

RUTGERS

School of Communication
and Information

Master of Library and Information Science

Program Presentation

Committee on Accreditation
American Library Association

August 2011



Rutgers, the State University of New Jersey

**Master of Library and Information Science
Degree Program**

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Rutgers University is accredited by the Middle States Commission on Higher Education. The most recent **reaccreditation** was awarded in 2008.

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Department of Library and Information Science

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The university is seeking continuing accreditation for the professional Master of Library and Information Science degree program that offers a high quality academic experience in preparation for a career in the field of library and information science. The Rutgers MLIS degree provides the background, learning, and skills to assume a leadership position in a library, an information center, or another organizational setting.

Rutgers MLIS Program Presentation

Table of Contents

Contents

Introduction	7
I. Mission, Goals, and Objectives	11
II. Curriculum	29
III. Faculty	47
IV. Students	61
V. Administration and Financial Support	95
VI. Physical Resources and Facilities	107
Concluding Remarks	135

Introduction

One measure of a progressive and future-oriented library and information science program is the capacity to continuously adapt educational programs to address community and societal change in order to prepare graduates to meet the challenges and needs of constituents. The department of Library and Information Science (LIS) at Rutgers University sees the understanding of users and uses of information as the central focus of all of our teaching and research, addressing this focus by providing students with a broad range of courses, specializations, and field experience opportunities, as well as exposure to current research and activities in the field. We are committed to the highest quality educational experience for aspiring library and information professionals.

The department of Library and Information Science is one of three departments in the School of Communication and Information (SC&I) – Communication, Journalism and Media Studies, and Library and Information Science – with faculty who 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 stimulating environment for research and learning. The School was founded in 1982, merging the long-established Graduate School of Library and Information Studies with existing undergraduate departments of Communication and of Journalism into one entity. The current department of Library and Information Science has at its core the Master’s LIS program as well as teaching and advising students in the growing undergraduate Information Technology and Informatics degree, established in 2001. The School also offers a Master’s degree in Communication and Information Studies and an interdisciplinary PhD in Communication, Information and Library Studies; all three departments participate in these graduate degree programs (see the organization chart on the next page and in Appendix A).

The history of library education and research at the university is [well established](#). Library studies began at Rutgers as a baccalaureate program 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 School of Library Service was established at the University under the deanship of Professor Lowell Martin. Its first full graduate accreditation was granted by the American Library Association in 1956. Since that time the University has awarded over 6,000 Masters of Library and Information Science/Service degrees upon the recommendation of the faculty.

As the only accredited Library and Information Science graduate program in New Jersey, Rutgers has the responsibility both to train professionals for a diverse and changing state, and to perform research related to the locally strong pharmaceutical, high-tech, health care, and media industries. We are part of a state university, while many of the nearby LIS programs are in private universities without full-scale curricula and with fewer research requirements. Being situated in a large research university and a school with other substantial departments gives the faculty interdisciplinary opportunities but has also resulted in our being a complex program with demanding teaching requirements. The 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. We must, however, balance the public and school library needs with the

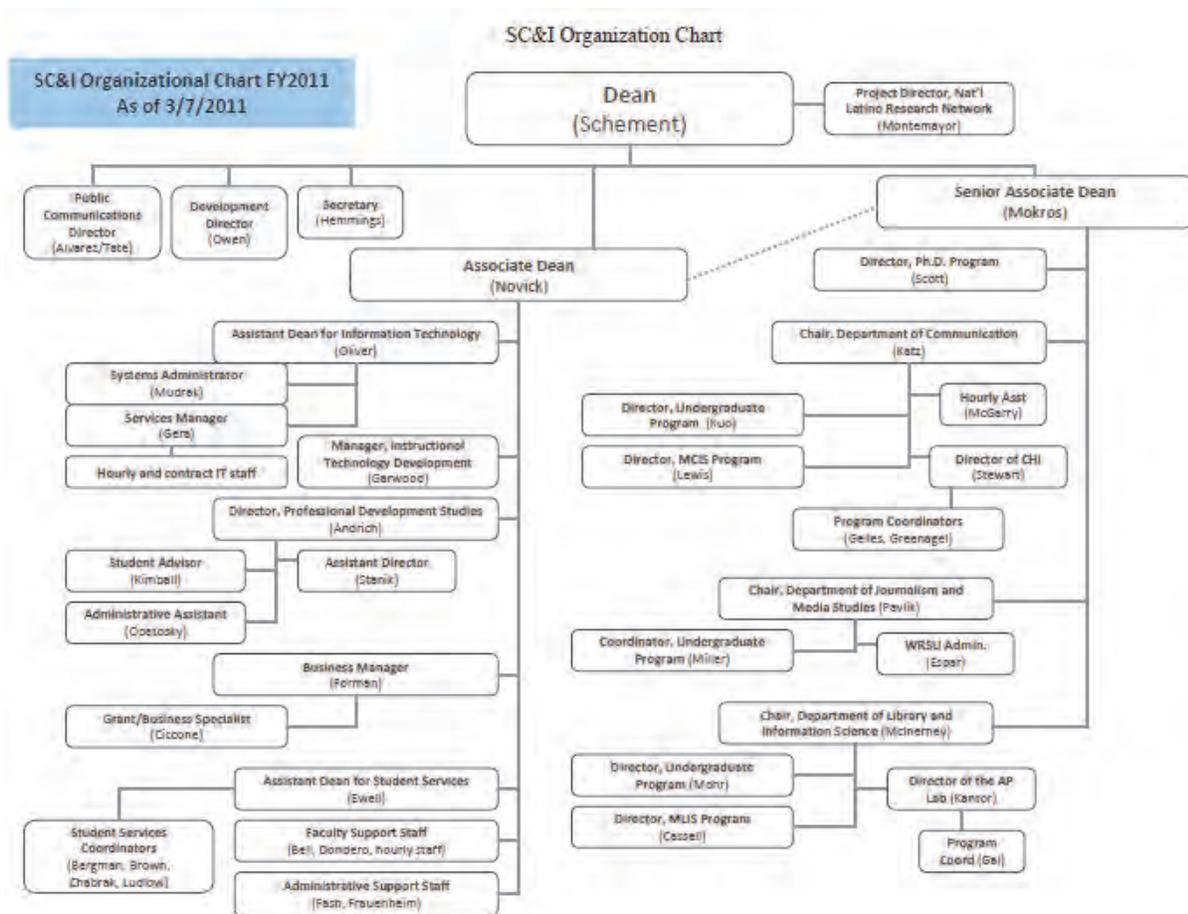


Figure I.1 SC&I organization chart

newer information technology areas, and we are aggressively expanding the number of specializations and [certifications](#) that we offer.

Since the 2004 self-study of the MLIS program for the ALA Committee on Accreditation, we have advanced the program through significant changes that benefit our students and colleagues. In recent years the LIS department has:

- Launched the complete MLIS degree program online with the aid of an Institute of Museum and Library Services grant;
- Created new specializations within the MLIS program to address the changing information environment, including Digital Libraries, Social Media, and Knowledge Management;
- Laid the groundwork for implementation of an ePortfolio requirement within the MLIS program to help students reflect on and present their accomplishments as they proceed through the program and conduct their job search;
- Established the Knowledge Institute and the Laboratory for the Study of Applied Language Technology and Society, adding one research center and one laboratory for

research to our already established and highly regarded Center for International Scholarship in School Libraries;

- Hired additional faculty in the areas of youth services, human computer interaction, social media, health informatics, and technology and learning.

To enhance its infrastructure since 2004, the School has added:

- Two remodeled buildings for use as faculty offices and a seminar space;
- New staff:
 - business office manager,
 - a business specialist who helps with grant applications,
 - communication officer,
 - instructional technology specialist, and
 - assistant dean for student services;
- An easily accessible office for student advising and services in the main building.

Among all the changes that the department and program have experienced in the last seven years, the most dramatic has been the establishment of a completely online MLIS degree. Faculty have learned to adjust teaching strategies to fully engage online students, and they have developed a vast amount of new course material for students enrolled remotely. In addition to learning to teach at a distance, advising, student orientation, admissions and providing texts and learning materials, among other functions related to a full academic experience, needed to be re-considered and adjusted for online students. Video streaming of student organization meetings, chat advising sessions, a student information wiki are just a few of the ways the department responded to the needs of a new student population. The program is approaching the point where slightly less than 50% of our student body is now enrolled as online students, and slightly more than 50% of students take most of their courses on campus. The faculty's goal is to have a seamless program where courses retain their high quality whether offered online or on campus; full-time faculty teach in person and online, and that all services offered to on campus students are available to online students. Throughout the program presentation, the changes necessitated by an online degree and what the changes have meant for the program, will be discussed in more detail.

The Library and Information Science department is strong, vibrant, and flourishing with the introduction of new faculty, new courses, and exciting ongoing research among world-class faculty and dedicated graduate scholars. The School and the LIS department are in excellent financial condition, thriving under the new budgetary formula used for distribution of resources at the University. The university awards funding according to the needs of the school, with a rubric that rewards schools with plentiful enrollments. SC&I serves thousands of students each year, and graduates between 6 – 10% of the total number of students awarded degrees at each annual commencement. In addition, our departmental researchers are awarded close to \$1 million in research funding in the typical academic year. On the other hand, our scholarship resources are strained in the current economic environment as ever more students struggle to afford tuition. Another challenge facing the department is recruiting and actually hiring faculty from minority and underrepresented groups. The pool of such faculty candidates has been expanded, but the department has had limited success in adding minority and underrepresented candidates to the faculty.

The faculty are proud and pleased with the high quality new colleagues who have been added to its ranks since 2004. These faculty members represent geographic and research diversity and scholarly excellence, but not necessarily minority group diversity. Proactive measures have been adopted to cast a wider net for faculty interested in applying. For example, applications for a position can now be made totally through a web-based application portal. Faculty support funding has increased to allow faculty to travel, present at more conference, and work with prominent scholars within and outside of the university on research teams. When participating in conferences faculty members have made a concerted effort to invite scholars from underrepresented groups to apply for faculty positions. Search committees have also rigorously examined websites of LIS schools to identify PhD students and faculty from minority groups and to send personal invitations to apply for a faculty position. The school has increased the number of diversity candidate applications and job talks given by members of minority groups; our goal is to continue hiring so that our faculty population more closely reflects the population of New Jersey.

Through this program presentation the department faculty members have demonstrated how they meet the standards for a professional LIS education in an [iSchool](#) within a large research university. Preparing this report has involved the entire faculty (see Appendix B) and a special advisory group consisting of regional library leaders in addition to our MLIS Program Associates who represent professional library and information associations in the state (see Appendix C). This effort has afforded us the opportunity to reflect, assess, and present our progress since our last review in 2004, and account for our work with students, library and information constituencies, and our peers at Rutgers and beyond. Our goal is to advance our well-regarded, pre-eminent MLIS program, maintaining the highest standards of quality in both our online and on-campus offerings. In addition, we believe our focus on planning and assessment will assure that we remain vibrant and responsive to the changing needs of the workplace and the evolving needs of students.

I. Mission, Goals, and Objectives

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

The MLIS Program of the department of Library and Information Science (LIS) at Rutgers, the State University of New Jersey's School of Communication and Information (SC&I) is guided by:

OUR VISION: Information makes a profound difference in the lives of people and of society.

OUR MISSION: Our program's mission is to enable our graduates to make significant contributions to the social development and the quality of life of individuals by strengthening the links among people, libraries and information, and technology in the context of promoting the values and freedoms of a democratic society.

[As adopted by faculty in May 2009 and revised March 2010]

These statements arose from lengthy discussions of our goals, as listed below. They head the section of the SC&I website on the MLIS program, <http://comminfo.rutgers.edu/master-of-library-and-information-science/program-information.html>. They are consistent with the purpose of the School of Communication and Information, as described on its website, <http://comminfo.rutgers.edu/about-sc-i/about-sc-i.html>:

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 goals of both SC&I and its MLIS program are consistent with 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 website, <http://www.rutgers.edu/about-rutgers/who-we-are>

Rutgers, The State University of New Jersey, is a leading national public research university and the state's preeminent, comprehensive public institution of higher education. Rutgers is dedicated to teaching that meets the highest standards of excellence; to conducting research that breaks new ground; and to turning knowledge into solutions for local, national, and global communities.

As it was at our founding in 1766, the heart of our mission is preparing students to become productive members of society and good citizens of the world. Rutgers teaches across the full educational spectrum: preschool to precollege; undergraduate to graduate and postdoctoral; and continuing education for professional and personal advancement. Rutgers is New Jersey's land-grant institution and one of the nation's foremost research universities, and as such, we educate, make discoveries, serve as an engine of economic growth, and generate ideas for improving people's lives.

The congruence of these broad principles supports our more specific goals, which are focused on what we want our students to learn; our faculty's teaching, research, and service; and the ongoing development of the MLIS program. When changes in specific goals are proposed, they are vetted by the Program Associates (the MLIS advisory body, Appendix C) and shared with MLIS students. As stated above, the School's website includes our vision and mission statements at the head of the program information. Our goals are regularly reviewed in light of the changing environment in which we practice and the evolving nature of the library/information science field. These reviews are ongoing, occur both formally and informally, and are documented in retreat reports, and in faculty meeting and Curriculum Committee minutes (see Standard I Evidence Folder in Sakai, 1.02, 1.03a, 1.06; and Standard II Evidence Folder, 2.01).

Formal reviews and planning are built into the faculty standing committee structure: Personnel, Planning and Governance, Student Affairs (with sub-committees on Admissions and Scholarships), and Curriculum; there is also an *ad hoc* committee on Research. A task force is appointed when there is a project that requires intensive study. An example is the 2009-2010 task force on ePortfolios which has investigated the topic and has developed recommendations that are being implemented this year. Monthly faculty meetings from September through May provide opportunities to take action on committee and task force reports. The Director of the MLIS program and LIS Chair attend regular meetings of the SC&I Chairs and Directors meetings and facilitate communication and planning across departments and programs. They also meet monthly with the Director of the undergraduate Information Technology and Informatics major and the Professional Development Studies Director (who provides administrative functions for MLIS online students and courses).¹ This group constitutes the LIS department's leadership team for the purpose of coordinating faculty assignments, course offerings, and scheduling, and for suggesting new courses and areas of specialization.

¹ The University treats online courses as off-campus outreach, and therefore MLIS online students and courses are within the purview of our Professional Development Studies program.

Planning and coordination are also facilitated by including the Professional Development Studies Director in LIS faculty meetings, and by quarterly meetings of tenure track faculty with the SC&I PhD faculty to form policy, review student progress, and plan for new and revised courses.

There is MLIS student representation at faculty meetings and on the Curriculum Committee. The student representatives collect input to plans and feedback on the program to share with faculty. In addition to the ongoing planning obligations of committees and task forces, there are periodic faculty retreats to evaluate progress, review goals and priorities, and develop plans. Current practice is to hold retreats in September and May. We also meet every semester with the Program Associates, our advisory group, which provides a means for regular formal information exchange. This body comprises leaders of the New Jersey professional associations, alumni, and selected others who can contribute suggestions and bring concerns to our attention. Working in the other direction, several faculty members attend New Jersey Library Association and New Jersey Association of School Librarians board meetings and keep the rest of the faculty informed about important developments affecting libraries.

Informal opportunities to receive feedback and gather ideas occur as we interact with our constituency in the course of 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. Various faculty are active in the New Jersey Library Association, the New Jersey Association of School Librarians, our two chapters of the Special Libraries Association, and the New Jersey chapter of the American Society for Information Science and Technology. We maintain ties with members of our chapter of the Black Caucus of the American Library Association and Northeast REFORMA, the National Association to Promote Library and Information Services to Latinos and Spanish Speaking people. A number of us receive the regular NJLA online newsletter. When the budget crisis in New Jersey threatened to destroy vital statewide library services as well as support of local public libraries, faculty members mobilized along with their colleagues in the field, thus strengthening our connections to the field and assuring that we had current information about issues. Plans for the following semester's colloquia ensured that students learned about the crisis and library advocacy through a colloquium devoted to the issues. Student comments on the colloquium are evidence of the impact that it had on them (see Appendix I.A).

Many full and part-time faculty are also active on the national level as members of the American Library Association; several have served as president and in other leadership roles. They 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, and other library-related organizations. These involvements and opportunities to meet with our alumni from across the country help us to stay abreast of current issues and to collect feedback, and thus to inform our planning.

Faculty members maintain close relationships with Rutgers University librarians, which allows for exchange of information that is then integrated into what students learn about in their courses. Practitioners are frequently invited to participate in programs and speak to classes, giving faculty opportunities to interact with our constituency.

As we attract more out-of-state students through the online MLIS program; expand our global contacts through our active participation in associations such as the International Federation of Library Associations and Institutions (IFLA) and International Association of School Librarianship (IASL), and increase our contacts with other LIS programs abroad, we are absorbing more international perspectives that we can bring to new initiatives and planning. For example, new courses in international librarianship and a course on 21st century publishing have been introduced as a result of faculty involvement with IFLA and the Frankfurt Book Fair. We receive visits from faculty and students of the Darmstadt information science program, and have recently hosted scholars from Finland and Sweden. In the Standard I Evidence Folder, see 1.37 for documents describing international activities.

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. Below, the goals are formulated with a focus on students, faculty, and the MLIS program. They are followed by objectives for each focal area.

Goals for student learning

We want our MLIS candidates to learn how to:

- Provide educational and cultural materials and experiences for all their constituencies,
- Analyze diverse communities in order to identify members' needs that can be met through library/information services,
- Offer services and information technology appropriate to contemporary communities,
- Design systems and organizational structures that enable access to information and its use for meeting goals and solving problems,
- Articulate to diverse constituencies the value, role, and transformational nature of information in the lives of individuals, groups, organizations, and society,
- Play a role in organizational leadership and change,
- Safeguard and make available the cultural, intellectual, and technological records of humankind,
- Uphold the ethics and support the tenets of the profession,
- Succeed in finding a satisfying first position in the profession, and to have a breadth of perspective that will enable them to move within the profession, as the field and their own interests evolve,
- Serve as leaders in the profession, and
- Continue their professional development, stay abreast of research, and base their practice on the best evidence.

These goals are reflected in the objectives of foundational courses, 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, and as part of their student association activities, assignments, and field experiences.

Goals for faculty teaching, research, and service

We want our faculty to:

- Strive for continuous improvement of teaching, mentoring, and advising,
- Maintain expertise in their area of specialization, while seeking opportunities for cross-disciplinary scholarship,
- Engage in ongoing world-class research that adds to the knowledge base and can advance the profession, and to disseminate the results broadly,
- Participate in the governance of the LIS department, the School, and the University,
- Engage with and contribute to the betterment of the communities where they live through teaching, research, and service, and
- Contribute to the betterment of the profession through provision of continuing education, consulting, professional association leadership, and other public service.
- These goals are reflected in faculty *curriculum vitae*, student course evaluations, and various research impact measures, as discussed under Standard III.

Goals for the MLIS program

We aspire to:

- Be the finest MLIS program among our peer institutions in North America,
- Recruit excellent students and faculty who are culturally and intellectually diverse,
- Maintain and continually improve a rigorous and challenging intellectual program leading to a masters degree in Library and Information Science, which is recognized as a pre-eminent LIS masters program in North America,
- Provide a flexible and integrated array of course offerings in library and information science that comprise a coherent program of professional education, and produces graduates who work in any of the specific environments where librarianship or information service is central,
- Include courses that reflect an interdisciplinary and international research program that focuses on the interrelationships of people, information, and technology, and
- 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.

The section on Standard III presents our discussion of how we are working to reach the goals related to faculty. Goals for the MLIS program, of course, permeate this entire program presentation, and are specifically addressed under discussions of student admissions, advising, and student participation; recruitment and development of excellent faculty; and ongoing improvement of the curriculum.

Outcomes for Students

The goals grouped under student learning; faculty teaching, research, and service; and program can each be elaborated through a set of specific objectives, but the list would be very long and to some extent redundant. In the spirit of I.2, the list below is limited to objectives focused on in

outcomes of the program for students; learning outcomes for basic courses are shown in Appendix II.B.

By graduation, students will demonstrate an understanding of the principles and practices of librarianship by having

- Obtained practical experience in the LIS field, meriting a good evaluation from a supervisor,
- Completed an ePortfolio containing samples of best work and a reflective essay as evidence of learning (Fall 2011 students onward),
- Articulated a professional philosophy,
- Clarified career goals and prepared a plan for achieving goals, and
- Joined at least one professional association.

The ePortfolio project that we recently launched will provide us with evidence of most of these outcomes. We plan to use the contents of the portfolios to inform us about changes that need to be made in courses, advising, socialization to the profession, and the quality of the student experience overall. Meanwhile we have some evidence that pertains to work experience that students have obtained through jobs and credit internships (see Table I.1a and Table I.1b)

Table I.1a Libraries and Information Centers Hosting MLIS Students for Field Experience – Examples

Special Libraries:

AT&T Archives and History Center
Congressional Research Service, LoC
Hackensack Medical Center
Harper Collins
IEEE History Center
Jenner & Block LLP, Chicago
Mountainside Hospital
MTV
National Oceanographic &
Atmospheric Administration, D.C.
New Jersey State Library
Newark Museum
Novo Nordisk
Public Service Electric & Gas Law Library
WNYC Music Archives

Academic Libraries:

Brookdale Community College
Columbia, Barnard, Teacher's College
Fordham Law Library
Lafayette College Archives
Monmouth University

Rutgers Libraries: Alexander, Art Library,
Center for Alcohol Studies, Chang, Dana,
Douglass, East Asian Library, Institute
for Jazz Studies, Robeson, Law Library
Princeton University Libraries: Marquand
Art Library, Firestone
San Diego State University
St. Martin's University, Washington
The College of New Jersey
University of Pennsylvania Law Library

Public Libraries:

Clay County Public Library, Florida
East Brunswick Public Library
Kenosha Public Library, Wisconsin
New Brunswick Public Library
New York Public Library
Newark Public Library
Ocean County Public Library
Princeton Public Library

Table I. 1b Entering Students' Relevant Work/Volunteer Experience – Fall 2005-2010

Where	F 2005 n=129	F 2006 n=67	F 2007 n=136	F 2008 n=119	F 2009 n=122	F 2010 n=128
Lib/Info	36 (28%)	22 (33%)	68 (50%)	42 (35%)	44 (36%)	53 (41%)
Education	27 (21%)	7 (10%)	20 (15%)	27 (23%)	26 (21%)	12 (9%)
Pubs/bks	5 (4%)	10 (15%)		7 (6%)	5 (4%)	11 (9%)
Totals	68 (53%)	39 (58%)	88 (65%)	76 (64%)	75 (61%)	76 (59%)

Practical experience. Fall entering class data show that from about 28% to 50% of new students are already employed or are volunteers in libraries at the time they apply (see Table I.1b and Appendix IV.A). The placement data collected by *Library Journal* is not very helpful due to the low return rate, but for the 49 members of the 2009 graduating class who responded to the *LJ* survey by early August 2010, 41 (82%) reported that they were employed in a library (full data available in Standard IV Evidence Folder, 4.32, 4.46).

While students are in the MLIS program, quite a few work part time for Rutgers Libraries, but unfortunately student workers are not tracked by affiliation. Rutgers librarian Jim Niessen estimates that “15 to 20 MLIS students per [year] have gotten work study awards in recent years.” All students who are preparing for school librarianship must take a practicum in a school library; they average about 55 a year. Other students who take the *592 Field Experience* course range from 40 to 50 a year; Table I.1 lists some of the libraries and information centers where students have interned. The number who volunteer in libraries and hold internships without registering for credit is substantial. An e-mail asking students and recent graduates to tell us whether they volunteered in a library while in the MLIS program produced 58 responses in two days. Of these, 45 reported volunteering and 25 reported that they found part-time work. All in all, we believe that our students heed our advice to get experience before graduating and that a high percentage does so. Further confirmation comes from a Rutgers librarian (Judith Ward, July 11, 2011):

“While I went to library school (2004-2006), fewer students volunteered, it seems nowadays almost everyone does. For every single position I post on the listserv, paid or unpaid, I receive about 25 applications - within 24 hours!”

Feedback from Field Experience supervisors on student performance is almost always very positive (see Appendix I.B). In the summaries that students are required to submit at the conclusion of their hours, they are asked to state how the experience has affected their thinking about their future careers, so we do have evidence that it has influenced goals and professional philosophy. As already stated, we will have this kind of reflection from all students once they develop portfolios as part of the new required course.

Meanwhile, recent surveys of students and employers have provided data on perceptions of graduate preparedness for their first positions. Graphs and texts describing the results are included in the section on students in the Standard IV narrative.

Professional association memberships are stressed as highly valuable in the required course *501 Introduction to Library and Information Professions* and during initial advising sessions. We urge those who live in New Jersey (69% of Fall 2010 entering students) to take advantage of a bargain rate for dual New Jersey and American Library Association membership. NJLA currently has 169 student members (Executive Director Pat Tumulty, personal communication, May 17, 2011) and while we do not know the exact number of Rutgers students, there is no reason to think that the great majority are not. We are the only ALA-accredited MLIS program in New Jersey, and most of our competitors in Pennsylvania and New York have higher tuition. Three of our six LIS student associations are chapters of national professional associations (see SC&I website under “Student Life,” <http://comminfo.rutgers.edu/master-of-library-and-information-science/student-organizations.html>) . We post the New Jersey Library Association electronic newsletter on the student listserv, as well as announcements about the many professional meetings in the New York/Philadelphia area.

Student accomplishments, other aspects We are increasingly able to collect information about student professional involvements and job placements of students and recent graduates, now that we have an Assistant Dean for Student Services. News about student and alumni achievements are also sought and are publicized on the SC&I website; see *Signals*, <http://comminfo.rutgers.edu/public-communication/e-newsletter.html>.

In addition to collecting information about graduates’ successes, we also seek feedback for the purpose of improving the student experience. One example of how monitoring is used to implement change is the introduction of group advising and more online help for students. A review of advising forms showed that not all students were taking advantage of appointments with faculty advisors. In response to this finding, we not only added more group advising, but also developed the wiki at <http://rutgeronline.pbworks.com/w/page/30804621/The-Advising-Process>. The online students also can take advantage of peer mentors; see <http://rutgeronline.pbworks.com/w/page/6415426/Peer-Mentors>.

Our students are not passive. For example, they have campaigned for improvements in classroom furniture, placement assistance, and financial aid. We were able to respond to the first of these, are working on the second, and hope to pursue more scholarship monies more aggressively.

Program goals and learning outcomes in reference to Standard I.2

In the sections below we seek to relate our program to student learning outcomes. We refer to the goals for student learning listed above. In addition to the narratives for I.2.1 through I.2.10, we include Table I.2 to summarize relationships between the goals for student learning and the ten parts of Standard I.2. We suggest that Table I.2 be viewed together with Appendix II.B, which graphs objectives and assessment against curriculum standards for foundation courses and some of the electives. To aid use of I.2, also see course descriptions

http://comminfo.rutgers.edu/component/cur.610/option.com_courses/sch.17/task.listing/

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

I.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management;

Our student learning goals apply to all MLIS students, and therefore we have a distribution mandate that asks students to take five courses that span the basic curricular areas. In addition, we have two required non-credit “courses” for which students must register that are designed to introduce them to the profession and to current issues and leaders in the field: *501 Introduction to Library and Information Professions*, and *502 Colloquium*. *503 Professional Capstone* is being added for Fall 2011 and provides the structure for the ePortfolio requirement. Other than these three, there is no single set of required courses. The reason for this is that students pursue different paths through the curriculum, depending on their career choice. Objectives are stated as student learning outcomes, as can be seen in the syllabi and in the student learning matrix (Appendix II.B) that accompanies the section on Standard II Curriculum. The lead and central courses in the curriculum serve as foundational courses and virtually all students take a combination of courses that cover the elements enumerated in I.2.1. It should also be noted that many learn through working in libraries and information organizations as employees, volunteers, or interns. They participate in professional meetings and library visits, attend guest lectures, and share their knowledge with each other.

In order to assure that students reflect on their learning and build portfolios that they can use to demonstrate their qualifications, we recently instituted the aforementioned ePortfolio requirement. These portfolios will provide additional evidence of their program learning outcomes (see Appendix I.C).

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

The website for the 501 course, Introduction to Library and Information Professions, that all entering students are required to take contains major professional association policies and statements, or links to them; see <http://comminfo.rutgers.edu/~pack501>, especially the sections on professionalism and ethics. Students must write a brief commentary on what they learned from looking through and reflecting on the material in the website, an exercise that assures us that in most cases they gain an overview of the profession; for examples of student comments, see Appendix I.D. Courses such as *530 Principles of Searching*, *540 Reference Sources and Services*, *570 Management of Libraries and Information Centers*, *582 Information Policy*, *584 Intellectual Freedom* and topics courses such as *590 International Librarianship* include modules on philosophy, principles, and ethics of librarianship; see Appendix II.B for examples of learning outcomes statements.

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

The 501 course website has links to major professional associations. Students are encouraged to learn about and to join and actively participate in associations relevant to their career aspirations. We have energetic student chapters of ALA, ASIS&T, and SLA, and students have also organized groups focused on archives and special collections (SOURCE), on school librarianship (RASL), and most recently a group on academic librarianship. The New Jersey Library Association and the American Library Association offer an inexpensive joint membership for students, of which many take advantage. As part of welcoming new members, the associations draw attention to ethics and other principles. In Appendix II.B, student learning outcomes related to this standard can be found for *582 Information Policy*. Students are reminded that most associations have competency statements that prescribe knowledge and skills for the specialized library careers they represent. Table I.3 gives links to some of these and other guiding principles that are specifically mentioned in MLIS courses

Table I.2 Student Learning Goals Related to Standard I.2

Standard I.2 .1-I.2.10	Student learning goals (#s refer to list in Goals for Student Learning, above)	Where discussed in Program Presentation besides in Standard I	Relevant courses
I.2.1 Information and knowledge creation, communication, identification, selection, acquisition, etc.	2-provide materials; 3-offer services & IT; 4-design systems & give access	II. 2 Curriculum concerns re recordable information and knowledge; services and technologies for management and use, etc.	540 (information resources) courses; 512 Interface Design; 516 Children’s & Youth services; 517 Planning Outreach Services; 519 Information Literacy, Learning, & Teaching; 520 Organizing Information; 522 Cataloging /Classification; 524 Metadata; 530 Principles of Searching; 532 Collection Development; 540-549 Information Resources; 550 Information Technologies; 552 Systems & Software; 553 Digital Libraries; 555 Multimedia; 574 Knowledge Management
I.2.2 Philosophy, principles, ethics	5-articulate value, role; 8-uphold ethics, tenets	II.3 Development of professionals ... IV Admissions criteria	501Intro-Information Professions; 502 MLIS Colloquium; 514 Learning Theory, Media & Curriculum; 520 Organizing Information; 580 Knowledge Structures; 582 Information Policy
I.2.3 Prof. assoc. policies/ competencies	1-analyze needs; 3-offer services; 4-design systems; 8-ethics	II.3.4, II.3.5; II.5 &Table I.3 Professional organization statements used in courses	501 Intro-Information Professions; 510 Human Information Behavior; 511 Research Methods; 514 Learning Theory , Media & Curriculum; 516 Children’s & Youth Services; 517 Planning Outreach Services; 519 Information Literacy, Learning, Teaching; 530 Principles of Searching; 533 Manuscripts & Archives; 540 Reference Sources & Services; 575 Management-School Libraries; 581 Social Informatics

I.2.4 Value of teaching & service	11-professional development	II.3.7 continuous growth	501 Intro-Information Professions; 502 MLIS Colloquium; 503 ePortfolio; 519 Information Literacy, Learning, Teaching
I.2.5 Importance of research	11-evidence based practice	II.3.2 research from other fields II.4 student research III.3.2 high priority on research	511 Research Methods; 510 Human Information Behavior; 514 Learning Theory, Media & Curriculum; 551 Information Retrieval; 553 Digital Libraries
I.2.6 Importance of LIS to other fields	5-articulate value, role to diverse constituencies	II.3.1 assertive role; II.4 cooperative programs; IV.1 recruit diverse students	514 Learning Theory, Media & Curriculum; 516 Children's & Youth Services; 519 Information Literacy, Learning, Teaching 540 Information Resources courses; 570 Management
I.2.7 Importance of other fields to LIS	1-analyze diverse communities;	III; II.3.2 applied research from other fields;II.4 interdisciplinary	510 Human Information Behaviour,514 Learning Theory, Media & Curriculum; 517 Planning Outreach Services; 519 Information Literacy, Learning, Teaching
I.2.8 Role of LIS in diverse global society	5-articulate; 7 safeguard; 6&10-leadership	II.3.4-5 respond to diverse, underserved, global society	510 Human Information Behavior; 517 Planning Outreach Services; 553 Digital Libraries; 556 Preservation; Topics: International Librarianship
I.2.9 Role of LIS in technological society	3-offer appropriate IT; 7-safeguard records;	II.3.5 technological society	550 Information Technologies; 555 Multimedia; 553 Digital Libraries;
I.2.10 Needs of constituencies	1-analyze needs diverse communities	IV. Employer/alumni surveys; IV.1 recruit diversity	501 Introduction-Information Professions; 502 MLIS Colloquium; 517 Planning Outreach Services; 520 Organizing Information

Table I.3 Professional Organization Statements Referred to in MLIS Courses

514: Information Power, Appendices contain relevant ALA standards

New Jersey Department of Education New Jersey Core Curriculum Content Standards
<http://www.state.nj.us/njded/cccs/intro.htm>

NJ Curriculum Frameworks <http://www.state.nj.us/njded/frameworks/index.html>

516: ALA ALSC Competencies for Librarians Serving Children in Public Libraries
YALSA's Competencies for Librarians Serving Youth: Young Adults Deserve the Best
<http://www.ala.org/ala/mgrps/divs/yalsa/profdev/yacompetencies2010.cfm>

517: Guidelines for library-based literacy programs
IFLA Reading Section (2003) < www.ifla.org/VII/s33/project/literacy.htm >

Library Services to the Poor
<http://www.ala.org/ala/aboutala/governance/policymanual/updatedpolicymanual/section2/61svctopoor.cfm>

Services to Persons with Disabilities: An Interpretation of the *Library Bill of Rights*
<http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/interpretations/servicespeoplewithdisabilities.cfm>

519: ALA ACRL Information Literacy guidelines and standards, including Proficiencies for Instruction Librarians and Coordinators, Standards for (June 2007)

NJLA Information Literacy Progression Standards, <http://njla.pbworks.com/Progression-Standards-for-Information-Literacy>

533: Standards for Archival Description: A Handbook
<http://www.archivists.org/catalog/stds99/index.html>

540: ALA RUSA Guidelines:
www.ala.org/mgrps/divs/rusa/resources/guidelines/guidelinesbehavioral.cfm
www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/

575: American Association of School Librarians. *Standards for 21st Century Learners*. 2007.
<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>

I.2.4 the value of teaching and service to the advancement of the field;

Graduates show that they recognize how teaching and service advance the field when they become active in their professional communities of practice and undertake teaching roles in the communities they serve. Not only do a number of courses explicitly deal with the educational responsibility of librarians (e.g., *519 Information Literacy, Learning, and Teaching*; *514 Learning Theory, Media and Curriculum*), but the faculty's dedication to good teaching and visible commitment to advancement of the library and information science field set examples for students. The goals listed in I.1 above, under teaching, research, and service reflect these values. 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 most important evidence of the value we put on teaching comes from student course assessment, but the ultimate impact can be seen in the quality of libraries where many of our graduates work, particularly libraries in New Jersey. A clear indication of that was the overwhelming support shown by the public in the recent campaign to save New Jersey libraries – citizens demonstrated that they had learned to place a high value on their libraries. More recently, an attempt to eliminate library funding by a New Jersey Congressman was met by such public outcry that he quickly withdrew his proposal. Another indication is the number of recent MLIS graduates who have been inspired to emulate their mentors and have applied to and been accepted in our doctoral program.

Faculty service is not only important to the advancement of the field, but it also models the behavior we expect of graduates. Our faculty are active members, often in key leadership roles, of major professional organizations. Their resumes show that they act as consultants in many arenas, and serve as editors and board members of journals. The section on Standard III Faculty provides details on faculty teaching and service. Our students have access to faculty websites and are alerted through the student listserv to new professional achievements, not only of faculty but also of fellow students and alumni; see <http://comminfo.rutgers.edu/public-communication/e-newsletter.html>. Some of our graduates of the last ten years who have already assumed leadership roles include Trevor Dawes '01, cofounder of the NJ chapter of ALA's Black Caucus, member of ALA's Council; Gary Schmidt '06, chair of the NJ chapter of ASIS&T; Andrea Simzak '08, SC&I representative to the Rutgers Alumni Association; Michele Stricker '06, Deputy Director of Library Development at the NJ State Library; Janice Tsai '05, Fellow, California Legislature Science and Technology Program; Julie Strange '07, Statewide Coordinator Maryland AskUsNow; Susan Quinn '04, Director, Ocean County Public Library.

I.2.5 the importance of research to the advancement of the field's knowledge base;

As stated in I.1, research is an essential responsibility of faculty, and is expected to contribute to the knowledge base of librarianship and information science. Our faculty publish in major research and professional journals and present papers at national, international, and local conferences in LIS and related areas, as described in Standard III. Faculty share research with their students, and may have them participate, as in Professor Naaman's *596 Social Media Research* seminar and in Professor Radford's *540 Reference Sources and Services*. Students in *592 Field Experience* also have opportunities to contribute to action research, as at Rutgers Libraries, for example, in Charlie Terng's work with RU librarian Myoung Wilson and Ryan

Nowlin's with Judy Gardner. Throughout the curriculum, research is a persistent theme, and students learn to distinguish between anecdotal and research-based professional literature. They are expected to develop evidence based practice habits as they enter the workforce. Their appreciation of the value of research is fostered in many courses, as shown in Table 1.2.

I.2.6 the importance of contributions of library and information studies to other fields of knowledge;

Through participation in courses offered by LIS and open to other departments (such as 581 *Social Informatics*, 574 *Knowledge Management*, and the Topics course *Language and Information*) and collaborative research with faculty in communication, media studies, education, computer science, and others, LIS faculty are raising awareness of how our expertise and perspective can enhance the work of other disciplines. One faculty member teaches in a course offered by the Rutgers Bloustein School of Planning and Public Policy, and we have been invited to open some of our courses to students in the Master's in Business and Science degree. MLIS students learn about these connections and hear how essential the LIS contribution is to other fields in a number of other courses, the advanced reference and information literacy courses in particular. Graduates who go to work in educational institutions are often collaborators with faculty across disciplinary lines. One good example of the product of this kind of collaboration is the document <http://njla.pbworks.com/w/page/12189896/Progression-Standards-for-Information-Literacy>; six of the eight developers are Rutgers graduates.

I.2.7 the importance of contributions of other fields of knowledge to library and information studies;

The LIS field is interdisciplinary, drawing, for example, on the social sciences and humanities, while using tools developed by engineers and computer scientists. It is difficult to think of any course that does not draw on other fields for content and /or methods. Students become aware of the range of contributing disciplines as they recognize that assigned texts and readings often emanate for other fields; see course syllabi for evidence.

I.2.8 the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;

Rutgers is the state university of one of the most diverse states in the nation, and New Jersey libraries serve populations with rapidly changing demographics. In keynotes at the 2010 National Diversity in Libraries and 2011 ALISE conferences, Dean Jorge Schement related the population data to the future of the profession. The slides from the first of these presentations are available in the Standard I Evidence Folder, under 1.04b, Diversity and Libraries 2010. The Dean's strategic plan, "Navigating a Course for the School of Communication and Information in a Time of Constraints" (Standard I Evidence Folder, 1.04a) highlights the importance of diversifying the faculty. The highly visible demographics of the State and of Rutgers University's student body helps to ensure that MLIS students are aware of the importance of providing library and information services specifically designed to meet the needs of growing groups of newcomers who are likely to be underserved. This issue is specifically covered in a course on outreach to library constituents (*517 Planning Outreach Services*) and in *582*

Information Policy which studies diversity and access challenges presented by the digital divide. To raise awareness of global issues in access to information and information technology, and of legal issues such as copyright and privacy, we offer a special topics course on international librarianship (in process of becoming a regular course).

Students also become aware of diversity and global issues in other courses. For example, in the *510 Human Information Behavior* course, a foundation course which many of our students take, the information needs and behavior of specific groups in society, including the underserved, are examined. Students in *553 Digital Libraries* prepare reports on international digital libraries and the challenges that they face. *Publishing in the 21st Century*, a topics course offered for the first time in Fall 2010, took students to Germany to discuss information needs, policy, and practice from a European perspective. Links to various ethnic associations on the 501 website alert students to the importance placed on achieving a diverse profession, and there have been colloquia devoted to serving groups out of the mainstream (see Appendix II.C for an example). Graphs in the section on Standard IV show the upward trend but still small number of students from minority groups.

The faculty actively recruits more students who are representative of the State's demographics and continues to seek better ways to identify, attract and support diverse MLIS students. We have secured two IMLS grants to recruit and prepare students to work in New Jersey's urban and diverse communities, and there is a fund for matching ALA Spectrum awards. The LIS department works with Rutgers Libraries to select their Diversity Intern/Resident, who is funded by the Libraries while earning the MLIS and serving in various library roles during a three-year period; see Appendix I.E.

I.2.9 the role of library and information services in a rapidly changing technological society;

Technology permeates the curriculum and the ways in which we communicate and teach. We teach our students to observe the strengths and limitations of technology in order to communicate to their communities the key role that library and information services continue to play in our rapidly changing technological society. Students must become technically adept enough to convey to users, providers of information technology, and vendors who build library software, the key role that well-trained librarians play in meeting the information needs of all people, including those challenged by various impairments. Librarians' roles in helping the public to access and learn how to use information technology are stressed in a number of courses including *550 Information Technologies for LIS Agencies*, *519 Information Literacy, Learning, and Teaching*, *551 Information Retrieval*, *553 Digital Libraries*, *554 Information Visualization and Presentation*, *555 Multimedia Production*, and new courses on data curation and stewardship. *574 Knowledge Management* and *581 Social Informatics* incorporate impact, use, and adoption of new tools. Students are eager to take courses that deal with new technology and employers are satisfied with the level of technical skills that recent graduates bring to the workplace, according to focus group results; see Standard IV.

I.2.10 the needs of the constituencies that a program seeks to serve.

We complete this review at a time when we face many challenges in meeting the needs of our major stakeholders. Since most students are from New Jersey and wish to work in state, our program's primary constituency comprises the librarians who might hire our graduates. We are constantly challenged to match the typical demographic profile of our students (white middle class women) and the diverse populations served by New Jersey school, public, and academic libraries—a perpetual concern that is compounded by the State's financial crisis, which is limiting job prospects for our graduates for the next several years. We seek to help students overcome the challenges of a weak economy by assisting them to present their qualifications in ways that will "speak" to potential employers and to prepare effective job search strategies. We also remind students that their technology and social media skills lend themselves to a number of alternative career paths. There is hope that SC&I will be able to hire a career/placement officer, which would greatly help the situation. Faculty actively participate in advocating for library services for New Jersey, as mentioned under I.2.4. Library administrators indicate they are generally satisfied that our graduates have learned skills necessary to thrive in their institutions, but opportunities to hire are currently limited; see Standard IV for employer survey results.

Student association leaders recognize the challenges they face in the current job market, and have held well attended programs to help their peers learn more about qualifications for various areas of the field and to hone their job search skills. Faculty have encouraged these efforts and have advised students on the selection of speakers and mentors. We are proud that our students are showing such initiative and determination, and take it as a sign of their confidence in the skills that they have developed in our program.

We recognize that recruitment to diversify the profession has to take place at several levels – hiring and retaining faculty whose backgrounds reflect our population, and recruiting and supporting students into the MLIS and PhD programs who share the languages and ethnicities prevalent in many New Jersey communities. Several grants from the Institute of Museum and Library Services (in partnership with the State Library, a Regional Cooperative, and New Jersey Library Association) have helped, as has the ALA Spectrum program. We have encouraged the New Jersey chapter of the ALA Black Caucus and the Urban Libraries section of the New Jersey Library Association to help us with identifying possible recruits. We work with the Rutgers Libraries on their diversity internship/residency program, which is a model for academic libraries.

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

As stated above, our mission, goals, and objectives are reviewed during retreats and adjusted to reflect changing realities. The curriculum is the sphere that receives the most persistent attention. 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. In order to assure that every course can be evaluated in a rigorous way, the Curriculum Committee is requesting that all faculty write objectives in terms of student learning outcomes (Appendix II.B demonstrates our efforts so far). In an effort to evaluate how well our program prepares students for practice, we are guiding them in the development of ePortfolios. These will allow the faculty to judge 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 will enable us to evaluate the degree to which we are achieving expected learning outcomes. The authentic measure of success, however, is the satisfactory launching of our graduates' careers. We have a new strategy to keep their contact information up to date so that we can survey them periodically. Achievement of the goals for student learning, enumerated above, ultimately depends on the ability to track the progress of our graduates.

Ongoing informal contacts with the field, as well as more formal meetings with our Program Associates and surveys of employers and alumni, also contribute to evaluation, by showing us where we need to make changes. 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. As decreased funding for the New Jersey regional library cooperatives has led to the loss of several continuing education providers, we are planning to fill some of that gap. In the process, we will build stronger ties to our constituencies and will learn more about their needs.

Evaluation of faculty is a strength in our department as there are annual reviews of every member, and the expectations are clearly spelled out. In addition, each course is evaluated by students, and faculty take the evaluations to heart adjusting course syllabi and learning activities as needed. An indication of the quality of our faculty is the fact that we continue to be listed in the top ten in the *U.S. News and World Report* rankings.

Program goals and objectives are scrutinized on a regular basis during faculty retreats to see whether the results of ongoing evaluations, environmental scanning, and operational adjustments warrant revision. When a major revision is contemplated, input is sought from stakeholders. We consult not only the Program Associates, but also other leaders in the LIS professions nationally and internationally, peers elsewhere, and some of our more recent alumni who are most aware of current trends in the field. When evaluation and observation indicate the need for changes, we study the options available to us and make decisions that we believe will best serve the interests of our constituencies. One example is the introduction of ePortfolios as a response to increasing calls to demonstrate student learning. Recent evidence of our recognition of student and practitioner concerns about professional preparedness led us to introduce several specializations that will be noted on graduates' transcripts, as described in Standard II on curriculum. Graduating MLIS student worries about the difficult employment situation have spurred our administration to work toward hiring a placement officer.

Evaluation of our space needs has resulted in a strategic plan for a new building project, in cooperation with other units in the University (see Standard VI). In conclusion, we are proactive in seeking input to our evaluation and planning activities, and in taking action on the basis of the results.

II. Curriculum

Introduction

The current MLIS Curriculum, adopted in 2000, has undergone continuous revision during the last seven years. A careful reassessment of the previous curriculum in 1998 resulted in a faculty decision to design an entirely new curriculum consonant with the knowledge, skills and values that our graduates need to have successful careers, to serve as leaders in the library profession and to promote the role of libraries and information in maintaining the values and freedoms of a democratic society. The curriculum has been continuously reviewed and refined by the Curriculum Committee and the full faculty since then so as to keep it consistent with the needs of our students and our rapidly evolving profession (see Evidence folder 2.01 in Sakai for minutes). It is designed to prepare our graduates to serve as librarians in the 21st century, where they will play key roles in shaping the relationships among libraries, technology, and society.

The curriculum is organized into six thematic areas. Together, these six form the essential elements that distinguish library and information science from other disciplines.

Human Information Interaction
Organization of Information
Information Access
Information Systems
Management
Information and Society

The combination of these elements of our MLIS degree produces a coherent program of professional education that prepares our students for the exciting opportunities and formidable challenges they will face over the course of their careers.

Each thematic area includes:

- One **lead** (foundational) course that introduces students to the key concepts, skills and values associated with the theme. The thematic areas are of equal importance to the curriculum, though the placement of the people-centered *510 Human Information Behavior* in the first theme reflects our continuing commitment to a program that puts the needs of users at the center of the MLIS curriculum. The lead courses have remained the same since the adoption of the current curriculum in 2000, although the syllabi of all have been updated.
- One or more **central** courses that provide students with recognized key components of the library profession, such as reference and cataloging. The central courses are enduring content areas and have remained in the curriculum since its adoption. However, content has been revised in many of these.
- Any number of **specialized** (advanced or elective courses), adjusted on the basis of changes in the profession, career opportunities, and student and faculty interests.

To provide students with a broad foundation across several of the themes, the MLIS program has a distribution requirement of 15 credits (5 courses) from those identified as lead and central. At least 3 of the 5 must be lead courses. In addition, each student must take three non-credit mini-courses:

501 Introduction to Library and Information Professions. An introduction to the MLIS program and the profession, key concepts, organizations, and standards, to be completed by the start of students' first semester in the program. Beginning in Fall 2011, it will also prepare students to begin work on their ePortfolios;

502 Colloquium in Library and Information Studies. Three two-hour meetings are required on topics relevant to current challenges and recurrent issues facing our profession. Speakers are selected on the basis of their expertise and/or leadership role in the field, and students are expected to contribute questions and comments to the discussions. All meetings are recorded and streamed to online students;

503 Professional Capstone. Students who enroll in the MLIS program beginning in Fall 2011 are also required to take a third non-credit course in which they prepare an ePortfolio. The ePortfolios will enhance students' experience, provide a springboard for the development of professional digital resumes, and serve as a showcase for their accomplishments. The course will also cover career strategies such as interviewing, writing a resume, and finding a professional position, so it will serve as a transition to a career.

This curriculum, with its distribution requirements of lead and central courses, and the required non-credit courses, exposes students to the areas of knowledge in Standard II.1 and to the learning opportunities outlined in Standard II.2. The MLIS program thus provides a strong foundation for graduates as they enter the profession.

The Rutgers MLIS degree comprises 12 courses of 3 credits each, plus the non-credit mini-courses, for a total of 36 credits to be completed within 3 years. One course is equal to approximately 40 instructor contact hours; 9 credits per semester constitute full-time study; with permission, some students take 15 credits per semester; up to 12 credits may be summer session courses.

A major change to the MLIS curriculum since our last re-accreditation review has been the adoption of areas of specializations in 2010. These areas, which build on some of our faculty's key strengths, were added in response to requests from students who wanted to prepare for specific career paths that require specialized knowledge, and to have that preparation formally recognized. We currently have four specializations: *Digital Libraries*, *Social Media*, *Knowledge Management*, and *School Libraries*. The specializations, which typically consist of five or six courses, are named on the student's transcript after graduation. It is, of course, possible for students to customize their program in any number of other ways to suit their career aspiration. In fact, a guiding principle for the 2000 revision was that students should, with the help of an advisor, tailor a plan of study appropriate to their desired career path.

Table II.1 shows an overview of the MLIS curriculum structure. The entire list of courses, including lead and central courses, is available at <http://comminfo.rutgers.edu/master-of-library-and-information-science/curriculum-overview.html>. The specializations are detailed at <http://rutgersonline.pbworks.com/w/page/30802938/Specializations>.

Table II.1 MLIS Curriculum Components

<u>COMPONENT</u>	<u>DESCRIPTION</u>	<u>STATUS</u>
501 – Introduction to Library and Information Professions	Non-credit introduction to the norms of the profession, key concepts, organizations and standards, to be completed by the start of students’ first semester in the program.	Required
Distribution Requirement	Five courses, consisting of (1) at least 3 lead courses and (2) 2 central or additional lead courses. Of course, students may take more lead and central courses than required.	Required
Specialization areas and/or electives	Having a specialization is not necessary. For those who wish to specialize, please note: Generally 5 to 6 courses in one of 4 areas that prepare students for particular careers. Students may pursue multiple specializations and a single course may count toward more than one specialization, or they may choose electives from across the curriculum.	Optional
Beyond the standard curriculum	Courses adding up to 6 credits may include courses from another ALA –accredited university, another academic department at Rutgers, or Web-based Information Science Education (WISE) courses offered through a consortium, http://www.wiseeducation.org/	Optional
502 – Colloquium	Non-credit course requiring attendance and reporting of at least 3 colloquia on current issues in the library/information field; usually taken during the penultimate semester.	Required
503 – Professional Capstone	Collection of materials in which students reflect on their experience in the MLIS program presented in an ePortfolio along with career skills. (Required of students entering as of Fall	Required

This curriculum provides students with both breadth and depth. The breadth is upheld by the distribution requirements, which call for students to take at least one course in at least three of the six thematic areas; most students take courses in four or five thematic areas. The depth is provided by the advanced courses and the recently adopted specializations. The specializations were designed to enhance (not replace) the broad foundation that all students get across the six thematic areas. We provide more detail about the relationship between the curriculum, program goals and the COA standards for the curriculum in the sections that follow.

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

MLIS program goals and objectives: The goals and objectives for the curriculum are determined in part by the program mission and goals, and in part by the more specific program outcomes for students learning, both of which are shown in Standard I and repeated below.

MLIS program mission is to: Enable our graduates to make significant contributions to the social development and the quality of life of individuals by strengthening the links among people, libraries and information, and technology in the context of promoting the values and freedoms of a democratic society;

MLIS program goals are to:

- Be the finest MLIS program among our peer institutions in North America,
- Recruit excellent students and faculty who are culturally and intellectually diverse;
- Maintain and continually improve a rigorous and challenging intellectual program leading to a masters degree in Library and Information Science that is recognized as a pre-eminent LIS masters program in North America;
- Provide a flexible and integrated array of course offerings in library and information science that comprise a coherent program of professional education and produces graduates who work in any of the specific environments where librarianship or information service is central;
- Include courses that reflect an interdisciplinary and international research program that focuses on the interrelationships of people, information, and technology; and
- 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.

The curriculum indeed does provide a flexible and integrated array of course offerings, and includes courses that reflect interdisciplinary and international research focused on the interrelationships of people, information, and technology. It balances theory and practice, and retains the best of library and information science traditions, while simultaneously looking to the future. The full array of courses is described on our website, at http://comminfo.rutgers.edu/component/cur_610?option=com_courses/sch,17/task/listing/

Systematic planning process

The MLIS curriculum periodically undergoes a major redesign, as determined by the faculty, with feedback from students, alumni, and library professionals. Between major revisions, the curriculum is in continuous assessment mode. This means courses may be added or subtracted as needed, as long as they enhance students' learning opportunities and do not represent a fundamental change in the plan for the curriculum. More substantial changes that fall short of a

complete re-design of the curriculum may be made based on a careful planning process and consideration of the impact of these changes on students and the program. Recent examples of substantial changes include the updating of the technology curriculum, the adoption of several areas of specializations, and the introduction of an ePortfolio requirement for students who begin the program in Fall 2011. As part of the continuous revision process, the need to completely rebuild the curriculum will periodically emerge.

The Curriculum Committee considers all important issues related to the curriculum before they are brought to the full faculty. The Committee's recommendations are then forwarded to the department faculty for a vote. The review of course changes is embedded within the SC&I governance process: after they have been approved by the LIS faculty, all courses must also be approved by Chairs and Directors and by the full SC&I faculty. SC&I has adapted a course proposal template to insure that as new courses are created or as existing courses are updated, course objectives and student learning objectives are present in all syllabi (see Appendix II.A.a). It should also be noted that in the review of all course syllabi the Curriculum Committee makes recommendations to include learning objectives as well as teaching objectives for every course, updating of reading lists, and adjustment of assessments to address course objectives. This recommendation applies to all syllabi that have been brought to the Curriculum Committee since Spring 2010. Appendix II.A.b shows the latest syllabus template that SC&I is using.

The Curriculum Committee structure and procedures are as follows:

- Membership: The LIS Chair appoints a chair and four or five faculty members to the Curriculum Committee each year. The Director of the MLIS program and the Director of Professional Development Studies are voting members of the Committee. The Library and Information Science Student Association (LISSA) appoints a student representative who serves as a voting member of the committee; the LISSA representative serves as the formal voice of the students and helps to facilitate open communication between students and the Committee. Prof. Nina Wacholder is the current chair;
- Meetings: The Committee meets monthly during the academic year;
- Responsibilities of the Curriculum Committee:
 1. Ensuring that the curriculum is consistent with program mission and goals.
 2. Approving all course proposals and official changes to syllabi prior to recommendation to the full faculty;
 3. Providing constructive suggestions to faculty who submit course proposals for improvement, revisions or additions;
 4. Evaluating the curriculum formally and informally;
 5. Identifying issues for the LIS faculty to discuss (e.g., need to update a particular course; responsibilities of course coordinators);
 6. Conducting long-term planning;
 7. Coordinating MLIS, ITI, and PhD curricula, such as making recommendations about which courses should be cross-listed.

- Once or twice a year, the faculty holds a retreat to engage in long-term planning. The curriculum is always discussed at these retreats. The status of the curriculum is assessed, major decisions about new directions are made, (e.g., specializations, adding an ePortfolio requirement) and long-term goals are reviewed and revised.

As noted above, our MLIS curriculum was re-built from the bottom up in 2000. The fundamental decisions made at that time still govern our curriculum: organization around six thematic areas: a lead course and at least one specialized course for each thematic area; distribution requirements but not required courses; and three required non-credit courses, one in the student's first semester, one as the student is getting close to graduation and one culminating course where ePortfolios are completed. At the time of ALA reaccreditation in 2004 the curriculum was relatively new. Between 2004 and 2008 the curriculum was refined primarily by adding or dropping elective/advanced courses and updating syllabi on an as-needed basis. New "topics" courses, such as [The History of Books, Documents, and Records in Print and Electronic Environments](#) and [Interpersonal Communication for Information Professionals](#) were considered and, in some case incorporated in the regular curriculum, during this period. In 2005, as part of the curriculum became available online, course coordinators adapted their courses for online delivery, but that did not involve changes to course or learning objectives.

During the 2008-2009 academic year, the Curriculum Committee, with the approval of the faculty, decided that it was time to assess the curriculum as a whole to determine whether it was continuing to meet the department's goals and objectives and meet student needs. The Curriculum Committee recommended to the faculty that we start by looking in detail at each thematic area to identify systemic problems that affected the entire curriculum as well as problems with specific courses. The Curriculum Committee conducted this review between January 2009 and May 2010. One or more faculty members prepared a report on each thematic area that addressed the following questions:

- To what extent does the reasoning that led to establishment of this thematic area as a major focus of our curriculum remain sound?
- Does the foundational (=lead) course adequately prepare students for the more advanced courses in this area and for related courses in other thematic areas?
- Does the selection of lead and central courses remain sound?
- Are there opportunities to improve our offerings in this area, e.g., by modifying or adding courses?
- How well do offerings in this area interact with other courses in the area and in the curriculum? If there are areas that need re-thinking, what are they?

The Committee devoted at least one meeting to each of the six reports. The general conclusion was that the answers to these questions were mostly affirmative, but that there were some areas that clearly required immediate improvement. In addition to recommendations about specific courses such as updating syllabi, reconsidering prerequisites, or removing courses, we identified a number of general issues to address. These included:

1. Information technology: Based on feedback from the faculty who taught the courses, the students, and our professional colleagues, we determined that students were not being adequately

prepared for the many jobs that require substantial technological skills. We determined that the fundamental problem lay in *550 Information Technologies for Libraries and Information Agencies*, the foundational (lead) course in the Information Technology area. This course devoted too much time to well-known software, and was not giving students an adequate introduction to areas such as web design, database management, and basic programming. In addition, students finished 550 without 1) acquiring an adequate understanding of why more advanced technology skills were needed and 2) feeling confident of their ability to handle technologically more advanced courses. As a result, technology courses such as *553 Digital Libraries*, *557 Database Design and Management*, *551 Information Retrieval*, and *558 Digital Library Technology* were not getting adequate enrollment.

In Fall 2009 a draft of the revised 550 syllabus was developed by Prof. Spoerri on behalf of the Curriculum Committee and distributed to the MLIS faculty for feedback and input. In the Spring 2010 semester a pilot version of the revised 550 course was taught by Prof. Spoerri, with students providing anonymous feedback on a weekly basis about the course content and its organization. Based on the student feedback, *550 Information Technology for Libraries and Information Agencies* syllabus was revised and finalized. The key changes are related to providing students with a more extensive introduction to key web technologies, such as XHTML, CSS, JavaScript, PHP, and MySQL. Each student is asked to demonstrate competencies by completing individual exercises and a project.

In the summer of 2010, Prof. Spoerri developed the narrated lectures and related video tutorials and step-by-step files to be used by sections primarily when the course was taught online, but they are also available to the on-campus sections, thus helping to ensure that students in the different 550 sections have a consistent learning experience. To help entering students who lack the basic pre-requisites for 550, Professional Development Studies now offers an optional one-credit course.

Subsequently, based on consultation with all members of the faculty who teach courses related to technology and with our professional colleagues, especially those in the Alexander Library's Center for Scholarly Communication, we revised the curricula for *558 Digital Library Technology* and *551 Information Retrieval*. The faculty has added courses in Social Media and Social Media Research. We have offered special topics courses in digital curation and digital preservation for the past two years; in the 2011-2012 academic year, these courses will be brought to the Curriculum Committee for consideration as permanent courses.

2. *EPortfolios*: Originally the curriculum did not include a capstone course in which students, under faculty supervision, could collect evidence of their accumulated learning, reflect on their experiences in the MLIS program, articulate their professional philosophy, and prepare for the job search. To address this omission, a task force led by Prof. Pavlovsky spent two years developing a culminating experience that evolved into what we now refer to as the ePortfolio in a one-credit course with the title "Professional Capstone." In Fall 2010 several students prepared sample ePortfolios. Students entering in Fall 2011 will be required to complete an academic ePortfolio for graduation. The ePortfolio will be introduced in *501 Introduction to Library and Information Professions*. Faculty will encourage students to prepare course materials with the goal of presenting them in the ePortfolio and we will offer periodic workshops to help students work on their ePortfolio throughout their time in the MLIS program. Students will use their ePortfolios as a springboard for preparation of electronic resumes. The 503 course will be

required in the student's last semester in the MLIS program. The "ePortfolio Development Summary" can be found in Appendix 1.C; minutes of a meeting on evaluating ePortfolios is in the Standard II Evidence Folder, 2.41.

3. *Advising*: The curriculum provides students with the flexibility to design a program of study that prepares them for their intended career. Formal and informal feedback told us that students felt that the advising was not providing sufficient guidance and that not knowing when courses would be offered in upcoming semesters was an impediment to careful planning. We therefore completely revised the instructions and [materials](#) and created a wiki where all of this information is collected: <http://rutgersonline.pbworks.com/w/page/6415412/FrontPage>.

4. *Specializations*: For the past several years, the department had been receiving feedback that students with an interest in digital libraries were not receiving enough guidance on which courses were appropriate. In the 2008-2009 academic year the faculty engaged in extensive discussion at faculty retreats and a task force (Profs. Wacholder, Lesk and Spoerri) was formed. We designed and implemented the "Digital Libraries Specialization" for the first time in Spring 2010. Based on the popularity of the specialization and feedback from students, specializations in Social Media and Knowledge Management were added in 2011. The pre-existing School Libraries curriculum was also given the status of a specialization. These specializations enhance the broad foundation provided by the lead and central courses by permitting students to also elect concentrations that are consistent with the strengths of our program. At the same time, we emphasize to our students that even without specializations, our curriculum provides a broad foundation in the essential elements of library and information science. Therefore specializations are optional, not required. The specializations appear on transcripts after graduation. They are described at <http://rutgersonline.pbworks.com/w/page/30802938/Specializations>. Assessing the impact of specializations on students and on the curriculum is on the agenda for the Curriculum Committee for the 2011-2012 year.

5. *Information resources courses*: As of Fall 2009 our courses included seven advanced reference courses: *541 Government Information Resources*, *542 Information Resources in Science and Technology*, *543 Information Resources in Business and Economics*, *544 Information Resources in the Humanities*, *545 Information Resources in the Health Sciences*, *546 Information Resources in the Law*, and *549 Information Resources in the Social Sciences*. In discussion with students, we learned that students felt that in a 36-credit program there was not enough time to take separate courses in these areas. As a result, many of these courses did not run because of low enrollment. This frustrated the students who did want to take these courses. In 2010-2011 we offered an advanced reference course in addition to just two of the other "resources" courses. A task force, consisting of Professors Cassell, Mohr, and Radford, is continuing to work toward a long-term plan. We currently plan to offer one different advanced reference course per semester.

6. *Consistency needs*: Course coordinator assignments for all lead and central courses and specialized courses taught by more than one faculty member were updated, and their responsibilities were discussed by the Curriculum Committee and by faculty. Under the guidance of Prof. Gordon, who specializes in school librarianship, faculty clarified their understanding of course objectives and student learning outcomes.

7. *Relationship of MLIS curriculum to ALA Standards for Accreditation*: To clarify how our lead and central courses relate to the curriculum standard in terms of learning objectives and tools for assessment, we developed the table shown in full in Appendix II.B. The matrix for the first lead course (*510 Human Information Behavior*) is included under II.3 below as an example.

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

The Rutgers curriculum does indeed concern itself with the basics -- “recordable information and knowledge, and the services and technologies to facilitate their management and use.” In addition, it incorporates the important study of how individuals and society interact with information and knowledge. This is reflected in the way courses are organized thematically:

- Human information interaction (and behavior) -- how people seek and use information;
- Organization of information -- organization and representation of information to provide maximum access;
- Information access -- knowledge of electronic and traditional print resources that assist clientele in their information seeking, and the design of educational programs to prepare users to exploit resources effectively;
- Information systems -- knowledge and skills in database and multimedia design, searching for information using proprietary and web, structure and production; networked information; information visualization and presentation in traditional and web-based environments;
- Management -- leading, administering, and evaluating traditional and electronic information systems, services, and organizations, taking leadership positions;
- Information and society -- the social effects of technology; fundamental principles and policies guiding information seeking and service; the information professions’ roles in society; information policy, both national and international.

These thematic areas are the essential components of a coherent and distinctive education for librarians and information science professionals.

All courses are listed at

http://comminfo.rutgers.edu/component/cur_610/option.com_courses/sch,17/task_listing/ .

Clicking on a course title takes you to the description and objectives. Sample full length syllabi are in Evidence Folder 2.34.

The specific concerns mentioned in Standard II.2 are embedded in many courses, cutting across thematic areas. To illustrate the extent of the embedding, we have mapped our MLIS courses into clusters associated with each concern. Many courses address more than one of these concerns.

Information and knowledge creation:

- 520 Organizing Information
- 533 Manuscripts and Archives
- 553 Digital Libraries
- 555 Multimedia Production
- 574 Knowledge Management in Organizations
- 580 Knowledge Structures and the Information Professions
- 581 Social Informatics
- 583 Social History of Children's Literature
- 586 The History of Books, Documents, and Records in Print and Electronic Environments
- 59X Publishing in the 21st Century²

Identification, selection, and acquisition:

- 532 Collection Development and Management
- 533 Manuscripts and Archives
- 534 Records Management
- 553 Digital Libraries
- 540-546, 549 Information Resources courses
- 547 Materials for Children
- 548 Materials for Young Adults
- 585 Reading Interests of Adults

Organization and description

- 520 Organizing Information
- 522 Cataloging and Classification
- 524 Metadata for the Information Professional
- 533 Manuscripts and Archives
- 534 Records Management
- 553 Digital Libraries
- 59X Digital Curation

Storage, retrieval, & preservation:

- 530 Principles of Searching
- 550 Information Technologies for Libraries and Information Agencies
- 551 Information Retrieval
- 552 Understanding Library Systems and Software Applications
- 553 Digital Libraries
- 557 Database Design and Management
- 558 Digital Library Technology
- 556 Preservation of Library and Archival Materials
- 59X Digital Stewardship
- 59X Digital Curation

² 59X numbers are used for Special Topics courses that may be given from time to time, or may become part of the curriculum, as happened recently with *584 Intellectual Freedom*.

Analysis, interpretation, evaluation, & synthesis:

- 510 Human Information Behavior
- 511 Research Methods
- 512 Interface Design
- 514 Learning Theory, Media and the Curriculum
- 519 Information Literacy, Learning, and Teaching
- 535 Competitive Intelligence
- 553 Digital Libraries
- 554 Information Visualization and Presentation
- 572 Evaluation of Library & Information Services and Systems
- 581 Social informatics
- 582 Information Policy
- 584 Intellectual Freedom
- 587 Understanding, Designing, and Building Social Media
- 588 Social Media Research
- 59X International Librarianship

Communication and dissemination of information:

- 512 Interface Design
- 514 Learning Theory, Media and the Curriculum
- 515 Traditions in Oral Narration
- 519 Information Literacy, Learning, and Teaching
- 550 Information Technologies for Libraries and Information Agencies
- 554 Information Visualization and Presentation
- 555 Multimedia Production
- 578 Interpersonal Communication for Information Professionals
- 581 Social Informatics
- 587 Understanding, Designing, and Building Social Media
- 588 Social Media Research

Management:

- 516 Children's and Youth Services
- 519 Planning Outreach Services
- 552 Understanding Library Systems and Software
- 570 Management of Libraries and Information Centers
- 571 Leadership in Theory and Practice
- 572 Evaluation of Library and Information Services and Systems
- 573 Financial Management for Library and Information Organizations
- 574 Knowledge Management
- 575 Management of School Library Media Programs
- 576 Supervision in the Media Center
- 582 Information Policy
- 59X Digital Stewardship

II.3 The curriculum.....

See Appendix II.B for tables that map II.3.1-II.3.7 to the lead and central courses, plus several elective courses. Connections are made between the skills and knowledge that needed to be covered, as set out in Standard II.3, with the courses in our curriculum. Appendix II.B also shows the methods of assessment that are used in each of these courses to provide evidence that the students have acquired the requisite skills and knowledge. Table II.2 shows the first lead course as an example of the format.

Table II.2 Excerpt from Appendix II.B--Student Learning Mapped for Standard II.3:
17:610:510: Human Information Behavior

	II.3.1	II.3.2	II.3.3	II.3.4	II.3.5	II.3.6	II.3.7
Curriculum:	Fosters development of library and information professionals who will assume an assertive role in providing services.	Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.	Integrates the theory, application and use of technology	Responds to the needs of a diverse society including the needs of under-served groups.	Responds to the needs of a rapidly changing technological and global society	Provides direction for future development in the field	Promotes commitment to continuous professional growth
Objectives	Apply theoretical concepts/lenses to the practice of information provision in various contexts and analytically describe information seeking behaviors/activities as they appear in formal and informal contexts	Demonstrate knowledge of the major concepts and theories of the research on information seeking behaviors as well as the key research/researchers in the field	Demonstrate the ability to work collaboratively in the process of creating a focused presentation on a particular facet of HIB research or application (technologically mediated group work)	Critically assess the characteristics of information seekers in terms of cognitive, social, demographic and individual traits in relation to various information	Create a learning module and effectively teach a session on a relevant topic related to Information Behavior that engages peer participation and fosters understanding of a subject area		
Assessment	Journals Term paper	Journals Group projects Term paper	Group projects (online)	Group discussions	Group projects (online)		

Appendix II.B shows that the types of knowledge specified in Standard II.2 are available in many of our courses and assessed as such. This ensures that all of our students will have similar but diverse learning experiences. It also shows that students' performance in these learning experiences is part of the formal class assessment.

II.3.1 The curriculum fosters development of library and information professionals who will assume an assertive role in providing services.

A key role of *501 Introduction to Library and Information Professions*, and *502 Colloquium in Library and Information Studies* in the curriculum is to expose students to the professional

structures and values of the field and to leaders of the profession and to engage students in the issues that will challenge them as they enter the profession. One of the major goals of *503 Professional Capstone* is a reflection on the kinds of roles that students are preparing to assume, such as communicator, leader, technologist, critical thinker, global citizen, and researcher. In these courses and in others, students learn about the roles of librarians and library services in providing information access and protecting intellectual freedom in a democratic society.

II.3.2 *The curriculum emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.*

Library and information science is a multi-disciplinary field, drawing on cognitive psychology, computer science, education, cultural studies, management and natural language processing, among others. The diverse backgrounds of our faculty, their research and their activities in research societies and professional organizations ensures that they are aware of new research findings and that they track professional trends. Syllabi are regularly updated to incorporate the latest research in library and information science and in related fields. The degree to which the curriculum is enriched by other disciplines is generally most visible in the assigned readings.

II.3.3 *The curriculum integrates the theory, application, and use of technology.*

Technology as either a topic or a tool is pervasive throughout the curriculum. As noted above, we have substantially updated the information technology courses over the past few years. The revised lead course, *550 Information Technology for Libraries and Information Agencies*, provides students with an introduction to key web technologies, such as XHTML, CSS, JavaScript, PHP and MySQL. All students, regardless of their area of interest (for example, whether school libraries or digital libraries) take the same course. The foundation provided by *550* prepares students for our advanced technology courses. Now that the revised *550* is established, we are revising all technology courses to build on the skills students acquire in *550*. We have also added two specializations for students who require technological sophistication to achieve their career goals: Digital Libraries and Social Media.

Students become aware of the multiple applications of technology in libraries and other information centered organization through almost every course that they take. They are constantly exposed to current research in information technology in courses in most thematic areas, and they deal with social aspects of technology in a number of courses.

II.3.4 *The curriculum responds to the needs of a diverse society including the needs of underserved groups.*

At a theoretical level, the focus on the information needs of different users and of underserved groups is addressed in *502 Colloquia* (see a sample Colloquium announcement in Appendix II.C and more in Evidence Folder 2.36) and in many of the courses in the Human Information Behavior group, most especially the lead course, *510 Human Information Behavior*. Courses that specifically educate students to understand the needs of our diverse society and prepare them to provide services to underserved groups include *516 Children's and Youth Services*; *517 Planning Outreach Services*, *547 Materials for Children*, and *582 Information Policy*. Prof.

Kranich, who recently revised the syllabus for 582 *Information Policy*, is an expert in community engagement. We are looking to her leadership to help us strengthen this area of the curriculum in the coming years.

II.3.5 The curriculum responds to the needs of a rapidly changing technological and global society.

Changing societal aspects are incorporated in a number of courses and in the specializations in Digital Libraries, Social Media, and Knowledge Management. A “special topics” course on international librarianship has been offered for several years and will be added to the official curriculum in the 2011-2012 academic year. Syllabi that address the impact of technology on society include 553 *Digital Libraries*, 582 *Information Policy*, 587 *Understanding, Designing, and Building Social Media*, and 588 *Social Media Research*.

Examining course resource lists will show that students are directed toward readings and websites that originate outside the United States. Students have the opportunity to attend the Frankfurt Book Fair as part of a Special Topics course on publishing or in one version of the Collection Development course. The department has a formal agreement of affiliation with the University of Applied Sciences in Darmstadt, Germany. This university has programs and departments similar to SC&I: Media Studies, Knowledge Management, Library and Information Science, and Computer Science, and is well situated for collaboration. The faculty from Darmstadt and our own New Brunswick faculty have visited back and forth multiple times to offer lectures, lead seminars, and guide short-term study exchanges. The department also has affiliations with the University of Borås, Sweden, the University of Zadar in Croatia, the National University of Ireland, University College Dublin, as well as other international academic connections. We take advantage of visiting scholars and students from abroad by inviting them to share their perspectives with our students in classes and impromptu presentations. For more information see Standard I Evidence Folder 1.37.

II.3.6 The curriculum provides direction for future development of the field.

There is no single place in the curriculum one can point to that “provides direction for future development of the field.” This orientation pervades discussions of the relationship between theory and practice. It is also apparent in assignments that build problem solving skills and that guide students in learning how to plan and design programs and systems on the basis of needs analyses. There is emphasis on the importance of leadership at a time of rapid change, especially in the management area. Speakers at colloquia often include discussion of trends and speculate about the future, relating the evolving nature of the field to preparation for the profession. Part of the informal curriculum involves student associations inviting thought leaders to campus for presentations as well as organizing student tours to interesting libraries and information centers in New Jersey and New York as well as an annual trip to Washington DC and the Library of Congress, National Public Radio, etc. during the spring semester break period. Students are encouraged to participate (and do) in library association conferences (ALA, NJLA, SLA, NJASL, IFLA, etc.) and receive financial support to do so. A great deal of professional education and learning occurs at these conferences and through “adjunct” learning activities.

II.3.7 The curriculum promotes commitment to continuous professional growth.

Promoting “commitment to continuous professional growth” begins with the 501 website <http://comminfo.rutgers.edu/~pack501/>). The site contains links to many professional associations and has sections that urge students to become professionally active and that alert them to the need for ongoing learning throughout their careers. There is also a section on library/information science resources, including current awareness tools. In most of the MLIS courses, students become familiar with the literature, associations, and conferences related to specialty areas; an example is the “*au courant*” unit in the last meeting of the *519 Information Literacy, Learning, and Teaching* course. *514 Learning Theory, Media and Curriculum* and *575 Management of School Library Media Programs* include topics on professional organizations and continuing professional development opportunities.

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

The curriculum that went into effect in 2000 was intended to give students the opportunity to tailor their plans of study to their career goals. It presents students with many choices, but the requirements for selecting 15 credits of lead and central courses within six areas also provides a scaffolding for them to build on, from fundamentals to specialization. Students are required to discuss with faculty advisers their selection of courses and to seek approval for their study plan. Advising periods are scheduled not only during the spring and fall semesters, but also in summer and January pre-registration meetings.

All advising materials were updated in Spring 2011 and are available from the MLIS advising wiki. Sample study plans published on the 501 Website help students to select appropriate courses, and specializations provide guidance for students interested in emerging areas; see <http://rutgersonline.pbworks.com/w/page/6415412/FrontPage> for the wiki, <http://comminfo.rutgers.edu/~pack501/academicconcerns/curriculum/plansofstudy.php> for the suggested study plans and <http://rutgersonline.pbworks.com/w/page/30802938/Specializations> for specializations.

The *592 Field Experience* course allows for experiential learning in the type of setting in which students plan to work, and a number of courses also have field based assignments (e.g., *570 Management*, *533 Manuscripts and Archives*). The *Individual Study* option gives students the opportunity to learn outside the classroom as they investigate a question or to learn about a specialty area not covered in the curriculum; see Sakai Evidence Folder 2.37 for examples of student projects. Students may also take six credits (two courses) that are allied to their career goals outside of the LIS department: these may include courses in other departments at Rutgers, WISE courses (see Table II.1) and transfer credits.

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

All students, regardless of their professional goals or intended specializations must take the three professional preparedness courses, and fulfill the distribution requirements described above. These components of the curriculum ensure that students receive a general foundation in library and information studies.

Using the links from the 501 website, students can check the relevant professional association for statements of competencies for the area of work they want to pursue. Where appropriate, courses include such statements (see Table I.3). Students are told that they should read job announcements in order to become familiar with qualifications.

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

The courses offered online are nearly identical to their on-campus counterparts. Besides method of delivery, the most important difference between online and on-campus classes is the number of students: online classes are restricted to 22 students to be sure that there is adequate opportunity for interaction between the instructor and each of the students; in-person classes may be larger. Online courses are subject to the same oversight by the Curriculum Committee and course coordinators as are in-person classes. The course coordinator, who is a full-time member of the LIS faculty, is responsible for ensuring that syllabi have the same learning objectives, regardless of method of delivery. This is especially important for lead and central courses and when adjuncts or full-time faculty teach a course they have never taught before. Most of our full-time faculty teach both on campus and online, and many students who take online courses take occasional on-campus courses and many on-campus students take online courses. For the Colloquium, presentations on campus are made available by video. The ongoing interaction of online students with on-campus students and with full-time faculty helps to ensure that all students have the same learning opportunities and experiences, regardless of their preferred method of course delivery.

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

The ongoing review that we use for our curriculum is described in Standard II.1. In addition, the Chair and MLIS Program Director read the course evaluations for each course each semester, and bring issues to the attention of the Curriculum Committee. We also collect information

about students' achievements and feedback from all constituents. Among the evaluation activities that are discussed under Standard IV are:

- Student surveys;
- Focus group interviews of student groups, employers, alumni and program associates;
- Alumni surveys.

In the future, the ePortfolio will serve as a valuable feedback mechanism to the program and the school in terms both of what students have accomplished and where there are gaps that need to be addressed.

Alumni and Beta Phi Mu events, and reunions at ALA conferences provide opportunities to learn about graduates' careers. We hope that the regular production of the SC&I electronic newsletter, *Signals*, will become a vehicle for maintaining contact with our alumni;
<http://comminfo.rutgers.edu/public-communication/e-newsletter.html>

Appendix D visualizes the influence of the various groups and organizations that we consider in scanning our environment and that we look to for input and feedback. The courses and specializations available, and the mode of delivery (on-campus and/or online), and the course objectives as related to learning outcomes are all impacted by input from our stakeholders and other factors. The diagrams in Appendix II.D show some of the organizations, people, and other sources that are considered when decisions are made about the MLIS program. Appendix II.D.a shows the stakeholders – core, those with strong ties, and those with loose ties. Appendix II.D.b shows additional influences that are taken into consideration. Appendix II.D.c gives an example of a change made to the program in recent years – expanding online course offerings – and shows (in red) the stakeholders and influences that provide input and helped shape that decision.

III. Faculty

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

The LIS faculty cohort is a major strength of the MLIS program at Rutgers. As shown in Table III.1, the department has 19 full-time tenure track positions and 5 non-tenure track Assistant Professor positions (formally, Lecturer/Assistant Professor). The Dean of the School is also appointed as a Professor II³ in the Department, but because of his administrative position is not counted as one of the Department's tenure-track faculty. The senior faculty members are among the most highly cited and prominent persons in the library and information science field, and 2 of them hold Professor II positions. The 4 associate professors tenured in the past 5 years are much closer to the date they received their doctorates than the faculty they have joined, and 6 of 8 assistant professors hired during the past 3 years received their doctorates very recently. The faculty come from various fields but primarily from Information Studies and Computer Science. They are established or establishing themselves in their areas of specialization. The mid-career scholars among the Associate Professors are also taking up leadership roles in the department and the School. The well-chosen newcomers have brought a variety of new skills, points of view, and experiences to the Department's corps of faculty members as well as the expertise required to teach courses in different modes of delivery, both on-campus and online. The major curriculum revision of the MLIS program implemented in 2009-2010 through specializations and by strengthening core technological and design competencies was also aimed to consolidate curriculum for on-campus and online delivery of the MLIS program. The five lecturer/assistant professor lines are supported by our expanding offerings, especially by the online courses. Our future plan is for expansion to a specialization in Informatics and Design, which would focus initially on cultural informatics, digital humanities, social informatics, and user experience and design, with eventual expansion to other areas, including health informatics. This new specialization is intended to attract a different population of students, and, we hope, additional faculty lines. An application for a grant to support development of this specialization is under review at the (Institute of Museum and Library Services) IMLS.

³ Rutgers has two standard professorial ranks: Professor I and Professor II. The former is the normal career rank; the latter is the equivalent of a "Distinguished Professor" at other universities. Professor II is an appointment which acknowledges the person's status as a clear and distinguished leader in her/his field, primarily on the basis of research contribution.

Table III.1 Full-Time Faculty, Age, and Rank*

Age Range	Lecturer/Non-tenure track Assistant Professor	Assistant Professor	Associate Professor	Professor	Total
30-39		5	0	0	5 (21%)
40-49		3	0	0	3 (12.5%)
50-59	3	0	4	0	7 (29%)
60+	2	0	4	3	9 (37.5%)
Totals	5	8	8	3	24

*SC&I Dean, a Professor II with an appointment in the Department, is not included in this list

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

The faculty as a whole is made up of senior scholars with prominent national and international standing, mid career academics pursuing significant areas of expertise, and early career scholars developing emerging areas of substantial research. The Department has 2 faculty at the highest university rank of Professor II, 1 at the Professor rank, 8 at the Associate Professor level, 8 Assistant Professors, and 5 Assistant Professors on non-tenure track appointments. During the academic year 2010-2011, one Professor II retired, and a visiting Assistant Professor and a non-tenure-track Lecturer left the Department. They were replaced by four Assistant Professors. Faculty continue to develop innovative strategies for enhancing student learning and assessment of learning, as well as continue to work as scholars of considerable national and international standing. These strategies include:

- critical inquiry;
- use of simulated workplace learning experiences in laboratory settings and in mixed modes of delivery;
- provision of web-based instructional modules and documentation, recorded lectures and tutorials, extensive use of eCollege and Sakai course management systems, for various courses taught both online and on campus, and communication technology to support teamwork such as AdobeConnect;
- use of listservs and Web 2.0 including innovative multi-media platforms to facilitate out-of-class engagement and continuity of learning;
- engaging MLIS students to work as professional mentors with the undergraduate ITI students;
- involvement of leading professionals as guest speakers;

- working with under-served target populations and developing grant proposals for implementing library information services on the basis of community analysis for a specific library in a real location;
- establishment of a Digital Library specialization for online students (now for any student)

Each 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.

Appendix III.A.a shows the distribution of MLIS courses that full-time faculty have designed or taught since Fall 2004. Appendix III.A.b does the same for part-time faculty. It should be noted that full-time faculty also teach in the undergraduate and doctoral programs, so their actual teaching loads are not represented in Appendix III.A.a.

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

Faculty members represent some multicultural, racial, gender, and international diversity. Among the present 24 full-time faculty we have 12 females and 12 males, 1 Hispanic American and 3 of Asian heritage, with 5 holding citizenship outside the US in Australia, Canada (2), China, Israel, Romania, Switzerland, and Taiwan. The faculty undergraduate degrees and subject majors are in diverse disciplines as detailed in individual vita (see Evidence Folder for Standard III in Sakai, 3.01, 3.03). Faculty have done graduate work outside of the field of Library and Information Studies in computer science, education, industrial engineering, information visualization, linguistics, mass communications, and physics. As shown in Table III.2 (in section Research and Scholarship, below), the faculty's doctoral degrees cover a wide range of studies and are from eminent universities around the world: CUNY, Columbia, Harvard, MIT, Princeton, Rutgers, Stanford, SUNY, Syracuse, Toronto, University of California, Los Angeles, University of London, University of Michigan, University of North Carolina-Chapel Hill, University of Technology Sydney, University of Texas- Austin, University of Toronto, and University of Wisconsin.

The 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. The University's official policy on Affirmative Action is found at <http://policies.rutgers.edu/PDF/Section60/60.1.8-current.pdf>. Samples of recent job advertisements are found in Appendix III.B, and additional material is in Evidence Folder 3.21.

III.4 *The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.*

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

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

Given the integrated nature of faculty's qualifications, research, teaching, scholarly accomplishments and organizational participation, III.4-6 are discussed together.

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 the revolutionary technologies of computers and networking will serve humanity best when they are developed and understood in terms of their service to the needs of individuals and organizations. Faculty research emphasizes understanding the needs of information seekers, identifying and organizing information resources and creating systematic connections between users, information, and technologies.

The faculty are widely published and heavily cited in their area of scholarly expertise supporting the high status of the MLIS program in national rankings. Our distinguished senior faculty are among the most highly cited in the field. According to the most recent study of scholarly productivity of U. S. LIS faculty published in *Library & Information Science Research* (Adkins & Budd, 2006), the Rutgers program is second in terms of total number of citations from journal articles of all ALA accredited LIS programs with 1591 citations (after Michigan which has 1739 citations). In terms of the number of citations per faculty Rutgers has the first place with 88.4 citations per person (Michigan is the second with 75.5 citations per person). The two top U.S. LIS faculty with the highest number of citations are Rutgers faculty, Prof. Saracevic with 438 and Prof. Belkin with 395 citations to their published works⁴.

Faculty publish extensively in distinguished international journals of the diverse library and information science community, as well as in fields as wide-ranging as computer science and cultural studies. Individual faculty vitae show complete listings of all publications; see Sakai evidence folder under Standard III, 3.01, 3.03.

New faculty are counseled and mentored by senior faculty who take a keen interest in their development of a sustained record of scholarship and offer advice on presentations, publication and funding opportunities. Specifically, each new faculty member is assigned, on appointment, a senior faculty member as mentor. New faculty may also choose their own mentor, based

⁴ Note that these numbers are taken from the Web of Science, which does not include citations from conference proceedings, a significant source of citations in the information seeking and information retrieval literatures.

primarily on related research interests. The mentor meets regularly with the new faculty member throughout the first three years of the 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 each non-tenured faculty member. The reviewed member may ask to have another faculty member at the review meeting with the chair. During this meeting, progress toward re-appointment and tenure is discussed, as are any problems or issues that the reviewed faculty has experienced, and that person's plans for research and teaching for the next several years.

The School will soon institute a mentoring program for Associate Professors, aimed at helping them to reach the full professor rank. A committee recommendation for how this should take place is currently under review by the Dean's office, and a process will be in place by Fall 2011.

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 include:

- **Belkin** - NJASIST Distinguished Lectureship Award, 2009, and LACASIST Contributions to Information Science and Technology Award, 2011.
- **Cassel** – ALA ACRL-Women and Gender Studies Section Career Achievement Award, 2011.
- **Gordon** – Elected to New England School Library Association Hall of Fame, 2008.
- **Lesk** – Elected to the National Academy of Engineering, 2005.
- **Naaman** – Best Paper Award, International Conference on Weblogs and Social Media, 2009.
- **Pavlovsky** – eCollege Excellence in Online Teaching Award, 2008.
- **Radford** - Received the ALA-RUS Isadore Gilbert Mudge Award for distinguished contributions to reference librarianship, 2011
- **Shah** – Best Paper Award, ACM SIGIR 2008, 2008.

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

- the organization and dissemination of information;
- the design, management and evaluation of information services and systems;
- social media and collaboration;
- homeland security; and,
- diverse topics in professional education for library and information science.

Appendix III.C lists grant funding; see also [grant awards of current faculty](#). It shows the faculty's research is supported by federal organizations such as the National Science Foundation, DARPA, ARDA, the Department of Homeland Security, and the Institute of Museum and Library Services, as well as numerous foundations, corporations and organizations, Google, OCLC, Hewlett-Packard, Scholastic Library Publishing, and the Computing Research Association. In addition, faculty have received substantial internal funding through various avenues available at Rutgers University, such as Rutgers Research Council, Reinvest in Rutgers, Rutgers Information Science & Technology Council Grant; Rutgers Undergraduate Research

Fellow Program. Grant funding for the period 2007-2011 (to March 2011) is \$4,932,657, which includes joint grants with other departments or universities.

The faculty research interests and dates and institutions of PhDs are shown in Table III.2.

Table III.2 Faculty Research Interests, Ph.D. Institutions, Subjects, and Dates

Faculty	Research – Teaching	Ph.D.
Aronson, Marc Assistant Professor	Adolescents' reading and children's literature	New York University. History. 1995
Belkin, Nicholas Professor II	Human Information Behavior, Interactive Information Retrieval, Personalization of Interaction with Information	University of London InformationStudies.1977
Cassell, Kay Assistant Professor	Reference and Information Services, publishing	International University. Library Science. 2005
Dalbello, Marija Associate Professor	Social history and theories of knowledge, documents, collections, History of books and information	University of Toronto. Information Studies. 1999
Gordon, Carol Associate Professor	Information searching behavior of adolescents, Action research as a tool for professional development, Information literacy	Boston University. Education. 1995
Gwizdka, Jacek Assistant Professor	Information Science, Human-Computer Interaction, Neuroergonomics	University of Toronto. Industrial Engineering. 2004
Kantor, Paul Professor II	Information and Computer Science and Operations Research	Princeton. Physics. 1963
Lesk, Michael Professor I	Information Science	Harvard. Chemical Physics. 1970
Lu, Ya-Ling Assistant Professor	Children's Literature and Children Services	University of California Los Angeles. Information Studies. 2005
McInerney, Claire Associate Professor	Information Science, Knowledge Management, Special Libraries, Social Informatics, Health Informatics	State University of New York, Albany. Information Science. 1998
Mohr, Stewart Assistant Professor	Knowledge Management. Information Science	Rutgers University. Communication, Information and Library Studies. 2007.
Muresan, Smaranda Assistant Professor	Digital libraries, Machine translation and relational learning, Natural Language Processing (applications in digital libraries, medical informatics and empirical investigations in the area of language and behavior)	Columbia University. Computer Science. 2006
Naaman, Mor Assistant Professor	Social media, multimedia information systems, mobile and ubiquitous computing, and location-based information	Stanford. Computer Science. 2005
O'Connor, Daniel Associate Professor	Research methods as a core competency, Digital library evaluation, Research methods	Syracuse University. Library Studies. 1978

Pavlovsky, Lilia Assistant Professor	Information Science; New Media & Learning; Distance Education	Rutgers University. Communication, Information and Library Studies. 2003
Radford, Marie Associate 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 Assistant Professor	Computer-supported collaborative learning; new media, information and digital literacies; Information-seeking, inquiry among young people; motivation and new interest development	Syracuse University. Mass Communications. 2008.
Sanchez, Joe Assistant Professor	Virtual Worlds, Information Underground, Social Informatics	The University of Texas at Austin. Information Studies. 2009
Shah, Chirag Assistant Professor	Information Retrieval, Collaborative information seeking, Social/community information seeking, Social media	UNC at Chapel Hill. Information and Library Science. 2010
Spoerri, Anselm Assistant Professor	Information Visualization, Data Fusion, Information Retrieval, Multimedia Interfaces	Massachusetts Institute of Technology. Information Visualization. 1995
Todd, Ross Associate Professor	Adolescents' interactions with information, Knowledge management – practice and theory, Professional education for library and information professionals	University of Technology, Sydney. Library and Information Science. 1996
Varlejs, Jana Associate Professor	Quality factors in professional development; distance education; LIS education; information literacy	University of Wisconsin-Madison. Library and Information Science. 1996
Wacholder, Nina Associate Professor	Natural language processing, Information access, Organizing information, Information systems	CUNY. Linguistics. 1995
Zhou, Xiaomu Assistant Professor	Health Informatics, Human-Computer Interaction, Computer Supported Cooperative Work	University of Michigan at Ann Arbor. Information Science. 2010

Our faculty have a long history of professional and administrative service at Department, School, University, state, national and international levels. At the Department and School level, recent examples include:

- Marija Dalbello, who has been elected as the Director of the School's Ph.D. program, as of 1 July 2011.
- Three members provide administrative service in the Department in the positions of Chair of the Department (Claire McInerney); Director of the MLIS Program (Kay Cassell); and Director of the undergraduate major in Information Technology and Informatics (Stew Mohr).

Faculty make a considerable contribution to the Rutgers university community. Recent examples include:

- Nicholas Belkin was a member of the University-wide Committee on Standards and Priorities in Academic Development, and served as a member of the Executive Council of the Graduate School- New Brunswick;
- Paul Kantor and Michael Lesk are members of the University-wide Computing Coordination Committee;
- Claire McInerney has been a member of the Douglass College Dean's Advisory Committee, a Douglass Fellow, and served on one of the University wide Committees on Transforming Undergraduate Education;
- Stew Mohr is a member of the Undergraduate Core Requirements of the School of Arts and Sciences; and,
- Smaranda Muresan and Nina Wacholder are co-directors of the University-wide Laboratory for the Study of Applied Language Technologies and Society.

Faculty are active members of the major library and information science associations, frequently assuming positions of leadership. For example:

- Nicholas Belkin was the President of the American Society for Information Science and Technology, 2005-2006;
- Kay Cassell is Chair of the ALA Membership Committee;
- Marija Dalbello was a member of the Executive Board of the New Jersey Center for the Book;
- Michael Lesk is Chair of the National Research Council Board on Research Data and Information;
- Ya-Ling Lu is the representative of the Association of Library Services to Children to the ALA Research Assembly;
- Marie Radford is the Reference and User Services Association Liaison to the ALA;
- Ross Todd has been the Chairperson of the Association for School Librarians International Relations Committee; and
- Jana Varlejs chaired and is treasurer of the IFLA Continuing Professional Development and Workplace Learning Section.

Faculty are active organizers and program committee members of international research and professional conferences, including AASL, ACM CHI, ACM SIGIR, ALISE, CSCW, ECDL, IASL, IFLA, IiX, ISIC, JCDL, LIDA, TREC. Faculty consistently serve New Jersey library and information science associations on committees, participate in conferences, and currently are on the board of directors of NJLA, ASISNJ and the New Jersey Association of School Librarians.

Faculty in the LIS Department collaborate with other faculty members from Rutgers University as well as from other academic institutions, and various organizations. The collaborations include departments as varied as cognitive science, computer science, food science, and women and gender studies. Some notable individual examples include:

- **Belkin** - Full member of the Graduate Faculty in Psychology, Rutgers University; member of the Rutgers Center for Cognitive Science; co-authored papers and reports with colleagues at: Microsoft Research, Redmond; Yahoo! Research, Barcelona; CSIRO, Canberra; University of Massachusetts, Amherst; University of North Carolina, Chapel Hill; SUNY Albany; Le Moyne College; and Nankai University, China.
- **Dalbello** - Collaborates with colleagues at the Immigration History Research Center (Minneapolis, MN) and the University of Vienna on “Letters of Migration” project (supported by various grants); collaborates with colleagues of Gesellschaft für Buchforschung (University of Vienna); Florida State University Information School (on an edited book project); provides training seminars and lectures in Croatia (Dubrovnik) and neighboring Montenegro (Kotor) through European Union “Cities and Books” project; co-directs Rutgers Seminar in the History of the Book, affiliated with Center for Cultural Analysis at Rutgers since 2006; co-teaches with a colleague in the SAS Honors program at the Zimmerli Art Museum; collaborates with colleagues from Women's Studies at Rutgers on feminist critical analysis summer school at the Inter-University Center in Dubrovnik, Croatia, attracting an international group of graduate students and colleagues.
- **Gordon** – Collaborates with colleagues from Syracuse University and the University of Florida on an IMLS grant to build a digital library for evidence-based research tools; with colleagues from the University of North Texas to develop an international travel program for school librarians who will visit school libraries abroad; teaches as a visiting professor to Zadar University, Croatia.
- **Gwizdka** - Member of the Rutgers Center for Cognitive Science; co-authored papers and reports with collaborators from: Microsoft Research, Glasgow University, Scotland, DFKI GmbH, Kaiserslautern, Germany, PARC Inc., Sheffield University, SUNY at Albany, Pratt Institute, University of Toronto; Collaborates with colleagues from Industrial and Systems Engineering at Rutgers University;
- **Kantor** – Over one dozen collaborations on multiple research projects whose cumulative total now exceeds \$10 million, including multiple projects with collaborators at DIMACS, the CCICADA Center, and the RUTCOR Center for Operations Research. Kantor is also a member of the Graduate Faculties of Computer Science and of Operations Research.
- **Lesk** - Co-PI with RWJ Hospital and Children's National Medical Center on a study of communication problems in trauma care; with a colleague at Vassar: metadata for costume history; with a colleague at RAND Corporation: linguistic analysis of medical text with a colleague at CMU: data integration studies (addiction, dentistry). Involved in collaboration with Google. Collaborated with Simmons on developing data stewardship course; Member of Institute of Medicine committee on patient safety and health information technology. Chair of the National Academies Board on Research Data and Information.
- **McInerney** – Bloustein School of Public Planning and Policy -- Team taught PhD course -- Knowledge, Conflicts, Solutions; Graduate School of Education, Bloustein School, School of Engineering, Douglass College - Research on the IT workforce (NSF grant); School of Environmental and Biological Sciences - Research on two grants funded by the U.S. Dept. of Agriculture; University wide project on Transforming Undergraduate Education; Douglass College -- Douglass College Fellow and Dean's Advisory Council;

Robert Wood Johnson Research Division - consultant on NIH grant; affiliated with the Darmstadt University of Applied Sciences (Germany) and the National University of Ireland, University College (Ireland).

- **Muresan** - Member of the Graduate Faculty in CS. Collaboration with Michael Littman in CS; Co-director of the laboratory of Applied language Technology and Society (several Rutgers departments involved as well as Industry); Collaborations with faculty and researchers at University of Maryland College Park.
- **Naaman** - Courtesy appointment in CS, Rutgers Graduate School New Brunswick; Associate faculty, Rutgers Wireless Information Network Laboratory; Member of the Rutgers Center for Mobile Communication Studies (Communication Department, Rutgers); PI on collaborative grant with Columbia University CS Department, "Detection and Presentation of Community and Global Event Content from Social Media Sources"
- **Pavlovsky** – Collaborating with Mason Gross School of Design.
- **Radford** - Co-Principal Investigator on major federally funded IMLS Research Grant with OCLC, Office of Research, in Dublin Ohio. Coauthor and research collaboration with numerous faculty from other universities including Syracuse University, University of Texas at Austin, University of Western Ontario, and the University of Illinois. Collaborative teaching projects with faculty from Communication and Journalism and Media Studies. Scholar, International Communicology Institute.
- **Reynolds** - Collaborative grant proposals and ongoing research projects underway with Rutgers Graduate School of Education, and the World Wide Workshop Foundation, a NYC non-profit.
- **Saracevic** – taught in 2009/2010 and again in 2010/2011 in two different seminars at the Department of Library and Information Science, University of Zadar, Croatia;
- **Shah** - involved in Smithsonian Institute funded collaborative project with UMass Amherst to mine and analyze social media data.
- **Todd** – International collaborations with faculties of education, information science including Australia, Denmark, and Sweden; presentations invited by national libraries in Bogota, Columbia, and Trinidad and Tobago; Conducted research for various education and library institutions, including New Jersey Association of School Librarians, Kent State University, Pennsylvania’s Department of Education’s Office of Commonwealth Libraries, and Delaware Governor’s Task Force on School Libraries.
- **Varlejs** - works with the NJ State Library, the Central Jersey Regional Library Cooperative, and New Jersey Library Association on two IMLS grants for educating a diverse workforce for NJ libraries.
- **Zhou** – collaborates with the researchers from Robert Wood Johnson University Hospital, the School of Pharmacy, and the Department of Psychology

Members of Library and Information Science faculty serve on the editorial boards of a wide variety of top journals and book series, including: *Advances in Librarianship*, *The Annual Review of Information Science and Technology*, *Collection Building*, *The Ergonomics Open Journal*, *Information Processing and Management*, *Information Retrieval*, *Interaction with Computers*, *Journal of the American Society for Information Science and Technology*, *Journal of Documentation*, *Journal of Education for Library and Information Science*, *Journal of Information and Knowledge Management*, *Liberallium: Journal for the History of Written Word*,

Books and Memory Institutions, Library Quarterly, School Libraries Worldwide, Springer Information Retrieval Series.

Faculty contribute to the dissemination of research and scholarship to scholarly communities and professional communities around the world through keynote and invited presentations, as well as through their contributions to refereed conferences. Recent examples of the former include:

- **Belkin** – Brazil, China, Croatia, Germany, The Netherlands.
- **Cassell** – Italy.
- **Dalbello** – Austria, Canada, Croatia, Lithuania, Taiwan.
- **Gordon** – Australia, Colombia, Jamaica, Sweden, UK.
- **Gwizdka** – Canada, Greece, The Netherlands, Poland.
- **Lesk** – China, Germany, Japan, UK.
- **McInerney** – Austria, Croatia, Germany, Ireland, Turkey.
- **Muresan** – Singapore.
- **Naaman** – Denmark, France, Germany, Israel, The Netherlands.
- **Shah** – Malaysia, UK.
- **Spoerri** – Switzerland.
- **Todd** – Australia, Belgium, Canada, China, Denmark, New Zealand, Portugal, Sweden, UK
- **Varlejs** – Taiwan, Belgium

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 MLIS curriculum is developed around six themes: human information interaction, organization of information, information access, information systems, management, and information and society. Advanced courses allow students to develop expertise in preparation for specific career objectives. Faculty represent a wide range of specializations within the six themes that provide an expansive research agenda within the field of library and information science and a rich educational experience for students. Faculty specializations include: books and printing, classification and indexing, collection development, computer supported collaboration, children's and youth services, cultural studies, digital libraries, human computer interaction, evaluation, information literacy, new literacies, information retrieval, information needs and behavior, information systems, knowledge management, leadership, management, natural language processing, professional development, reference services, school library quality, social informatics, health informatics, and visualization, as well as expertise across the range of traditional and emerging library and information professions.

Teaching loads are on a 2/2 pattern with adjustments based on lighter loads for new members, externally funded research projects, and administrative responsibilities. Faculty who are appointed on non-tenure track lines generally teach three courses per semester. Each faculty

member holds 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 chairs 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” (<http://taproject.rutgers.edu/>) conducted by the Teaching Excellence Center and LIS faculty teach in this program. In addition, both the School and the Department have formal mentoring programs; new faculty have a mentor assigned, and formal mentoring meetings are held by the Deans and by the LIS faculty; see also Sakai Evidence folder III, 3.14, New Instructor Orientation.

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 such as highly specialized reference services and archival and preservation studies. (See vitae of part-time faculty, Sakai site, Standard III Evidence 3.04, Part-Time Faculty CVs). From Fall 2004 through Fall 2010, part-time faculty taught 281 MLIS courses; in the same time period, full-time faculty taught 407 MLIS courses. During this period, there were 29 full-time faculty in the Department, and 94 part-time faculty (See Appendix III.A.b for the data on instruction provided by part-time faculty).

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.

The faculty have the full range of responsibilities of professors in a Research I University in the areas of teaching, research and service. Each faculty member, both post-tenure and pre-tenure, receives an annual review upon presentation of a written statement of accomplishments during the prior year and plans for the coming year. Pre-tenure faculty meet with the Department Chair who reports to the Dean. A Peer Evaluation Committee reviews the accomplishments of each faculty member and is the body designated by the University to make recommendations to the Department Chair and the Dean for merit pay (see Sakai Evidence Folder III, 3.46,3.47). The 2010-2011 academic year did not offer opportunities for merit pay, but negotiations with the University and the AAUP-AFT union may find that funds for meritorious scholarship, teaching and service may be restored.

A number of approaches are used for faculty evaluation. These are collegial processes. All pre-tenure faculty have an annual review with the Department Chair, and usually with an invited colleague of the choice of the faculty member being reviewed. Typically formal documentation is prepared in which the faculty member outlines scholarly, teaching and service achievements, work in progress, and short and long term plans. Feedback is provided, and goals are mutually negotiated. Faculty are also required to complete the annual university faculty survey reporting all scholarly activity. This is made available across the University. We also have the monthly updates called for by the Dean and sent to the Vice President for Academics of the University.

These updates report on all scholarly and service activity. In addition, all teaching evaluations are reviewed by the Program Director, the Department Chair, and the Senior Associate Dean, and these are considered within the faculty annual review process. In addition, selection of faculty for departmental awards for teaching, research and service provides opportunity for discussion and feedback.

Teaching evaluation methods are in accord with University policy administered by the Center for Teaching Advancement and Assessment (CTAAR) that mandates the use of the Student Instructional Rating Form for each course offered. The faculty consistently provide a high quality instructional program for students. Department evaluation average for the Fall 2010 semester for “Teaching Effectiveness” was 4.11 and for “Course Quality” was 4.11 on a five point scale with 5 being the highest rating. Course evaluations are available on Sakai, Standard II Evidence Folder, 2.22.

IV. Students

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

Student quality

Rutgers' policies for admission, financial aid, and academic standing are prominently and clearly provided on the program's website, <http://comminfo.rutgers.edu/master-of-library-and-information-science/admissions.html>. The vision of the MLIS program, that "information makes a profound difference in the lives of people and of society," is captured by the quality of those attracted to and admitted to the program.

The Rutgers' process for recruitment and admission of students attempts to target those individuals who demonstrate the potential and desire to serve others to meet their information needs which will make that profound difference in our society. We take pride in our students and in our graduates. Our admission standards have been high and have remained consistent over many years, as reflected in Table IV.1 below. Within Rutgers, we were high among professional schools in GRE Verbal scores for admitted-coming master's students, and also in GPAs; see Table IV.2.

The same standards that guide the selection of our on-campus students are applied to applicants who wish to seek the degree online. Since the first cohort of online students was admitted in 2005, we have included data about both groups in the profiles of fall semester entering classes in the *501 Introduction to the Library and Information Professions* website at <http://comminfo.rutgers.edu/~pack501/howeare/students.php>. The fall profiles going back to 2005 are collected in Appendix IV.A, and attest to the high level of preparation and rich mix of backgrounds that our students contribute to the learning environment. Aggregate data on admissions are presented below.

MLIS admissions data

From 2004 to 2011 there were 3,324 applicants to the Rutgers MLIS program. Of these, 2,282 were admitted, an admissions rate of 68.7%. During the admissions process some applicants withdrew their application, failed to submit a completed application, failed to supply additional information when requested, or were rejected by the faculty reviewers. The actual number of individuals rejected was 468 over this period.

Figure IV.1 gives a snapshot summary of the MLIS admissions data. The source of these data and the data in Figure IV.2 – IV.4 is the Rutgers Graduate Admissions and Registrar offices. The data is reported as of May 25, 2011

Table IV.1 Admissions to the Rutgers MLIS Program, GRE and GPA Scores 2004-2011

MLIS Applications	Number	Per cent	Scores
Applications	3324		
Admissions	2282	68.6	
Admitted - Coming	1348	40.6	
Rejections	468	14	
Avg GPA of Applicants			337
Avg GPA of Admits			343
Avg GPA of Admit-Coming			341
Avg GPA of Rejects			316
Avg GRE Verbal of Applicants			560
Avg GRE Verbal of Admits			590
Avg GRE Verbal of Admit-Coming			580
Avg GRE Verbal of Rejects			460
Avg GRE Quantatative of Applicants			570
Avg GRE Quantatative of Admits			590
Avg GRE Quantatative of Admit-Coming			580
Avg GRE Quantatative of Rejects			460
Avg GRE Analytic of Applicants			590
Avg GRE Analytic of Admits			610
Avg GRE Analytic of Admit-Coming			610
Avg GRE Analytic of Rejects			480

Note: GPA scores are given as (GPA x 100), i.e., 337 is actually 3.37

Table IV.2 GRE and GPA Scores, Rutgers Graduate Professional Schools

	GRE Verbal	GRE Quantitative	GRE Writing	Undergrad GPA
Mason Gross School of the Arts	530	590	4.3	3.57
Graduate School of Education	480	590	4.1	3.37
School of Communication and Information	580	590	4.3	3.48
Graduate School of Applied and Professional Psychology	590	660	4.8	3.69
School of Social Work	490	540	4.1	3.32
School of Public Affairs and Administration	460	530	3.8	3.14
School of Criminal Justice	440	520	4	3.47
Edward J. Bloustein School of Planning and Public Policy	570	650	4.4	3.43
School of Management and Labor Relations	480	630	3.7	3.36
College of Nursing	510	490	4.3	3.36

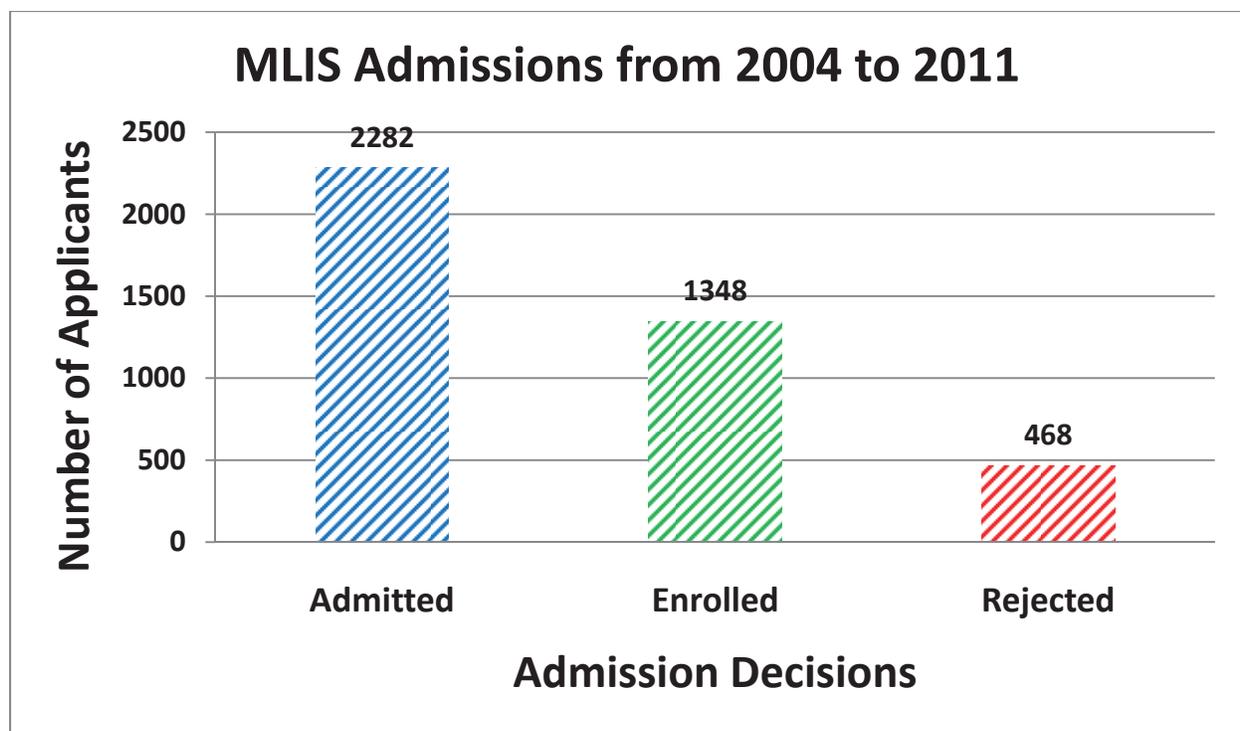


Figure IV.1 MLIS admissions from 2004 to 2011

Our interpretation of the data in Table IV.1 and Figure IV.1 is that the MLIS program is selective and admits approximately two-thirds of those applying. As stated above, our admission standards are clearly defined and publicly available on our website. The criteria for admission provide a screening filter to inform the public what credentials are needed by prospective students. There are students who are admitted who later withdraw from registering for courses. Some of these cite personal reasons such as a change in goals or financial considerations. Some indicate they may contact us at a later date to reactivate their application.

Figure IV.2 depicts the undergraduate grade point average (GPA) for those admitted: GPA admitted = 3.41 compared to the GPA for those rejected = 3.16. This chart provides evidence of the application of admission standards when evaluating the undergraduate record of prospective students.

The GRE Verbal and Quantitative scores of those admitted (N = 2,282) and those rejected (N = 468) are depicted in Figure IV.3.

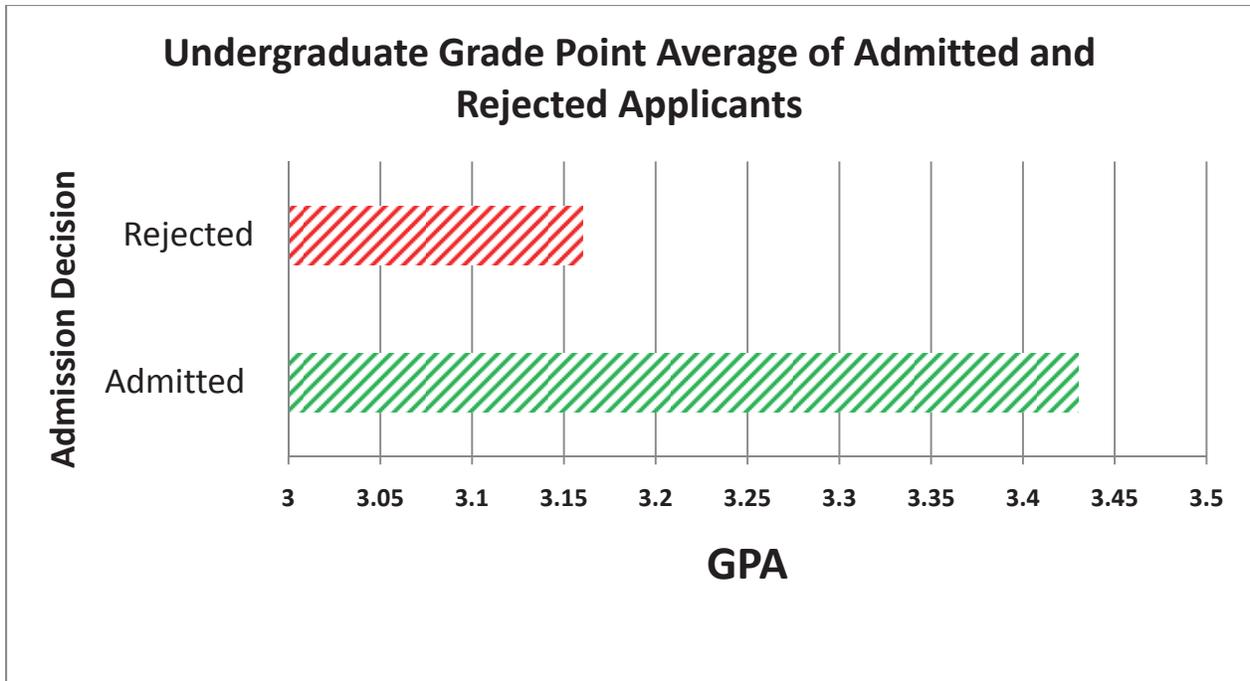


Figure IV.2 Undergraduate GPAs of admitted and rejected applicants

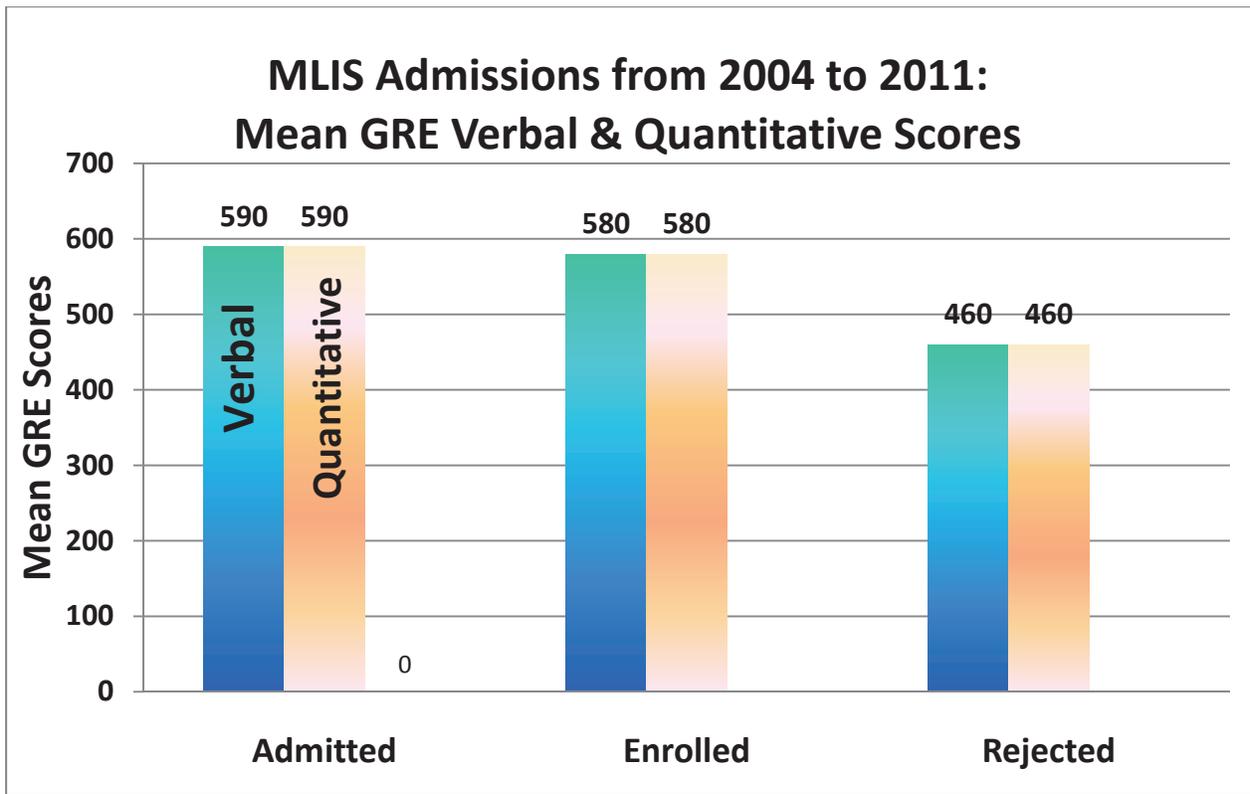


Figure IV.3 Applicants' GRE verbal and quantitative scores

The GRE Writing scores for those admitted, enrolled, and rejected are shown in Figure IV.4. These scores, like those in the earlier charts, affirm that the admission standards are being followed and that the program selects individuals who meet those criteria.

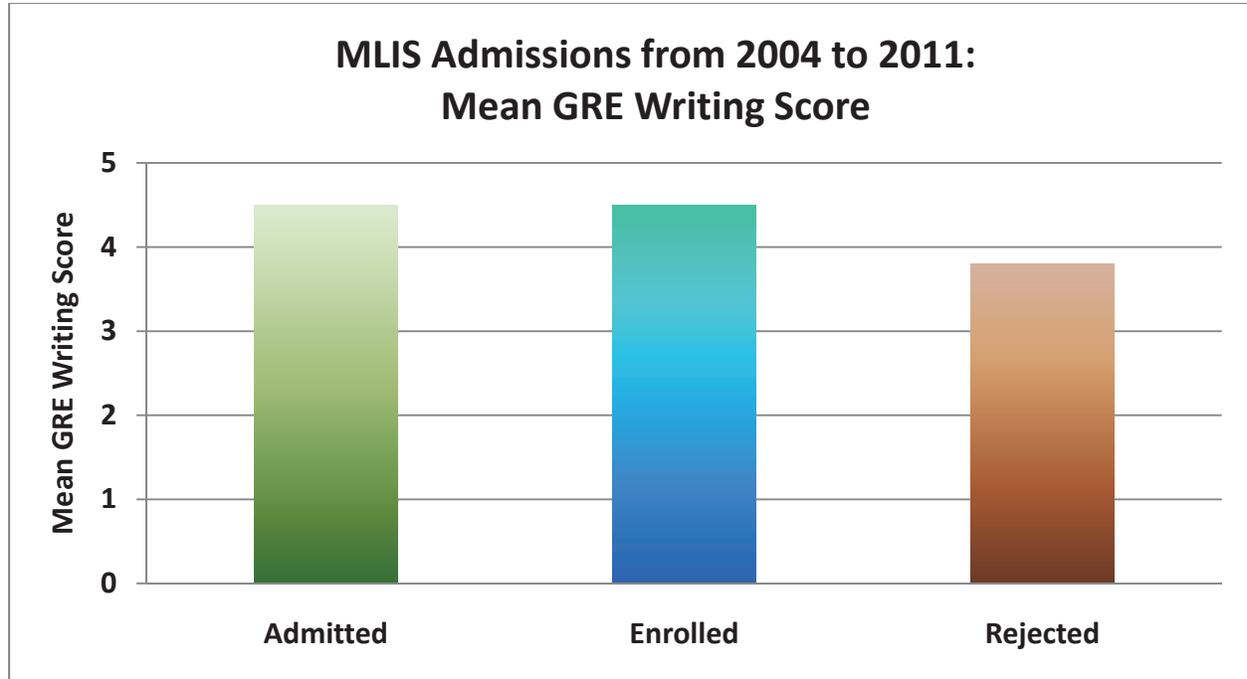


Figure IV.4 Applicants' GRE writing scores

The comparison of MLIS graduate applicants and students with those from other graduate programs at Rutgers shown in Table IV.2 above demonstrates that our MLIS students meet University expectations for individuals who would be qualified for matriculation at the master's level. (Again, the source of these data is the Rutgers Graduate Admissions and Registrar offices. The data is reported as of May 25, 2011.) These data are for the reporting year 2010-2011 and may include a small number of applicants for our School's Master's in Communication and Information (MCIS) program. The total number of applications for SC&I masters was 582 with 373 admitted, 198 enrolled, and 101 rejected. It could not be verified if separate data existed for those who only applied to the MLIS program since these statistics are kept by Rutgers at the school rather than the program level.

The Table IV.2 data show that SC&I students have the second highest GRE Verbal scores (SC&I mean = 580) among those admitted to 10 Rutgers' graduate school programs. The Business and Law schools require separate standardized tests for admission. In 2010 the Business school began accepting GRE scores in addition to GMAT scores. GRE Quantitative scores for SC&I are also respectable when compared to these other Rutgers schools (SC&I mean = 590) with three schools having higher quantitative GRE averages. Only two other schools exceed SC&I GRE Writing scores (SC&I mean = 4.3). Further, only two schools exceed on the undergraduate GPA average (SC&I mean = 3.48).

It might be concluded that SC&I admissions scores for master's students are above most other Rutgers' graduate professional programs. The highest program in this cohort pool is the Graduate School of Applied and Professional Psychology which only enrolled 45 graduate students during this report year.

It is our belief that our stakeholders and constituencies expect a Rutgers MLIS graduate to be an informed, dedicated, and active member of our library and information science (LIS) community. We note that a number of our alumni, including some of our most recent graduates, have distinguished themselves in serving the library profession, individuals, and the greater society in substantive and significant ways (see for example, I.2.4).

Learning environment

The School of Communication and Information (SC&I) states its purposes as being "...a leader in responding to the evolving knowledge society and the fast-paced changes occurring in the fields of communication, information, and media;" see http://comminfo.rutgers.edu/about-sc-i/about-sc-i_5.html. The students we attract see a curriculum and a student body in concert with that goal. We are conscious of our overarching aspiration to attract qualified students who can meet the challenges and demands of a rapidly changing library and information environment. The learning environment of the program is enhanced by the favorable faculty—student ratio. There has been a steady increase in the number of faculty in the program since 2005 as Figure IV.5 below depicts. The number of FTE faculty has also risen in a more dramatic way, going from 23 FTE faculty to 35 FTE faculty in 6 years.

Recruitment

Rutgers has an MLIS recruitment program that is effective in attracting New Jersey residents and less so in attracting students from other states, although our online option is bringing more applicants and students from across the country. Recruitment activities include the development of the SC&I website where its front page often highlights a video of an LIS faculty member discussing issues in our field. Brochures, conferences, open-houses, and a variety of printed materials are created to make the program known to the general public while attracting prospective students. Much of the recruitment activity is vested in the Professional Development Studies (PDS) arm of SC&I. Recruitment materials have been prepared at the School and at the program level. The ranking of the MLIS program in *US News & World Report* is featured to draw attention to the program's overall ranking (6th) and the program's individual rankings in specialty areas: school library media, 1st; services for children and youth, 4th; digital libraries, 8th; and information systems, 9th <http://comminfo.rutgers.edu/master-of-library-and-information-science/national-rankings.html>.

More detail about recruitment is given under IV.2.

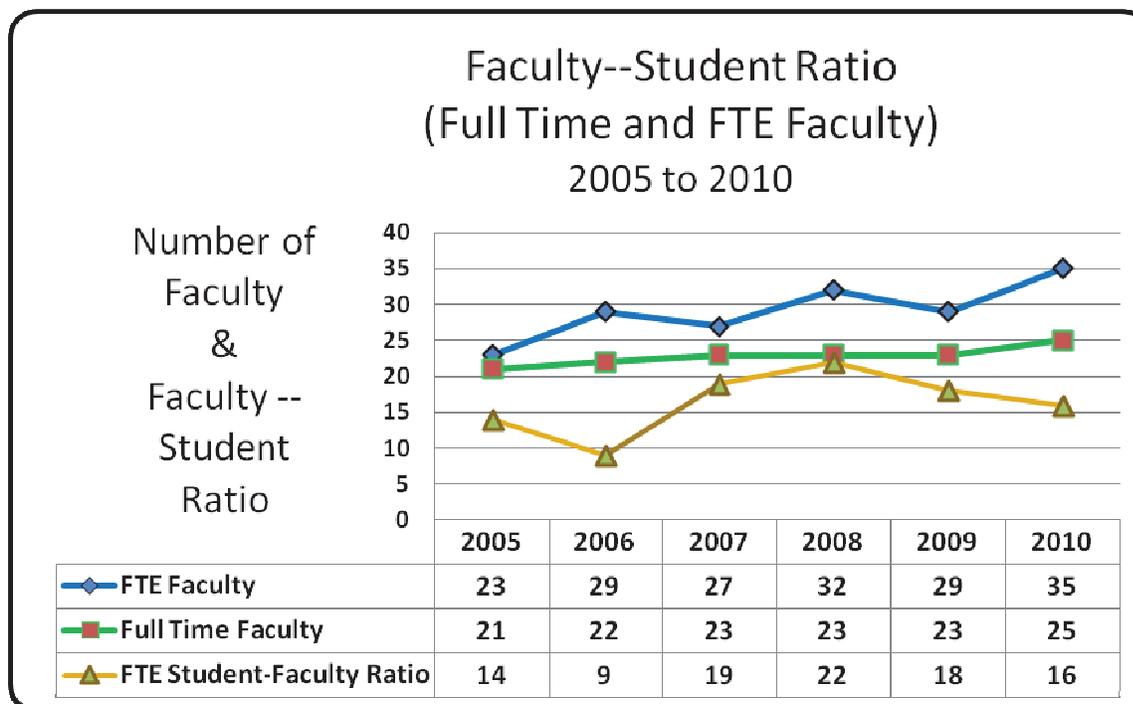


Figure IV.5 Full-time and full-time equivalent faculty-to-student ratios, 2005 to 2010

Diversity

Diversity efforts include use of financial aid resources to attract MLIS students from underrepresented groups to Rutgers. Overall diversity enrollments have increased since the last program presentation in 2004. Professor Emerita Betty Turock was instrumental in addressing diversity concerns and used that as a theme during her ALA Presidency, founding the ALA Spectrum scholarships. She has been responsible for creating a fund to match Spectrum grants for our students, and has also been at the forefront of furthering the ALA Spectrum funding during spring 2011 when she sponsored receptions at the Ocean County Public Library System in order to increase visibility and fundraising.

In addition to the Spectrum effort, Professor Turock worked with the New Jersey State Library and others to win a 2003-2006 grant from the Institute of Museums and Library Services (IMLS) entitled “Diversity: The Cornerstone for Recruiting Librarians and Library Staff for New Jersey’s Urban Libraries,” which funded nine MLIS students. Four were from underrepresented groups, as was one doctoral student. In 2006, IMLS again awarded a grant which funded an additional seven diversity MLIS students and a doctoral student. Written by Professor Varlejs and conducted in partnership with the Central Jersey Regional Library Cooperative, the New Jersey State Library, Thomas Edison State College, and the New Jersey Library Association, “Building the Multicultural, Multilingual New Jersey Library Staff” made it possible for seven public libraries to “grow” their complement of ALA-accredited MLIS degree holders. Diversity recruitment continues to be important to the program and in fall 2009 the Rutgers Dana Library on the Rutgers Newark campus partnered with LIS in attempting to create an IMLS-funded diverse science librarianship program to enhance diversity enrollment in the MLIS degree

and PDS courses. That program was to be sponsored jointly by the two campuses. Vice-Chancellor Mark Winston and Haipeng Li from Newark worked with Professors McInerney and O'Connor at LIS/SC&I in New Brunswick to author the grant. Unfortunately, that grant was not funded.

Through these efforts and through the active participation of university, school, and department personnel, the program's diversity has shown an increasing trend. The line graph in Figure IV.6 shows the commitment of the Rutgers LIS program to diversity. It plots the number of minority students for reported years 2005 through 2010 as provided to ALISE and to ALA. Minority enrollment here is the ratio of minority students to the total headcount of MLIS students. These numbers reflect the program's ability to attract minority students. It still does not track well with the overall Rutgers minority enrollment which is about twice that found in the MLIS program. New Jersey's Census 2010 reports that our population is 12.4% African-American or Black and 15.1% Hispanic or Latino (of any race). Within those parameters the MLIS program with 16.8% minority reflects the overall statewide pattern. Nonetheless, increases in financial aid would attract more minority students and this would increase our MLIS minority enrollments. We continue to be committed to sustaining and increasing our minority enrollments.

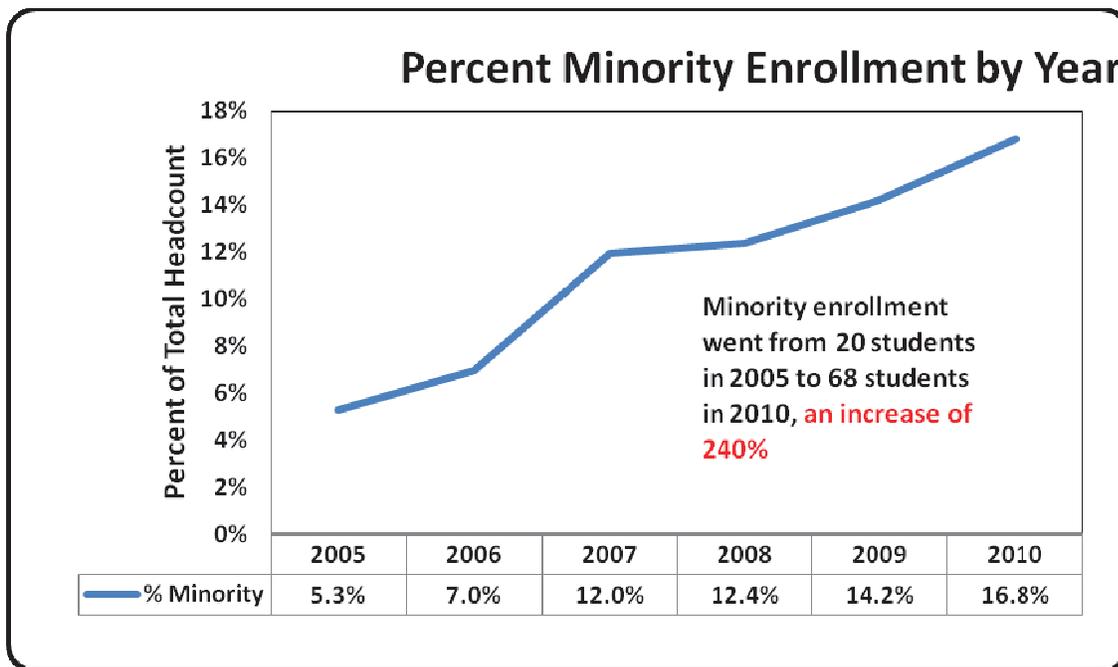


Figure IV.6 Minority enrollment as a percent of total MLIS student headcount for fall semesters 2005 through 2010

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

Availability of program information

Specific links to provide students and the general public with information on each of the following in Standard IV.2 are listed below. Note that a number of these links also contain links to sub-topics in each area. These are also discussed in more detail within other standards of this report, as appropriate.

Program goals and objectives:

<http://comminfo.rutgers.edu/master-of-library-and-information-science/program-information.html>

<http://comminfo.rutgers.edu/master-of-library-and-information-science/careers-in-lis.html>

Descriptions of curricula:

<http://comminfo.rutgers.edu/master-of-library-and-information-science/curriculum-overview.html>

http://comminfo.rutgers.edu/component/cur,610/option,com_courses/sch,17/task,listing/

<http://comminfo.rutgers.edu/master-of-library-and-information-science/course-scheduling.html>

<http://rutgersonline.pbworks.com/w/page/6415412/FrontPage> (Advising wiki)

Information on faculty:

<http://comminfo.rutgers.edu/library-and-information-science/library-and-information-science-department.html>

<http://little-grid.com/images/RutgersLISResearchMAR2011.pdf>

<http://comminfo.rutgers.edu/public-communication/news.html>

<http://comminfo.rutgers.edu/~pack501/whoweare/faculty.php>

Admission requirements:

<http://comminfo.rutgers.edu/master-of-library-and-information-science/admissions.html>

Availability of financial aid:

<http://comminfo.rutgers.edu/master-of-library-and-information-science/admissions.html#FinancialAid>

Criteria for evaluating student performance:

<http://comminfo.rutgers.edu/~pack501/academicconcerns/advice/grades.php>

See course syllabi for criteria for assigning grades in individual courses

Degree requirements:

<http://comminfo.rutgers.edu/master-of-library-and-information-science/requirements-and-plans-of-study.html>

<http://comminfo.rutgers.edu/master-of-library-and-information-science/completing-a-degree-online.html>

Assistance with placement:

<http://comminfo.rutgers.edu/~pack501/whatswherelis/jobresources.php>

<http://comminfo.rutgers.edu/master-of-library-and-information-science/careers-in-lis.html>

<http://comminfo.rutgers.edu/placement/>

Additional main links are also provided for:

Coursepack (website) for introductory course 501:

<http://comminfo.rutgers.edu/~pack501/>

National rankings:

<http://comminfo.rutgers.edu/master-of-library-and-information-science/national-rankings.html>

Student organizations:

<http://comminfo.rutgers.edu/master-of-library-and-information-science/student-organizations.html>

Program delivery modes and career options are described on the SC&I website:

“Earn your Master of Library and Information Science (M.L.I.S.) degree and enter a world of professional education for service and management careers in libraries, information agencies, the information industry, and in business, industry, government, research - in short, any environment where information is a vital resource.

You can earn your degree in a traditional face-to-face classroom setting. You can earn your degree [entirely online](#) . Or you can earn your degree with a combination of both delivery options. The same [faculty](#) teach and develop the [courses offered](#) no matter how you choose to put your program together.”

Source: <http://comminfo.rutgers.edu/master-of-library-and-information-science/program-information.html>

Information for prospective applicants to the MLIS program has also made use of social media. Some of these initiatives are specific to recruitment for online study, while others apply to either on-campus or online. Both, however, disseminate information to the public about the Rutgers MLIS degree.

Examples of such recruiting include:

Youtube:

<http://www.youtube.com/watch?v=8GWcQI7xMFM&feature=related> with Claire McInerney

<http://www.youtube.com/watch?v=64OtsNiqG4s> with Kay Cassell

Facebook: <http://www.facebook.com/group.php?gid=57624493808>

TeacherTube:

http://www1.teachertube.com/viewVideo.php?title=Introduction_to_the_Rutgers_Online_MLIS_Academic_Advising_Wi&video_id=77213

Wiki: <http://rutgersonline.pbworks.com/w/page/6415412/FrontPage>

Blog: <http://rutgersonline.pbworks.com/w/page/6415426/Peer-Mentors> [Course requirements and FAQs are responded to with an open website for prospective applicants to review on the blog.]

Career information is provided on the School's website, see <http://comminfo.rutgers.edu/master-of-library-and-information-science/careers-in-lis.html>; this site provides additional links to such topics as:

Careers in LIS

Information Industry

Public Libraries

School and Academic Libraries

Managers

Technical And Automated Services

Information Brokers, Entrepreneurs, Library Planning and Technology Consultants, Researchers, and Evaluators

This section on careers is followed with links to other career information:

[Careers in Libraries from the American Library Association](#)

[Law Librarianship from the American Association of Law Libraries](#)

[Medical Libraries Association Careers](#)

[School Librarianship from the American Association of School Librarians](#)

[Special Libraries Association Career Center](#)

[Placements and salary information - survey of MLIS graduates nationwide, published by *Library Journal*](#)

[General career information for LIS from our 501 Introduction to the Library and Information Professions course \(click on "The LIS Field" in the left column\)](#)

The last link to the 501 introductory course on general career information is often mentioned by prospective and new students as an important resource they used in making the decision to pursue a career in LIS and apply for the MLIS program <http://comminfo.rutgers.edu/~pack501/>. Students also note that they use the site continuously as a key resource while they are in the program and as new alumni.

A link is also provided for a 2008 survey of graduates to give prospective students an indication of opportunities available to graduates of the program. This information can be found at: http://comminfo.rutgers.edu/images/stories/programs/mlis/survey_mliss_graduates_2008-05-22.pdf. A more recent survey of alumni and other stakeholders was conducted in late April 2011. Results appear on the sakai site under Standard IV in the Evidence 4 folder.

Outreach through the SC&I Professional Development Studies (PDS) program

Continuing a long tradition, ALA and NJLA annual conferences are attended each year by faculty, staff, students, and alumni to provide MLIS recruitment materials and to speak to potential students and employers in the exhibits area. It is also an opportunity for prospective students to meet Rutgers individuals to discuss career opportunities, admission requirements, and curricular plans. As the outreach unit of SC&I, PDS supports efforts such as reserving and staffing booth space, becoming a sponsor, and advertising in the conference publications of

association such as New Jersey Association of School Librarians (NJASL), New Jersey Library Association (NJLA), and the Association for Library and Information Science Education (ALISE).

It should be noted that there is no formal professional position at SC&I devoted to marketing/graphic design output. While we do have a Director of Communication for the School, the position is a mix of internal communication and public relations management. There is limited assistance for creating program-level ads, brochures, a social media presence, etc. However, the addition of the Communication Director has helped with branding and with a unified visual identity for SC&I and the department.

In 2007-2008, PDS initiated the creation of a brochure for its programs in order to compete more visibly at conferences and exhibits, and this process included conversations with possible custom training clients. Working with the creative services team at Rutgers University, PDS hired a professional photographer to visit select alumni from SC&I at their places of work to photograph them in context regarding how their education at SC&I helped them move to the next phase of their careers. PDS programs used those photos that mapped directly to their programs; however, the remaining photos were given to the Dean's office for public relations and marketing use in other publications and media. The PDS brochure includes information on PDS programs, as well as on the online MLIS option and the MLIS program in general. It remains the main high-gloss print publication for PDS.

In 2007, SC&I committed to a redesign of its website from a fairly text-heavy and static site to a Joomla Content Management System with far more graphical elements, photos, and social media integrations such as faculty blogs. The MLIS program created a number of landing pages for general introduction to the program; admissions, curriculum, online delivery, and professional association and student organization information, etc. The site is often referenced by newly-admitted students as a well-organized representation of our offerings, our program-level philosophy, and our admissions process and requirements. A PhD student is employed part time to help update the website and to upload photos and other graphic elements as time permits. In short, the program's website is considered a work-in-progress. Careful attention is given to separating format and linking changes from those involving policy. Any policy changes are referred to the faculty for discussion and action. If appropriate, changes are also brought to the attention of the School's faculty and the University.

In 2008 the MLIS program began offering face-to-face campus information sessions for prospective students, where current faculty and advisors could meet to answer questions and provide a general overview. MLIS Program Director Cassell organizes these sessions and meets with those interested in an informal format. In 2010, the online MLIS program began its series of virtual open houses to accomplish the same goal.

In 2010, PDS was able to promote the Student Advisor staff position into an Assistant Director position, charged with 50% of time in oversight of day-to-day programs management, and 50% time spent in marketing efforts. In 2010-2011, PDS spent approximately \$18,000 in advertising to a variety of ALA publications, obtaining web space, and placing ads in conference publications.

In 2010, PDS built its own micro-site inside of the SC&I site in order to appeal to a more corporate audience, and to integrate more functionality for the management of both credit and non-credit offerings; see <http://mypds.rutgers.edu/>. This site makes reference to all of the PDS content in LIS, and provides another landing page opportunity for the MLIS program, referring visitors quickly to the main program page on the SC&I site.

PDS creates special pre-registration brochures and post-cards for mailing to 10,000 public and school libraries and K-12 educators in NJ each semester, in order to make them aware of impending program application deadlines, course offerings, and registration and open enrollment periods. Specific ads and files are available in Standard IV Evidence Folder under 4.09. See especially the example of web analytics, labeled Marketing Update – March 7, 2011.

All prospective students are invited to use a special e-mail address for more information. Questions are answered within 48 hours. Follow up e-mail is sent periodically to those who have not yet applied to the program. For those who have applied, e-mail is sent periodically to remind applicants of any missing application parts, to underscore priority admissions deadlines, and to announce any financial aid opportunities.

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

The Rutgers MLIS admissions process is designed to capture those applicants who are able to “make significant contributions to the social development and the quality of life of individuals by strengthening the links among people, libraries and information, and technology in the context of promoting the values and freedoms of a democratic society” (see Standard I “Mission Statement”). To meet such a program goal requires attracting students who have a credible academic record that indicates that they would pursue graduate study successfully. It also requires that students either demonstrate that they are qualified for entry into the MLIS program by taking the GRE examination and achieving scores that are appropriate for graduate study, or by having already successfully completed a program of graduate study. Letters of recommendation and a personal essay are also required. Applicants are requested to focus their personal essay on their view of the LIS profession and their career goals. International students are expected to achieve results on the TOEFL examination that demonstrate their ability to read, write, and comprehend English on a graduate level appropriate for study in our MLIS program.

Information about admission is provided on the program’s website for potential applicants to understand how their record will be evaluated by LIS faculty. Individuals are asked to submit transcripts from previous academic studies; GRE scores or evidence of completion of a graduate degree; three letters of recommendation (two required), and a personal essay. If the applicant is

from a country where English is not the native language, TOEFL scores are required. The current requirements for admission to the MLIS program were approved by the LIS Faculty during spring 2011:

Entry into the Master's of Library and Information Science is competitive and is affected by the quality and academic promise of the pool of candidates. GRE scores or a transcript showing completion of another graduate degree, undergraduate and graduate academic records, letters of recommendation and a personal statement are all considered in the selection process. In evaluating credentials, the admissions committee looks for both potential for graduate study and potential for service to the profession. Specific admissions requirements are as follows:

Applicants must have a bachelor's degree or its equivalent from a recognized institution of higher education. Evidence of potential for graduate study is demonstrated by a B or higher GPA in previous academic studies.

GRE scores must be, at a minimum, above the 57th percentile verbal and not below the 20th percentile quantitative. An earned advanced degree obviates the need for GRE scores. GRE scores or a transcript indicating completion of a previous graduate degree program must be submitted by all applicants.

Letters of recommendation: three letters of recommendation are recommended, but two letters are acceptable. These should focus on the applicant's academic capacity (e.g., problem solving, thinking, analytical, and reflective skills) to undertake a rigorous program of graduate study. Letters are expected from an applicant's professors or from senior members of professional and/or corporate organizations who are able to comment substantially on the applicant's academic capabilities rather than on workplace efficiency and character traits. The recommender's relationship to the applicant must be established in the letter of recommendation. Personal friends, clergy and family members are not usually appropriate recommenders. Applicants will be asked to supply e-mail addresses for recommenders as part of the online application process at <http://gradstudy.rutgers.edu/apply.shtml>.

Personal statement: the focus of the essay should be on presenting a personal view of the library and information science profession and aspirations and goals for a future in the library and information science professions. The personal statement should be no more than 750 words in length and is submitted as part of the online application. If the applicant thinks that there are elements of the application that could benefit from a brief explanation, it can be included here.

TOEFL scores are required for all international applicants, in addition to GRE scores. The TOEFL should have been taken within the last 3 years. The TOEFL Internet-based score total must be 100 or higher. The Graduate School-New Brunswick suggests the following minimum score distribution: writing, 22; speaking, 23; reading, 21; listening, 17. Applicants of questionable English proficiency will be required to take a written or oral test when entering the program and, if necessary, to take course work in the English as a Second Language Program before commencing their MLIS studies. Nonimmigrant students must present evidence of adequate financial resources. The university may deny admission to nonimmigrant students for lack of English proficiency, for lack of financial support, or because of improper visa status.

In making decisions, the Admissions Committee may deem that extremely good grades and/or other positive factors may outweigh poor GRE scores, but the minimum percentiles must be met. Conversely, high GRE scores may compensate for GPAs that do not fully meet the B standard.

Applications for on-campus study are evaluated by those serving on our Admissions Committee and, on occasion, by the faculty-of-the-whole, who meet to provide admission recommendations. Usually, candidates are reviewed first by the members of the Committee, and then by the Committee Chair. In cases where the decision is totally clear, the Admissions Committee Chair may make the decision and pass it along to the Program Director for her to sign off on admission or rejection. If there is no clear first judgment, one or two other reviewers are assigned, and the final decision is made by the MLIS Program Director in consultation with the Committee Chair. These internal procedures for reviewing applications are not provided on the website since it reflects practices within this process. The procedures do adhere to publicly stated policies on requirements for admission to the MLIS program.

Until recently, there was a rarely used provision available for students who did not technically meet the published admissions criteria and who might still be considered for entry into the program. Such students were admitted as non-matriculated candidates to evaluate their ability to do graduate work prior to formal admission. Those cases were often ones in which working professionals had significant professional experience, strong letters of recommendation from well-known colleagues in the field, and respectable academic histories. All exceptions to the admissions criteria were made by faculty with special consultation with the Director of the MLIS program and/or the chair of the LIS department. Those admitted in these circumstances were under academic probation until 12 graduate credits were completed (four courses). To obtain matriculated status, those students had to achieve course grades of B or better, and a recommendation from a faculty member. The reason non-matriculated status was rarely used stems from the impact it has on the program and on the student. The program could be seen as having a special “door” for certain students and this might indicate that there are two admission standards, which is not the case and never has been. The appearance of such a procedure could mislead applicants. The students were also affected by the non-matriculation label since they could not qualify for financial aid because officially they were not seeking a degree. Consequently, we recently eliminated the non-matriculated option except in cases where a visiting student from another university wishes to take one or two courses (for example during summer session) in order to transfer credits to his or her home university. Students who do not fully meet criteria are either admitted as exceptions, are rejected, or are not admitted but are urged to try again after improving their GRE scores, or otherwise improving their application.

For applicants who want to study online, Professional Development Studies (which administers online courses, considered to be off-campus) has developed admission procedures specific to its needs, but the overall policy is the same as for those applying to attend classes on campus. The admissions criteria for on-campus and online are exactly the same. Applicants must submit the same materials, and have test scores and undergraduate academic records that meet the same standards.

For students who self-select to apply as a fully online student, the Graduate Admissions office enters a special code so that applications can be sorted easily (campus and online). Those applications noted as for online are assembled and prepared for review by the Professional Development Studies staff. PDS staff follow up with applicants missing application pieces, or those with questions, problems, or other technical obstacles to overcome.

The MLIS program sets a “priority admissions deadline,” which is the point at which review of applications for the upcoming semester begins. Applications are accepted beyond this point until a cohort is full or until approximately one month before the start of the next term. Students interested in being fully online who apply by the priority deadline are reviewed generally within two weeks. The rapid turnaround time allows PDS to maintain interest from students who are not bound by geography to any one MLIS program, and who have likely applied to more than one university.

Review of applications for online study requires commentary by an Admissions Committee member and the Director of PDS. The commentary notes any particular strength or weakness of the candidate regarding the admissions criteria and recommends an admissions decision. In the case of a unanimous decision, the student is notified of the decision and the appropriate actions are taken. In the event of an admissions decision disagreement between the two reviewers, the application goes to the chair of the Admissions Committee and the Director of MLIS for a tie-breaking decision. The process is aided by access to the University's student application data that tracks the receipt of the required forms and documents. Recently, the MLIS program has recognized an “auto-admit” process, when an applicant, for either online or on-campus, exceeds the admissions criteria on every count and thus does not require further review for a decision.

Admitted applicants are first notified by e-mail and sent electronic orientation materials. They are asked to officially accept or not accept the admission and to RSVP for the orientation program that is offered every semester that students are admitted. A mailed notification of acceptance also goes out from the Graduate Admissions office with a postcard for applicants to return with their decisions.

In select cases, students who do not technically meet the published admissions criteria are considered for entry into the program. These cases are often ones in which working professionals have significant professional experience, strong letters of recommendation from well-known colleagues in the field, and respectable academic histories. All exceptions to the admissions criteria are made in consultation with the Director of the MLIS program and/or Chair McInerney of the LIS department. Those admitted in these circumstances are under review during their first term until performance can better be judged.

Transfer credit requests are reviewed at the time of application, and those approved are applied within the first term to the student's Rutgers transcript to avoid possible confusion in advising.

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

The program's information on the SC&I website provides access to the MLIS requirements and sample plans of study <http://comminfo.rutgers.edu/master-of-library-and-information-science/requirements-and-plans-of-study.html>. This informs students that they will be meeting or communicating with an advisor at the start of their program and that they will be assigned an advisor during their first semester of study. Students are free to change advisors if that would be better for their particular needs. The requirements are specified on the website. Highlights of the requirements include:

Total credits for MLIS degree: 36 (which translates to 12 three-credit courses; 1 course equals 40 contact hours)

Three year period to complete degree (requiring 12 credits need to be completed each year)

Full-time is 9 to 15 credits per semester

Part-time is six credits per semester

Information is also provided on leaves of absence; required zero-credit courses (*501 Introduction to Library and Information Professions; 502 Colloquium; 503 Professional Capstone*); and on language, thesis, and comprehensive examination, none of which is required. In addition to the official information on the SC&I website, there is a user-friendly [Academic Advising Wiki](#) created for online MLIS students as part of the PDS website (<http://mypds.rutgers.edu/onlinemlis.php>). Much of this site is helpful for on-campus students as well.

The "[MLIS Academic Tracking/Planning Sheet](#)" gives each student a blueprint of the curriculum to be used, with an advisor, to map a plan of study appropriate to his/her career goal. The form can be downloaded from the Advising Wiki, where it is labeled "Academic Tracking Sheet:" <http://rutgeronline.pbworks.com/w/page/30804039/Academic-Tracking-Sheet>. The form indicates for each course if it is a lead or central or elective course, its pre- or co-requisites, when the course is normally offered (Fall, Spring, or Summer), and the four optional specializations within the MLIS curriculum: Digital Libraries, Knowledge Management, School Libraries, and Social Media. The form provides space for entry of when courses are taken with a place for an advisor's signature for each course.

Faculty members are available to advise students during the two week period prior to University registration for spring and fall. The advising sign-up occurs online via the program's website with a special calendar provided for students to connect with particular faculty. Advisors set special hours to see students: 1) in person, 2) confer with them online, 3) connect via the telephone. Students can register for their advising session using the special calendar established for this purpose on the SC&I website. Some faculty members do group advising in areas such as school library certification where there are special requirements and limited electives. Those students can also confer with faculty individually if needed.

Before 2005, services to students in SC&I were provided in a decentralized way with coordinated support only for students with disabilities and judicial cases. Each department had an administrative assistant or secretary with a range of duties who also provided basic advising to students. In 2005, the school underwent a staff reorganization to address some of the deficiencies of this system. Four student advisors were moved to one central Student Services

Office; two to support undergraduate students and two to support master's and doctoral students. They reported to the Associate Dean. At the end of 2005, the then Associate Dean retired and the director of off-campus/online programs, Karen Novick, was promoted into that position.

As undergraduate enrollments in the school grew in a planned trajectory, it became clear to Associate Dean Novick that the school needed another person in the Student Services area and that the additional staff member should be hired not as an advisor, but to manage and lead the function. In 2007, the Associate Dean and Dean agreed to work towards such a hire. In 2008 the Dean asked the University's Executive Vice-President for Academic Affairs to provide full or partial funding for a Head of Student Services, but was turned down. By 2009, with additional funding through increased enrollments, the deans determined that there was and would continue to be adequate funding for an Assistant Dean for Student Services and that such a role was needed more than ever. Associate Dean Novick solicited input from the University's Vice President for Student Life, Executive Vice-President for Academic Affairs, and three other schools at Rutgers, who had strong student services offices, in order to create a robust and realistic job description. As required, that description was submitted to Human Resources for classification with a request that it be graded at a level 07. HR initially returned a classification of 06. Dean Novick felt strongly that such a classification would not draw applicants of the level the school needed for this position. There was an extensive appeal process, but at the end of the 2009-10 academic year, HR finally agreed to reclassify the position as 07, indicating the position was at a professional level.

A search was conducted and the applicant pool was large and strong. A cross section of faculty and staff in SC&I participated in the selection process. The first choice candidate, Kevin Ewell, accepted the position and started at the school in September 2010.

Previous to the creation of this new position, the student services function in SC&I had been adequate and the School has a reputation on campus as being very student-friendly. However, the hiring of Assistant Dean Ewell is meant to both broaden and deepen student advising and management of the student experience. We expect to become significantly more proactive rather than reactive in advising across programs, in monitoring our students better, in providing support when needed earlier, and in creating a broader array of advising functions and programs. Our goal is to become a leader in academic and co-curricular services to students. As needs are identified and defined, the dean's office has a commitment to expand support to the student services function. One area of initial investigation is career and/or placement services.

Evaluation of student achievement

“Systematic, multifaceted evaluation of their achievements” may be understood to refer to both traditional assignment of grades and to ongoing comments from faculty in response to assignments, journal entries, class discussion and so on. These feedback mechanisms could be called formative evaluation. The implementation of ePortfolios will be a new opportunity for summative evaluation. Further discussion of student achievement follows under the next heading and under IV.6.

Placement

Placement and career services are offered at the campus level and MLIS students can receive help with resume preparation and searching general job hotlines. Specific library placement information is provided on the 501 website which includes seven separate sections for “Developing Your Career.” Under that heading, one of the seven subtopics includes “Resources for Finding a Position” and it, in turn, provides access to additional sources of information (separate websites). These include hotlines and professional association job listings. MLIS students through the Library and Information Science Student Association (LISSA) also organize career workshops which are supported through student activity fees and the Alumni Association. When the placement assistant position was reassigned many years ago, an online page was added to the SC&I website that allows employers to post their openings themselves. Students can search these postings by categories; see <http://comminfo.rutgers.edu/placement/>. Nevertheless, students have been telling us that they need a staff person devoted to placement and this is currently under consideration at the School level. It is hoped that such a position can be created to serve the students in the six academic programs now offered by the School. Alumni access to such services has also been discussed.

Placement data for our MLIS graduates is provided to *Library Journal (LJ)*. Table IV.3 below shows the last three years of data for 2007, 2008, and 2009. These data are gathered using an online survey. *LJ* requests that the survey be sent out in the summer to graduates who completed their MLIS degree the previous calendar year. This means that in summer 2010 data were collected for those graduates who finished in spring 2009, summer 2009, and fall 2009. *LJ* specifically asks for that distribution, even though our fall graduates are awarded a January degree in the ensuing calendar year. Each year we send letters to the appropriate group of graduates requesting that they participate in the online *LJ* survey. The Table IV.3 gives a summary of the responses collected from our graduates who returned the survey. There was a typically low response rate in 2007 and 2008. In 2009 the University collected post-graduation e-mail addresses and this allowed for e-mail reminders which contained a clickable URL for the *LJ* survey. In 2007 and 2008 graduates would have had to enter in the complicated URL sent by *LJ* which was contained in a paper letter and not available via an e-mail link.

New Jersey Library Association publishes minimum salaries each year and these track somewhat with the average salaries obtained by our MLIS students who report this information to us. The NJLA minimum for the above years is within several thousand dollars of the median starting salary of our graduates. The current NJLA minimum starting salary for 2010 and 2011 is \$50,765.00 (<http://www.njla.org/resources/salaryguide.pdf>) and we hope and expect that our graduates will secure positions meeting such a minimal salary standard. A new procedure has been initiated to better track our graduates. When students apply to graduate, they are asked to indicate an enduring e-mail address different from the one assigned by the university. Since the university e-mail account is dropped some months after graduation, we hope to be able to contact graduates through private e-mail accounts.

Table IV.3 Data Provided to *LJ* for the Annual Placement Issue: 2007, 2008, and 2009

2007	Count	Min	Max	Average	Median	Salaries Reported
Female	16	\$33,613	\$59,000	\$46,870	\$46,695	10
Male	1	\$42,000	\$42,000	\$42,000	\$42,000	1
<i>Total</i>	<i>17</i>			<i>\$46,428</i>	<i>\$45,390</i>	<i>11</i>
2008						
Female	18	\$20,800	\$76,000	\$43,874	\$45,000	13
Male	7	\$40,000	\$62,400	\$47,850	\$44,500	4
<i>Total</i>	<i>25</i>			<i>\$44,810</i>	<i>\$45,000</i>	<i>17</i>
2009						
Female	68	\$20,000	\$92,000	\$45,595	\$47,000	37
Male	11	\$35,000	\$60,000	\$45,766	\$45,500	8
<i>Total</i>	<i>79</i>			<i>\$45,625</i>	<i>\$47,000</i>	<i>45</i>

Readiness for professional positions: Results from surveys and focus group interviews

As part of the effort to assess the success of our students, we query practitioners about their impressions of our graduates from time to time. This also gives us a rough measure of our effectiveness in preparing them for their careers.

Practitioner (alumni/employer)online survey

A survey on the preparation of MLIS graduates was sent by LibraryLinkNJ (the NJ Statewide multi-type library cooperative) to approximately 2,500 New Jersey libraries on April 13, 2011 with one follow-up reminder notice sent on April 21, 2011. There were 534 respondents to this survey which was closed on May 2, 2011. It should be emphasized that 73% of the individuals responding reported receiving their graduate library degree from Rutgers and 25% from other universities (with 2% not having an MLS/MLIS degree). Figure IV.7 identifies the type of library in which the respondents currently work.

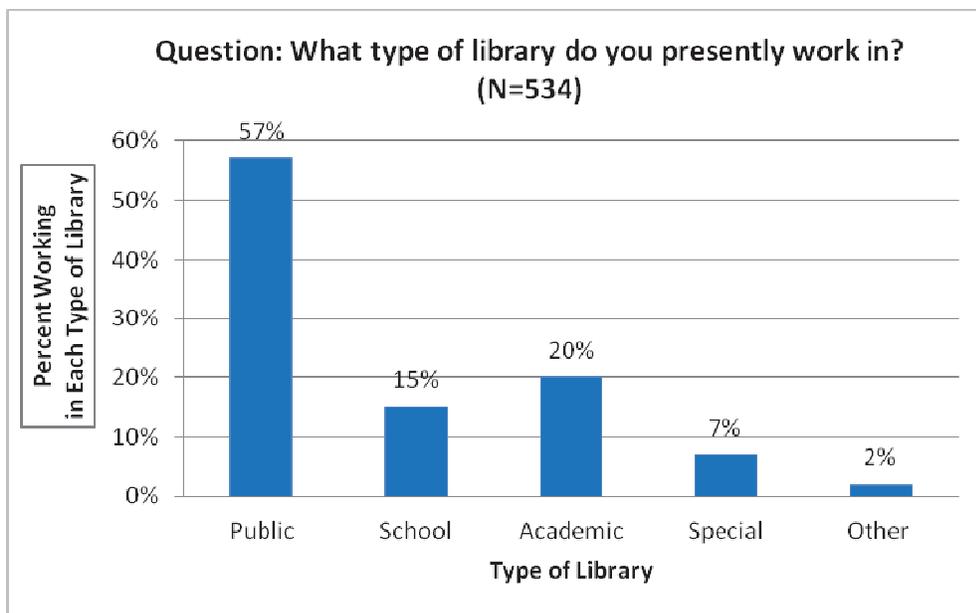


Figure IV.7 Practitioner survey: Distribution of respondents by type of library of LibraryLinkNJ members

Table IV.4 provides information on how much respondents agreed with five statements dealing with:

- Individual’s personal preparation for first position
- Preparation of Rutgers’ MLIS graduates for first position
- Opportunities to provide feedback to Rutgers MLIS program
- Appropriateness of courses for entry level positions
- Preparedness of recent graduates for entry level positions

The results indicate that respondents mostly affirmed that graduates were prepared for professional positions. There was less agreement on the opportunity to provide feedback to the MLIS program although that, too, was generally positive, but with far fewer respondents taking a firm position. The overall pattern of results here indicates strong agreement for the five items in these questions.

An open-ended comments section provided additional information on how respondents felt about the Rutgers MLIS program and its ability to produce graduates who are competent and professionally prepared. It is summarized following this analysis of the quantitative data.

Table IV.4 Practitioner Survey: Perceptions of LibraryLinkNJ Members of Preparation of Graduates and Opportunity for Feedback (N = 534)

Question 1. How much do you agree / disagree with the following statements?	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
Upon graduation from Rutgers or another library school, I was well prepared for my first professional position.	31%	45%	11%	6%	2%	6%
In general, Rutgers MLIS graduates are well prepared for their first professional position.	24%	46%	15%	4%	2%	9%
There are opportunities to provide feedback to Rutgers regarding its MLIS program.	10%	26%	24%	14%	4%	21%
Rutgers currently offers appropriate courses to prepare beginning professionals for entry level positions.	16%	38%	17%	5%	3%	21%
When I work with or hire recent Rutgers MLIS graduates, I am confident that they are prepared for entry level positions.	21%	43%	14%	4%	2%	17%

The horizontal bar graph in Figure IV.8 below summarizes the above data into three groups: agree, neutral, disagree. This omits the “no opinion” responses which reshuffles the percentages for those in agreement or disagreement. Note that “no opinion” represented one-fifth of the respondents for items c and d above.

It is clear from the bar chart in Figure IV.8 that most respondents viewed the program as competent in preparing graduates for entry level positions. It also appears that the program will need to solicit more opportunities to obtain feedback from alumni and employers. In addition,

the findings suggest that the curriculum can be shared more openly with New Jersey constituencies to obtain their assessment of the appropriateness of courses available for MLIS students. How to obtain feedback more frequently and how to share curriculum information will be topics at an upcoming retreat and at future meetings of the MLIS Program Associates.

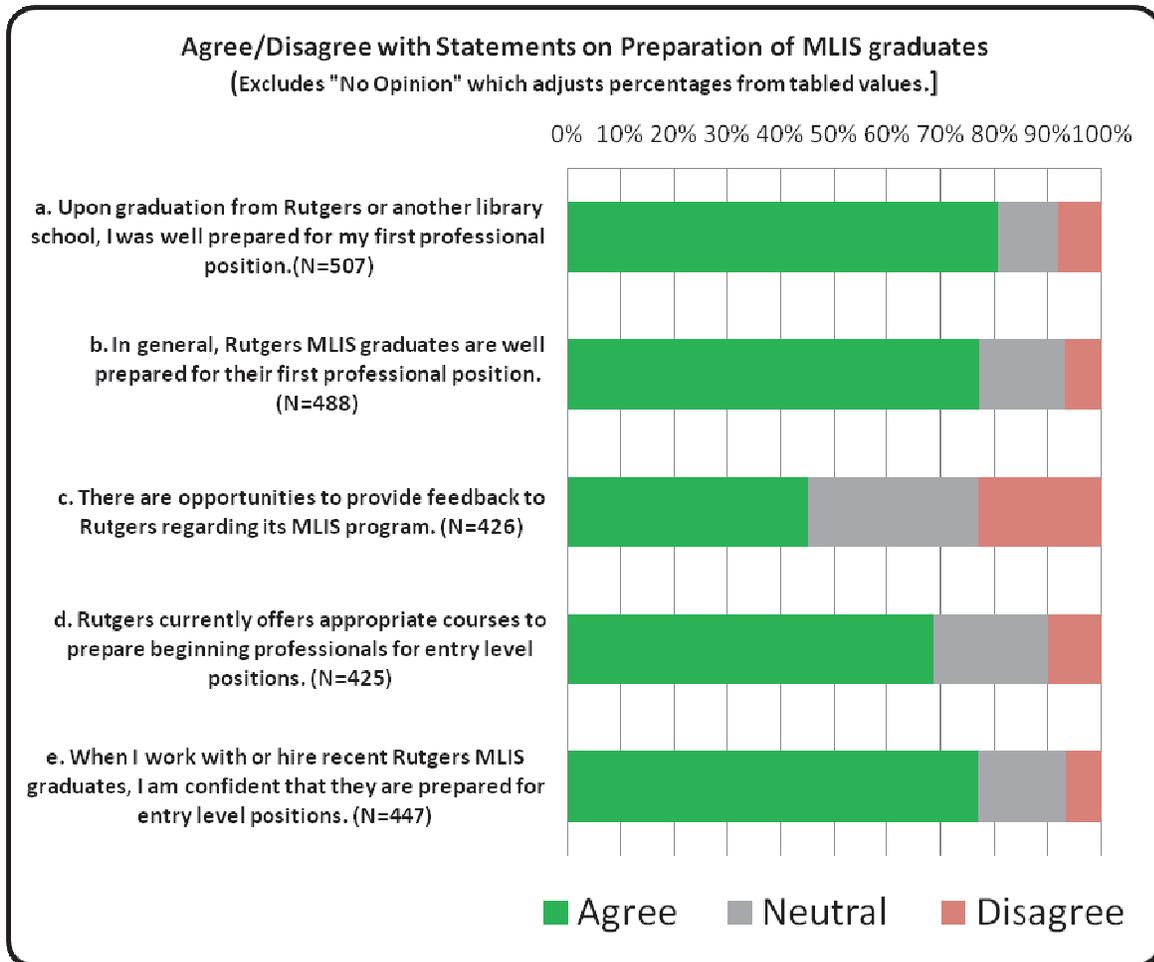


Figure IV.8 Practitioner survey: Perceptions of LibraryLinkNJ members of preparation of graduates and opportunity for feedback, excluding “no opinion” responses

In addition to the quantitative questions, the online survey provided an opportunity for alumni and employer participants to give open-ended, qualitative responses. Of 237 qualitative responses collected, 225 were found to be usable, some said “not applicable,” or “Thanks for seeking our input!” or made comments about MLIS programs from other schools they attended, or included other remarks that were irrelevant to the goals of this survey which was to find out how participants assessed the SC&I program, curriculum, and preparation of graduates for entry-level positions. Participants represented a wide range of age and experience, so some have had recent experiences with SC&I and knew of the current curriculum, while others have been in the profession for many years and based their remarks on curriculum from several years ago. See the Standard IV Evidence Folder 4.50 in Sakai for the full report on responses.

The 225 usable responses were qualitatively analyzed and sorted into themes. The major themes were positive, mixed, negative, suggestions for improvement, and miscellaneous. Below is a summary of the themes with representative quotes from the surveys.

1. Positive: A total of 74 responses were sorted into the “positive” category including eight that praised individual faculty. Positive responses included praise for SC&I faculty, curriculum, and preparation for professional employment post-graduation. Also some positive statements are made by employers who describe RU alumni as having performed well on the job. For example a few representative comments are provided below:

- *Rutgers gave me a great start as a library professional.*
- *Rutgers is the greatest.*
- *My MLS degree from Rutgers has given me the opportunity for a rewarding professional career. I work with several other graduates from the library program at Rutgers, and they are all terrific librarians. The faculty at Rutgers is top-notch.*
- *The quality of the courses at SCILS was superb. I studied under professors who are/were the best in the field. I feel my preparation from SCILS out ranks that of many of my co-workers who have recently graduated from long-distance, online programs. The classroom experience, exposure to lectures of visiting experts in the field and access to Rutgers numerous libraries made a difference in my preparation to be a well-rounded librarian in public library or school library environment. I'm very proud to be a Rutgers/SCILS grad.*
- *I found my Rutgers Library degree course offerings to be up-to-date, wide-ranging and taught by truly caring library educators.*

2. Mixed: Four responses were sorted into the “mixed” category. These responses gave a blend of positive and negative statements. For example:

- *I value my Rutgers education and professional degree highly, though I do not feel as connected now as I did when I first graduated. I would appreciate the opportunity for a more intellectual connection to the program. It seems to be more about being asked for money these days.*
- *I was at Rutgers getting my MLIS during a time of transition with long established professors retiring and several new hires being made. As a result, I felt my education was unbalanced. I had to take a very important course for my specialization, Literature for Young Adults during my last semester with a less than adequate interim professor. The course was poorly organized with many irrelevant or extremely old novels as required reading. It did not prepare me adequately for my current position. Other courses were very relevant and informative and prepared me well for my current career.*

3. Negative: There were 27 comments that were deemed to be negative in tone. Of these 16 were general in nature and 11 specifically commented on the name change a few years ago from the School of Communication, Information, and Library Studies (SCILS) to the School of Communication & Information (SC&I) that eliminated the name library from the school (but not the Department of Library and Information Science, or the MLIS degree). Respondents who gave negative assessments focused on general discontent with library schools in general, or of

feeling personally unprepared by their experiences. A few representative examples of these are given below:

- *In my experience, Rutgers grads are neither more nor less prepared for their first professional positions than most other library schools' grads. Which is to say Rutgers grads aren't especially well prepared.*
- *Having worked in a public library prior to obtaining my degree, I believe that 'Library Schools' are out of touch with public librarianship.*
- *I feel my MLIS training would have been beneficial if I had been able to obtain employment in a specialized library...my focus was on medical/science librarianship. As far as my current position as a children's librarian, I do not feel that my MLIS training taught me much of anything that I wouldn't have learned on the job. The cost of the MLIS doesn't seem to balance with the job opportunities that are out there.*
- *While at Rutgers, the MLS program was geared towards preparing students for Public Librarianship and School Librarianship. When I joined MLS program, I was already working as a Library Technician in a medical library. If it weren't for my on-the-job experience, I wouldn't have had solid foundation in library practices. I found the MLS program - especially for the part-time students - very patchy and with many gaps. Perhaps, that was the time when many changes in the field were taking place. My employers expected me to know everything about the librarianship on the first day of my job as a professional librarian. If it weren't for my on-the-job experience and a strong mentorship by my manager, I was in no position to meet the expectations of my employer.*
- *I am so very disappointed that Rutgers dropped the word "library" from the MLS.*

4. Suggestions for improvement: There were numerous suggestions for improvement regarding the program and individual courses and requirements. The largest number of these, 47 in total, related to the importance of Practical Focus, the Value of Internships, and Library Experience. Respondents felt that SC&I had a sound theoretical framework for coursework, but could use added emphasis on the “real world” of librarianship. There were also 5 responses about the poor job market and placement. Regarding specific courses and tracks, there were numerous suggestions regarding the Importance of Reference (11), Instruction/Information Literacy/Assessment (12), Management (8), More Public Library Focus (6), Children’s/YA (6), Technical Services/Cataloging (5), and School Media (4), Principles of Searching (3) and Archives/Preservation (2) and eight other areas (1 each). Some representative comments on the importance of a practical focus are as follows:

- *Rutgers library school needs to offer more "hands-on" (practical) courses.*
- *It seems many Rutgers graduates don't have practical hands-on experience- they have been exposed to more of a theory approach, and have a hard time applying what they have learned.*
- *For those students without any practical library experience I believe there should be some practicum/internship required for the degree; I also believe that most graduates are better prepared for public service positions more than technical services/digital librarianship.*
- *Forget theory and the faculty's research interests. Teach the real world of customer service, outcomes assessment and demonstrating value to funding sources.*

Also, there were five comments about placement and the poor job market, for example:

- *(Poor Job Market) At present I discourage young people from going to Library school. Frankly, with the current state of libraries and the economy I think I would have been better off getting another degree!*
- *(Poor Job Market) I think that there are too many MLIS graduates, it undervalues the profession. The job market is abysmal. Please consider drastically cutting down on the number of students that enroll.*
- *(Placement) I strongly wish there was a more active placement program for graduates.*
- Some representative comments on suggestions regarding individual courses or tracks are as follows:
- *(Reference) Rutgers students do not have an adequate exposure to and understanding of reference sources.*
- *(Reference - Advanced) Regarding the students, course selection is very important. I've had people apply for reference librarian positions who have only taken basic reference. I am concerned about how people using distance learning are going to learn about the resources available in all media, print and electronic. When I hire, I want someone who has worked as hard as I did to learn the resources.*
- *(Instruction) I do think some of the courses are falling a bit behind in what's needed these days. For academic libraries especially, you need to focus more on teaching information literacy and instructional design -- topics key to my job that I had virtually no training with while getting the degree. I thought the program was lacking in that.*
- *(Management) Finally, as a director of a public library, I can tell you that students are not prepared to be managers or supervisors. There are few librarians who truly have the mindset to manage. If there's one area that needs improvement in library school - it's that one. Human resource and fiscal management does not come naturally to librarians. It's a learned skill for most of them. We love to think that we are purely a service industry but we are not - in most cases we have to adhere to a bottom line and pull our fiscal weight. Librarians are, in my opinion, not able to differentiate the "free service" aspect of public service from the "fiscal responsibility" aspect. The bills have to get paid.*
- *(Public Library Focus) I feel as though Rutgers focuses more on preparing librarians for careers in academic libraries not for public libraries. For example, my cataloging course spent nearly the entire semester on the LC system and maybe a week on Dewey. I went right into public libraries (where I had intended to be) and had to learn Dewey completely on my own while on the job.*
- *(Children's Services) In recent years, I have not seen as much emphasis on coursework for those contemplating a career as a children's librarian. I would welcome more of a selection in the future years.*
- *(Cataloging) I have always thought that cataloging courses should be required. I think it a detriment if a librarian does not understand the how and whys of descriptive and subject cataloging, whatever the standard or metadata scheme.*
- *(School Media) Strongly urge library school curriculum to include emerging technologies and to promote research.*
- *(Principles of Searching) The practical courses I took such as Reference Sources was valuable, Digital Libraries was timely, and Principles of Searching was needed (however*

Dialog is too antiquated - learning how to properly search an EBSCO or ProQuest database would have been more effective).

- *(Archives/Preservation) The one area I felt that lacked was the preservation/archival arena. Students have been asking for courses in this area for many years and still there are not nearly enough of them. Check out other MLIS programs across the country and you'll see that many/most have more courses than Rutgers.*
- *(Grant Writing) In addition, I think grant writing courses should be part of the core classes, as grant writing is essential to library work.*
- *(Law) For anyone working in NJ a class on library law would be helpful.*
- *(Critical Thinking) The preparation is offered in history, concepts and philosophies. The library's role in the academic community is vastly changing and it is happening quickly. I think all students would benefit from a course requiring critical thinking where the outcomes demonstrate flexibility. It may be a limited component of the overall curriculum but it is essential.*

5. Online study: There were 6 comments that were directed towards this delivery mode. They are a mix of positive and negative comments; some were general about all online MLIS programs, others were about SC&I in particular. Here are several representative examples:

- *I did all my coursework for Rutgers online. I'm glad I was able to do it, but I do think I missed out on class discussions about the more practical aspects of being a librarian.*
- *I am worried about new librarians who take online only programs, as this seems to neglect an important part of the public library experience, working with patrons and interacting with them and conducting reference interviews. We have a recent online graduate (yes, this is a small sample size) and she does not seem to know how to conduct a reference interview.*
- *Students who have the majority of their classwork done online are not well prepared. I am speaking about SCILS in particular. I base this on the degradation of preparedness over the last ten years as seen in my own large urban library. MLS students from Rutgers agree that they are not as prepared as they would like to be. Granted my sample is small - only five - but it is not a large school.*
- *I was an online student and loved my program. I work with Media Specialists who received degrees from other colleges and universities and we have compared programs. I think the Rutgers program better covered the material I needed to know to begin a new career in this field. I really appreciated the knowledge, experience and support of my professors.*

6. Miscellaneous: There were 14 additional comments that covered a range of topics that were relevant, yet did not fit into above categories. These included topics such as: Admissions and GRE, more coursework/credits needed, access to PhD students, advisement, recruitment, newsletter, course times, and scheduling. A few examples of these follow:

- *(Admissions/GRE) The GRE should be waived for those wishing to obtain an MLS but have worked in a library for a number of years and already hold a BA but at the time of graduation with a BA did not have the GRA high enough. Work experience and recommendations should take the place of the GRE.*

- *(Access to PhD Students) I wish that MLS students had more exposure to Ph.D students. Now that I am considering going back to Rutgers for a doctorate in digital media, I wish I had some idea of what the school provided for people considering a doctorate.*
- *(Library Experience Uneven in Students) I found that the differing amounts library experience amongst the students in my classes at Rutgers SCILS made it difficult for the professors to keep all of the students focused and engaged with content of the course. The professors had to jump back and forth between students who had worked in libraries and those who did not.*
- *(Newsletter) Does Rutgers SCILS offer an electronic newsletter that alumni could subscribe to to keep up to date on what's happening at SCILS? I would be interested.*
- *(Advisement) It would have been helpful to have a discussion towards the middle/end of the program about career goals and appropriate courses to take. This would have helped me become better prepared for an entry-level position in the area I became most interested in after entering SCILS, which at this point may not be attainable (academic libraries).*
- *(Recruitment) As a profession we need to do a better job of attracting qualified and motivated individuals into librarianship. Although this is a professional degree and designation, much like a CPA, there is no clearly articulated career path at the undergraduate level.*

As can be seen by the above summary, illustrated with the comments of online survey participants, those choosing to provide qualitative statements were forthcoming and candid in their remarks. Overall, the results are positive in tone with most, even the negative comments, being constructive in their criticism. The suggestions for improving the curriculum are numerous and provide important feedback for curriculum development as well as for the advisement process. It is affirming to read the positive comments, and it is also important to discover where the most critical areas of improvement are. As mentioned above, the complete report on the qualitative analysis of the April 2011 survey can be found in the Standard IV Evidence Folder 4.50 on Sakai.

Practitioner (alumni/employer) focus groups

Two focus groups were conducted at the New Jersey Library Association annual conferences, one on April 27, 2010 and another, a year later, on May 3, 2011. A total of 32 people (6 men, 26 women) participated in the focus groups which included a diverse generational mix, a range of levels of experience in libraries, and a variety of types of libraries represented. Participants hailed from all regions of New Jersey with urban, suburban, and rural libraries from several counties. Almost all were RU MLIS alumni, most were also employers of MLIS alumni. Results show that respondents felt that RU graduates were well-prepared or prepared for entry-level positions in libraries. Respondents indicated that graduates were highly competent in the areas of technical skills, and had a good grounding as well as a basic understanding of the library profession, and that the program provided flexibility in choosing career paths and library specialties. They recommended more practical vs. theoretical course work, more opportunities for field experience, through internships and projects, and more emphasis on organizational culture and political considerations.

Student focus groups

As part of the preparation for the re-accreditation process, a series of focus group interviews were held to provide an opportunity for students to participate in the evaluation process. The focus groups were designed to gather their input on the MLIS program, curriculum, and career preparation. Three focus groups were conducted with students, one in the summer of 2010, and two in the spring of 2011. A total of twenty-one students participated in the three groups. They were asked a series of questions that explored: 1) how class outcomes and knowledge gained from classes prepared them for future employment and career goals, 2) what they considered to be essential topics (core and advanced) to be covered in an MLIS curriculum, 3) in what ways did they think our MLIS program is successful in preparing its graduates for professional positions, 4) what might our MLIS program do to improve itself in preparing its graduates for professional positions, and 5) for any final comments that they would like to add. The summaries of the focus groups are provided in the Standard IV Evidence Folder 4.12 and 4.35.

Focus group participants were very positive about their experiences in the MLIS program. They were frank and outspoken and provided rich data. Below are listed the top responses for each question and a sample of quotations to illustrate the student's answers.

1. In what ways do class outcomes and knowledge gained from your courses prepare you for future employment and your career goals?

Practical implication, "real world" in courses valuable

Learning language of profession & professional mindset

Opportunity for hands on experience across the curriculum; skills focus via projects provide a portfolio by end of program – especially if no library background

Participant's quotations:

"Opened up a door that I didn't even think to knock on" (grant writing course)

"The most that I've taken out of the courses that I've had is the practical application...it's always better to be sort of hands-on"

"Not just what you're told to do, it becomes what you actually do"

2. What do you consider to be essential topics (core and advanced) to be covered in an MLIS curriculum?

Principles of searching

Information technology

Reference sources & services

Information literacy & instruction

Participant's quotation:

"I never thought I'd say this, but now that it's over..." (on Human Information Behavior being essential)

3. In what ways do you think our MLIS program is successful in preparing its graduates for professional positions? (i.e., What are we doing right?)

Can tailor program to your goals

Strong/broad base of general knowledge on which to build specialized knowledge, wide variety of courses

Faculty diverse in specializations

Extracurricular programs

Online & campus course opportunities

Participant's quotations:

"When you go into the library world you can talk about a whole range of library topics, even if they are outside your specialty."

"A big part of our field is collaboration, and I feel that it starts here."

"It offers so many different courses so that an individual can tailor his or her program to their own career goals"

"Clubs really encourage community"

4. What might our MLIS program do to improve itself in preparing its graduates for professional positions?

Need intro course – professional overview

More career support via workshops, listserv...placement services, need career counseling

Need entry level mentoring with professionals

Stronger student network for online students

Participant's quotations:

"I don't want to sound whiny, but..." (about needing more help with job placement)

"You don't know a soul" (about online students' experience)

5. Final comments - participant's quotations

"I'm impressed with the quality of the students in the program."

"You don't believe it until you sit in a classroom and you realize, wow, a lot of these people are smarter than I am."

"It's very difficult to not fit in here." (due to student diversity)

"Feel like you're being taken care of."

"It's a really diverse group of people"

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

MLIS students attend LIS department faculty meetings and can participate on committees except those involving personnel matters. There always is a student on the Curriculum Committee. The Library and Information Science Student Association (LISSA) is an umbrella organization which also serves as the ALA Student Chapter at Rutgers. It selects representatives to serve as liaisons to faculty. LISSA has a budget funded from a very low return on student fees (\$1 per semester for each full-time student and 50 cents per semester for each part-time student). LISSA can also get reimbursements from the overall Graduate Student Association (GSA) for the New

Brunswick/ Piscataway campuses. Membership is automatic in GSA, which is funded through student fees. GSA runs the Graduate Student Lounge (New Brunswick side of the College Avenue [Student Center](#)), which includes access to newspapers, TV, a study area, film series, trips, and mixers. GSA also provides funding for other graduate student functions. [LISSA](#) arranges trips to the Library of Congress and other places of interest; represents students at faculty meetings, and maintains liaison with faculty committees; and sponsors programs of interest to students. LISSA also acts as the student chapter of the [American Library Association](#) and the [New Jersey Library Association](#). Students can join both ALA and NJLA at a great bargain rate through a single form, available on the NJLA website. The Alumni Association has been generous in supplying LISSA with special funds to supplement trip and other expenses. Other student associations include a chapter of the [American Society for Information Science & Technology - RUASIST](#); the Special Libraries Association student group, [RUSLA](#); the [Rutgers Association of School Librarians \(RASL\)](#); and the [Student Organization for Unique and Rare Collections Everywhere \(SOURCE\)](#). A new group was formed recently by students interested in academic librarianship. The student associations have bulletin boards on the third floor of SC&I containing more information, and also use listservs for announcements. In order to include online students in their activities, RASL and RUSLA have used streaming video to record their meetings

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

Student achievement is measured primarily by grades. The cumulative GPA's of our students tend to be well above 3.0, falling below that very rarely. Examples of student work are included in the Standard IV Evidence Folders 4.36 and 2.37 on Sakai; see also a list of student publications. While the issue of "grade inflation" is raised from time to time, we generally agree that students get good grades because they do good work, not because faculty are too lenient. Because we have high admissions standards, it is to be expected that our students will do well. In addition to the evidence of good grades, we can point to the generally high level of satisfaction of our students' *592 Field Experience* supervisors (see Appendix I.B), and our graduates' employers and colleagues (survey results discussed above attest to the latter). The most dramatic evidence we have of how program development has been affected by student achievement is found in the evolution of the online MLIS. When an IMLS grant funded the creation of online offerings in 2005, a limited number of courses were designed for online delivery, chosen to prepare students to become either school librarians or digital librarians. To make the conversion to online delivery manageable and to ensure quality, the two tracks had 6 of the required 12 courses in common: *510 Human Information Behavior*, *522 Cataloging and Classification*, *530 Principles of Searching*, *540 Reference Sources and Services*, *550 Information Technology for Libraries and Information Agencies*, *550 Multimedia Production*. The non-credit *501 Introduction to Library and Information Professions* was already online, and *502 Colloquium* required only that the programs be recorded and made accessible, along with handouts and PowerPoints, in the course management system that we use (eCollege). Through the spring of 2009, a substantial majority of online students entered the school libraries specialty,

but then there was a shift toward digital and “undecided.” The success of students completing the degree entirely online and the interest in career directions other than school libraries, together with increasing demand for additional courses in the digital track, stimulated us to develop a digital libraries specialization available to both on-campus and online students.

In the broader context of evaluation of the program in regard to students, it is difficult to tease apart the role of policies, curriculum, faculty, student services, facilities, and the learning environment. For curriculum, the evaluation process is ongoing and systematic, as described in the Standard II on curriculum. Faculty evaluation is conducted annually for untenured members, as described in Standard III on faculty, culminating in the formal reviews for reappointment and promotion to tenure. Other faculty participate in the annual peer evaluation process.

Student advising, support, and other services are monitored regularly by the MLIS Program Director Kay Cassell and Department Chair Claire McInerney, and students have input through their representatives to the faculty. For online students, the peer mentors keep the Professional Development Studies staff who administer the program informed of issues. On campus, the administrative coordinator who works most closely with MLIS students also keeps us informed of any problems that students bring to her attention.

Each faculty meeting receives reports from the Chair, other administrators, and from the LIS faculty committees. The Curriculum Committee is active in providing feedback to the faculty on courses where there is great demand for sections, little or no demand, and where new courses are needed, given developments in the field or in the general areas of scholarship and technological advancement.

Course evaluations are conducted by the University for each course section, and the results of these evaluations are reviewed by the department chair, program director and others, as mentioned in the section on Standard II. Each faculty member is also provided access to the student evaluations of all courses taught. This information is also listed on each faculty member’s Form 1-A which is used when an individual is considered for tenure and/or promotion. University practice considers course evaluations proprietary for the purposes specified above and there is not now a mechanism to make the information public for curricular or program evaluation. For instance, many MLIS courses have only one section and to make that course evaluation public would identify the instructor. When the Rutgers Senate recommended use of course evaluations at a University level, it specified that instructors would not be publicly identified. The LIS department has held to that level of confidentiality. However, Rutgers students can see summaries of the course evaluations through an online web platform. Students also have approached the Chair as individuals and in groups to suggest changes to courses. LISSA also has a long history of making such suggestions. Faculty are responsive and sensitive to concerns such as these, and course adjustments, revisions, and new course development have resulted. A case in point is the *550 Information Technology for Libraries and Information Agencies*.

Course 550 Information Technology for Libraries and Information Agencies can be used constructively as a model to describe the normal process by which curricular and program changes can be described (see also the Standard II.1 narrative).

The 550 course on technology was redesigned on a zero based model with social media and web based technology emphasized. The need for redesigning that course and others came from different sources: student comments (through LISSA) and student comments at faculty meetings, course evaluations, recent alumni comments (mostly at NJLA meetings), employer needs, professional association competencies, faculty comments from research and their attendance at professional and scholarly association meetings, and from interactions with faculties in other disciplines. Course 550 is a signal example of this process and it represents the model used by the MLIS program to redesign existing courses or suggest that new courses be created. For example, social media has emerged as a key concern in existing courses and within the SC&I community. Thus, new courses in social media are now being incorporated into the MLIS curriculum. This process of evaluation also provides for a sunset mechanism to discontinue offering courses. If an MLIS course has not been offered in three years because of low enrollment or faculty concern that it is no longer relevant to program goals and objectives, that course is removed from the curriculum. This occurs in a number of ways and current practice usually sees that course discussed at a number of faculty meetings prior to its elimination. Those faculty members championing a course scheduled for elimination often discuss this in their classes to assess student reactions to such a proposal to drop such a topic. In one case, course *610:572 Evaluation of Library Services & Systems*, the course was moved online where new interest was generated.

Faculty retreats that have been held have included recalibration of the link between student achievement, course offerings, course evaluations, and program development. A curriculum retreat was held at Highland Park Public Library on May 16, 2011, to focus on curricular goals and needs. Similar retreats have been held to review course, curricular, and program evaluations with the need to make changes. The process used for the 550 Technology course is used as a model to make changes. Thus, input from all stakeholders are considered as program objectives are modified and as student outcomes, course outcomes, and program outcomes are specified in line with changes to the curriculum and to the program itself.

V. Administration and Financial Support

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

Autonomy

As a school, SC&I has its own bylaws, deans, and administration. The Library and Information Science Department, which governs the MLIS program, also has its own bylaws, chair, program directors, and standing committees. The MLIS curriculum is determined by the Department, with the advice and consent of the SC&I governing group of chairs and directors and the entire faculty. The procedures are fully set forth under the Standard II narrative on curriculum. The thinking and philosophy that shape the curriculum and the major directions of our scholarship and research are, however, wholly within the purview of the LIS Department.

The Department recommends to Rutgers Graduate Admissions (<http://gradstudy.rutgers.edu/>) the applicants who should be admitted or denied admission to the MLIS program and sets its own criteria and conditions; see <http://comminfo.rutgers.edu/master-of-library-and-information-science/admissions.html>. The requirements for admission fall within or exceed the parameters laid out by the Graduate School New Brunswick; see <http://gradstudy.rutgers.edu/answers.shtml>. SC&I has a school-wide hiring model to ensure that departmental faculty have interests with broad crossover in the school; see examples of position announcements in Appendix III.B. Consensus is required between the Department and the Dean's office for hiring on tenure-track lines. Within the University's and SC&I's standards and procedures, the LIS Department is able to recruit and select candidates, and to make decisions about faculty reappointment, tenure and promotion recommendations. Departments typically create *ad hoc* search committees for recruiting each year, depending on the needs at that time. Hiring is reviewed and negotiated by the Senior Associate Dean Mokros, and must be approved by Dean Schement.

Resources, roles, and administrative support

Centralized University services manage administrative contacts with students, such as initial application processing and notification, registration, financial services, grade recording, and official transcript maintenance.

The SC&I administration and staff structure is summarized in the organization chart in Appendix A, and additional details are provided in the Sakai Standard V Evidence Folder, 5.01 and 5.08. Staff job descriptions and individuals who fill those roles are listed in 5.23.

The deans of SC&I have a team-based approach to administration and strategic planning. While each has areas of primary responsibility, there is a tremendous amount of coordination. Dean Jorge Schement focuses his time on external relations of the School, with the University administration, and with stakeholders such as donors, alumni, and professional associations. He has policy level involvement in personnel hiring, promotion, tenure, and review processes, and

strategic planning for the school. The Dean has University-wide involvement in committees such as the Deans' Council, and the searches for and reviews of other deans.

The Senior Associate Dean, Hartmut Mokros, is responsible for faculty development including strategy and management of hiring, tenure, promotion, and review processes. He works with department chairs to create effective policies and processes across the school. He heads the school's executive committee, which includes deans, chairs, and program directors; this body also serves as the SC&I Curriculum Committee. He works closely with the Dean and Associate Dean Karen Novick to formulate strategic plans for the school.

The Associate Dean Karen Novick is responsible for planning and managing the financial, human, and other resources of the school. She oversees all staff functions including services to students and faculty, and oversees the business office and grant support. She works with chairs and program directors to ensure that there are effective administrative and curricular processes, and works to support faculty individually as needed. She works closely with the Dean and Senior Associate Dean to formulate strategic plans for the School. Assistant Dean Jon Oliver is responsible for information technology, and Assistant Dean Kevin Ewell for student services. Melanie Andrich directs the Professional Development Studies (PDS) program of the School.

SC&I-wide governance functions primarily through the afore-mentioned deans, together with department chairs and program directors, who meet twice a month. The entire SC&I faculty meets at least twice each year for the purpose of School-wide business such as changes in course offerings, awards, updates, and action on University matters. The SC&I faculty members have several School-wide committees, including Appointments and Promotions, Rules of Procedure, Diversity, Research Development, Student Affairs, Health and Safety, and Website. When there is an issue requiring discussion and deliberation by the entire faculty, a "town meeting" of the Faculty Council may be called.

SC&I staff support is shared across all departments. We have two administrative staff supporting graduate students, two supporting undergraduate students, two devoted to faculty support, two with mixed duties, and one who is administrative assistant to the Deans. We also have two financial officers, an instructional technology specialist, a development officer, a communications officer, and a proposal writing specialist. The Information Technology staff for all three departments of the school consists of two professional full-time staff and eight part-time student assistants. Jon L. Oliver, Assistant Dean and Director of Information Technology (IT), is responsible for the strategic planning and overall operation of IT at SC&I. This includes maintaining and improving the infrastructure, writing grants for additional resources, and ensuring the ability of the faculty to provide for the instructional mission of the school. He is also responsible for all contact with outside vendors, database services, and any IT personnel issues. He assists the Associate Dean Karen Novick in managing the maintenance and improvement of the SC&I physical plant. Andrew Mudrak, IT Systems Architect, is responsible for the daily operation of the computing facilities. He schedules and supervises the IT staff; develops and implements software and hardware; assists in planning; advises on the operation of the computing facilities; and is the webmaster and developer. He works with faculty and staff to determine their needs and provides advice and support for them. Tina Gera supervises the student assistants who staff the SC&I Help Desk and provide IT support. They install and

configure systems, load software, and troubleshoot system and network problems. They interface daily with the faculty and students and are responsible for the smooth operation of systems at the School.

The SC&I administrative support staff is typically responsible for the following functions:

- Providing application and admission information to inquirers,
- Scheduling for Fall, Spring, and Summer Session,
- Maintaining public records of faculty office hours, locations, classroom assignments, and advising schedules,
- Assuring student access to faculty for advising,
- Managing student orientation and registration materials and processes,
- Maintaining programs of study and other student documents to assure academic progress,
- Approving students for graduation and certification,
- Giving guidance to other university offices,
- Assisting faculty to meet classroom needs,
- Assigning parking and obtaining equipment for classrooms and offices,

And, in consultation with chairs and faculty, staff ensure that accurate, timely and current catalog information and course descriptions are available; and deal with resolving academic irregularities, adjusting provisional grades, interceding for the welfare of students in need of special attention.

The MLIS program office and the MLIS Program Director's office are the primary points of contact and referral for applicants, students, faculty, and citizens of the State of New Jersey. Working together, Chair Claire McInerney, MLIS Program Director Kay Cassell, Professional Development Studies Director (PDS) Melanie Andrich, and the administrative staff are responsible for the general integrity of the MLIS program administration, from pre-admission advising and interviewing through exit interviews.

The Department Chair, MLIS Program Director, and PDS Director are responsible for the management and vitality of the MLIS academic program, assuring the timely assignment of competent faculty to scheduled classes, monitoring the array of course offerings, developing and preparing adjunct faculty, and adjudicating academic and policy disputes or concerns as they may arise.

The Chair Claire McInerney is the primary liaison and connection for many constituencies and frequently is called upon to represent the interests of the MLIS program at conferences and meetings. She also speaks as an advocate for libraries and cultural institutions in general.

The Department Chair manages the processes of appointment and promotion, post-tenure review, faculty merit applications, faculty recognitions and awards, and out-of-sequence salary adjustments. The Chair also addresses the long-range plans of individual faculty, including planned research leaves, and conducts interviews with faculty to assure their satisfaction with the situations they have for teaching and scholarship. In consultation with the MLIS Program Director Cassell, the PDS Director Andrich, and the Director of the Information Technology and

Informatics (ITI) undergraduate major Stewart Mohr, the Department Chair recruits and hires adjunct faculty. She is responsible for mentoring new faculty, and overseeing the assignments of PhD student teaching and research assistants.

The Department Chair is responsible for planning and conducting meetings of the faculty, and for assuring the workings of department committees. She monitors the level of technology available to support individual faculty productivity and the general management of the program. In consultation with the Assistant Dean for IT, the Chair addresses faculty needs for technical support. She consults regularly with the PDS and ITI Program Directors, the PhD LIS Area Coordinator, and the Director of Development on matters of program planning, marketing, and services.

The MLIS Program Director Kay Cassell organizes the detailed class schedule, balances student demand with course offerings, and organizes student advising. She also serves as a resource for graduate placement, and for backup advising, including helping with student personal issues and student/faculty relations. Scholarship aid is coordinated between the Program Director, the SC&I business office, and the University office of financial aid. Together with the Director and Manager of PDS, she aligns the on-campus curriculum with the online curriculum, deciding which courses will be given when and where.

The Department Chair and MLIS Program Director are accountable to Dean Schement and the Associate Deans for timely compliance with requests for information and academic procedures, providing data relevant to budgets and personnel, and for communicating with faculty about issues of management and policy. For example, in consultation with the Dean and Associate Deans, the Chair is responsible for assuring that students and faculty are fully protected by University policies against harassment or discrimination.

In many universities, department chairs function as administrators, but at Rutgers they function as faculty members. There are approximately 130 department chairs at Rutgers, and these individuals are voted on by the faculty members in the department. The individual elected then becomes the person recommended for department chair and the dean of that unit makes the official appointment. The LIS department chair at Rutgers is a faculty member who is included in the collective bargaining unit, AAUP/AFT, and who receives the same evaluations afforded to all LIS faculty. This includes an annual evaluation for additional compensation (FCP program) and evaluations appropriate for promotion. The department chair as a faculty member continues to teach in the program, conduct research, and provide service contributions while in an administrative capacity as chair. The chair receives a reduced teaching load and is put on a twelve-month appointment that provides an additional 15% in salary compared to a ten-month appointment.

The Director of the MLIS program is also a faculty member and receives the same evaluations as any faculty member as described above. Note that the Dean has the opportunity to enhance the salary of any faculty member if that merit program is funded. The Dean does this by reviewing the faculty member within that program.

MLIS committees include standing committees on Personnel, Planning and Governance, Student Affairs, and Curriculum; there is also an *ad hoc* committee on Research. All tenured faculty members comprise the Personnel Committee, which reviews and makes recommendations for new appointments and promotions. The Chair and the Program Directors fulfill the Student Affairs duty of dealing with the scholastic standing of students, overseeing students who are having difficulty with satisfactory academic progress, and deciding on academic issues (such as extending the time for degree completion, leaves of absence, etc.) when petitioned to do so by students. In addition to scholastic standing, the charges of the Student Affairs Committee include admissions and scholarships, carried out by separate subcommittees. They recommend policy for and make decisions on admissions to the MLIS program and together with the MLIS Program Director award those scholarship funds that are available through the LIS Department. Faye Brown-Barclift, Graduate Student Services Coordinator, is responsible for administration of the initial admissions process for on-campus students, including management of all applications and direct contact with applicants on non-academic issues. The Curriculum Committee makes decisions about how the curriculum should be revised in response to changes in the field and student interest. Nina Wacholder is the current committee chair and has recently led us to a simplification of our special-interest reference classes and an expansion and revision of our technology-related classes; see Standard II for more detail. The Research Committee plans brown-bag lunch hour presentations of faculty research-in-progress and invites outside scholars for more formal lectures several times a year. The Committee also participates in the awarding of small internal grants-to-get-grants.

Professional Development Studies (PDS), the self-supporting continuing education unit at SC&I, is directed by Melanie Andrich. She is part of the SC&I chairs and directors group, attends LIS faculty meetings, and collaborates closely with LIS administration as part of the leadership team, as described above. PDS serves the continuing professional education needs of alumni, library, information, digital media, and communication professionals, and general and corporate audiences. The office also is the administrative home of fully online course offerings for SC&I, and of the online MLIS degree; see <http://mypds.rutgers.edu/>. PDS employs its own management and support staff, but relies on SC&I for space and IT systems and network services; and on the University for its online course management system and certain business operations support.

PDS has a close relationship with the LIS Department. Historically, it served the library and information community as an outgrowth of the Graduate School of Library and Information Studies and the majority of its activities were related to library and information science. With a grant from the Institute of Museum and Library Services, PDS and LIS faculty created and launched two MLIS degree concentrations—Digital Librarianship and School Librarianship—for totally online delivery in 2005. PDS has since expanded to showcase the expertise of all the disciplinary areas of SC&I; see <http://mypds.rutgers.edu/> for a list of current offerings. PDS credit courses that are in the library and information science field, but not a part of the MLIS degree curriculum, are reviewed by the LIS Curriculum Committee and are guided by the Department through the academic review process of the School.

The SC&I Director of Development Jennifer Owen, directs the day-to-day development activities of the school and works to achieve private funding for specific needs for each of the three

departments, including LIS. She identifies prospective donors, determines strategies (both short and long-term) that will lead to successful solicitations and/or partnerships and ensures that donors are aware of and pleased with how their gifts/grants are being used. She also increases the School's connection with prospects, donors, and alumni by initiating events as well as coordinating written communication with the donors. Finally, she assists the Dean in higher-level development planning and interactions.

The Communications Officer is responsible for external communication from SC&I, including press releases, text and photos for the SC&I website, and the School's electronic newsletter "Signals." The Officer also formulates special communication pieces for conference programs and special events, and helps to plan Honors Day, Rutgers Day events, and the Donor event in the fall.

The advisory group for the MLIS, known as the Program Associates, has had a long standing relationship with us; they represent the major library and information stakeholders in the State, such as the New Jersey State Library, the New Jersey Library Association, the New Jersey Association of School Librarians, the New Jersey chapters of the SLA and American Society for Information Science and Technology, Documents Association of NJ, NJ Law Librarians Association, and Health Sciences Library Association of NJ, Beta Phi Mu, the NJ Center for the Book, as well as representatives of academic libraries, and the Vice President for Information Services and Director of the Rutgers Libraries. This group meets twice a year to inform us of their activities and concerns, and to hear our presentations about the LIS Department programs. These meetings foster advisory and planning relationships between the Department and statewide constituents. The list of current members is in Appendix C, and recent agenda and minutes are available under 1.24 under the Standard I Evidence Folder on Sakai.

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

Within SC&I, the deans, chairs and directors meet twice a month to deal with general administrative issues, University policies and actions, and issues of higher education in the State. The SC&I faculty generally meet twice each semester, and the School's programs may have student representation at these meetings. Members of the LIS Department serve on SC&I committees and task forces. One is the elected LIS Area coordinator in the PhD program, and any member of the PhD faculty can run for director of that program.

Within the LIS Department, all faculty members serve on committees, with the exception of the Personnel Committee, and may vote at faculty meetings. The Library and Information Science Student Association (LISSA) elects representatives who attend faculty meetings and Curriculum Committee meetings. These representatives provide the formal channels of communication between faculty and MLIS students. The LIS faculty meet monthly, September through May, and in the last few years have held one or two day-long retreats per year in order to discuss and

decide on matters of importance. The retreat also allows an opportunity to formulate a departmental strategic plan.

The SC&I faculty participate in University governance by electing representatives to the University Senate and to the New Brunswick Faculty Council, and by service on University committees. Most LIS faculty are members of the Graduate School faculty and several (Kantor, McInerney) are also affiliated members of the faculty of the School of Arts and Sciences. Faculty are members of research centers that are part of other units of the University (see Standard III.6). There are also multiple disciplinary cross-appointments which are discussed under Standard III which further enable our faculty to participate in the wider University. Most recently, we have been invited to join in a new Master of Business and Science degree, <http://psm.rutgers.edu/>

MLIS students elect a representative to the Graduate Student Association, and are welcome to stand for election to the University-wide Senate.

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

The Dean of SC&I [Jorge Reina Schement](#) has the status and salary of deans at other University professional schools. As evident from his [CV](#) he is fully qualified as a scholar, administrator, and leader for the position. He serves not only as the chief officer of SC&I, but is also a member of the University's Council of Deans, a member of several University-wide Committees, and has been a consultant to the FCC and to President Obama's transition team. He is also Professor II in the Bloustein School of Public Policy, and in the Department of Latino-Hispanic Caribbean Studies. His status in the LIS profession was recognized by the invitation to be keynote speaker at two recent conferences, the National Diversity in Libraries Conference in July 2010 at Princeton University, and the Association of Library and Information Science Education conference in San Diego in January 2011. He has been committed to increasing the diversity of the SC&I faculty and the planning and finding of a new building for the School.

He has already succeeded in improving the infrastructure of the School and our visibility within the University and beyond. He continues to emphasize the interconnections among the disciplines represented by SC&I faculty and to encourage intellectual cross-fertilization.

The Chair of the LIS Department has status, authority, and salary similar to her counterparts in SC&I and other professional schools at Rutgers

Her [CV](#), attests to her scholarship and research credentials. The LIS Chair has had a strong positive impact on the LIS Department and its programs. She has been effective in:

- Recruiting 5 new faculty,
- Instituting twice-yearly retreats for departmental planning,
- Establishing the Knowledge Institute,
- Increasing the awareness of librarianship as a global profession, developing and leading a course on international librarianship,
- Creating cross-disciplinary relationships both within SC&I and the University,
- Encouraging student involvement in professional associations both nationally and locally,
- Reinforcing strong ties with the library community in New Jersey, and
- Developing relationships with library and information science programs in Germany and Ireland, involving both students and faculty.

She has set an example for us through her interdisciplinary teaching and research, and the attention she has paid to fostering a collegial and nurturing environment.

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

Sections V.1 through V.3 have described the personnel structure and the responsibilities of administrators and support staff of SC&I and the LIS department, as they affect the effective operation of the MLIS program. The adoption of an organizational model in which staff are assigned to serve across departmental lines has resulted in a uniform and efficient operation, and a shared commitment to the common goal of providing an excellent education and caring environment for our students. The leadership of the School and of the MLIS program work together to assure that all staff and faculty have the support they need to succeed. The organization chart (Appendix A) which shows the lines of reporting also indicates responsibilities for evaluation of the appropriateness of the distribution of duties and of the effectiveness of their performance. Faculty members freely voice their needs for support, and the Dean's Office accepts complaints and suggestions as informal input to planning and evaluation. On a regular basis, primarily through the decision-making body of deans, chairs and directors, changes are considered and implemented when advisable and feasible.

Personnel evaluations are conducted annually of both faculty and other staff, the former through the process of peer review described under Standard III, and the latter through a performance review system used by Dean Novick. As examples of the changes implemented as a result of evaluation, we can cite the hiring of the Assistant Dean for Student Services Kevin Ewell to ease the workload of faculty and administrative staff, following the accumulation of reports from students and faculty about the need for someone to improve and streamline the way the School handles advising and other services. The administration took note of the increasing number of students attending SC&I, and compared the work load of our staff to that of other schools in the University in order to justify the hire of the Assistant Dean for Student Services in 2010.

Similarly, the regular reporting of the increase in online students and online courses led to the decision to hire an instructional technology specialist.

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

Funding of the School of Communication and Information is based primarily on our allocation of tuition revenue by the University administration, along with University research support, endowment income, external research grants, and yearly alumni giving. Despite general problems affecting the State of New Jersey, the School budget has been maintained and enhanced, and advance planning by the Associate Dean has avoided serious cutbacks. The University uses “All-Funds Budgeting,” which basically means that our budget is enrollment driven. Our situation benefits from the fact that tuition brought in by the online MLIS enrollments yields a greater return to us than does tuition from on-campus enrollment. SC&I itself benefits from the large number of students who enroll as majors, graduate students, or undergraduates who take service courses. We have approximately 18,000 student enrollments per year.

Within the University, attention is paid constantly to the Governor and the State Legislature to encourage the future of higher education funding in New Jersey. Further discussions and documentation related to funding for the State University and the School of Communication and Information Studies will be appropriate during the site visit; the rapid changes in the state financial position make it impossible to provide a detailed discussion in this report. From time to time, in support of University-wide priorities, funds are made available to support specific initiatives. We are hopeful that new physical space will be constructed as part of the general plan to upgrade parts of the College Avenue Campus and relieve the pressure on the most crowded part of the university (see Standard VI for more on this).

Following are brief, general sections on department allocations, funding for adjunct faculty, and student scholarship aid.

Expenses and income for the department, other than full-time faculty and staff salaries, for the year 2010-2011, are shown in Table V.1.

Table V.1 LIS Department Non-salary Expenses and Funding for 2010-2011

Equipment, supplies, fees	\$42,000
Travel and other faculty support	\$69,000
Department research support	\$78,444
Course readers	\$17,000
Recruitment & work for hire	\$16,000

Financial aid, scholarships, etc.	\$110,100
SUB-TOTAL	\$332,544
Outside research funding*	\$818,800
TOTAL	\$1,151,344
*Some funding is for multi- year projects	

These amounts have increased substantially in recent years, reflecting increased enrollments, success in obtaining research grants, and a recognition of the needs for both research and teaching. For example, SC&I now provides \$3,000 - \$5,000 every year (if the budget permits) to each full-time member of the LIS faculty, to support travel, equipment upgrades, and other research related activities. We have also been able to support and run specific workshops (for example on information security, see <http://comminfo.rutgers.edu/ci/isips/WebPage%20ISIPS%20Practice/index.html>). Additional funding is allocated on a case-by-case basis, or used from special accounts. To date in the 2010 – 2011 academic year, LIS faculty have received nearly one million in [research grant funding](#).

Adjunct faculty salaries. As plans are made for course offerings in a future term, the Program Director identifies the courses to be taught by teaching assistants and adjunct faculty members (visiting part-time lecturers), and negotiates the assignments with the Associate Dean. Adjunct faculty are employed on a contractual basis for a standard minimum salary of \$4500 per three-credit course; salaries increase incrementally each year. Such salaries are supported by funds allocated for vacant lines, grant funds dedicated to replace scholars engaged in research projects, funds returned to the school by faculty on leave, and other sources.

Scholarship funds are available through the contributions and endowments made by alumni, faculty, friends of the Department, and bequests made by those who value librarianship and students who seek careers in library and other information work. The Rutgers Foundation invests endowment funds and provides a home for other monies. In 2010-2011 the Department awarded \$116,072 to MLIS students. The LIS Department actively welcomes and supports Spectrum scholars at the Master’s and PhD level.

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

The faculty of Rutgers University have traditionally been among the best-paid in the nation. The most recent contract between the University Administration and the American Association of University is available online at <http://www.rutgersaaup.org/contract.htm>. At this time budget pressures have caused a temporary suspension of salary increases and merit pay called for in the contract and the AAUP is continuing discussions with the university administration. Total compensation expenses for the Department for 2009-2010 were \$3,917,703.

The salaries of support staff and student assistants are determined through standard personnel compensation practices, administered by the University's Human Resources on the basis of recommendations presented by the Associate Dean.

Salaries of 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. It is also important to note that differences in salaries can be evened out over time through the annual "Peer Evaluation Process" (see Standard III).

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

As mentioned above, in recent years each LIS faculty member, like faculty in the other SCI&I departments, has received an annual allocation that can be used to cover conferences, research, and similar expenses. Faculty can also draw on the School-wide Research Committee's small fund, and on the University's internal research funds. Both require proposals that are submitted to peer review.

External grants are of much greater significance for financing research than institutional funding. LIS Research Initiatives at SC&I lists funding for the LIS faculty; see <http://comminfo.rutgers.edu/images/rutgerslisresearchaugust.pdf> The most recent rewards add up to almost one million dollars per year.

University financial aid for master's degree students is essentially non-existent. Currently the funding that in the past supported numbers of our students through a government work-study program, mostly through part-time employment in Rutgers Libraries, has shrunk substantially. The greatest help came from two grants from the Institute of Museum and Library Services, which provided full tuition for twenty-one recruits, seeing them through the completion of their MLIS degrees. There have also been several Spectrum funded students between 2005 and 2011, on the doctoral and masters level, with considerable support by SC&I in addition to the funding from the ALA Spectrum office.

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

Planning and evaluation in relation to decision making have been discussed under V.4. In regard to planning and evaluation of administrative and fiscal policies and financial support, it has to be said that there are no great differences. The processes are primarily ongoing and are embedded in the structure of SC&I administration, faculty committees, faculty meetings, and chairs and directors meetings. The business officers provide us with monthly reports on accounts for which we are responsible, and advise us on University and Rutgers Foundation policies that affect how

we can deal with grants management, scholarships, and expenditures of funds allocated for various specific purposes. Development plans are set by the Dean in consultation with chairs and directors and the Director of Development, and have evaluation built in via dollar goals and time frames.

As discussed under Standard VI, everyone at SC&I agrees on the urgent need for space, and so that heads the list of goals for raising funds. In addition, LIS has a particularly strong need to increase scholarship aid for MLIS students, and plans to make that clear to the Director of Development and to the SC&I alumni. In spring 2011, the LIS Scholarship Committee received 48 applications from continuing students and another 60 applications from students hoping to enter the program in the fall, but could meet only some of the needs. The Committee saw evidence that an increasing number of applicants to the MLIS program have heavy debt loads incurred for earlier education. The MLIS Program Director will be communicating this data to the LIS faculty in order to seek ideas for a campaign for increased scholarship aid to propose to the Development Director. Fortunately, friends of the department give generous gifts – one recently pledged \$50,000 a year for five years as an endowment to be tapped for scholarship funds. A recent bequest in the amount of \$237,000 will also be used as endowed scholarship money. These funds are extremely helpful in supporting the students in the MLIS program, but the need will no doubt continue to exceed available funds.

VI. Physical Resources and Facilities

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

SC&I buildings

- The School of Communication and Information is housed in six buildings in close proximity on the College Avenue Campus, at the corner of Huntington Street and College Avenue in New Brunswick. The map at <http://rumaps.rutgers.edu/> shows the location of these buildings. They are:
- *SC&I main building*, 4 Huntington Street. Built in 1968 for the Graduate School of Library Service, it consists of three floors, housing classrooms; laboratories; faculty offices; administrative offices, including the Dean's unit; faculty and student lounges; research spaces; and ten carrel-size mini offices for teaching assistants, part-time staff, and adjunct instructors;
- *Simeon de Witt Building*, 185 College Avenue, houses offices and research space;
- *The Annex*, 192 College Avenue, has offices and research space, and the SC&I Professional Development Studies unit. The unit will move to Richardson House in Fall 2011. The basement is unoccupied due to code requirements;
- *Huntington House*, 184 College Avenue. Floors 1 and 2 house kitchen, doctoral lounge, offices, research space and seminar room; the basement and floor 3 are unoccupied due to code requirements;
- *Richardson House*. Acquired in late 2010, this former residence is not yet occupied. Refurbishment is taking place in Summer 2011;
- *WRSU studios* in the College Avenue Student Center.

For floor plans and usage of these spaces, see Appendix VI.A.

Because of limited classroom space in its own buildings, the School uses classrooms elsewhere on the College Avenue Campus, primarily for undergraduate courses. 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 to meet function, meeting and colloquia needs. Throughout Alexander Library, there are spaces that MLIS students can use for individual study and small group work. The Graduate Student Lounge and the Rutgers Student Center on College Avenue are used occasionally for special events such as orientation for new MLIS 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.

SC&I/MLIS space needs

Of the current space available in the SC&I buildings, 100% is in use. Space is an ongoing issue with the School, even with the addition of Huntington House (2004) and the Richardson Street

house (2010). Some new LIS faculty members share office spaces in the SC&I main building and the Annex (a building which has recently undergone major renovation). The current situation creates difficulties for privacy, advising with students, and work patterns. Space for centers and grant-funded research programs continues to be needed and is seen as vital to the increasing number of projects. The student lounge on the second floor of the SC&I main building is heavily used by students in all SC&I's programs, and is the only space in the building devoted solely to undergraduate and masters' student use. It is scheduled for refurbishing in summer, 2011. The faculty lounge (Room 323) on the third floor is used primarily for departmental and other meetings, and for seminars and colloquia. It is also made available to groups from outside SC&I for small meetings, and at times is also used for class presentations.

The physical resources and facilities of the School are utilized heavily and with considerable collaborative concessions (and graciousness) in order to accomplish the goals of the MLIS program. Classroom space in the SC&I main building is not adequate for all of the SC&I programs, so many undergraduate classes meet in other buildings on the College Avenue Campus. Nevertheless, almost all MLIS classes meet in SC&I. Demands on physical space continue to be high, with need for office space for new faculty that does not have to be shared, and also for Part-Time Lecturers. Small research teams typically meet in faculty offices as there is little communal research space that could effectively meet these needs. The faculty lounge does not function as a communal lounge, as explained above.

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

Since 2004 there has been a concerted effort to refurbish and upgrade classrooms, offices, and lounge areas in order to provide an improved functional environment for students, faculty, and administrative support staff. This has resulted in considerably improved accessibility, comfort, functionality, and aesthetics of classrooms and lounge spaces in particular, as well as individual faculty offices and shared workspaces. The SC&I business office has complete records of purchase to show the nature and extent of these refurbishments.

In addition to these physical upgrades, changes in the composition and responsibilities of staff, together with realignment of their work spaces, have created better support services for students and faculty.

SC&I physical improvements include:

- New office furniture has been provided for thirteen new faculty (desks, chairs, bookcases, computer tables and filing cabinets), and their office spaces have been repainted;
- More than one third of the School's faculty have had new furniture provided in offices (including desks, chairs, bookcases, computer tables and filing cabinets); electrical equipment has been replaced to meet fire code standards;

- Seven classrooms in the main SC&I building have been completely remodeled with new desks and chairs, internal wall painting, new window furnishings; heating and lighting problems have been fixed; flat panel monitors have been installed;
- The student lounge in the SC&I main building has been refurbished, with wall panel artwork to improve its aesthetics as a social and meeting space for student associations, and new furniture and a new ceiling will be installed in summer, 2011.
- In 2010, a new bathroom was installed in order to comply with the Americans with Disabilities Act;
- DeWitt has had a complete heating, ventilation, and air conditioning upgrade, as well as external painting;
- The second-floor entrance space of the SC&I main building has been upgraded with improved signage and digital displays to enhance appearance and functionality;
- Work is currently in process for the outside pavement area between the SC&I building and the Library Commons;
- The main SC&I building had a new roof installed in summer 2011;
- The creation of the Interaction Laboratory (described later in this report) in physical space previously occupied by the University Office of Development and Leadership took place in 2005, and involved some internal structural modification.

SC&I organizational and administrative improvements

The repurposing of several rooms and part of the Dean's suite to accommodate a centralized administrative service for the School began in 2004. This followed an extensive review of the administrative structure and functions to meet the needs of students and faculty in all programs. The creation of Student Services and administrative staff reorganization did not involve physical renovation to the main building. For example, in Room 214 it entailed deployment of office furniture and space dividers to create a central work space and improved one-stop access for students to administrative staff, and more efficient centralized records management.

Over a number of years, the administrative structure has been expanded through the addition of business, development, and public information offices, as well as Assistant Dean for Student Services. Deans and administrative staff, faculty support staff, staff devoted to student affairs, and staff for information technology are listed at <http://comminfo.rutgers.edu/directory/dean-s-office-and-it-staff.html> with their titles and locations.

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

SC&I information technology and media production facilities

The SC&I Information Technology Services (ITS) center is located in the main SC&I building on the first floor, adjacent to the computing laboratories. It is home to the ITS staff and the Help Desk that supports faculty and students' technology needs. The computing facilities managed by ITS include three dual-purpose classroom/laboratories. Room 119 can be used as a large

classroom/computing laboratory or can be divided by a built-in sound suppressing partition to provide for two separate independent facilities with 20 PCs in each section. It has a ceiling-mounted projection system that can be controlled separately or used in tandem when the partition is open. Rooms 119 and 114a are equipped with Dell Optiplex systems with 4 GB of memory and at least 200 GB hard drives. Room 114b has 8 Apple iMac workstations for video editing and media production. Other equipment for producing and showing media, such as cameras and monitors are housed in Room 102. There are a total of 104 PCs for classroom/laboratory use, as well as general computing needs. When not in use by classes, these computers are available for use by individual students. In addition to the first floor labs, there is a small lab (Room 335) with five computer stations with large flat screen monitors and a high end Xerox printer designated for the exclusive use of graduate students.

The SC&I technology infrastructure consists of a fiber infrastructure and gigabit switched Ethernet environment. The curricular and research needs are fulfilled by a suite of VMWare virtualized Windows 2008 based, 6 Linux based servers. The services offered by these servers include web, e-mail, DNS, group policy and many others. SC&I also utilizes multiple instructional and research dedicated RAID arrays for a combined storage capacity of 30 TB. These servers accommodate approximately 2500 users and the projects' storage and applications used for the research and teaching needs of this community. These servers run on the latest UNIX, Linux and Windows operating systems, and many of the tools and utilities used are developed at SC&I. The process of maintaining system and perimeter security, complying with University privacy and security policies and system maintenance are the portfolio of the SC&I IT staff. The voice, video, and data infrastructure, including the telephone system, are constantly assessed and upgraded for the needs of the SC&I community. 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.

The SC&I classrooms and laboratories used in the MLIS program are regularly equipped with the latest computing and presentation technology to support the diverse instructional needs of faculty and students. All classrooms have either large wall mounted plasma displays or high definition projection systems. With the exception of Room 212,⁵ 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. Telephones on the podiums allow the ITS Help Desk to provide immediate assistance if needed during the operation and use of these classrooms.

All four occupied SC&I buildings have a wireless 802.11b/g wireless LAN. The wireless network is able to provide fair bandwidth sharing among all users. RUWireless is available to all users via their NETID and password. SC&I visitors can apply for guest access to the RUWireless network through the ITS staff. Security and authentication to this network are accomplished by a BlueSocket Secure Wireless Gateway ensuring that only authorized Rutgers University affiliates have access to the data network. The Rutgers University Network comprises a multi-tiered system of redundant connections to enable a robust and self healing

⁵ Under the control of the University's Enhanced Classroom Support; see <http://scheduling.rutgers.edu/index.shtml> and click on Classroom Levels and see p. 2.

network. The backbone is a synchronous optical network with a bandwidth of 2.4 GB/s handoff to the Internet. The external handoff is through multiple commercial providers including Sprint, Verizon, Internet2, MAGPI as well as direct connects to other regional institutions. The internal bandwidth for all desktop systems is 100 MB/s.

SC&I also utilizes a variety of networked Xerox WorkCentre Pro copiers, fax machines, and scanners. One copier is capable of printing as much as 90 pages per minute; several create PDF's and send documents as e-mail. The School has a Scantron Scanmark 2500 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 for instant student feedback within the classroom.

In addition, a range of portable equipment is available for borrowing to support needs of faculty and students. The equipment loan program includes:

- Windows-based loaner laptops for both short-term (daily) or long term use
- MacBook Pro
- Mobile laptop cart with 20 Windows 7-based Dell Vostro laptops
- Windows 7-based netbooks
- Apple iPads (both 3G and non 3G)
- Portable projectors
- HD Camcorder
- Flip video cameras
- Digital camera
- 1>clicker kits
- Hybrid Meeting and Preservation kits

Research facilities

There are several spaces within the main building and Huntington House that are used by LIS faculty and students for research purposes. The latest addition to these is the Communication Interaction Laboratory (CILab), Room 222a-c in the main building. It is a significant enhancement to the learning environment for students and faculty in SC&I, and provides additional opportunities 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 MLIS program, as well as in other programs in the School, the provision of this lab is a significant addition to the research infrastructure.

The CILab provides three new instructional and research spaces. The Aristotle room is 954 square feet. There is a work area with 20 workstations (20 Dell Optiplex 930 computers running Windows 7 and equipped with 4 GB of RAM and 500 GB hard drives.), 1 facilitator station, 2 50-inch plasma screens with SmartBoard overlays, and high definition video conferencing and recording cameras. This room has an informal breakout meeting area with couches, chairs, and tables near a large floor to ceiling window overlooking Alexander Library commons. The Boethius room is 144 square feet. There is one dedicated laptop workstation, one 42" plasma screen with white board overlay, and high definition video-conferencing/recording camera. The Cicero room is 129 square feet. There is one dedicated laptop workstation, one 42" plasma screen with white board overlay, and high definition video-conferencing/recording camera. The Cicero room has a floor to ceiling window overlooking the Alexander Library commons. Each room in the CILab is equipped with high definition video cameras that are connected to a Polycom HDX9002L video conferencing system. These high definition units also record camera images to a streaming RS2000 server for archiving and presentation. The entire setup can be used to conference with other facilities around the world, as well as record interviews or other events for web or archiving purposes. The equipment can also be used to record and display interactions between individuals, groups and computer-human studies. High Definition video conferencing capabilities are also installed in all three of these facilities. The Polycom HD9002L units are installed to facilitate lectures, special studies and small group use. Each system is connected to an RS2000 streaming server for archiving and playback of special events and conferences.

Three primary groupware applications are installed on the servers that serve the CILab. These groupware products enable collaboration and group decision making and analysis. These are: Facilitate Pro, software package that enables brainstorming, collaboration and the study of group decision making.

Group Systems, a group intelligence, strategic planning and collaboration tool with licenses for 5 simultaneous users.

Compendium, a concept mapping software tool consisting of a visual interface that maps ideas and connections.

The Dell Optiplex systems are connected to a farm of remote applications served by the Citrix terminal services environment. Research support software made available via Citrix terminal services includes Atlas, Compendium, NVivo, SPSS, Adobe Acrobat, Flash, Dreamweaver, Fireworks and other development and productivity tools. In addition, two dedicated notebook PC's are pre-installed with Morae software. This application enables the study of human – computer interaction.

SC&I information technology software

To support teaching, learning and production needs of the School, ITS provides the following software located on computer terminals, Citrix presentation servers, individual desktops and laptops, and individual servers:

Table VI.1 Software Available to SC&I Users

Abbyy FineReader	Dialog Link	MySQL
Adobe Acrobat Professional and Reader	Diction	Nero Burning ROM
Adobe Dreamweaver, Flash, Fireworks, Photoshop, Contribute	Eclipse	Netbeans
Adobe Premiere	Final Cut Pro/Express	Netop School
Apple iLife	iLife	Photomodeler Pro
Apple Quicktime	Jasc/Corel Paint Shop Pro	Promixis Girder
Apple Safari	Java SDK and Runtime	PuTTY
Atlas TI	Microsoft Internet Explorer	QSE NVivo
BlueJ	Microsoft Office (Word, Excel, PowerPoint, Access, Visio, Project, Outlook, Publisher, OneNote, Infopath, Groove)	QWS3270 Secure R
Camtasia Studio	Microsoft SQL Server	Remark
CatPac II	Microsoft Virtual PC	Scantron ParSCORE
Citrix Presentation Server Client	Microsoft Visual Studio	SPSS
Compendium	Microsoft Windows Media Player	SSH Secure Shell
Data Harmony	Mozilla Firefox	Sybase
DbVisualizer	Mozilla Thunderbird	ThoughtView
DENIM	Notepad++	Symantec (RADS)
Google Earth	OpenOffice	VLC Player
		VMWare Server
		WEKA
		WordSmith

The School's [IT Resource Guide for Faculty, Staff and Graduate Students](#) is available on the SC&I website.

Computing facilities outside SC&I

New Brunswick/Piscataway Computing Services is the primary computing support organization for the Rutgers University New Brunswick/Piscataway Campus; see <http://rucs-nbp.rutgers.edu/index.php>. The Help Desk is available during weekend hours when the SC&I Help Desk is closed. New Brunswick Computing Services provides eighteen computer labs for LIS student use, <http://www.nbcs.rutgers.edu/ccf/main/locations/>. One of the newer labs is known as The Alcove, located in Records Hall on the College Avenue Campus, not far from SC&I. The Alcove is designed to be a comfortable, computer-enhanced group learning space for students, staff, and faculty. There are two rooms in the Alcove. The larger room can accommodate 18-25 students and is furnished with large tables, lounge chairs, and a couch. There are 18 seats at the tables, plus 7 lounge chairs and a small couch. Ideally, groups of 3 to 6 students at a time can work together discussing and perfecting their ideas. Instructors looking for

a presentation space for a small class will also benefit from use of the Alcove. Each table can project to a nearby wall-mounted LCD display, so presentations can be viewed on a large screen.

Media production facilities

In addition to the media production facilities provided by SC&I, MLIS students and LIS faculty are free to use a special new resource to create digital learning objects and other media: the Fordham Multimedia Lab in the Douglass Library, <http://libguides.rutgers.edu/fordham> RU-TV Network, with the award-winning professional team at the Rutgers iTV Studio, provides television, multimedia, and audio production services at competitive rates for the University's faculty, students, and staff as well as other institutions, educators, and global broadcast outlets.

Other instructional technology facilities outside SC&I

Rutgers University offers a number of instructional technology services that can be used by LIS faculty and students. Among them are:

The Center for Teaching Advancement and Assessment Research (CTAAR) supports teaching and learning through a variety of areas: faculty development, assessment programs, instructional technologies, classroom technologies, and faculty and staff information technologies. CTAAR services are described more fully under VI.4.

The Division of Continuing Studies (DoCS) provides distributed and lifelong access to Rutgers University through education, training, research, service and knowledge transfer to communities throughout New Jersey and beyond. Information Technology @ Continuing Studies — IT@CS — a unit of Rutgers University Continuing Studies, provides comprehensive IT solutions for University Continuing Studies units and University Academic departments.

Enhanced Classroom Support (ECS) division designs and creates new learning environments, troubleshoots and maintains audio visual equipment, and provides technical training and support for faculty and equipment users of the general purpose classrooms on the New Brunswick campuses (e.g., Room 212 at SC&I).

Office of Instructional and Research Technology (OIT) is staffed with instructional designers and application developers, who strive to keep up-to-date on the latest trends in technology and its uses in education. OIT provides guidance such as *A Guide to Student Computing* (<http://oit.rutgers.edu/OITStudentGuideFinal.pdf>) and *Rutgers Faculty / Staff Technology Guide* (<http://nbcs.rutgers.edu/facstaff/>)

Aggregated list of instructional technology support :

- Technology-enhanced classrooms, lecture halls, and seminar spaces
- Computer labs and learning spaces for student and course use
- Licensed academic software for mathematics, statistics, chemistry, and bibliography creation
- Learning management systems:

- The Sakai collaboration system that supports the majority of undergraduate course sections
- A Pearson eCollege course management system (e-College and e-Companion, otherwise known as '[Rutgers Online](#)') that supports the majority of online courses. See also Evidence 6.24 in Sakai
- YouTube, iTunesU, RU-tv, RU-iptv, hosting podcasts lectures, department profiles, and student created materials; access to nearly a dozen international television stations
- Video content production focusing on:
 - Faculty and undergraduate student research
 - Commercial and broadcast quality instructional video
 - Online databases, electronic journals, media center, research support
 - Desktop videoconferencing with application sharing and shared whiteboards; videoconferencing facilities for distance learning
 - ePortfolios for student development and assessment
 - Skype connection via classroom podiums
 - Course and departments assessment, including Student Instructional Ratings Survey (SIRS)

Rutgers University Libraries (RUL)

Rutgers University Libraries, under the leadership of Marianne Gaunt (Vice President for Information Services and University Librarian), is a unified system of 26 libraries and centers located on Rutgers' campuses in New Brunswick/Piscataway, Camden, and Newark, as well as RU-Online, a digital library. Links to the libraries are available at <http://www.libraries.rutgers.edu/rul/libs/libs.shtml>, with descriptions of individual library collections, along with information on library hours and directions.

The Archibald Stevens Alexander Library, located next to SC&I, is the University's central library and administrative unit, and is the oldest and largest of the Rutgers University Libraries. It supports research and professional programs in the social sciences and humanities, including anthropology, economics, geography, history, linguistics, literature (classical, comparative, English and American, French, German, Italian, Spanish and Portuguese), library and information science, philosophy, political science, and sociology. Alexander Library directly supports four professional schools: the Edward J. Bloustein School of Planning and Public Policy; the Graduate School of Education; the Graduate School of Social Work; and SC&I, all of which include doctoral programs. In addition, it supports major interdisciplinary programs in African studies, Latin American studies, Medieval Studies, and South Asian Studies, as well as undergraduate study across the range of the humanities and social sciences. The East Asian Library is housed at Alexander, as are Special Collections and Archives.

Table VI.2 Rutgers Libraries Collections and Services

Library Collections (as reported in the Rutgers Libraries Annual Report 2009-2010)	
Total Volumes.....	3,641,910
Total Microforms.....	4,581,051
Total Documents.....	2,540,476
Volumes Added, Gross.....	38,732
Titles Cataloged.....	38,816
Current Print Subscriptions.....	8,435
Current Electronic Subscriptions.....	80,003
Library Collection Expenditures (as reported in the Rutgers Libraries Annual Report 2009-2010)	
New Brunswick Libraries.....	\$3,742,396
John Cotton Dana Library, IJS (Newark).....	\$441,123
Paul Robeson Library (Camden).....	\$130,232
System-wide Electronic Resources	\$4,706,165
Other (Interlibrary Loan, Memberships, etc.)	\$176,122
Total	\$9,196,038
Library Services (numbers) (as reported in the Rutgers Libraries Annual Report 2009-2010)	
Circulation.....	523,462
Reference Questions.....	64,771
Ask A Librarian & Meebo Reference Service.....	15,804
Interlibrary Loan, Borrowed.....	36,331
Interlibrary Loan, Loaned.....	42,704
Rutgers Delivery Service.....	54,906
Library Classes Taught.....	1,079
Number Students Taught.....	23,220
Building Use.....	2,438,211

In addition to substantial holdings in library and information science, Alexander Library has an especially strong collection in government publications: United States (with special strengths in Congressional and Presidential documents, census materials from 1790 to the present, federal court decisions, and a wide range of departmental publications); New Jersey; foreign (with strong holdings in materials from the United Kingdom); and international (the European Community, the International Monetary Fund, UNESCO, the World Bank, and, in particular, the United Nations). The government document holdings are of critical importance to courses in the MLIS program. Alexander also has extensive microform and United States and English periodicals and newspapers collections. In addition, there are small collections of children's books and elementary and high school textbooks, and an extensive ERIC microfiche collection. The reference collection includes Rutgers' largest number of foreign language dictionaries,

encyclopedias, and biographical sources. It provides an immediate and substantive foundation for the wide range of interests and resource needs that intersect with the MLIS program.

In addition to Alexander Library, MLIS students have access to the Mabel Smith Douglass Library on the Cook – Douglass campus of New Brunswick, which supports the range of humanities and social sciences on New Brunswick campuses in two major areas: women's studies and the performing arts (music, dance, theater). The women's studies reference and research collection comprises print and non-print material and focuses mainly on sexuality and gender studies, feminist theory, and the history of feminist movements and women's rights throughout the world, as well as a robust microform collection. The Blanche and Irving Laurie Music Library and Media Services, also located in the Douglass Library, provide videos and sound recordings as well as viewing/listening devices. This new media center, created in the 2009-2010 year, combined the Media Services operation (formerly at the Kilmer Library) with the Music Media operation to create one central location for all of the Libraries audio and video holdings that enhances services for faculty and students.

The Library of Science and Medicine, on the Busch Campus in Piscataway, houses the primary print research collections for behavioral science, biological science, earth and geological science, engineering, medical science, pharmaceutical science. It is a significant collection for MLIS students with interest in academic librarianship and special librarianship focused on the science and health disciplines. The Library of Science and Medicine also serves as a depository library for government documents dealing with science, contains a U.S. patent collection and patent search facility, and maintains a large map collection. A 2001 inventory showed that it had over 259,000 monographs, 210,600 bound periodical volumes, approximately 478,000 government documents, 792,000 microform items, thousands of maps, and subscriptions to over 2600 serials. Online journal resources in the sciences include major publisher packages such as *ScienceDirect*, the American Chemical Society journal collection, the American Physical Society collection, the *BioOne* collection, and many others. Literature searching across the full spectrum of the sciences is supported by access to databases including *Biosis Previews* for the life sciences, *GeoRef* for earth science and geology, *IEEE Xplore* for engineering, *INSPEC* for physics, *Medline* for medicine, *PsycInfo* for behavioral science, *SC&I Finder Scholar* for chemistry, *Web of Science* for interdisciplinary studies, and numerous others.

In addition, research-level libraries in Music, Art, Alcohol Studies, Management and Labor Relations, and several scientific disciplines are also available on the New Brunswick/Piscataway campuses. A campus bus system (free to riders) provides direct transportation to libraries at a distance from the College Avenue Campus.

While Rutgers affiliation is necessary to access databases remotely, to check out books, to access the wireless network, and to use document delivery services, the libraries are open to the general public, and any person may visit any library to browse the collections in the open stacks, to use electronic resources and to access audiovisual material within the building, free of charge. Guest borrowing privileges are available, as well as faculty borrowing privileges for visiting scholars. Ongoing constrained collections budgets as part of the overall state budget reductions for Rutgers University continue to be an issue in maintaining the currency and robustness of the collections.

Against the above backdrop, the Rutgers Library system is a vital service to the MLIS program in multiple ways. First, its supply of current literature and reference works for research, course work, and practical experience is essential. Of significance to MLIS students are the database resources. Currently the Rutgers Libraries have approximately 325 database subscriptions, of which 40 are open access databases. These are available to all MLIS students. While it is difficult to provide database usage statistics (confounded by unclear distinctions between “sessions” and “searches”), our RUL liaison Myoung Wilson has provided the following data on usage / counter statistics) of LIS related databases:

Academic Search Premier - 483,987 (Libraries didn't turn on Complete until the 3rd quarter of 2010)

Library Literature and Info Science FT - 5,546

Library Literature and Info Science Retro - 375

LISA searches - 18,959

Wiley searches - 100,470

Second, RUL staff support the delivery of the MLIS curriculum by working as instructors, providing guest lectures, and facilitating access to resources for particular classes (as evidenced in the spreadsheet provided by Myoung Wilson, attached as Appendix VI.B). Data collected by her indicate that approximately 14 librarians regularly guest lecture in a number of LIS courses, and two regularly teach a three-credit course. For example, the University Archivist Tom Frusciano regularly teaches *533 Manuscripts and Archives*, and in the Fall 2010 taught a topics course, *590 Advanced Archival Description*, for students who have taken 533. Nancy Kranich, a joint RUL and SC&I appointment, teaches *582 Information Policy* and *584 Intellectual Freedom*.

Third, Rutgers University librarians collaborate with SC&I students and faculty. Such collaborations include supervising interns, providing significant opportunities for MLIS students to work with accomplished librarians and engage in opportunities that showcase the dynamic interplay of theory and professional practice. The Alexander Library in particular provides immediate access to practice and tools at hand. The Internship/Residency Program, established in 1998 as a joint collaboration with SC&I to increase diversity in academic librarianship, continues to provide valuable opportunities for MLIS students; see Appendix I.E and pages 1 and 3 in http://www.libraries.rutgers.edu/rul/about/newsletter/RUL_Partnership_10-11_winter.pdf for an example showing how the Libraries' Internship/Residency program supports learning and training. Librarians have also offered special seminars to SC&I faculty and students on copyright issues, information literacy, and RUcore.

Fourth, the Rutgers Community Repository (RUcore) initiative is a significant development for SC&I, particularly in the context of the distinguished long term publication record of LIS scholars. RUcore (<http://rucore.libraries.rutgers.edu/>) is a repository of digital research and educational materials created and used by the University community and its strategic collaborators. The goal of RUcore is to advance research and learning at Rutgers, to foster interdisciplinary collaboration, and to contribute to the development of new knowledge through the archiving, preservation, and presentation of digital resources. Original research products and papers of the faculty and administrators and the unique resources of the libraries are being

permanently preserved and made accessible with tools developed to facilitate and encourage their continued use. RUcore's developing collection includes:

- Faculty and departmental publications: pre-prints, post-prints, presentations, technical reports, journal articles,
- Primary source materials: manuscripts, photographs, maps, and multimedia from the libraries' special collections,
- The New Jersey Digital Highway collection: resources about New Jersey from the State's libraries, museums, archives and historical societies,
- Electronic theses and dissertations, in collaboration with the Graduate School-New Brunswick.

RUcore not only increases students' exposure to faculty research, but it also becomes a digital home for the output of the SC&I community, in a wide variety of forms, and accessible through customized portals.

Fifth, the Rutgers Libraries now provide annual reports online, dated back to 1999. A typical annual report gives highlights of the year; testimonials from students, research scientists, and faculty; new resources; awards and achievements; and detailed statistics on:

- external support (funding received),
- library collections and their ongoing development,
- library services (circulation, reference questions, online help numbers, interlibrary loan, book delivery service, class taught, number of students taught, building uses),
- library staff numbers,
- library collection expenditures,
- overall library expenditures.

These annual reports (11 years in total) are available at <http://www.libraries.rutgers.edu/rul/about/libdocs.shtml>.

This rich repository provides MLIS students with examples and insights into exemplary library practices, strategic planning, financial management, evidence-based librarianship, public advocacy, and decision making.

Sixth, the Scholarly Communication Center in the Alexander Library (SCC), a department of Technical and Automated Services, supports the development and integration of scholarly / scientific / educational information into the mainstream through a wide range of innovative digital services. It provides

[State-of-the-art conference, teaching, and training facilities](#)

[Digital project research and development](#)

[Humanities and Social Science Data Services](#)

[Digital information services](#)

Current digital projects (http://www.scc.rutgers.edu/scchome/projects/about_proj.cfm) include:

[*Alcohol History Database*](#), a collection of over 500 monographs, pamphlets and journals on the Temperance and Prohibition movements. It also includes images in the form of drawings, engravings, photographs, and portraits, in addition to samples of temperance regalia and banners. [*Alcohol Studies Database*](#) contains citations of over 55,000 documents indexed by the Rutgers University Center of Alcohol Studies since 1987. The primary focus of the database is on research and professional materials dealing with beverage alcohol, its use and related consequences.

[*Common Knowledge Database*](#) was designed primarily for the use of RUL faculty and staff in locating hard-to-find library resources as well as resources outside the Rutgers University Libraries.

[*Eagleton Public Opinion Polls*](#) provides access to the Center for Public Interest Polling/Eagleton Poll (CPIP) public opinion polls dating back to 1971.

[*Electronic New Jersey*](#) is designed for the in-depth study of New Jersey history. The six topical modules currently available were chosen after careful review of a range of sources available in the Special Collections and University Archives of the Rutgers University Libraries, Rutgers University-New Brunswick.

[*NJ Digital Highway*](#) is a portal to information about New Jersey from the collections of public information providers in New Jersey: libraries, museums, archives, historical societies, public broadcasting, and schools.

[*NJ Environmental Digital Library*](#) is an online repository of environmental literature and multimedia related to New Jersey. The digital collection includes documents and reports, scientific studies, photographs, videos and maps.

[*Plagiarism and Academic Integrity*](#) is an interactive story and learning module designed for undergraduates. The lesson focuses on ethical decisions students must make during the process of preparing a research paper.

[*WILD \(Women In Leadership Database\)*](#) is a portal to unique scholarly resources about women's leadership found in selective archival and manuscript collections at Rutgers University.

The SCC represents a major commitment of the Rutgers University Libraries to the publishing and integration of electronic resources into the mainstream of intellectual activity at Rutgers University. With the development of the Digital Libraries specialization in the MLIS program, students have access to exemplary digital projects, as well as the research and expertise that generate them. The SCC is located on the fourth floor of Alexander Library. LIS uses the SCC as a model for resource building and adaptation, as a facility for meetings and electronic conferences, and as a laboratory for extending the applied experiences of our students.

Seventh, the professional staff create and provide special and tailored services, orientation programs for different groups of students, and general and specialized library tours. Myoung Wilson and other staff have created LibGuides for the specific needs of library and information science students and instructors: <http://libguides.rutgers.edu/cat.php?cid=25870>. See especially: [Library & Information Science MLIS Students Orientation \(Spring, 2011\)](#)
[Library and Information Science Research Quick Guide](#)
[Library Quick Guide for SC&I Part Time Lecturers](#)
[Rutgers University Libraries \(RUL\) Homepage: What's in it?](#)

The Rutgers University Libraries work vigorously to meet the needs of online students so that they are not disadvantaged in any way by virtue of learning in a fully online environment. The library has been steadfastly moving toward digital resources, as outlined earlier in this section, and the SC&I liaison librarian, Myoung Wilson, has been aggressively moving toward digital resources. She indicates that if e-books are available, that has been the Libraries' preferred choice in recent years. In the last academic year, RUL negotiated an e-book package precisely because of our online student population. Access Services also has been offering services in digital formats--some of which were initiated because of the online students at SC&I. For example, all articles are scanned as needed (even if available in print format at RUL on different campus libraries) and book chapters as requested by faculty to put on reserve for all students, both online and on campus. All scanning is in PDF and emailed to the students' computer desktop.

For print books, RUL utilizes the VALE (Virtual Academic Library Environment of NJ) consortium. Judy Gardner, the head of Access Services distributes pre-signed approval of book borrowing privilege from participating VALE libraries for those instate online students. In addition, the library instructs out-of-state students to use their local public library system if necessary. Access Services continues to investigate the possibilities of making books available to online students in some different ways.

In addition, RUL has produced a number of extensive Research Guides for LIS students--some course specific and some very comprehensive. Each guide provides direction and guidance in using resources in that subject area. Online students meet with librarians for two and half hours during their on-campus orientation and have a chance to thoroughly review these guides, resources and services and future contact information.

Within the eCollege course management system, RUL has created a course to specifically provide online students with a solid foundation in using a wide selection of digital library resources and services. There are instructions on connecting to resources from off-campus; using IRIS, the online catalog; searching indexes and databases; and other important tools, as well as pointing online students to additional resources that can assist them in their studies at any time. Menu options include: [How do I get started?;](#) [I need books;](#) [I need articles;](#) [Is this article scholarly?;](#) [I want something you don't have;](#) [I need help;](#) [where are the librarians?;](#) [I need citation help;](#) [I need a tutorial;](#) and [Questions/Comments.](#) Librarians can be reached by phone, instant messaging, email, and in person. The Libraries welcome questions about resources and services or suggestions about additional ways to support online students with their learning and research needs. RUL has developed an interactive tutorial for students to learn about various aspects of the research process (http://www.libraries.rutgers.edu/rul/lib_instruct/riot/). This is available directly through the eCollege library portal. The complete tutorial takes approximately 22 minutes. Students can select specific modules to help with their individual needs. The five modules are: 1) Selecting a Topic, 2) Finding Sources, 3) Selecting Keywords, 4) Identifying Citations, and 5) Evaluating Sources.

Key challenges for RUL are essentially financial. See below for the 2008, 2009, and 2010 figures for the library annual expenditures (State data is from the University and Endowment

represents donations from private sector). The number of librarian and staff lines are courtesy of the budget office of the library.

Table VI.3 Rutgers Libraries Expenditures and Staffing Data, 2008-2010

	Financial Year 2008	Financial Year 2009	Financial Year 2010
\$s from State	\$28,771,000	\$26,153,000	\$25,370,000
\$s from Endowment	\$941,000	\$1,045,985	\$860,000
Number of Librarians	84	75	75
Number of Staff	299	212	212

This table shows a large decrease in number of librarians and overall staff at RU libraries. The recent decrease in number of library faculty and overall staff positions reflects the general decline of the University and the State budget. However, according to the SC&I liaison librarian, Myoung Wilson, the assumption that these positions will not return to the Libraries is erroneous. In the Spring 2011 semester, RUL added three new library faculty positions and successfully recruited a Digital User Services Librarian, a Digital Archivist, and a Copyright & Licensing Librarian. These librarians are now all on board. A number of staff positions are also being filled. It is important to note that lines have not been lost. Last year's Planning & Coordinating Committee analyzed RUL's peer ARL institutions' librarian and staff levels, 2000 and 2009. It observed a trend among peers toward increasing the number of staff without the MLS, both when their overall number of staff and librarians increased and when it decreased. This line realignment trend is also evident at RUL, where new professional level staff (such as programmers and web designers) have been added.

Declining state budgets and private funding, as well as reductions in library staff are serious concerns. Linked to this funding situation is the fact that approximately 60% of collection expenditure goes into the purchase or licensing of electronic packages so that students and faculty can have increasing access to e-journals and e-books. This means that the RUL LIS liaison does not have discretionary funds to acquire materials targeted for SC&I courses and research. For instance, books (both print and electronic) in emerging fields such as health informatics and social media and new developments in information retrieval/behavior are typically so expensive that the library is not sufficiently funded to develop coherent collections in these areas. It is likely that the School may have to consider some discretionary funding source that will support library resources for SC&I courses and research.

VI.4 The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.

This section focuses on selected staff within and outside of the School who support the MLIS program, and lists services not included in VI.3 above. More information about the SC&I staff is included in Standard V. It is helpful to consult the job descriptions in Standard V Evidence Folder 5.23 in Sakai, and the SC&I directory at <http://comminfo.rutgers.edu/directory.html>.

SC&I Information Technology Services (ITS) is headed by the Assistant Dean and Director of IT, with twenty-four years of experience including Solaris, Linux, Windows, Mac OS and Novell. His expertise includes an emphasis on information, network and system security and is a Certified Information System Security Professional (CISSP No. 65871). The Assistant Dean oversees a staff of 2 full-time professionals and 16 part-time employees.

The two professional staff include a Systems Architect (SA) and a Manager of IT Services (MIT). The SA has strong expertise in Java, J2SE, AWT/Swing, J2EE, JAI, C, C++, C#, Visual Basic, Windows & Bash Shell Scripting. The SA's operating system experience includes RedHat Linux, Enterprise and Fedora Core, Mac OS and Windows. The MIT has experience with faculty and student instruction and provides expertise in troubleshooting and system setup. The MIT is also expert in instructional and research equipment design and function. These two professionals act as supervisors and mentors to help desk, web development, and server administration staff. The staff function as specialists on each team but also help the other teams in time of need or when designing new technologies or implementing new services.

SC&I's Instructional Technology Specialist is Steve Garwood, who holds both MLIS and MCIS degrees from SC&I. This position was created in 2010 in response to the growing involvement of SC&I in online education, and the need to support faculty in instructional design that applies new technologies. Steve Garwood has contributed considerably to developing the faculty's expertise in online teaching, which predominately takes place within the MLIS program. He has made several presentations to SC&I and University-wide faculty, for example:

“Learning Module Training” which took place on 10.27.10, focused on creating learning objects and other course tools using Audacity, JingPro, Skype/Pamela, VoiceThread, PBworks, and del.icio.us,

“Sakai Lesson Builder” which took place on 12.3.10, focused on the new Lesson Builder tool in Sakai to allow an instructor to organize resources, quizzes, tests, and media on a single page, customization, and media integration.

He also has developed a series of “five-minute videos” to show faculty how to facilitate online learning:

"Do" Activities and Puzzlemaker sites. This video of "Do" activities allow for interaction with knowledge that is presented in "Absorb" types of activities (Lecture, Readings) so that students can begin to transform the information presented into knowledge and skills;

Creating a Simple Learning Game with PowerPoint shows an example of the beginnings of a quick game created to reinforce the Steak, Sizzle, and Style approach to presentations by using PowerPoint and hyperlinks to slides within the PowerPoint file;

Easy Video Recording of Presentations shows approaches to recording presentations with a Flip video camera;

Using a Webcam like a Document Camera provides instruction on use of a webcam like a document camera to show the process of grading or making comments on a physical paper, to show a passage or area in a book, journal article, etc.;

Panopto presents how to record your voice over PowerPoint/Keynote on a Windows machine.

Rutgers Libraries staff: MLIS Students and LIS faculty value the strong relationship with the Rutgers Libraries and their team of professionals, including administrators in the library. As reported in the Rutgers Libraries 2009-2010 Annual Report, the Rutgers Library has the following staff:

- Librarians 75
- Supporting Staff 212
- Student Assistants 72
- Total: 359

This represents an increase in library lines as documented 30th June 2008 from 299

The library staff consists of supportive, interested, accessible and responsive professionals, managers and library assistants, many of whom are our current and former students. Collections of special interest to MLIS students are maintained by Myoung Chung Wilson, Social Sciences Librarian and faculty liaison to SC&I. The faculty of the LIS Department has developed favorable relationships over years with librarians and administrators in the University Libraries, as professionals with both intellectual and professional bonds. We anticipate the continued development of cooperative programs for mutual benefit.

SC&I utilizes many support services and expertise provided by the various central offices of the University. These are described below:

Disability Services: The community of Rutgers University is committed to providing equal educational access for individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the Americans with Disabilities Act Amendments (ADAA) of 2008. The Rutgers University Office of Student Affairs Compliance monitors compliance with these acts across all Rutgers campuses; see <http://www.rci.rutgers.edu/~polcomp/compl.shtml>. This Office provides advice and support to University units in achieving full compliance with these laws. All faculty members of SC&I have access to resource materials designed to assist them in working with students who have disabilities, as well as access to advice on common questions about the responsibilities of the University for services and accommodations to members of the community who have disabilities. This has been coordinated through Associate Dean Karen Novick and more recently by Assistant Dean Kevin Ewell.

The Office of Disability Services for students provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. An overview of these laws is provided at: <http://disabilityservices.rutgers.edu/plans.html>. A student with a disability has the same access to programs, services, and activities as all other students. Rutgers University makes reasonable modifications to its policies, practices, and procedures unless doing so would fundamentally alter the nature of the service, program, or activity, or pose an undue administrative or financial burden. The University provides services

in a manner that promotes independence and inclusion; see (<http://disabilityservices.rutgers.edu/docs/studentmanual.pdf>). The Office also provides extensive documentation of procedures for requesting assessment of and accommodations for Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD), a Learning Disability and / or a Psychological Disability; see <http://disabilityservices.rutgers.edu/assessment.html> and <http://disabilityservices.rutgers.edu/request.html>). There are six Coordinators of Services for Students with Disabilities on the New Brunswick/Piscataway campuses, four of whom are located at 151 College Avenue in the Kreeger Learning Center. The Office of Disability Services also provides a comprehensive handbook for faculty members, [Services for Students with Disabilities: Faculty Handbook](#), outlining Rutgers University policies towards disabilities, and faculty members' responsibilities for supporting students with disabilities. The handbook in its entirety is accessible to all faculty, and is made available to new faculty through every academic department.

SC&I faculty and staff work hard to provide individual service to students with documented needs, and to others as well. Faculty and staff have maintained regular, clear channels of communication with students to make sure they are receiving necessary accommodations. Faculty and the program director have regularly reached out to the Associate Dean Karen Novick, and to Assistant Dean for Student Services Kevin Ewell, who also serves as Disabilities Coordinator in the School, to ask how to better serve particular students in particular situations. The leadership team members have worked in concert with faculty to craft customized plans for individual students when this approach was warranted.

Over time, administrative leadership at SC&I have observed that students with shorter-term medical or personal issues pose the biggest challenge. In these cases, events often occur suddenly, and require fast and direct response and coordination among the student, faculty, and in some cases, caretakers. We have students who have had heart attacks, emergency gall bladder surgery, and cancer treatments over a period of months or years. Such students don't technically qualify as students with disabilities and therefore the Disabilities Office at Rutgers does not address their needs. But at SC&I, we do deal with these unexpected events, and in many ways the issues in managing the cases are the same: To what extent do we require students to document their personal issues? To what extent do we give them accommodations? What is fair to them and what is fair to others?

Overall, our School operates on a case-by-case basis in such circumstances, following the general guidelines and policies of the University, and making needed adjustments based on pragmatics and individual circumstances. The timeliness of our faculty and leadership's responsiveness in these events is an established, shared value we have cultivated and continue to promote in the School-wide culture, through faculty and department meetings, ongoing conversations, and a general policy supporting frequent and open communications among Department Chairs, their faculty, and administrative leadership.

The main SC&I building is ADA compliant. As mentioned earlier in this section, when the Student Lounge in the SC&I main building was refurbished, a bathroom was included in order to

comply with ADA. Faculty in other SC&I buildings need to make arrangements with the SC&I office in order to find meeting space for students unable to access the non-compliant buildings.

The Department of Transportation Services (DOTS), (<http://parktran.rutgers.edu/>), is committed to providing all members of the Rutgers-New Brunswick/Piscataway campus with the best possible solutions for getting around campus safely and easily. The University maintains various parking facilities including permit-controlled lots and decks, metered parking spaces, access-controlled lots, and restricted assigned lots. Transportation to, from, and on campus includes campus transit and shuttle services, walking and bike paths, and public transportation services. Parking is at a premium on the College Avenue Campus. Transportation services are available on all campuses for individuals with disabilities, or for other medical reasons (<http://rudots.rutgers.edu/disability.shtml>), and DOTS makes available parking spaces for students and staff with disabilities in parking lots close to the SC&I buildings.

The Rutgers University Police Department operates 24 hours a day, 365 days a year, on all campuses to provide the University community with a full range of police and security services. The Police Department is committed to providing quality law enforcement and security services to enhance the quality of life for all students, employees, and visitors.

The Rutgers University Office of Human Resources (<http://uhr.rutgers.edu/>) oversees functions that support University employees and promote a positive work environment for faculty, staff and students. The office makes extensive resources available for both employees and students. These include: Crime Victim Assistance, Domestic Violence Abuse/Stalking, ID Theft, Instructional Resources and Technologies, Veteran Resources for Students, and What to do if you are being harassed.

SC&I is committed to equal employment opportunity, in compliance with University policy, which is to provide equal employment opportunity to all employees and applicants for employment regardless of their race, religion, color, national origin, ancestry, age, sex, sexual orientation, gender identity and expression, disability, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status, or any other category protected by law. The School posts all permanent positions, both faculty and staff, broadly to raise awareness of opportunities to diverse candidates. We have included the EO/AA statement in those advertisements, and we take seriously our responsibilities in this area when hiring.

In addition, SC&I is committed to affirmative action, and complies with the University's commitment as outlined at <http://uhr.rutgers.edu/ee/eeoaa.htm>, which covers women, minorities, individuals with disabilities, disabled veterans, recently separated veterans or other protected veterans. Affirmative Action Coordinators are available to assist within their unit and/or department concerning equal employment opportunity issues that may arise in the hiring and employment context. The SC&I coordinator is Kevin Ewell.

Additional Rutgers services cover careers, <http://careerservices.rutgers.edu/>; health care, <http://health.rutgers.edu/locations/location/6>; and counseling,

<http://rhscaps.rutgers.edu/services/counseling>. More student support offices include the Office of Diverse Community Affairs, International Students, and Lesbian-Gay Concerns.

The Office of Institutional Diversity and Equity (OIDE) (<http://www.diversityandequity.rutgers.edu/>) was created in 2007 to help meet the challenge to maintain the diversity of Rutgers' student body and to increase that of its faculty and senior leadership. Up until this date, there had not been one centralized information source to highlight that activity. OIDE serves as a clearinghouse to promote and coordinate diversity and equity initiatives, programs, and research on all three Rutgers campuses in New Brunswick, Newark, and Camden.

SC&I actively promotes a work environment and ethic that reflect inclusive and participatory practices as well as an acknowledgement of responsibility for preventing bias, insensitivity and ensuring all its community equal access to opportunities and services, without regard to race, color, ethnicity, sex, religion, class, disability, national origin, sexual orientation, ancestry, marital status, culture, ideology, politics, income, geography and regional differences. In March 2011, all faculty and staff in the SC&I participated in the University's training on harassment.

SC&I supports the Rutgers University Libraries in its goal of encouraging diversity and multiculturalism through its collections, programs, services and human resources through input and advice on collection development, particularly in relation to the course content areas. This is outlined in the [Rutgers University Libraries Diversity Plan 2009 - 2010](http://www.libraries.rutgers.edu/rul/about/diversity/RUL_diversity_plan_09-10.pdf) (http://www.libraries.rutgers.edu/rul/about/diversity/RUL_diversity_plan_09-10.pdf).

Diversity-focused initiatives at SC&I include a School-wide Diversity Committee, and a fund to match ALA Spectrum Scholarships obtained by any of our MLIS students. Established in 1997, the Spectrum Scholarship Program is ALA's national diversity and recruitment effort designed to address the specific issue of under-representation of critically needed ethnic librarians within the profession while serving as a model for ways to bring attention to larger diversity issues in the future. It was established under the leadership of Professor Emerita Betty Turock of SC&I during her term as ALA president; she continues to lead the current fund raising initiative (<http://spectrum.ala.org/goal/>). LIS faculty have been involved with two IMLS grants designed to recruit members of under-represented groups to the MLIS program and prepare them to work in New Jersey's urban, demographically and linguistically diverse communities. Based in the Communication Department, but open to all students is the African American Culture and Communication Association, which aims to enhance the capacity of undergraduate and graduate students to excel academically, professionally, and personally through a diversity of activities that provide awareness and education to Rutgers' communities and beyond about the unique interrelationships between African American culture, the African Diaspora, and communication.

The Bisexual, Gay and Lesbian Alliance of Rutgers University (BiGLARU) is a student organization representing bisexual, gay, lesbian and transgender Rutgers students. The major goals of BiGLARU include:

To provide a safe and supportive environment for Lesbian, Gay, Bisexual, Transgender, and questioning students on both the political and social level,
To advance the issue of acceptance, respect, and civil rights for the queer community both on-campus and beyond,
To foster and encourage both the political and social growth of its members, and
To increase queer visibility through rallies and events across the country such as World Aids Day, National Coming Out Day, The Day of Silence, and Queer Appreciation Week. SC&I student associations actively advertise campus meetings and events.

In addition to this student-run organization, Rutgers University maintains the Center for Social Justice Education (SJE) and LGBT Communities, <http://socialjustice.rutgers.edu> . The center actively consults with gay and lesbian faculty and students to provide educational, social and leadership development programs and activities for LGBT students, allies, and staff/faculty liaisons. It also coordinates the monitoring of incidents of bias and hate. The mission and vision of SJE involves teaching all students, including but not limited to members of historically underrepresented communities, the histories and legacies of social and institutional change. SJE accomplishes its goals through its co-curricular projects, workshops, and other collaborative programs with academic departments, administrative units, and student organizations. The Center also fosters all students' engagement with and understanding of the complex issues of power, privilege, and prejudice.

Particularly significant was the establishment in 2005 of the Gender Identity Taskforce housed under SJE by the Vice President for Student Affairs to oversee the creation of safe and welcoming campus environments for self-identified transgender students in the areas of housing, residence life, facilities, the Office of the Registrar, recreation services, health services, counseling services, and in other related areas, in accordance with the gender expression protections granted transgender/transsexual students and employees within the University's Nondiscrimination Policy.

In addition, Career Services provides programs and resources to assist LGBT students and alumni with such issues as locating "gay- and lesbian-friendly" employers and "coming out" during the job search or at work. Each year Career Services co-sponsors programs with the Office of Social Justice Education and LGBT Communities, including the annual Out at Work panel.

Dr. Kathryn Greene in the SC&I Department of Communication is the LGBT Liaison for our School, a role she has undertaken since 2003. In addition, she has been a member of the SC&I Diversity Committee since 2003.

Center for Teaching Advancement and Assessment Research (CTAAR), <http://ctaar.rutgers.edu>, supports teaching and learning through a variety of areas and expertise: faculty development, assessment programs, instructional technologies, classroom technologies, and faculty and staff information technologies. Faculty in SC&I can avail themselves of a range of workshops and seminars on topics such as Sakai course management, online surveys, and developing web-based course materials.

CTAAR provides practical hands-on instruction in personal computer technologies in a supportive atmosphere. Workshops are free to the Rutgers community and include: MS Word, Excel, Access, FileMaker Pro, PowerPoint, Web Design in Dreamweaver, Flash, Web Video, Desktop Publishing, PhotoShop, PDF, and Windows.

SC&I faculty participate in the Student Instructional Rating Survey (SIRS), a University-wide survey of students for their comments about their experiences in the classroom. The results are used by the individual instructors, departments, schools and the University for the assessment and improvement of teaching. Faculty members are asked to provide summaries of the student survey statistics for personnel decisions such as tenure, promotion or merit-based pay. All members of the University have access to the summary statistics from the student surveys at <http://sirs.rutgers.edu>. In SC&I we have transitioned to the Online SIRS, with the results distributed to the faculty and departments within days after the end of the term. SC&I is represented on the Assessment Council by Associate Dean Karen Novick.

In addition, CTAAR provides an extensive range of resources for faculty and students, including Policy on Academic Integrity, SIRS- Student Instructional Ratings Survey Instructions, [SIRS Online Results](#), [Plagiarism and Cheating Prevention Resources](#), Syllabus Construction, [Teaching and Diversity](#), and resources related to [Civic Engagement and Service Education Partnerships \(CESEP\)](#).

Course management systems: Rutgers University supports three course management systems, two of which are available for SC&I faculty to use. Support staff for eCollege is available from both Rutgers and the Pearson eCollege company.

[Sakai \(www.sakai.rutgers.edu\)](http://www.sakai.rutgers.edu) is available to all faculty on all campuses to support course web sites as well as committee work and other projects. It is used extensively by SC&I for course support and committee and center work.

[eCollege \(http://ecollege.rutgers.edu\)](http://ecollege.rutgers.edu) is available to all faculty on all campuses, and is supported by the Division of Continuing Studies. eCollege, with its much more structured approach to course sites compared to Sakai is used to deliver most MLIS online courses. Its component eCompanion is used by faculty to provide a digital management environment for on-campus classes.

[Blackboard \(http://blackboard.rutgers.edu\)](http://blackboard.rutgers.edu) is only available to faculty teaching on the Rutgers Newark campus .

Rutgers University also provides a range of single purpose tools and specific services for communicating with students, or for supplementing existing course sites. These include: [SAS Gradebook \(http://gradebook.rutgers.edu\)](http://gradebook.rutgers.edu) is an easy-to-use, simple site for recording assignment grades and feedback for students. Students who log in to the site can only see their own grades.

RAMS (Rutgers Automated Mailing System (<http://rams.rutgers.edu>)) RAMS creates a mailing list of students (based on roster access in REGIS), allowing faculty to send email to a single address that reaches all of their students.

[RefWorks \(http://www.libraries.rutgers.edu/rul/refworks/refworks.shtml\)](http://www.libraries.rutgers.edu/rul/refworks/refworks.shtml) is a web-based bibliographic management tool, integrated with the Rutgers Library system so that searches in the catalog or indices can be saved and organized, with proper references and often links to the full text of articles. RefWorks allows sharing of bibliographies; an instructor can create a

bibliography for students to use, or use RefWorks to review bibliographies created by students. RefWorks includes a tool for use when writing papers that formats references and bibliographies appropriately according to several style guides.

iTunes U: (<http://itunes.rutgers.edu/>) Audio and video materials can be distributed to students by using iTunes U, a service that allows students to review the material on their computers or by automatically loading the material onto their iPods or other devices. Faculty can restrict the material to the students in their course, or optionally make anything on iTunes U available to the public at large, accessible to anyone who uses iTunes. Rutgers also has a Youtube channel - <http://www.youtube.com/user/Rutgers>

VI.5 The school's planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

For the past decade, it has been clear that SC&I has tremendous space needs that are unmet. Over the last five years, the number of students in the School has grown significantly, and new faculty and staff have been added, so the space needs have continued to grow. Despite the acquisition of one small building in 2005 and the prospect of several new offices in another newly acquired building in the coming summer, the need far exceeds the capacity. Evaluation of physical resources takes place regularly as staff and spaces are scrutinized in the process of trying to stretch them to accommodate more people and functions. Staff with special responsibility for facilities hear from faculty and others about repair and other needs on an ongoing basis.

New building proposal

Soon after his arrival at SC&I, Dean Schement began working to build support for development of a new facility for the school. Over the past two years, we have received endorsement from the President and the Vice President for Academic Affairs to undertake such planning. The issue is, of course, financial. There had been hope that the governor of New Jersey would initiate a bond issue for higher education in the next few years, but his office recently confirmed to Rutgers that this would not be the case.

Of the New Brunswick campuses of Rutgers University, the College Avenue Campus on which SC&I is currently located is by far the most built up. After exploring the possibilities of re-locating to another campus, it was determined that our current location is likely the most well-suited for the school. The long-range plan of the university calls for a tall multi-use building on the west end of College Avenue, on the block next to SC&I. Currently there are several old homes on that block which can be removed. The block has access to major roads and the potential for upper floors to have a beautiful river view.

It is most unlikely that SC&I would be able to afford, or allowed to wholly inhabit, a building of the projected size on the west end of College Avenue on its own. Therefore during the past six months the dean's office has built a coalition of partners with whom we could effectively share facilities. By developing a project with strategic partners, we expect to gain the political and financial support needed for this major initiative. However, we remain by far the largest unit planning to occupy the building, and there is recognition that it should be identified as the School

of Communication and Information building. The downside of including many project partners is that it increases the size of the building project.

As of February 2011, the project partners had each outlined, in broad strokes, their expected space needs, and University Facilities had drafted an RFP to recruit an architectural firm who will develop a vision document and feasibility plan for the new building. However, the university vice-president determined that the scope of the project was too large to even create a planning document. During summer and fall 2011 we will be working with the university CFO's office to model some possibilities for funding a new building that will help determine which of the possible partners make most sense for this project.

The partners in the building include these possibilities:

- The School of Communication and Information (SC&I)
- Currently the school is distributed over six sites, a main building at 4 Huntington Street and four smaller houses in the vicinity, and WRSU studios in the College Avenue Student Center.
- Classrooms that would be shared with the School of Arts and Sciences
- Adding classroom spaces on College Avenue is one of the greatest needs of the university. These spaces would be controlled by University Scheduling.
- The Edison Papers Project
- This SAS unit is currently housed in old barracks on the Livingston Campus. The integration of the Edison Papers Project into the new building will include not just space for staff and materials but also displays exploring the communication, information, and other inventions of New Jersey's wizard.
- WRSU, the student-run radio station
- The radio station is administratively housed within SC&I and needs a home within the school.
- Campus Information Services, including the RU-Info Call Center and the RU-tv Network
- These functions employ a significant cohort of SC&I students. The location of these facilities within this building makes possible shared studio and other collaborations between them and SC&I academic programs.
- The Rutgers Club
- The Club is currently located in an old house at the end of College Avenue, on the block where the new building would be located. Modern dining facilities with a view of the Raritan River would give the Club greater attraction for both internal and external customers.
- Parking
- The block where the building will be located currently provides parking for about 70 vehicles. With the inclusion of an expanded Rutgers Club, additional parking would likely be needed.

Residential tower

Over the past two decades, a variety of master plans for the university have included condominiums in designs for a building on the west end of campus. The possibility of residential space within the new building will still be considered. Parking and entry

requirements as well as other infrastructure for the facility would obviously be impacted by the inclusion of residential space.

Other planning and evaluation

Decisions on buildings, facilities and technology upgrades are ultimately made by the deans. Input and feedback, however, are provided through various channels, from a range of stakeholders. For example, the LISSA representatives to the LIS faculty meeting long championed the need for improved classroom furniture; ITS regularly solicits need for software enhancements; “town hall” meetings of SC&I faculty have addressed space needs and other facility issues. Recent surveys of MLIS students have made it plain that the economic downturn has made the job search much more challenging and that staff to assist them is greatly desired.

Priorities for Upgrades

As documented earlier, the School has been on a multi-year plan to upgrade all furniture, that about 1/3 of faculty have received new furniture in the past four years. Associate Dean Karen Novick has indicated that SC&I will be continuing with the program of upgrades.

The highest priorities currently on the facilities list are:

- New roof for the main SC&I building. The roof has been an emergency situation for about three years, and the University keeps promising to do something about it. We have had major and minor leaks regularly on the third floor. As of April 2011, the University has an RFP ready to be issued and expects to award a contract by May and have the new roof on by mid-summer.
- Walkway between the library and SC&I. This has deteriorated tremendously over the past few years and is now an emergency situation. The repair is scheduled for late spring, 2011.
- Student lounge. Rutgers Facilities has promised for three years that they would fix the ceiling; that work is finally scheduled for the next few months over summer 2011. Once that is done, we will be painting, putting down new carpet, new blinds, and some new furniture.
- The refurbishment of the Richardson Street house. It is currently being painted and carpeted, and new furniture is being bought.
- Repairs in the Annex and DeWitt will continue to bring them up to reasonable shape.
- We are considering upgrades of the three teaching computer labs in the near future.

Evidence that input from LIS students and faculty and others at SC&I has been taken into account can be seen in classrooms and offices that have received new equipment, and in the array of hardware and software available to the SC&I community. One example of how informal evaluation is integrated in the School’s decision making occurred when images of classroom furniture considered for purchase were displayed on the third floor so that we could vote for our favorites. Going back a number of years, we may have an example of how more formal planning laid some groundwork for a new proposal. We had a task force and town meeting devoted to discussion of options for a new building, which resulted in some

recommendations. The new plan does not directly arise from those ideas, but may have been speeded along, if only through eliminating some options.

Concluding Remarks

Changes since the last program review

Since the last program re-accreditation report in 2004, the MLIS program, the LIS Department and the School of Communication and Information (SC&I) have seen many changes. The LIS faculty has expanded to 24 from 18 full-time members, and turnover continues to change the balance and capabilities of faculty ranks. In the past seven years the Department saw some of its most senior faculty members retire and some younger faculty members leave; more retirements are on the horizon. Fortunately, the Department has been able to add outstanding new talent to its faculty cohort with graduates from Syracuse University, Stanford, North Carolina, Michigan, New York University, and the University of Texas coming on board. These energetic and accomplished scholars add refreshing and exciting new ideas and areas of research and instruction to the department. The new faculty strengthen the LIS department's ability to teach and do research in the use of social media, youth and learning, information seeking, health informatics, and children's literature. Although the Department hasn't fully realized its aspiration to establish a specialization in the area of health and information, it is clearly moving to institute courses in health informatics. A study group consisting of graduate students and faculty has been established to focus on issues in health and information use, and two other research centers, one in natural language processing and another in knowledge management, have been established. The Center for the International Study of School Libraries (CISSL), under the guidance of Professors Todd, Lu, and Gordon, continues its leadership in research in the school library area, benefiting students who serve as research assistants.

All three departments in the school, including LIS, are working together to build on SC&I's strength as a center for interdisciplinary studies. New faculty members have been hired concordant with school-wide themes:

- Health and Wellness,
- Community, Global Media, and Democracy,
- Social Media Interaction and Collaborative Design, and
- Leadership, organizations, and policy.

The intention is that they might teach and do research across departments. To some extent the lines are blurring in the disciplines, with scholars in communication and media focused on some of the same areas as those in library and information science. Unlike stand-alone MLIS schools, the students at Rutgers can easily take advantage of courses offered by highly regarded faculty in a wide range of disciplines. The school's three departments share values in freedom of speech, intellectual property rights, and the importance of information in a free society, and there is a great interest throughout the whole school in using new media for communication and information purposes.

Applications to the MLIS program and numbers of entering students continue to grow, although the most recent application cycle has seen a small downturn in student yield. Typically, we enroll 100 – 120 students in the fall semester and 50 – 60 in the spring semester. Although the online program was intended to build capacity in the MLIS program and add students, it is now

contributing to retaining the usual numbers of students in the degree program overall. The number of students taking online courses now nearly equals the number of students matriculating through via on-campus courses. The development of online coursework has motivated faculty to expand their repertoire of teaching methodologies, to adopt new active learning strategies, and to understand learning at a distance and mastering teaching in that mode. The addition of an instructional technology specialist has given helpful support to faculty who wish to use new tools and to try new methods of instruction. Many of the full-time faculty teach one or more online courses. In fact, the faculty are proud of the fact that we teach and advise across departmental programs. The LIS department faculty believe that they provides the same high quality instruction and advising to online students as is available to on-campus students. Another change we have seen is the addition of “Professors of Practice” to our faculty. These professors (Aronson, Cassell, Mohr, Pavlovsky, Spoerri) have years of experience in libraries, school libraries or other professional information environments. Five professors of practice teach three courses per semester, perform considerable service, and have different expectations for research than those in tenure-track positions. The students appreciate the professors’ experience and their ability to bring their organizational knowledge to administrative work and to classroom or online teaching. Because some have management expertise, the department has benefited from their ability to take key positions in shepherding the undergraduate and master’s degree programs.

MLIS course offerings have been expanded in areas of book history and publishing, interpersonal communication, grant writing, international librarianship, intellectual freedom, social media, advanced reference, and social informatics. In addition, the e-portfolio initiative promises to add a reflective dimension and digital storytelling to the program and to allow the students to transition to their full-time professional careers in a smooth and confident manner. Highlighting our strengths.

Strength of the faculty. As a self-assessment is made of the current state of the department and the MLIS program, the report shows a faculty who work well together, are able to plan and make progress, and students who are well prepared as information professionals. As one of the best MLIS degrees in North America, the Rutgers program is in compliance with the ALA Standards for Accreditation. The faculty members are among the most prominent scholars in the library and information science discipline; they are highly cited by others, and they are often invited to give keynote presentations at scholarly conferences. The ability to increase the number of high quality faculty members means that the department will be able to continue the tradition of outstanding research and teaching.

Excellent students. The applicants to the Rutgers MLIS program tend to be those who seek academic and intellectual challenges. They come to the program with high scores on the Graduate Record Exam and strong undergraduate GPA records. While at SC&I, they excel in their studies and writing, sometimes publishing their papers in academic journals and frequently giving presentations at conferences. The program’s graduates often take on leadership responsibilities in libraries, industry and professional organizations early in their careers.

Dynamic curriculum. The MLIS curriculum is built on a well established foundation, while being flexible in order for students to create individualized programs of study with the guidance of faculty advisors. The curriculum is continuously under review and changes to meet the needs

of a changing environment. An active and hard-working curriculum committee leads the way in the analysis of curriculum needs and the establishing of new coursework and specializations within the MLIS program. The ability of students to have field experiences in some of the most notable libraries, publishing venues, company information centers, and media firms in the country (perhaps the world) adds luster to an educational experience that engenders confidence, skills, knowledge and abilities bar none. The proximity of a first-class research library organization (Rutgers Libraries) provides students with experiential learning opportunities and academic library and archives instruction of the highest quality. The relationship that our faculty and students have with librarians at Rutgers and with public, specialized and school librarians throughout New Jersey, New York, and neighboring states is a point of pride. It is through hard work and faculty engagement that these relationships are forged to the benefit of our MLIS students and the professional development of faculty.

Quality online courses. Both the online staff, under the direction of Melanie Andrich, and the LIS faculty as a whole monitor the online courses as closely as they do on-campus courses. Adjustments are made in order to maintain the quality of online instruction and to provide an educational experience comparable to the one students have on campus. Numbers are kept low – course enrollments are capped at 22 students – and a staff member, the instructional technology specialist, and a graduate assistant support faculty in developing course shells and in designing a course. The newly appointed SC&I instructional technology specialist, Steve Garwood, is active in conferring with faculty, giving workshops, creating instructional videos, and helping to select new teaching tools. He has become a very valuable colleague in improving the level of sophistication in online instruction. SC&I's strong Information Technology Services unit continually upgrades the schools' infrastructure, and the staff provide help in choosing and testing software and technology tools. The IT staff are trained professionals, and there is a mutually respectful relationship with faculty. IT services staff are responsive in trouble shooting and problem solving. This has not always been the case – improvements in training, management, and mentoring of the IT staff have resulted in a truly fine cadre of knowledgeable and helpful people who are available from 8:00 AM until 10:00 PM throughout the week.

Strong financial position. Due to a new funding formula based on the number of course enrollments, the school and the department are in a strong financial position, with funding available for faculty support, updated computer equipment, and for offering student support for participating in professional conferences and international study courses. Without strong financial support we would not have been able to add the new faculty lines that have helped make the MLIS program even more robust. Facilities upgrades, the acquisition of new buildings, and new furniture and technological upgrades have all been made possible through the healthy financial position of SC&I and of the LIS department. The diligent work of research faculty in applying for and being successful in grants and other awards is also a substantial factor in providing financial resources to the department.

Strong ties to constituencies. Rutgers faculty have made a concerted effort in reaching out to the library and information community in New Jersey and New York. The members serve in leadership positions in Beta Phi Mu, SLA, NJLA, NJASL, ASIS&T, and NYLA. This means traveling to meetings, serving on committees, providing programs at conferences and state meetings, and being active in all manner of professional groups on the state level, nationally, and

internationally. These ties with information professionals result in knowledge about the field and an understanding of the needs of organizations employing graduates.

The department and program's strengths do not mean that we are satisfied with the current status and all aspects of the educational experience. The department and its members are aware of the challenges that lie in front of them.

Facing Challenges

Diversity recruitment. The faculty and SC&I administration recognize that although the members represent diversity in thinking and cultural background in the LIS department, there is a lack of ethnic diversity in its faculty. Efforts have been stepped up to recruit faculty from underrepresented groups as mentioned in the introduction, but these have not always resulted in being able to hire faculty members from these groups. Since New Jersey has a highly ethnically diverse population, the aim is to continue efforts to recruit minority faculty and students. There have been some successes in recruiting students from minority groups due to scholarships available because of grant funding, but more work is needed in these areas. One of the school's and department's goals is to develop improved strategies for diversity recruitment.

Space limitations. Although the School has been able to add space through the addition of two new houses, there is still a need for more office space, seminar study space, small group work rooms, and updated classroom environments. Some faculty members share offices, a situation that is not conducive to talking with and advising students and can be disruptive to conducting research, writing, and course preparation. SC&I has over 18,000 student enrollments per year, but not all classes are conducted in the SC&I building. There is a great deal of traffic and wear and tear on the facility. New environmentally friendly, healthy, well-lit work space is needed that will encourage learning and scholarly endeavors.

Financial aid. Ironically, although the school and department are in a good overall financial position, there are still limited resources for financial aid because the needs of students are greater than ever before in a state that has experienced recession hardships. That is, many of the students are in families where the main wage earner has been laid off or has seen his or her home decrease in value, leaving the family with little financial cushion. Requests from students for financial aid have skyrocketed, and it is difficult to come close to satisfying these financial needs. The PhD program is also having difficulty competing with universities that offer five years of Teaching Assistant or Research Assistant funding. SC&I has been able to add ten new doctoral student positions in the past five years, and these positions have funded themselves because they are related to teaching. This is a great improvement from years past and demonstrates that the financial aid picture is not all together dire. This year the department has received two large endowment gifts, one for \$237,000 and one that will yield \$250,000 over five years. These highly generous gifts will help in our quest to offer more scholarships, but the needs are so great that we believe we must launch a major effort to raise funds earmarked for this purpose.

Staff needs. The department now has a full complement of faculty, and, along with our part-time faculty can adequately staff courses and provide advising for students. However, there is sparse secretarial help devoted to the support of three departments. In a tight job market and a time of

some retrenchment of library staff positions, a staff member to oversee placements and job seeking skills is sorely needed. The student association has petitioned for such a position, and faculty support the hiring of such an administrative staff person as well. Although the university has a Career Services office, it is highly focused on undergraduate students. SC&I students could benefit greatly from a highly skilled placement director.

The Rutgers MLIS degree is among the best in the country. In order to be a premiere department and program, faculty members need to continually strive to use their resources well, to continue recruiting excellent students and faculty, and to seek additional resources to support students in their educational goals. Fortunately, the program presentation has allowed us to see the progress that has been made, and it also reinforces a determination to overcome challenges in the years ahead.