboration with the Rutgers Office of Information Technology (https://oit.rutgers.edu) and School of Arts and Sciences (http://sas.rutgers.edu) in an eighty-node high performance-computing cluster. The school also contracts with cloud vendors including Amazon AWS for required services. The SC&I wireless network is fully integrated into the university system and Eduroam. System maintenance, compliance with university privacy, and security policies, are handled by of the SCI IT staff. The voice video wired, and wireless data infrastructure are monitored for malware, potential intrusions and bandwidth needs. All systems are patched appropriately, and all security measures are maintained.

Each of the 14 classrooms and laboratory facilities in the school are equipped with technology and display devices to enable presentations, small group collaboration and participatory learning and research. All facilities are equipped with either Microsoft, Linux and Apple based systems. There is a total of 108 systems to provide for classroom/laboratory use, as well as general computing needs. There are also 40 mobile devices including tablets and cellular phones available for application development and testing. When not in use by classes or research projects, these computers and devices are available for use by the SC&I community.

SC&I also utilizes a variety of networked Ricoh copiers, fax and scanners. These systems are capable of printing as much as 90 pages per minute, creating PDFs and sending documents as e-mail. The school also has an Apperson Benchmark 3000 optical reader for surveys and student or research assessment as well as web-based applications that perform the same functions. We also utilize Qualtrics, Tableau and other business intelligence software for student feedback and progress within the classroom and school. The school also has access to a text and e-mail based instant alert system as well as advanced messaging toolkit enabling the SC&I community to be better connected and informed.

All these facilities have built-in or portable video recording and conferencing systems. All have lecture or presentation capture capabilities. All six SC&I buildings have a wireless 802.11ac wireless LAN. Security and authentication to this network are accomplished through integrated Cisco security. All eleven classrooms have built-in electronic podiums for using computers with a VCR/DVD Combination appliance and a built-in LCD projector for the display of computer multimedia. SC&I provides a suite of industry standard software for web development, multimedia creation, presentations and programming and development. Various software applications are available to the faculty, staff and students in-house and many are available via remote access to online and on campus students.

Data sharing is controlled by access lists based on research projects. All servers and systems implement security groups and limited permissions. Data owners control who and how data is viewed and manipulated. The IT staff monitor and recommend information protection strategies to all users. Data can be shared via FTP or NFS protected network files. The triad of Accessibility, Integrity and Confidentiality is critical to the appropriate storage and maintenance of data. Multiple mechanisms are used to ensure the privacy and integrity of all data. All servers and systems are scanned weekly to look for potential vulnerabilities. Systems are patched immediately, and virus protection is updated weekly or more frequently when necessary. The SC&I IT services provides robust notification to all faculty, staff and students when issues arise. Data encryption mechanisms are available for users if desired. Access control lists are maintained, and the IT staff monitor all systems daily.

The Communication & Interaction Laboratory (CILab) (Room 119) supports research and professional activity leading to improved understanding of interaction in communication, information, and media processes. The laboratory is a venue for the examination and exploration of the practical problems and theoretical puzzles that arise as communication, information, and media evolve in society.

The CILab is a multifunctional, collaborative workspace designed to support research and outreach by SC&I faculty. The lab supports both funded and unfunded research. An important function of the lab is to serve as an incubator for developing research projects and interdisciplinary research at SC&I, across Rutgers University, and within international constituencies interested in communication, information, and media research.

The lab contains one main room with 30 laptop systems (plus a central podium connected to projection screens) that can be configured in three different formats. Attached to this same room is space for focus groups or smaller meetings. Two additional rooms adjoin, smaller rooms that could accommodate 4 or 5 people; these adjoining rooms also have additional exterior exits, so that people are not required to exit through the computer lab portion of the space (as needed).

SC&I was the first unit within Rutgers University to successfully deploy a Voice over IP based phone system. All faculty and staff use this system, thus moving us closer to a complete unified messaging environment. Rutgers University has recently migrated its university email system to the cloud, using Outlook on Microsoft's Office 365.

SC&I classrooms have either large wall mounted plasma displays or high definition projection systems. Each has an instructor-controlled podium with PC, DVD player, web camera, and conferencing system. Notebook systems are easily attached when instructors prefer to utilize their own devices. Shared network drives are used to store teaching materials when needed. The School has a Benchmark optical reader for surveys and student or research assessment as well as web-based applications that perform the same functions. We also utilize a Classroom Performance System which enables student use of clickers for instant student feedback within the classroom.   The full catalog of IT services is available at: https://comminfo.rutgers.edu/faculty-staff/teaching-and-learning-resources/instructional-design-and-technology-services/instructional-technologies

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

SC&I occupies six buildings, one large main building and five smaller facilities. All buildings are used by all departments in the school. The aerial photograph below shows the area of campus where the six SC&I buildings are located (generated by Bing maps) and each building is identified below that (pictures from Google Street view).

1 – School of Communication and Information main building

2 – Simeon DeWitt House

3 – Annex A

4 – Annex B / Friedrich House

5 – Huntington House

6 – Richardson House

The main building contains classrooms, offices, and service facilities (computer rooms, and a studio). It was built in 1968 and has 17,634 net assignable square feet for the school.

The historic Simeon Dewitt House contains faculty offices. It was built in 1910 and contains 3,680 NASF for the school.

192 College Avenue, called "Annex A," was built in 1967 and is in poor condition. When Annex B was built, the university refaced the exterior of Annex A so that it would look appropriate.

Friedrich House, also called Annex B, was constructed in 2014 on a former ten-car parking lot, entirely from school funds. It is named in honor of our former dean, Gus Friedrich.

Huntington House, another former private home that has been converted to a building with a meeting room, doctoral student lounge, and faculty offices, was acquired by the school in the early 2000s.

The most recent acquisition of the school is Richardson House, built in 1920. It has faculty and graduate assistant offices, as well as the office of the former Rutgers University president.

Within the six buildings are eleven rooms designated as classrooms, several meeting rooms, staff and faculty offices, and other spaces. The spaces are of varying quality and sizes although in the past decade the school has made a concerted effort to bring all its space up to reasonable quality. (SV Evidence Folder 5:) shows the floor plans of the 6 SC&I buildings, with some brief notes about the buildings and use.

In addition, the school uses about fifteen classrooms across the Rutgers-New Brunswick campuses, primarily for undergraduate courses. The largest classroom in our buildings will permit a class of just under 100 students, and we have several classes with more than that. The school prioritizes masters and doctoral classes in its own buildings, so few MI classes meet outside our facilities.

The Archibald Stevens Alexander Library, the central library for Rutgers University, is next door to the main SC&I building. Some of its physical space, such as seminar rooms and the Scholarly Communication Center (a large auditorium with graduated seats and teleconference facilities), are available to SC&I on a cost basis for meeting, colloquia, and special event needs. Throughout Alexander Library, there are spaces that MI students can use for individual study and small group work. The Graduate Student Lounge, the recently opened Rutgers Academic Building, and the Rutgers Student Center on College Avenue are used occasionally for special events such as orientation for new MI students. On a day to day basis these facilities are used as study spaces, in addition to the Alexander Library's graduate student reading room.

There are several spaces within SC&I facilities that are used by LIS faculty and students for research purposes. One valuable set of rooms is the Communication Interaction Laboratory (CILab) in the main building, which enhance the learning environment for students and faculty by providing space for research specifically centering on interaction in communication, information, and media processes, teaching and professional activity. The CILab is a multifunctional, collaborative workspace designed to support both funded and unfunded research. An important function of the lab is to serve as an incubator for developing research projects and interdisciplinary research at SC&I, across Rutgers University, and within international constituencies interested in communication, information, and media research who partner with the School. The CILab is particularly well suited for research on the augmentation of human reasoning and interaction in contexts and processes such as collaboration and conflict, professional practice, knowledge management, decision making and sense-making support, designing and managing complex systems, usability, and social influence. As these are important themes in the MI program, as well as in other programs in the school, the provision of this lab is a significant addition to the research infrastructure. The space is being renovated during summer 2018. We have lounges for student meetings and relaxation both in the main building and in Huntington House, and we have shared workspaces for students in both the main building and Friedrich House.

While we believe the basic needs of our programs are being met by our existing facilities, the demands of our teaching, research and service are increasing, and this places considerable demand on space needs. We aspire to create a new physical plant that would meet a much higher standard. During the spring and summer of 2018, SC&I is conducting a feasibility study for a new building in conjunction with University

Institutional Planning and Operations and under a contract with outside architects and academic planners. The school conducted such a study in 2011-12 and considered several possible sites on campus, but with the university's merger with the former University of Medicine and Dentistry in 2013 (a $2B university merging with a $1.5B university), permission to advance the project into fundraising and planning was halted. We received permission this year to re-do the feasibility study, considering five new sites on the New Brunswick campus. At the end of the study, we will be requesting permission to fundraise and plan financing for the building.

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

SC&I's Information Technology Services (ITS) Office (https://its.comminfo.rutgers.edu/) is responsible for implementing, operating, and maintaining the information technology and communications resources in support of the school's academic, research, and administrative functions, as described above. ITS provides technical support to advance SC&I's mission of research, teaching, and service. They manage and maintain the technical infrastructure within the school's facilities, including computers, printers, networks, and collaborative technologies; and plans, designs, and implements technical resources in support of the school's academic, research, and administrative goals. ITS works closely with the Rutgers Office of Information Technology which is responsible for the technology backbone of the entire university.

Local helpdesk services include a dedicated staff serving individuals and classroom support over extended hours (8:00am to 9:30pm); technology consultations to advise on hardware, software, and other technical resources relevant to faculty and staff needs; an equipment loan program to aid in instructional and research activities.

Current strategic initiatives in the IT area include:

- Data consolidation and visualization: SC&I IT continues to be a major contributor to initiatives to pull the silos of information spread across the university into a central repository to enable better decision-making.
- Leverage our use of high performance computing to support research, building new tools and creating expertise in this area, to enable faculty to utilize new information paradigms.
- Support experimentation with emerging technologies for teaching, learning, research, and management.
- Strengthen the IT team to meet the new challenges of the coming years. The school utilizes outsourced services when possible such as for maintaining servers and software, freeing our own IT staff to provide value-added services such as custom application and web development.

Information Resources:

For support of education and research, Rutgers has developed and maintained an outstanding operation for information resources. The Rutgers library system is the largest library in its region, and the second largest in the state, with over 5 million books. Vice President for Information Services and University Librarian Dr. Krisellen Maloney, wrote in their most recent Annual Report: (https://www.libraries.rutgers.edu/sites/default/files/reports/2017%20Annual%20Report%2C%20Rutgers%20University%20Libraries.pdf:

> *This year, even as we celebrated our history with the events and programs of the 250th anniversary of Rutgers University, Rutgers University Libraries looked to the future, embarking on a remarkable process of transformation with purpose, much of it detailed in this annual report. Our transformations span the physical, digital, and everything between, but they all share a single goal: to find and make available to the Rutgers community the tools, services, and spaces that our students and faculty need to succeed. We updated our physical spaces and extended our hours of operation to ensure that our libraries continue to provide the technology, security, and access that our students have come to expect. We also rapidly expanded our collections —particularly in the area of electronic materials—to address gaps in our disciplinary support and content. And we reorganized our central administration, creating a Shared User Services Department to make certain that the specific needs of our user communities— undergraduate and graduate students, researchers, and faculty—are addressed.*
>
> *So, what is next? More change of course. This coming year, we will strengthen our information control—improving the discovery and delivery of our collections via our website—and continue to optimize our collections and undergraduate student support. All of this would not be possible without the stellar faculty and staff of the Libraries and the support we receive from the university and the departments with which we work.*

As with all other major research libraries, physical holdings and in-person use are becoming less important. Rutgers University Libraries has greatly expanded its electronic holdings and renegotiated its license agreements so that the materials previously available only in Newark or New Brunswick are now usable by students across the state. The library owns more than 700,000 electronic books and has twice as many electronic journal subscriptions (111,000) as print subscriptions (63,000).

Alexander Library, the main library of the university system which includes 11 facilities

Rutgers Libraries have world-renowned special collections. One of our LIS area PhD students, for example, is doing a dissertation in cooperation with the Institute of Jazz Studies on the Newark campus, which has over 200,000 sound recordings and identifies itself as the "world's foremost jazz archive and research facility." Rutgers Libraries also have extensive collections on New Jersey history in both paper and electronic form.

The Rutgers library has repositories for dissertations and papers written at Rutgers, *RUCore,* and for scientific data, *RUResearch.* Both repositories are still scaling up, but all dissertations, for example, are today submitted only electronically and not on paper. A listing of the range of services available to scholars and researchers is at: https://www.libraries.rutgers.edu/services_researchers

The Rutgers University membership in the Big Ten gives us access to the libraries at all the Big Ten Academic Alliance institutions (https://www.btaa.org/about). The Big 10 Academic Alliance libraries (https://www.btaa.org/library/libraries) are currently focusing on three objectives--optimizing student and faculty access to the combined resources of the libraries; maximizing cost, time, and space savings; and supporting a collaborative environment where library staff can work together to solve their mutual problems. Students traveling to those institutions (or attending us remotely from those cities) can thus use any of the libraries in the group.

Media resources

SC&I operates equipment and software for routine recording of classes and lectures, including Panopto and Zoom. The presentations of many visiting speakers are captured in video and stored for later viewing. The school has its own podcasting studio in Annex A, its own YouTube channel, Facebook page, Twitter account, and other social media operations. When required, we pay a fee to use the professional TV studio of the

university. The student-run radio station, WRSU, is administratively part of SC&I, although all university students may participate. The radio studio is in the Student Center on College Avenue, convenient for our students.

Accessibility

Rutgers University policies support and enforce non-discrimination and equal treatment. See:

http://studentaffairs.rutgers.edu/services-and-support/bias/rutgers-policies/

and https://ods.rutgers.edu/our-office/from-the-executive-director for university statements.

The university's Office of Disability Services (https://ods.rutgers.edu) works closely with faculty and staff from all academic units to assure the appropriate accommodations are made available to students who have documented disabilities. In addition, our school's Office of Student Services staff work with students who have more temporary medical issues to help provide support. As is true for all universities, it is working with students with documented mental health issues and traumatic brain injuries that provide the most significant challenges.

Although our main building and the new Friedrich House are accessible to people using wheelchairs, and the ground floor of Huntington House can be reached across the back lawn, the other three older buildings are not suitable for wheelchair users. Faculty with offices in non-accessible buildings are ready to schedule student meetings in a different building when the situation arises. All face-to-face classes meet in rooms that are accessible when required; the university regularly reschedules classes as disabled students who need accommodations drop and add classes. The MI program has enabled several students with significant disabilities to complete the program, including several in wheelchairs, one with a medical service dog, and one who was completely deaf.

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

The SC&I Strategic plan is available at:
https://comminfo.rutgers.edu/sites/default/files/strategicplanforsci_2014-2017.pdf.

It was developed with initial input from all faculty and staff; drafted by the school's cabinet which consists of deans, department chairs, program directors, and senior staff; circulated to all faculty and staff both electronically and at a school-wide meeting; there was another iteration of drafts and input; and comments were incorporated into the final document which was published in June 2014. Although a revised plan for the coming years has not yet been developed, the foundational elements of the school described in the 2014-17 plan still apply:

- A strong core of research and teaching in the social sciences and humanities
- An inclusive, diverse, and cohesive culture
- Effective and efficient staff and infrastructure
- Financial resources sufficient to fund our aspirations
- Robust shared governance, academic freedom, and effective communication

The strategic priorities identified in this plan remain our priorities:

- Supporting faculty excellence
- Fortifying academic programs and offering an outstanding student experience
- Envision tomorrow's university and remain a leader in creating new approaches to policies and processes in higher education
- Enhance our public prominence

As documented in Standards I, II and IV, the MI program faculty continuously review our courses and our program. However well something has been done in the past, we are always alert to any opportunity for improvement. The school regularly surveys faculty, staff and students about the range of activities in the school. The dean meets regularly with the LIS Department as a whole, has monthly meetings with the department chair individually to hear input about what is needed to support excellence, and the deans and department chairs meet as a group once a month to assure a flow of communication and a review of policies and procedures.

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

Both our LIS department and the school maintain financial and academic records to support our changes and improvements. As described in Standards I, II, and IV, we track admissions and enrollment at the course and program level. This is managed by our Program Director, Lilia Pavlovsky, who has been active in all methods of student recruitment in conjunction with the Office of Student Services. Individual courses are also adapted to the enrollment history, whether this be an increase in the data science class offerings or a decrease in the number of times we offer a particular course. This informs decisions in relation to on-campus or online offerings, course scheduling and rotation, and the number of sections offered in any one semester.

As described in Standard IV, we also track student graduation and employment rates through a data collection instrument that is annually administered by SC&I including SCI student data as well as data specifically reflecting graduates from the Department of Library and Information Science. We also obtain student feedback on all classes through Student Instructional ratings (SIRS). The program director and chair are kept aware of these and adjust the assignment of faculty and the hiring of adjuncts as required. Our LIS and SC&I Committee structures are the main avenues of decision making, with full LIS

faculty participation in these processes. Higher level financial decisions - the acquisition of space, the allocation of funds for faculty and student use - are generally done at the dean's level after consultation with the department chair. The department chairs submit an annual budget to address anticipated departmental expenditures such as course development, subscription resources and tools for particular class use (e.g. cataloguing and classification tools, and technology hardware and software requirements.

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

Our LIS department is a learning organization which is responsive and mobile-friendly. We have a yearly get-together with alumni and we have more frequent meetings with a group of advisers drawn largely from New Jersey libraries. Through our committee and reporting structures, we track applicants, student evaluation of courses, and the experience of graduates and our faculty to suggest revisions to hiring, the curriculum, the degree program, and our services. LIS faculty provide input in the setting of the annual LIS budget,

With our continued growth, SC&I built Friedrich House in 2014 which responded to our increasing needs for space and includes new space for doctoral students, twelve offices, and a meeting room. Unlike some of the older buildings, Friedrich House is fully accessible to students in wheelchairs. This was a planning effort of the entire school, and to aid interdepartmental cooperation all of our buildings are used by every department. We continue to advocate for additional space within the university and are actively working on plans for a new facility that would house the entire school and contain the modern classrooms, labs, and other spaces to support our excellence into the middle of the century.

All of these improvements are reactions to student requests and needs, and to our faculty and administrators judging the most promising steps to position the program for the future.

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

SYNTHESIS AND OVERVIEW

This final section synthesizes the key elements of our Self-Study, and identifies strengths, limitations and challenges as we continue to provide graduate education for future library and information professionals. The Self-Study initiated for our reaccreditation of our MI program (formerly the MLIS program) has provided us with a substantive opportunity to document the processes and outcomes of our decision-making, and to reflect deeply on the developmental journey we have undertaken. It provides a basis for us to consider important steps in the future.

As documented in our Self-Study, among all the changes that the department and program have experienced in the last seven years, the most significant has been the transition from the Master of Library and Information Science (MLIS) to the Master of Information (MI) program, and the development of the dual undergraduate major for Information Technology and Informatics (ITI) students. We believe we have provided a viable pathway for our undergraduate students that has not strongly existed before. The increasing numbers of students engaging in the dual program is a pleasing indicator of the viability of this pathway.

The transition from the MLIS to the MI involved extensive systematic planning and decision making by the committees of the LIS department. This transition has also been achieved through a sustained process of gathering data and input to inform decision-making, and to ensure our development is consistent with our university's and school's goals and strategic directions.

In the reimagining and transformation of our MLIS program to the MI program, the LIS faculty's goal has been to provide a dynamic, seamless, flexible and integrated program that serves an increasingly diverse information professional community. As documented in Standard I and Standard II, we have aimed to provide an educational program and pathways that apply fundamental LIS educational expertise beyond the library context. We have ensured that the values, foundations and ethical standards of librarianship that have been the mainstay of our Master's program since its inception continue to underpin our programs learning outcomes.

We have created an integrated program structure that enable all students regardless of their workplace goals to optimize their education through deep exploration of their areas as well as by taking courses outside of their specified areas of focus. We believe that such an approach expands career opportunities for our graduates by preparing them to work in a diverse range of professional contexts.

In the transition from the MLIS to the MI, we have made a concerted effort to review the corpus of courses that characterize our program and to provide students with cogent

pathways through the articulation of focused concentrations: Library and Information Science (including School Librarianship), Data Science, Informatics and Design, Technology, Information and Management, and Archives and Preservation. We have undertaken an extensive process to revise, delete and develop courses to ensure the vitality and relevance of the program to existing and emerging careers. This process continues beyond the writing of this self study as it is a critical component of a curriculum and program that reflect the changing landscapes of the professional and intellectual communities.

Our commitment to quality and relevance is high, and one of the aspects elaborated in our Self-Study is to involve stakeholders and leaders in of our professional library and information science community. We consider this to be a strength to our program, reshaping the way that we have traditionally engaged with the professions to garner input and insights into our program. We continue to have involve teams of professional leaders directly and actively in curriculum development. We have been fully supported by budget allocations from SC&I to enable us to do the curriculum development work we have needed, and annually the LIS budget has been increased to meet the needs for the MI program.

Our online student community continues to grow. We strive to ensure that both online and on campus students have access to the same learning experiences and opportunities. Our future goals include an even stronger emphasis on building connections between online and on campus peers not only in the classroom but within professional communities as well. The establishment of the MI Council is the first step that brings together online and on campus students in an association that is grounded on community building, networking and development.

As this self-study is completed (August 2018), we are gratified that our MI program applications, admissions, acceptances and class registrations remain strong, and continue to increase since the complex decision was made to make the transformation from the MLIS to the MI program in 2014. Despite the surge in applications in 2016 that continues to date, we are careful to select those students who we feel will succeed in our program and become leaders in their professional contexts.

Our goal of sustainable growth ensures that all admitted students will receive the highest quality learning experience which involves hiring the best full and part time faculty that we can. As documented in Standard III, our faculty bring diverse conceptual and methodological traditions, and this has been a strength in the development of the concentrations in the MI program. Our faculty are also distinguished by the sustained record of scholarship, publications, grants, and participation of scholarly and professional forums. They participate actively, and often in leadership roles, in n extensive number of scholarly and professional organizations. We continue to undertake faculty searches at all rank levels to build our faculty, and this is a strong commitment by the SC&I dean. We recognize the need to build a larger more diverse faculty. This is an important challenge ahead.

Our school is in a strong financial position, and one of few in such circumstances at Rutgers University. Funding is available for faculty support, technology updates, and for offering student support for participating in professional conferences and international study courses.   We continue to face, at a school-wide level the need for adequate physical space to undertake the scholarly and collaborate work, as well as space to students to engage in the diverse learning activities to support. This is an ongoing campaign at the school level, particularly directed to the acquisition of a new building complex that can meet the needs of the expanding school.