Department of Library & Information Science
School of Communication & Information
Rutgers, The State University of New Jersey
4 Huntington Street
New Brunswick, NJ 08901-1071

848-932-7500
Fax: 732-932-6916

RUTGERS

2016 Biennial Narrative
Department of Library and Information Science
School of Communication & Information
Rutgers University
February 14, 2017

Introduction & Response to COA inquiry dated November 20, 2015:

This report will address program changes since the last program narrative and will respond to ALA's Committee on Accreditation correspondence dated November 20, 2015 which asked that we provide an update of the implementation of the transition from the MLIS to the MI program, including student enrollments in the concentrations.

Response regarding MI transition and concentration enrollment:

The Master of Information (MI) program is the result of an in-depth evaluation of curriculum, program strengths and weaknesses, employment market demands and trends as well as student feedback. The name change to "MI" was not a change in program or curriculum; it was a degree title change to create a more inclusive environment for students interested in information work outside of library contexts. The transition to MI began in Fall 2015 with the first accepted degree cohort. Students enrolled prior to this date could choose "MI" or "MLIS" for their degree title. The Fall 2015 cohort followed the MLIS curriculum plan with the option of switching to the MI curriculum plan in the spring. In Spring 2016 MI curriculum was fully in place. In retrospect, it would have been better to postpone the MI start date to Spring 2016 as the transition caused some confusion because the MI students were following the MLIS

curriculum. Fortunately, since the curriculum was essentially the same (but with a different structure), course offerings were not impacted. Our Student Services staff and faculty worked diligently to ensure all concerns were managed.   We also held town hall meetings, open houses and had an open door policy for all students to inquire about the program evolution.

The Master of Information Program currently has 5 areas of concentration: *Library and Information Science; Archives & Preservation; Data Science; Technology, Information & Management, and Informatics and design.* There is also a "generalist" category for students who want to customize their program to their professional goals. In terms of concentration enrollment, students state their area of interest as they enter the program. ***Appendix 1*** contains data collected from 3 MI cohorts: summer/fall 2016; spring 2016. The majority of our students (over 85%) attend our program to focus primarily on LIS, School Librarianship and Archives.   Students can change their area of concentration at any point in time and most take courses from across the program to leverage skills they are hoping to acquire as they focus on their primary area of concentration. Area combinations are the norm (e.g. LIS + Data Science or Archives, etc.; Data Science+ LIS, etc.) The shape of the concentrations continues to evolve. The unintended consequence of the design of MI is that students are not "siloed" into one area of concentration. They are free to choose from across the full program curriculum while building expertise in their primary concentration area (assuming a primary area is declared).

Standard I: Systematic planning

The Library and Information Science department has continued its established process of ongoing, broad-based systematic planning. Changes to this the planning process since the last report include:

1. The LIS curriculum committee established a protocol of bimonthly, 2-hour meetings (previously monthly) during Spring and Fall semesters to ensure quality control and timely development of curriculum. To date there has been a sustained review of the majority of courses, with deep considerations of course relevance to the wider information profession, and review of course content and learning outcomes and how these are measured through assessment tasks.

2. In addition to faculty members, the School's Assistant Dean for Instructional Support and Assessment (Dr. Steve Garwood) is an ex officio member of this committee. His role continues to ensure compliance with the wider university strategic mission and assessment and reporting requirements. The focus on program assessment within the school and university has grown considerably and the Curriculum Committee is central to this process.

3. The approval process for course development and changes must now pass the vote of the Curriculum committee; Library & Information Science faculty; Deans and Chairs review, a robust cross-disciplinary group that meets monthly; and finally by the School faculty. One of the challenges we continue to face is the time delay in this decision

sequence within the school and the rollout of decisions for the students though the input and recommendation from these channels is beneficial.

4. In September 30th 2016, the LIS Department engaged in a full day faculty retreat at the Heldrich Hotel New Brunswick to review and revise the LIS Department, MI program and ITI program's vision, mission, goals, objectives, and student learning outcomes. These have been voted on and incorporated into the department and program narratives.

5. During 2015 – 2016, a substantive number of meetings have been held to engage stakeholders in program development. These have included scheduled Program Associates Meeting (once a semester - total 4 meetings) which bring together the leaders / presidents / chairs of key library and information science associations in New Jersey. We have made program presentations and discussions at New Jersey Library Association Conference (both in 2015 and 2016), and New Jersey Association of School Librarians (both in 2015 and 2016), New Jersey Center for the Book (4 meetings). A survey instrument has been developed and have been distributed to attendees at the NJASL and NJLA conferences in 2015 and 2016 to gather input on needs, professional directions, program gaps, and future needs.   In particular, this has provided valuable input for the re-envisioning and development of our school library specialization.

6. The departmental Student Affairs, Admissions and Recruitment Committee continue to review and refine admissions and transfer requirements. These have included a revised requirement on GRE scores: (Rutgers University will now grant a GRE waiver to

applicants if they meet the requirement of a GPA above 3.0 on a 4.0 scale from a US

Institution).

Standard II: Curriculum

The MI structure document (**Appendix 2**) continues to be a "work in progress" as

courses are created and/or updated.   Concentration courses (to date) are presented in the

"MI-at-a-glance" link in this document. Over the past 2 years through systematic review and

needs assessment 6 new courses have been added; 10 existing courses have been fully revised;

a "special topics" area has evolved to include courses not on general rotation but of relevance

to our program/stakeholder demands. Currently there are 5 classes in this category though this

is a dynamic number. After full examination, we have deleted 7 courses because they had not

been taught for over 5 years. Some of the content of the deleted courses has been integrated

into the revised and new courses. A complete list of these revisions can be found in **Appendix 3.**

Curriculum committee new initiative -- Relevance in learning:

The "Relevance in Learning" initiative brings faculty, course developers, students, alumni and

professional leaders known for a particular area of expertise together to discuss course

development and content relevance. This initiative was launched in Spring 2016 and has

yielded the development of 3 robust courses in our curriculum: *Transformative Library*

Leadership (led by Leslie Burger and Joyce Valenza); Information *Literacy* (led by Ross Todd,

with development being done by Emily Drabinski) and *Emerging Literacies* (led by Joyce

Valenza). Though this model of practice based development doesn't work for all courses it has

been an essential guide for our program development, particularly in cases related to library

science, school librarianship, and archives/preservation.

School Librarianship:

As a result of Dr. Joyce Valenza's distinguished work in this field, combined with our outreach to practitioners in the field, the School Library program is currently undergoing complete revision which involve aligning the curriculum to New Jersey Department of Education state code for school librarians, as well as reimagining the nature of the content and experience for current and future school librarians. The Curriculum Committee will be voting on the new School Library Curriculum in February 2017. Shortly thereafter, faculty and state approval processes will commence. Our optimistic goal is to launch this revised program in September 2017.

Standard III: Faculty

The following changes have occurred among the faculty of the Department of Library and Information Science:

2015:   RETIRED: Paul Kantor, Distinguished Professor
2015:   HIRED: Kaitlin Costello, Assistant Professor
2016:   LEFT RUTGERS: Joe Sanchez, Assistant Professor; Xiamou Zhou, Assistant Professor;
2016:   HIRED: Sunyoung Kim, Assistant Professor; Charles Senteio, Assistant Professor
2017:   LEFT RUTGERS: Ingrid Erickson, Assistant Professor
2017:   RETIRED: Dan O'Connor, Associate Professor

The department is working with the dean to formulate a plan for hiring over the next three years to address the losses that have occurred. More detailed information on full time Faculty can be found in **Appendix 4.** In addition to full-time faculty hires, the LIS Department continues to recruit top adjunct faculty particularly in areas requiring specialized knowledge in our MI. For example, some leading part-time lecturers who have been added since January 2015 include:

Dr. Suchinthi Fernando: Information Technology for Library and Information Service Agencies;

 Database design and Management; Jennifer Goslee: Metadata; Dr. Alexis Antracoli:

Manuscripts & Archives; Dr. Sheila Pontis: Interaction Design; John Schumacher: Materials for

Children; Rebecca Holte: Preservation; Dr. Christopher Leeder: Human Information Behavior;

Judah Hamer: Human Information Behavior.

Standard IV: Students

The most significant information we have to report this term is the enrollment data as it

relates to the establishment of MI. **Appendix 5** contains "point in time" longitudinal

enrollment data reflecting admission, application and enrollment trends. Since the launch of

the MI, enrollment (indicated as "admits coming") has significantly increased. The table below

highlights key information points regarding enrollment based on Student Services weekly

reports prepared by Associate Director of Student Services, Jay Stefanelli:

MI enrollment data: Extracted from weekly enrollment reports

SPRING 2017 REPORT:
We had 33 admit-coming in Spring 2016. We are now at 86 (i.e. ahead by 53 students, +160.6%) for Spring 2017.
- Of the 86 admit coming, 79 are registered (91.8%).
- Total registration (new and continuing) = +33.8% (313 vs 234)
    - New only = +154.8% (79 vs 31)

FALL 2016 REPORT:
- We have nearly 100% enrollment of students that accepted admission (admit-coming)
    - "Admit Coming" students are up 68 over F2015 (118 vs 48, +146%)
    - MI: Total Applications are up 114 (229 vs 115, +99.1%)
    - All 118 students that accepted admission enrolled (118/118 = 100%)
    - The population of all MI students (new plus continuing) increased by 17.4% in one semester (290 vs 247)
    - This is the highest number of admit comings we have had since Fall 2008 (117)
    - This is the highest number of applications we have had since Fall 2011 (259)

SUMMER 2016:
- Summer 2016, 22 students were admitted; 20 enrolled
- This is the highest number of summer admits we've for summer session; the numbers indicate 130% increase since Summer 2015

SPRING 2016:
- Applications for the on-campus program are down vs 2015.
- Admit Coming #s are up (5 students, +18%) vs 2015.

We had a total of 31 new MI students in the Spring - only 3 more than today.

Standard V: Administration, Finances, and Resources

Our school has seen considerable change in this area. This section will highlight key points and more detailed information can be found in ***Appendix 6.***

ADMINISTRATION

- Claire McInerney, who served as Acting Dean (2013-2015) retired though continues to teach one course per semester for the LIS Department

- Effective August 1, 2015, Jonathan Potter was appointed dean of the school. Dean Potter came to Rutgers from Loughborough University in the UK where he served as Dean of the School of Social, Political and Geographical Sciences.

- In 2016, Senior Associate Dean Hartmut Mokros stepped down after a decade in his position.

- Associate Dean Karen Novick remains in the dean's office in a newly formulated position as Associate Dean for Administration,

- Two additional Associate Deans have been appointed: Mark Aakhus, a Professor from the school's Department of Communication, as Associate Dean for Research; and Dafna Lemish as Associate Dean for Programs and Professor in the Department of Journalism and Media Studies..

- During the fall term of 2015, Lilia Pavlovsky became director of the Master of Information program and Joyce Valenza stepped down.

FINANCES

- The annual budget allocation for the Department of Library and Information Science was $101,000 in 2014-15, and is $190,416 in 2016-17. This budget does NOT include full-time or part-time faculty or regular staff; it is used by the chair to provide additional support for teaching (graders, assistants), to sponsor programs, and to run departmental speakers and events as managed by the department.

STAFF RESOURCES

Staffing in the school is centralized. Since December 2014, the support staff of the school has been expanded and provides additional support to the LIS faculty and MI program.

- The Instructional Design and Technology Services team, which previously had 2.5 FTEs, added a full-time, one-year professional to assist programs to transition from eCollege to Canvas course management systems.

- The Faculty Support Staff team, which previously had 2.0 FTE, added a third administrative assistant, enabling us to provide one full-time general administrative support staff member to each department.

- The Business Office, which previously had 3.0 FTE, added 1.5 FTE staff members to provide better financial and procurement support to all departments and programs.

- We added one additional full-time student counselor to the Office of Student Services specifically for graduate students to allow our Assistant Director to manage the project of implementation of a customer relationship management system, Target X. We view the procurement and implementation of Target X as a critical step in upgrading our marketing and enrollment management efforts for our graduate programs.

- Faculty in the school continue to be provided with $5,000 per year in annual support from the Dean's Office for their research and teaching efforts. This money is in addition to the department's budget.

IT SERVICES:

- Engaged in transition of services to a secure cloud based data center;

- Hired a consultant expert in high performance computing to assist with future development

- To keep up with demand for data and storage, purchased a 250 TB Hewlett Packard StoreEasy storage array to manage and archive the research data our faculty create and manipulate

- Designed and implemented an RFP for the redesign of the main SC&I web site (ongoing)

In conclusion, the past 2 years have been marked by exciting changes to our program, school and faculty. If there are any questions or needs for clarification, we are happy to respond. We look forward to meeting with the accreditation team in 2018.
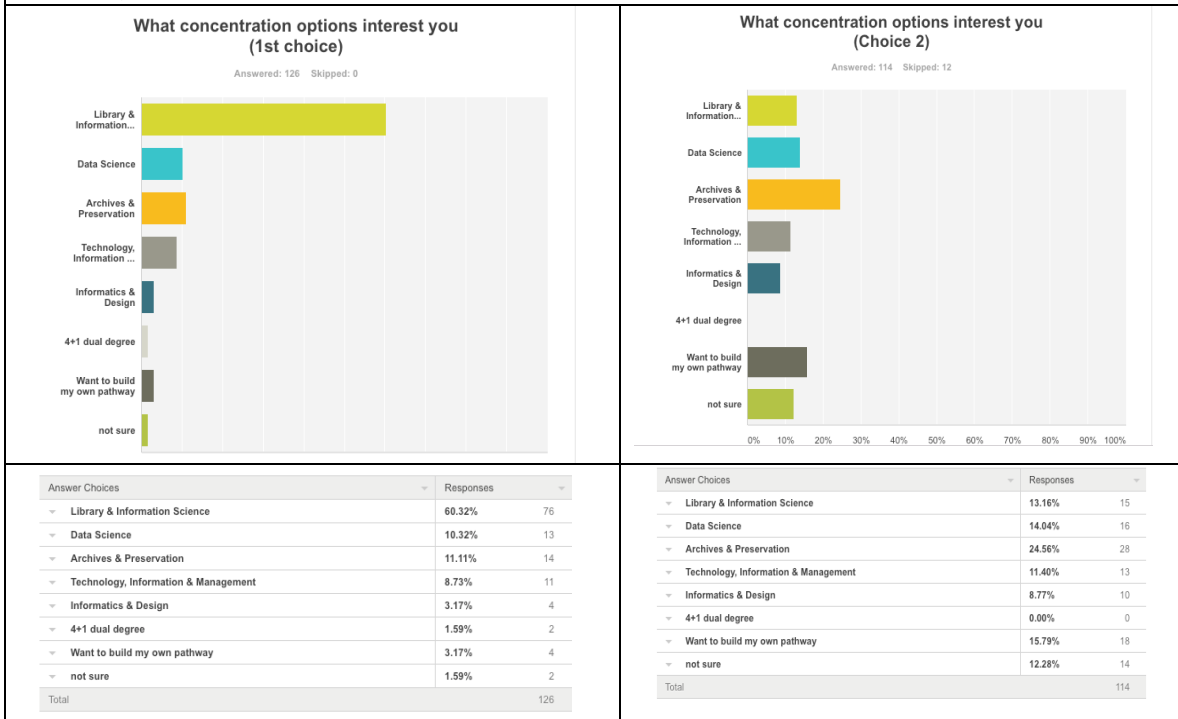
Sincerely

Ross J. Todd, PhD
Associate Professor and Chair,
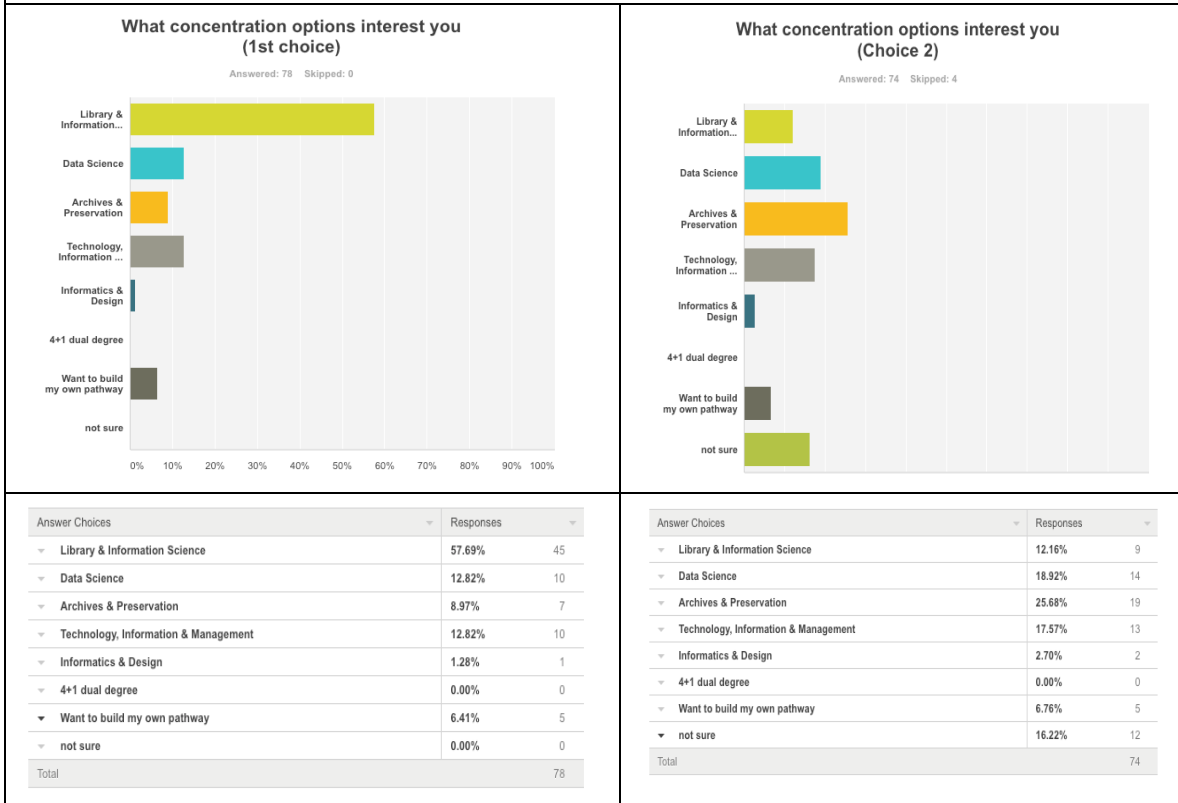*Department of Library and Information Science*

Lilia Pavlovsky, PhD
Associate Teaching Professor and Director,
Department of Library & Information Science

Appendix I: MI COHORT DATA

Summer/Fall 2016

What concentration options interest you (1st choice)

Answered: 126 Skipped: 0

Answer Choices		Responses	
▼	Library & Information Science	60.32%	76
▼	Data Science	10.32%	13
▼	Archives & Preservation	11.11%	14
▼	Technology, Information & Management	8.73%	11
▼	Informatics & Design	3.17%	4
▼	4+1 dual degree	1.59%	2
▼	Want to build my own pathway	3.17%	4
▼	not sure	1.59%	2
Total			126

What concentration options interest you (Choice 2)

Answered: 114 Skipped: 12

Answer Choices		Responses	
▼	Library & Information Science	13.16%	15
▼	Data Science	14.04%	16
▼	Archives & Preservation	24.56%	28
▼	Technology, Information & Management	11.40%	13
▼	Informatics & Design	8.77%	10
▼	4+1 dual degree	0.00%	0
▼	Want to build my own pathway	15.79%	18
▼	not sure	12.28%	14
Total			114

SPRING 2017

What concentration options interest you (1st choice)

Answered: 78 Skipped: 0

Answer Choices		Responses	
▼	Library & Information Science	57.69%	45
▼	Data Science	12.82%	10
▼	Archives & Preservation	8.97%	7
▼	Technology, Information & Management	12.82%	10
▼	Informatics & Design	1.28%	1
▼	4+1 dual degree	0.00%	0
▼	Want to build my own pathway	6.41%	5
▼	not sure	0.00%	0
Total			78

What concentration options interest you (Choice 2)

Answered: 74 Skipped: 4

Answer Choices		Responses	
▼	Library & Information Science	12.16%	9
▼	Data Science	18.92%	14
▼	Archives & Preservation	25.68%	19
▼	Technology, Information & Management	17.57%	13
▼	Informatics & Design	2.70%	2
▼	4+1 dual degree	0.00%	0
▼	Want to build my own pathway	6.76%	5
▼	not sure	16.22%	12
Total			74

Appendix 2: MI Curriculum Structure

Our Master of Information program is built on the integrity and success of our MLIS (Master of Library and Information Science) program in a way that enables Library and Information Professionals from a wide variety of contexts and applications to study their craft, interact with one another and leverage one another's expertise in an interactive and engaging learning environment. Our students understand the social value of creation, collection, organization, retrieval, preservation, and use of a variety of information artifacts and structures ranging from books to complex computing systems.

MI Structure:
1. All students, EXCEPT School Library students must take 2 foundation classes listed below:
   - 510 Human Information Behavior
   - 520 Organizing Information
   - 570 Management *(required for Technology & Management concentration)*
   - 580 Knowledge and Society *(required for Archives concentration)*

2. All students must take a basic information technology class or have the class waived:
   - 550: Information Technology

3. All students must take the following *zero* credit courses:
   - 501: Introduction to Library and Information Professions
   - 502: Colloquium
   - 503: ePortfolio Capstone

4. All students must complete 36 credit hours

de-Mystifying the Concentrations
Students are encouraged, but not required to select a concentration. The following concentrations are currently available pathways of study. Most students select a concentration and then choose courses from other areas of study. To view the courses that are associated with the various concentrations please explore: **MI-at-a-Glance 10/10/2016** Below is an overview of the various concentrations.

CONCENTRATION DESCRIPTIONS IN "PLAIN ENGLISH"

CONCENTRATION	CONTACTS	Description
Library & Information Science	Joyce Valenza Ross Todd	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)
Library & Information Science: School Library	Joyce Valenza Ross Todd	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 connection 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
Data Science	Chirag Shah	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.
Technology, Information & Management	Lilia Pavlovsky Sharon Stoerger	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.
Informatics & Design	Nicholas Belkin	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.
Archives & Preservation	Marija Dalbello	This concentration will prepare 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.
MI: DIY	Lilia Pavlovsky or Your adviser	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.

Appendix 3: Curriculum: new courses, revised, special topics and deleted courses

New courses added:
       Problem Solving With Data
       Ethical Practices for Information Professionals
       Data Analytics for Information Professionals
       Foundations of Informatics & Design
       Foundations of Archives & Preservation
       Project Management

Fully revised existing courses:
       Transformative Library Leadership
       Search & the Information Landscape
       Information Policy
       Human Information Behavior
       Organizing Information
       Metadata for Information Professionals
       Information Literacy
       Management Principles in Information Organizations
       Knowledge & Society
       Information Resources in the Health Sciences

Courses added to "Special Topics" rotation: These are not courses that are taught regularly or in a regular rotation. But, we are working on building a repertoire of classes that will address interesting/other subject areas:
       Critical Issues in Information Literacy
       Introduction to Law Librarianship
       Art Librarianship
       British Collections & Archives
       Information Welfare
       Community engagement (In process of moving into the standard curriculum)

Courses deleted:
       Traditions in Oral Narration
       Children & Youth Services (currently the topics covered in Materials for Children; Materials for Young Adults)
       Designing user centered systems
       Information resources in science & technology
       Information resources in economics
       Information resources in Health sciences (*currently Health Sciences Information*)
       Information resources in Law (currently developing *Introduction to Law Librarianship*).

APPENDIX 4: Standard III: Faculty

The following changes have occurred among the faculty of the Department of Library and Information Science:

Faculty who resigned from the department:
- Ingrid Erickson, Assistant Professor, left Rutgers as of January 1, 2017.
- Paul Kantor, Distinguished Professor, retired as of July 1, 2015. Paul had come to Rutgers from Case Western Reserve University in the mid-1980s.
- Daniel O'Connor, Associate Professor, retired as of January 1, 2017 – after a career at Rutgers spanning four decades.
- Joe Sanchez, Assistant Professor, left Rutgers as of July 1, 2016.
- Xiamou Zhou, Assistant Professor, left Rutgers as of July 1, 2016.

New hires:
- Kaitlin Costello, Assistant Professor, joined the faculty as of September 2015. Her PhD is from the University of North Carolina at Chapel Hill School of Information and Library Science. (Health Informatics; Human Information Behavior; Health sciences information resources)
- Sunyoung Kim, Assistant Professor, joined the faculty as of September 2016. Her PhD is from Carnegie Mellon University and she came to us following a post-doc at Harvard University's School of Engineering and Applied Science. (Design; User experience; Health)
- Charles Senteio, Assistant Professor, joined the faculty as of September 2016. (Health; Management;)

The department is working with the dean to formulate a plan for hiring over the next three years to address the losses that have occurred.

APPENDIX 5: ENROLLMENT/ADMISSIONS DATA & YEARLY COMPARISON

The following tables represent the entire year for a specific term and program. For example; cell N6 (Fall, 17610 - Library and Information Science, 2014 Apps) = 106. This means that during the entirety of the Fall admission cycle, we received a total of 106 "17610 - Library and Information Science" applications. It is not a snapshot and does not compare dates.

Applications

Term	Program	Degree	2004 Apps	2005 Apps	2006 Apps	2007 Apps	2008 Apps	2009 Apps	2010 Apps	2011 Apps	2012 Apps	2013 Apps	2014 Apps	2015 Apps	2016 Apps	2017 as of 2/2/2017
Fall	17610 - Library and Information Science	MLIS	288	247	174	207	186	202	220	183	133	142	106	81	145	84
Fall	17610O - Library and Information Studies - Distance	MLIS	0	82	60	70	70	77	101	76	65	73	62	34	84	23
Spring	17610 - Library and Information Science	MLIS	153	104	80	59	54	60	68	55	27	22	38	40	27	78
Spring	17610O - Library and Information Studies - Distance	MLIS	0	2	52	40	36	51	118	72	61	31	29	21	22	53
Summer	17610 - Library and Information Science	MLIS	1	2	0	0	0	0	0	0	0	0	0	0	0	0
Summer	17610O - Library and Information Studies - Distance	MLIS	0	3	0	0	0	0	49	31	19	32	16	20	31	0
	TOTAL	MLIS Apps	442	440	366	376	346	390	556	417	305	300	251	196	309	238

Admits

Term	Program	Degree	2004 Admits	2005 Admits	2006 Admits	2007 Admits	2008 Admits	2009 Admits	2010 Admits	2011 Admits	2012 Admits	2013 Admits	2014 Admits	2015 Admits	2016 Admits	2017 as of 2/2/2017
Fall	17610 - Library and Information Science	MLIS	192	136	101	151	129	151	168	136	105	122	87	59	98	16
Fall	17610O - Library and Information Studies - Distance	MLIS	0	38	43	51	52	58	71	62	60	69	56	25	65	2
Spring	17610 - Library and Information Science	MLIS	91	56	43	49	37	48	54	39	23	18	34	29	23	55
Spring	17610O - Library and Information Studies - Distance	MLIS	0	0	24	25	27	28	61	60	51	30	28	16	18	45
Summer	17610 - Library and Information Science	MLIS	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Summer	17610O - Library and Information Studies - Distance	MLIS	0	0	0	0	0	0	39	23	16	28	16	14	22	0
	TOTAL	MLIS Admits	283	231	211	276	245	285	393	320	255	267	221	143	226	118

Admit Coming

Term	Program	Degree	2004 AC	2005 AC	2006 AC	2007 AC	2008 AC	2009 AC	2010 AC	2011 AC	2012 AC	2013 AC	2014 AC	2015 AC	2016 AC	2017 as of 2/2/2017
Fall	17610 - Library and Information Science	MLIS	115	86	45	93	77	75	67	56	49	60	53	31	68	2
Fall	17610O - Library and Information Studies - Distance	MLIS	0	29	21	36	40	37	36	31	39	32	30	15	50	2
Spring	17610 - Library and Information Science	MLIS	66	46	30	36	27	30	42	27	13	12	22	20	21	47
Spring	17610O - Library and Information Studies - Distance	MLIS	0	0	19	24	21	19	31	36	27	20	19	12	12	38
Summer	17610 - Library and Information Science	MLIS	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Summer	17610O - Library and Information Studies - Distance	MLIS	0	0	0	0	0	0	17	13	6	13	10	7	20	0
	TOTAL	MLIS Adm/C	181	162	115	189	165	161	193	163	134	137	134	85	171	89
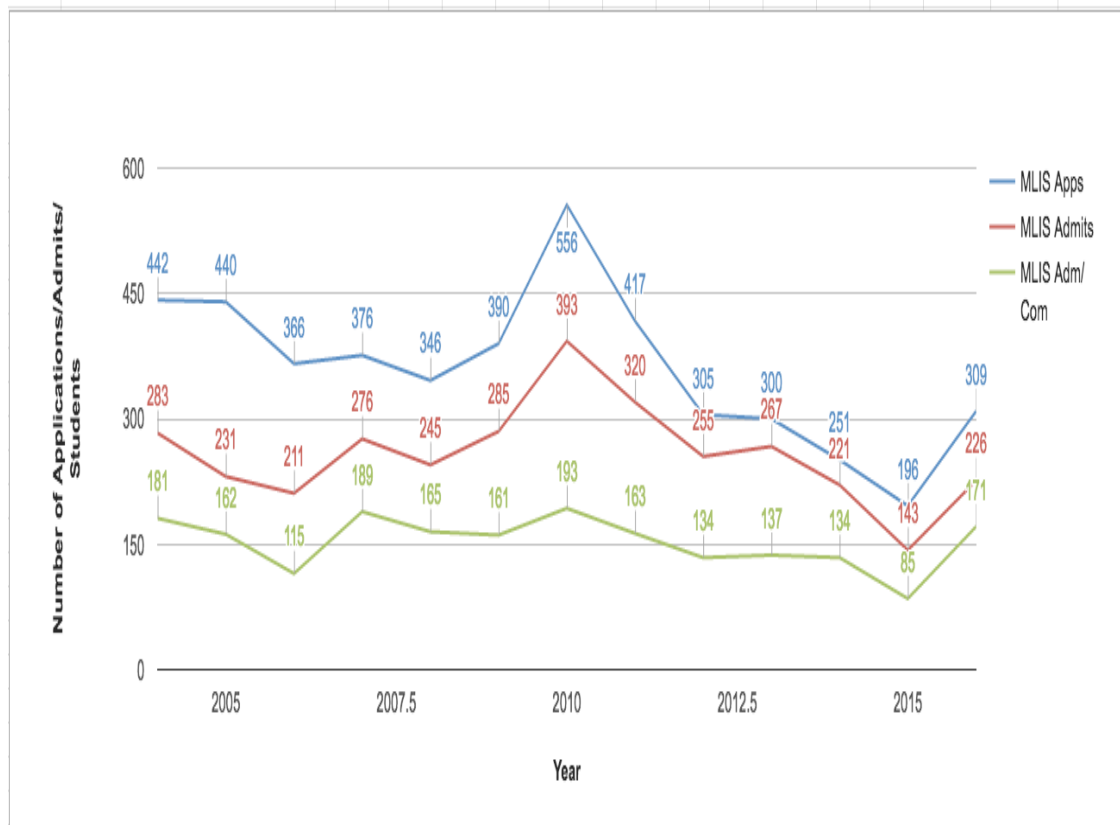
APPENDIX 6: SCHOOL ADMINISTRATION & FINANCE CHANGES (DETAILED)

- At the time of the last biennial report, former Library and Information Science Department Chair and Associate Professor Claire McInerney had been appointed Acting Dean of the school for 2013-14 and 2014-15. Dean McInerney has now retired although she continues to teach one course per semester for the program.

- During the 2014-15 year, a search for a permanent dean was conducted by the Rutgers-New Brunswick Chancellor's Office; the search committee included several LIS faculty members as well as other SC&I faculty and staff. Effective August 1, 2015, Jonathan Potter was appointed dean of the school. Dean Potter came to Rutgers from Loughborough University in the UK where he served as Dean of the School of Social, Political and Geographical Sciences. His personal research specialty is discourse studies, a field he helped found and in which he has a broad international reputation. Further details about Dean Potter may be found at http://news.rutgers.edu/news/jonathan-potter-appointed-dean-rutgers-school-communication-and-information/20150525#.WJ4lhG8rKM-

- Following Dean Potter's appointment, Senior Associate Dean Hartmut Mokros stepped down after a decade in his position. Associate Dean Karen Novick (a former public library director) remains in the dean's office in a newly formulated position as Associate Dean for Administration, and two additional associate deans have been appointed: Mark Aakhus, a Professor from the school's Department of Communication, as Associate Dean for Research, and Dafna Lemish as Associate Dean for Programs and Professor in the Department of Journalism and Media Studies. Dean Lemish was recruited to SC&I after serving as Dean of the School of Mass Communication and Media Arts at Southern Illinois University.

DEPARTMENTAL ADMINISTRATION

- During the fall term of 2015, Lilia Pavlovsky became director of the Master of Information program and Joyce Valenza stepped down. Professor Pavlovksy has been a nationally recognized for her teaching role and has been deeply involved in both the online and on-campus master's programs as well as the undergraduate program since returning to Rutgers as a full-time faculty member in 2005.

FINANCES

- In Fall 2015, Rutgers University migrated to a Responsibility Center Management system of financial management. Previously the university had been using a modified RCM model in which there was a flat tax rate for each type of income for all academic units. Under RCM, each school pays for centralized services from the central administration based on usage metrics. The impact of RCM on SC&I was positive, and our effective tax rate was reduced under RCM.

- The annual budget allocation for the Department of Library and Information Science was **$101,000 in 2014-15, and is $190,416 in 2016-17**. This budget does NOT include full-time or part-time faculty or regular staff; it is used by the chair to provide additional support for teaching (graders, assistants), to sponsor programs, and to run departmental speakers and events as managed by the department.

STAFF RESOURCES

Staffing in the school is centralized. Since December 2014, the support staff of the school has been expanded and provides additional support to the LIS faculty and MI program.

- The Instructional Design and Technology Services team, which previously had 2.5 FTEs, added a full-time, one-year professional to assist LIS and other programs who have online classes to migrate from the existing Pearson LearningStudio platform to Instructure's Canvas CMS.
- The Faculty Support Staff team, which previously had 2.0 FTE, added a third administrative assistant, enabling us to provide one full-time general administrative support staff member to each department.
- The Business Office, which previously had 3.0 FTE, added 1.5 FTE staff members to provide better financial and procurement support to all departments and programs.
- We added one additional full-time student counselor to the Office of Student Services specifically for graduate students to allow our Assistant Director to manage the project of implementation of a customer relationship management system, Target X. We view the procurement and implementation of Target X as a critical step in upgrading our marketing efforts for our graduate programs. (The undergraduate population of Rutgers-New Brunswick is recruited separately by the Office of Undergraduate Admissions.)
- Faculty in the school have continued to be provided with $5,000 per year in annual support from the Dean's Office for their research and teaching efforts. This money is in addition to the department's budget.