Self-Study

University of Arizona

School of Information

Master of Arts in Library and Information Science

August 19, 2019

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Glossary of Terminology and Abbreviations

ADA	American with Disabilities Act
AzLA	Arizona Library Association
AO	Arizona Online
CAPS	Counseling and Psych Services
D2L	Desire 2 Learn course management system
DigIn	Digital Information Management
DRC	Disability Resource Center
FERPA	Family Educational Rights and Privacy Act
GCC	Graduate Curriculum Committee
GPA	Grade Point Average
HSI	Hispanic-Serving Institution
IMLS	Institute for Museum and Library Services
SI	School of Information
ISTA	Information, Science, Technology and Arts
JD	Juris Doctor
KR	Knowledge River
LIO	Library Student Organization
LIS	Library and Information Science
LISO	Library and Information Student Organization
QM	Quality Matters
LSTA	Library Services and Technology Act
M.A.	Master of Arts degree in Library and Information Science
NDS	Non-Degree Seeking
ODL	Office of Digital Learning
OIA	Office of Instruction and Assessment
PCPL	Pima County Public Library
PLO	Public Learning Outcomes

RCM	Responsibility Centered Management
SBS	College of Social and Behavioral Sciences
SBSTech	Social and Behavioral Sciences Technical Services
SIRLS	School if Information Resources and Library Science
TCE	Teacher Course Evaluation
TED	Technology, Entertainment and Design
UA	University of Arizona
UASAA	University of Arizona's Society of American Archivists - Student Chapter
UITS	University Information Technology

II.C: M.A. Curriculum Map Competencies and Core Courses
https://arizona.box.com/s/7a0ujxt8290xrgmpobc1h4ubryi9g8bs

Standard III: Faculty

III.A: M.A. Faculty CVs
https://arizona.box.com/s/m4z7tgt078gdyoss0ncelonmym4dwik7

III.B: Detailed List of Courses Taught Since Last Review
https://arizona.box.com/s/90n7f4kzqkp9yd1r2ce3rrt9hsf0jjwo

III.C: Promotion and Tenure Guidelines
https://arizona.box.com/s/3oozv5je73von030h70cbrr15a3k5egg

III.D: LIS 504 Magazine Assignment

Introduction

Introduction

We begin our self-study report with respectful acknowledgement that the University of Arizona (UA) and its School of Information sit on land that has been occupied by Indigenous and Hispanic peoples for hundreds of years. In addition to its status as a land-grant university, UA has recently become an official Hispanic-Serving Institution (HSI). Through our mission and otherwise, we aim to continually reflect on the work we can do that furthers *positive social change that is rooted in the places where we live and that impacts the world*.

Situated in the desert region of southern Arizona, about 50 miles from the border with Mexico, UA was established in 1885. Today, the university has more than 44,000 students and is ranked by *US News & World Report* among the top 50 public universities in the nation. UA is a member of the Association of American Universities, the 62 leading public and private research universities in the nation. UA brings in more than $684 million in research investment each year and benefits the state with an estimated economic impact of $8.3 billion annually.

The university's mission, vision, and core values provide the context for the School of Information

Mission
To improve the prospects and enrich the lives of the people of Arizona and the world through education, research, and creative expression.

Vision
Through cross-cutting innovations distinctive to the University of Arizona, we will expand the student experience through engagement, advance knowledge through innovations in creative inquiry and collaboration, and forge novel partnerships to positively impact our community.

Our Core Values
- **A Diverse and Inclusive Community:** People are the source of our strength. Their different perspectives, backgrounds, and experiences make us stronger. We treat people with respect and share decision-making to create a climate that supports the success of all who learn and work here.
- **Excellence:** We hold to the highest standards in all we do and we invest our resources accordingly.
- **Innovation and Entrepreneurial Action:** We explore new approaches, challenge the status quo, and foster creative endeavor.
- **Integrity:** We honor our commitments; take responsibility for our actions; are honest, fair, and just in all we do; and stand to make informed decisions for the good of our community.
- **Partnerships:** We create synergies and expand opportunities through collaborative and interdisciplinary approaches. As Arizona's land-grant university, we embrace the opportunity to enable communities to share new knowledge to benefit Arizona and the world.

under her administration, Expanding Our Vision, Deepening Our Roots, is in Appendix INTRO.A. Dr. Robert C. Robbins became the 22nd president in 2018, and finalized the new strategic plan at the end of that year. The current strategic plan, in Appendix INTRO.B, includes 5 core elements, or pillars:

1. THE WILDCAT JOURNEY: Driving Student Success for a Rapidly Changing World

UA will support a diverse and high potential student body, providing students with an integrated support ecosystem, the ela ill Td ( )Tj [indu2 Tw -31.1r 0 Td ( )T3

Mexican American Studies
Philosophy
Political Economy & Moral Science
School Middle E/N African Studies
School of Geography and Development
School of Anthropology
School of Government & Public Policy
School of Information
Sociology

The M.A. in LIS is the largest of the 40 master's programs in SBS units. During the most recent academic year, the Scho

2.1.1. Faculty hired on tenure track will be tenure

In the 3 years since the merger, we have continued systematic planning in the curriculum and instruction committee. We have since given the M.A. LIS internship program more focus through the energy of a new hire, Dr. Diana Daly. We have also worked on greater integration of M.A. LIS classes into the new MS in Information, meaning that we can offer more open classes to the M.A. LIS students because we have sufficient class size. We also expanded offerings of some mixed graduate-undergraduate senior classes, which also works to expand course availability for M.A. LIS students because it means we can run these courses and fill them more often. Running courses more often, not online, keeps M.A. LIS students happy with more course options; it provides space to employ M.A. LIS students as graduate assistants and thereby provides them with critically needed financial support. M.A. LIS students have been particularly supportive of the new school name and simultaneous realignment of the M.A. LIS degree name from a Masters in Information Resources and Library Science into the more market-aligned M.A. LIS.

Strategic investment by the University in the new online college, Arizona Online (AO), in 2015 allowed us to improve our M.A. LIS online offerings by implementing 'quality matters' – an online course quality assessment program. The new AO college supports marketing, enrollment management and tracks student success. This

in the introduction section of this report are well aligned with the

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

ePortfolio – Since our last accreditation review we have made several revisions to the ePortfolio process, revisions decided upon by the curriculum and instruction committee. The ePortfolio has been a graduation requirement since January 2006 but was not originally associated with a course or credit. In the fall of 2015, along with other changes, the 1-credit course LIS 909, ePortfolio, was created as a mechanism to finalize review and approval of the student's ePortfolio documents. In the fall of 2018, and under the leadership of Dr. Knott, we switched from using a Google based ePortfolio system to using D2L for better management and security of student records.

Throughout students' academic careers, students reflect on what they have learned and discuss this in the context of the M.A. LIS competencies and learning outcomes. Students also submit learning artifacts and web elements as evidence of attainment. Appendix I.C is a tracking sheet used by all M.A. LIS students to help keep track of competencies/outcomes. In their final semester, students also complete a survey about not just

We have 3 main processes for establishing and reviewing learning objectives and outcomes: course review, teaching review, and program review. Each semester all offered classes are reviewed by the director of graduate studies, the M.A. LIS Coordinator, and the School's Director and Associate Director, primarily to decide if courses meet goals and objectives, if faculty need adjustments in pedagogy, and how often to offer courses. While written reports are not generated in this process, program leaders work to continually review course offerings and future schedule plans. School Directors have the responsibility to act on feedback generated by such means as reaching out to faculty, changing scheduling plans, requesting faculty or the curriculum and in-

Selection of Instructors: There are annual reviews of all instructors. While most of our instructors have excellent TCE reviews and high ranks from classroom visits by peers, there are occasionally problems with teaching performance. The University provides excellent support for teaching through the University Office of Instruction and Assessment (OIA). In cases of poor teaching evaluations we refer instructors to teaching courses and advisors in OIA. We have discontinued employment for a few adjuncts who have not perform to expectations. Teaching evaluations are included in all annual reviews of regular instructors for promotions and raises.

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

Each month of the academic year there is a faculty-staff meeting where committees report progress and the faculty votes on short and long-term priorities based on missions and goals. In the spring, faculty participate in forming a hiring plan each year for the coming year. Based on that draft, each spring the director of the school produces a written

Student Competencies and Learning Outcomes

The School of Information has identified the competencies that students should have gained through their master's degree program. These competencies will allow graduates to begin successful careers in libraries and information centers, and it is these competencies that student portfolios are expected to demonstrate and document.

A. Foundational Understandings and Abilities

A1) Students will demonstrate understanding of basic principles, concepts, and terminology related to the creation, organization, management, access, and use of knowledge and information and will demonstrate the ability to apply them to practical problems.

A2) Students will demonstrate understanding of the nature of research, research methods and the role of research in library and information science and additionally, demonstrate the ability to apply research findings to practical problems.

A3) Students will demonstrate understanding of the use of information and communication technologies including social aspects of information in providing information resources and services in libraries and other information environments.

B. Disciplinary Knowledge and its Application

B4) Students will demonstrate knowledge of the principles of organization and representation of knowledge and their application to library and information collections and services in their areas of career interest.

B5) Students will demonstrate knowledge of types of library and information professions, settings, services, and roles and be able to analyze key issues and potential approaches to these in the areas of their career interest.

B6) Students will demonstrate knowledge of the management of information resources, services and organizations and apply this knowledge to their areas of career interest.

B7) Students will demonstrate knowledge of the roles of interdisciplinary, interprofessional, and community collaboration and alliances in the provision of library and information services.

C. Ethics and Values in Library and Information Science

C8) Students will demonstrate an un5-0.9[(**C8)** Tj 0.1692 0 Td [(**C8)**]TJ 0.1692 0 Td [(**C8)**]TJ 0.1692 0 Td [(**C8)**]TJ

Student learning outcomes address:

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

A1) Students will demonstrate understanding of basic principles, concepts and terminology related to the creation, organization, management, access, and use of knowledge and information and will demonstrate the ability to apply them to practical problems.

B5) Students will demonstrate knowledge of types of library and information professions, settings, services, and roles and be able to analyze key issues and potential approaches to these in the areas of their career interest.

B6) Students will demonstrate knowledge of the management of information resources, services and organizations and apply this knowledge to their areas of career interest.

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B4) Students will demonstrate knowledge of the principles of organization and representation of knowledge and their application to library and information collections and services in their areas of career interest.

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

C9) Students will demonstrate an understanding of the values and service orientation of the library and information professions and their applications in their areas of career interest.

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

The 4 main headings for our Goals and Objectives are:

1. Education for the Information Professions
2. Creation of New Knowledge
3. Commitment to Diversity and Inclusion
4. Service, Outreach, and Community

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

Our Mission, Vision, Goals and Objectives are posted on our web page, and they were provided clearly for your review in the Introduction section of this report. They are reviewed regularly and were updated most recently in March 2020 when we added objective

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

Our minutes of faculty meetings found in Appendix I.F and our full curriculum committee minutes found in Appendix I.G demonstrate decisions made to improve the program. We also share the M.A. Advisory Committee meeting minutes as Apendix I.H.

*Starting in

Table II.3: M.A. degree requirements, Summer 2006 to Summer 2019

Matriculation Date:	Spring 2006-Summer 2015		Fall 2015 – Fall 2017		Spring 2018-Summer 2019	Fall 2019
Course Categories	Units	Courses	Units			

Table II.4: LIS Courses Mapped to the COA Curriculum Standard 2.1 and 2.2

COA Curriculum Standards, Chapter 2	**LIS Courses**
II.2, a: Concerned with information resources	504; 515; 519; 520; 521; 530; 531; 532; 533; 540; 541; 544; 560; 567; 571; 572; 575; 578; 581; 582; 587; 589; 608; ; 624; 634; 640; 641; 646; 660; 671
II.2, b: Concerned with services and technologies for mana	

5.96 re W n BT 12 -0e52 28Tj -0.004 Tc 0.004 Tw [(t)I 596.526a, 596d5]TJ(a)-10(00e52 2848(

the provision of services in libraries and other settings.	LIS 506	506: Project Proposal, Final Project, Participation, and Evaluations. 515: Four assignments on the create and use of metadata, controlled vocabularies, relational databases, metadata crosswalks, and linked data. Five quizzes covers XML encoding, information retrieval, knowledge management, and classification systems.
	LIS 515	
B4) Demonstrate knowledge of the principles of organization and representation of knowledge.	LIS 506	LIS 506: Literature Review, Final Project, Evaluations.
	LIS 515	515: Four assignments on the create and use of metadata, controlled vocabularies, relational databases, metadata crosswalks, and linked data. Five quizzes covers XML encoding, information retrieval, knowledge management, and classification systems.
B5) Demonstrate knowledge of types of library and information professions, settings, services and roles.	LIS 504	504: Interview Assignment,

resources, services and organizations.	LIS 506	515: Four assignments on the create and use of metadata, controlled vocabularies, relational databases, metadata crosswalks, and linked data. Five quizzes covers XML encoding, information retrieval, knowledge management, and classification systems.
	LIS 515	
B7) Demonstrate knowledge of the roles of interdisciplinary, interprofessional, and community collaboration in the provision of library and information services.	LIS 504	504: Interview Assignment, Issue Paper, and exams.
	LIS 506	506: Project Proposal, Final Project, Evaluations, Reflection.
		520: Ethical responsibility to

550	Explores the interconnectedness of information forms and environments (libraries, museums, archives, electronic, mass media, etc.) from

	LIS 553 Issues in Culture and Information Technology		
	LIS 554 Diverse Cultures, Communities, and Libraries	LIS 554 Diverse Cultures, Communities, and Libraries	
	LIS 555 Issues in Indigenous Information Services		
	LIS 556 Health Information in Ethnic-Cultural Communities and Environments		
	LIS 557 Documenting Diverse Cultures & Communities	LIS 557 Documenting Diverse Cultures & Communities	LIS 557 Documenting Diverse Cultures & Communities
	LIS 558 Group Information Rights	LIS 558 Group Information Rights	LIS 558 Social Justice in Information Services
	LIS 558 Social Justice in Information Services		
	LIS 559 Marketing of Library & Information Services to Communities		
	LIS 651 Information Policy and Cultural Perspectives		
	HED 623 Disability in Higher Education		
	MENA 503 Art & Architecture of the Islamic World		
	MENA 530A Language & Society of the Middle East		
	MENA 545 Women in Islamic History		
	JUS 552 Israeli Women		

	LIS/LAW 681E Law Library Practice and Administration		LIS/LAW 681E Law Library Practice and Administration
Evaluation of User Needs & Information Resources Information Services and Evaluation (Spring 2018)	LIS 518 Information Quality	LIS 518 Information Quality	LIS 518 Information Quality
	LIS 519 Knowledge in a Digital World	LIS 519 Knowledge in a Digital World	LIS 519 Knowledge in a Digital World
	LIS 521 Children's and Young Adult Literature in a Multicultural Society		
	LIS 524 Information Resources and Services		LIS 530 Cataloging and Metadata Management
	LIS 532 Online Searching	LIS 532 Online Searching	LIS 532 Information Intermediation
	LIS 533 Medical Online Searching		
	LIS 540 Introduction to Archives	LIS 540 Introduction to Archives	LIS 540 Introduction to Archives

	LIS 660 Business Information Resources		
	LIS 671 Introduction to Digital Collections	LIS 671 Introduction to Digital Curation and Preservation	LIS 671 Introduction to Digital Curation and Preservation
	IRLS/LAW 689A Teaching Legal Research		
	MENA 502A Economic History of the Islamic World		
	MENA 580 History of the 19th and 20th Century Middle East		
Information Technology and Networked Digital Information	LIS 570 Database Development and Management	LIS 570 Database Development and Management	LIS 570 Database Development and Management
	LIS 571 Introduction to Information Technology	LIS 571 Introduction to Information Technol-	

brarians of the College of Law. Students enrolled in this

library and information environment. Information literacy instruction continues to be a cornerstone of the library profession, and it is imperative that future library professionals keep pace with advances in instruction methodologies and new technologies. The certificate provides the foundation for library professionals to become effective teachers and instructional designers. Course topics include Information literacy pedagogy, instructional design principles, online learning, and assessment of learning outcomes. It includes a capstone or internship project, where students will receive hands-on practice in information literacy instruction. Students also examine teaching and learning from different culture perspectives and how culture and language play a role in how students learn in different environments. This program is designed in such a way that it is possible for M.A. students to obtain this certificate by taking only one additional 3-unit internship for instruction. This certificate requires 12 credit hours and its curriculum is at https://SchoolofInformation.arizona.edu/graduate-certificate-info-lit.

II.5 The curriculum is continually evaluated with input

LIS 544	Media Archaeology: Moving Images as Evidence
LIS 548	Contemporary Book Publishing: Tradition and Change
LIS 558	Social Justice in Information Services
LIS 565	Information Architecture and Controlled Vocabularies
LIS 578	Science Information and its Presentation
LIS 580	Data Standards for the Semantic Web
LIS 583	eLearning for Librarians
LIS 586	Learning Design for Librarians and Other Information Professionals
LIS 634	Data Management in Healthcare Systems
LIS 641	Community-focused Archives and Museums
LIS 646	Healthcare Informatics: Theory and Practice
LIS 698	Capstone Exit Requirement

In the

student surveys administered by the school, by the Library and Information Student Organization, and by subcommittees in charge of certain tasks. Faculty and staff participated in professional conferences such as AZLA, ALA, and ASIST annual meetings and iConferences also bring back useful data on national trends to help shape the curriculum.

II.7 The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.

The School of Information has 4 main mechanisms for evaluating the curriculum and using the evaluation to shape the curriculum

-
-
-

can use the program-level assessment to confirm that the curriculum is achieving the stated competencies/learning outcomes, to identify and implement needed improvements, and to recognize areas where more time is needed to assess further.

Another type of data collected, data that serve a number of different purposes, are analyses of students' final ePortfolio submissions. ePortfolio feedback from the evaluators are provided to the faculty in order to help shape the curriculum. For example, if students tend to produce ePortfolio material from certain kinds of classes and not others, we can explore the content of certain kinds of classes (e.g., management distributed elective) to consider why students don't choose to share their work from those courses. This is just a hypothetical example of the kinds of data that can be produced from the ePortfolio – student-level data, course-level data, and data that can inform change at the curricular level.

Conclusion

Since the last review, the M.A. curriculum has been modified and updated in response to new developments in the library and information professions, to feedback from students, alumni, practitioners and other stakeholders, and to the data generated by a careful consideration of syllabi, learning outcomes, and student reflections on their learning. Even as it changes, the curriculum continues to provide a solid foundation of theoretical knowledge and practical experience focused on information resources and services. Four new graduate certificate programs have been established, adding courses that enrich the curriculum and offering students additional ways to gain specialist knowledge. The previously optional internship is now a required capstone, providing students with hands-on experience. All these initiatives grew out of planning efforts centered around the School of Information mission and goals to improve the relevance of the curriculum and its ability to undertake new roles in the library and information professions.

Supporting Material/Sources

American Association of Law Libraries
fofma w

Standard III: Faculty

Standard III: Faculty

Introduction

As an academic unit in a university classed as a Carnegie Very High Research Activity institution, the School of Information has a goal and a set of objectives that align with the UA strategic plan pillars addressing research. The School of Information's research [illegible] that aligns with the UA [illegible]

Table III.1: Faculty Teaching M.A. Courses, Fall 2019			
Name	**Rank**	**Hire Date**	**Tenure Status**
Hong Cui	Professor	2007	Tenured
Diana Daly	Assistant Professor, Director of Individual and Undergraduate Studies	2016	Non-tenure Track
Martin Frické	Professor, Director of Graduate Studies, Ph.D. Advisor	1994	Tenured

Table III.3 Detailed changes in the faculty who teach M.A. courses since the last review

Table III.3: Faculty Teaching M.A. courses, 2013-2019 (Faculty still at the School of Information are listed at current rank)			
Name	**Rank**	**Employment Dates**	**Reason for Leaving**
Peter Botticelli	Assistant Professor	Aug. 2007 - May 2013	Joined Simmons School of Library & Information Science

Table III.4 Lists courses taught by adjuncts and affiliated faculty (other courses are taught by faculty from other units if they are cross/listed).

Table III.4: Adjuncts and Affiliated Faculty and Areas of Teaching		
Faculty	**Degrees**	**Graduate Courses**

Bonnie Parks, author of *Migrating Library Data: A Practical Manual* (ALA) and a metadata expert, has taught in the M.A. program since 2009. A(tin)l

Howard Zogott	Public libraries	Summer 2013

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

Excellence in teaching, research, and service is a priority for the School of Information

All faculty are expected to present a demonstrated record of successful teaching, research, and service and outreach, in accordance with their assigned workload. Although there can be some variations in assigned workloads, for tenure-track and tenured faculty, the standard load is usually 40% teaching (two courses, usually two different courses), 40% research (roughly 16 hours), and 20% service (8 hours for departmental, university, or disciplinary service). For career-track faculty, their load is typically 80% teaching (four courses) plus 20% service – although to protect them from teaching too many courses, career-track faculty often teach 'repeat preps' so that they

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,

asked to do service and outreach beyond the usual 20% of their workload, they receive a commensurate course release – course releases are only assigned by the Director if work tied to a special role or project is predicted to be more than four hours a week for the year.

Also described previously, the tenure-track and tenured faculty's standard load is usually 40% teaching (two courses, usually two different courses), 40% research (roughly 16 hours), and 20% service (8 hours for departmental, university, or disciplinary service). For career-track faculty, their load is typically 80% teaching (four courses) plus 20% service – although to protect them from teaching too many courses, career-track faculty often teach 'repeat preps' so that they are not preparing too many different courses, and they often have an additional service assignment to keep their teaching load manageable.

Adjuncts teach courses that deepen and round out the curriculum with their expertise, but they also support the program's excellence in another way, by teaching courses normally taught by a full-time faculty member when that person is unavailable because of other work duties, sabbatical or other leaves, and grant-funded course buy-outs. During the last academic year 2019-2020, two faculty were on sabbatical (Brooks and Lee), and there were four course 'buy outs' given grant funding (Morrison and Bethard).

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

The School of Information, SBS, and the University have established policies and procedures for the annual evaluation of faculty and for promotions and tenure, which are available in Appendix III.C. As mentioned previously [illegible]

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

All yearly peer evaluations lead to a one-on-one meeting between the school director and all faculty. In these meetings, which are regularly scheduled in April of each year, guidance is offered to faculty, and also avenues for school support are explored in order that faculty can be the best teachers, researchers, and academic citizens they can be. Issues of workload are also discussed in these meetings with the Director, although formalized service roles that come with course releases are consistent and not a negotiation (e.g., Director of Graduate Studies, M.A. LIS Advisor). Occasionally TCE reviews of adjuncts, or peer reviews of core faculty bring feedback that is not favorable. On those occasions, a plan for success is set in place and in the case of adjunct faculty, they may be not invited to return the following year. This is a very rare occurrence as generally all faculty in the School of Information are excellent.

Supporting Material/Sources

School of Information Faculty Members
https://ischool.arizona.edu/faculty

UAccess TCE Participation Histories
(accessible via staff login)

UA Faculty Affai0 TdMC /P <</MCID 6 >>BDC 0.004 Tc -0.004 Tw 0 -1.15 TD [(o)-143n0 Td ( )Tj 0.00

Standard IV: Students

Prison Complex in Tucson, and the UA Poetry Center. He is working to create greater awareness of the College of Law's Special Collections through exhibits and as a liaison with all other College of Law

Recruiting students involves efforts by the School of Information and Arizona Online. Promotional materials online and in print are made available through:

- the School of Information website
- undergraduate advising networks and the new School of Information undergraduate degrees
- attendance at career fairs at all 3 state universities
- workshops and conferences
- contact with state libraries and state library associations, particularly in the southwestern and the mountain plains areas

Many of our promotional materials exist in the form of folders or packets – these can be shared with reviewers during their visit.

Many faculty have distributed information and given talks throughout the region at conferences like ALA and ALISE. Professor Macaluso and others also attended tribal gatherings and meetings, tribal colleges REFORMA meetings, and other venues to attract applicants from underserved populations.

Additionally, KR alumni have promoted the program and urged promising paraprofessionals and others to apply. Such word-of-mouth recruiting reflects the esteemed reputation of the M.A. program and reaches people in places that might otherwise have been missed. As Table IV.1 shows, the result of our recruiting efforts is a student body of diverse backgrounds and perspectives that creates a learning environment well suited to the settings in which our graduates will work.

The M.A. LIS program at UA has made a strong commitment to addressing the underrepresentation of Native Americans and Latinx in the library and information professions, most notably through its nationally recognized KR program. Since the first students' graduation in 2002, some 200 KR scholars have completed their M.A. degrees, with most taking positions in libraries.

Table.002 Tw [(N)4(a)6(tiv)2Nativ
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2017/18 KR 16	9	0	9	9
2018/19 KR 17	10	0	10	
Total	**69**	**1**	**22**	**55**

After years of grant support from the Institute for Museum and Library Services (IMLS), this stream of funding for KR ceased in 2017, which meant fewer avenues for financial support for KR students and faculty. However, even without IMLS funding, the M.A. program shares with ALA a deep commitment to diversifying the profession. In fact, in the first year of employment, the incoming KR Manager, Berlin Loa, will be teaching only 2 courses per term in order to get new KR grants under review (compared to the more typical 4 course teaching load for most career-track faculty members). The School of Information finds this large commitment to the KR program by way of school-supported 40% faculty time an important one.

The former KR manager has worked assiduously to build relationships with partner libraries. These partners fund some of the assistantships formerly funded by IMLS. For example, Pima County Public Library made a commitment to hire KR students for 5 years at a total not to exceed $800,000. The KR director, school directors, and other faculty, have also attracted donors, whose contributions help fund scholarships – Carla Stoffle wrote a letter inviting donors to contribute and to be a part of Knowledge River's Circle of friends, a donation request that has been very successful. The School of Information itself, in addition to providing the Knowledge River Coordinator a course release per semester in addition to regular service time, has also committed to funding the equivalents of 3 quarter-time graduate assistantships for KR students. With incoming Knowledge(es)-6(es)-5(t)-6(er)0.001 TTE6 -0.001 11-0.002 Tw 0.26 0 Lourth

Table IV.4: Total Number of Applications & Admitted and Matriculated Students by Year

The recent increases in enrollment, to 191 in 2017 and 193 in 2018, are a result of the integration of the M.A. program in the Online College where there was more advertising in a variety of media. Additionally, Online College tuition was cheaper than Main Campus tuition with fees, especially with the 10% discount for students who are members of AzLA. Recently, students who work or have parents who work at one of the public universities in the state became eligible for a Qualified Tuition Remission that pays 75% of tuition. Finally, the reduction in M.A. LIS program fees for Main Campus students, from $250 a credit hour to $50 a credit hour in 2018 has begun to make a difference in Main Campus enrollment. While much of this was presented previously, it is important to restate some of these details in this section.

IV.2 Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of general publ 0.00 Twaeiw3(ol)TJ 3.d

Law Librarianship/Legal Information
Public Librarianship

The School of Information offers 6 graduate certificates, which M.A. students may add to their program of study for greater depth and experience in an area of specialization. Each certificate has its own page on the School of Information website as well.

Criteria for evaluating student performance are given on each individual course syllabus and in course assignment descriptions. For the ePortfolio required of all M.A. students, evaluation criteria are listed in the videos and slides linked on the Graduate Advising web page, and ePortfolio details have been presented previously.

IV.3 Standards for admission are applied consistently. Students admitted to the program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by the program, the program's goals and objectives, and the from an e om and

for efficient management of graduate admissions and ensures compliance with the Family Educational Rights and Privacy Act (FERPA) and the American with Disabilities Act (ADA) guidelines. Members of the School of Information's admissions committee review applications on the platform. Those who meet or exceed the minimum requirements and have satisfactory reference letters and a compelling personal statement are recommended for admission. The Graduate College makes a final review before formally accepting the applicant into the program.

Students who do not meet the minimum requirements for admission to the Graduate College, and thus to the M.A. program, have the option of enrolling as Non-Degree Seeking (NDS) students in order to work toward meeting the minimum requirements, although we have very few NDS students – we may currently have 2-3 and they tend to become fully matriculated over time. The School of Information follows the Graduate College policy regarding NDS status. The Graduate College allows students who are not admitted to a degree program to take classes in a degree program subject to the policies of that program. Students wishing to take LIS courses as NDS students must make formal application to the Graduate College. The M.A. program accepts NDS students according to the following policies:

- In general, NDS students planning to matriculate into the M.A. program should take LIS 504 as their first class. Exceptions may be discussed with the M.A. LIS advisor and coordinator.
- NDS students wanting to increase their GPA to meet the Graduate College requirement of 3.0 in order to matriculate to a degree seeking status are required to take a minimum of 6 graded units. A maximum of 12 NDS units may be transferred toward the program.
- If an NDS student receives a grade of "C" or lower, this performance is considered in the admission process and may result in failure to be admitted to the program. Courses in which students receive a grade of "C" or lower cannot be transferred into the program.
- NDS students must be "continuously enrolled" to maintain their status with the Graduate College. If an NDS student does not enroll for at least 1 class in a regular semester, that student must re-apply to the Graduate College as an NDS student.

Degree seeking students are expected to maintain a GPA of 3.0. Students who have a cumulative GPA of less than 3.0 at the end of a given semester will be placed on academic probation. We currently have only two students on academic probation as this is a very rare occurrence. Students on probation are required to meet with

pages. Students are also advised to meet with Dr. Fulton near the close of n

Florida State Museum (Tallahassee, FL)
Glendale Public Library (Glendale, AZ)
Heritage Public Library (VA)
The Church of Jesus Christ of Latter-day Saints - Church History Library (Salt Lake City, UT)
Library of Congress (Washington DC)
Multnomah County Library (Portland, OR)
Museum of Northern Arizona Library (Flagstaff, AZ)
National Park Service
Navajo Nation (Torreron, NM)
Northwestern University Archives (Evanston, IL)
Peoria Public Library (Peoria, AZ)
Phoenix Art Museum (Phoenix, AZ)
Pima Air and Space Museum (Tucson, AZ)
Pima Community College (Tucson, AZ)
Pima County Public Library (Tucson, AZ)
Prescott Public Library (Prescott, AZ)
Scottsdale Public Library (Scottsdale, AZ)
State of Arizona Research Library (Phoenix, AZ)
UA Center for Creative Photography (UA)

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This competency is the focus of the required course, LIS 506 Research Methods for Library and Information Professionals. The course covers research methodology, research design, and elementary statistics, with an emphasis on teaching students to apply critical thinking to published studies and on giving students practice in designing research. Other courses also have research components requiring students to identify a timely and important topic, find high-quality publications about the topic in scholarly journals and respected LIS trade journals, and write a research paper that formulates an argument and presents and analyzes evidence. Some graduate assistantships and internships also involve research activities.

IV.5.3 Receive academic and career advisement and consultation;

As detailed above, academic advisement and consultation are centralized with Professor Fulton as M.A. LIS Advisor and Coordinator. Students can also receive career advice in the ePortfolio D2L space. If students wish to take advantage of campus resources, and though their visitations are not tracked, they are welcome to visit the UA Student Engagement Center, Career Services, or other helpful campus resources. Students receive academic and career advice from the instructors of their courses as well as from the supervisors of their graduate assistantships, the multitude of professionals who visit their courses as guests, student worker positions, and internships.

IV.5.4 Receive support services as needed;

School of Information staff members smooth the path of students' progress through the program by proactively communicating information related to admissions, graduation, and other requirements. In particular, the School's Program Coordinator sends email reminders and information to students at critical junctures. Campus-wide services are also available (most are available to both

- tour of Tucson's Joel D. Valdez Main Library, livestreamed to include distance students
- ePortfolio workshops that students could attend in person or via Zoom
- volunteered as a group at the Women's Hack-a-thon
- tour of the virtual reality studio at the campus iSpace
- social events for networking and information exchange

IV.5.6 Participate in professional organizations.

Students participated in the following professional conferences. In many cases, s0 -Tw 0 4.0 3 0 0 Td
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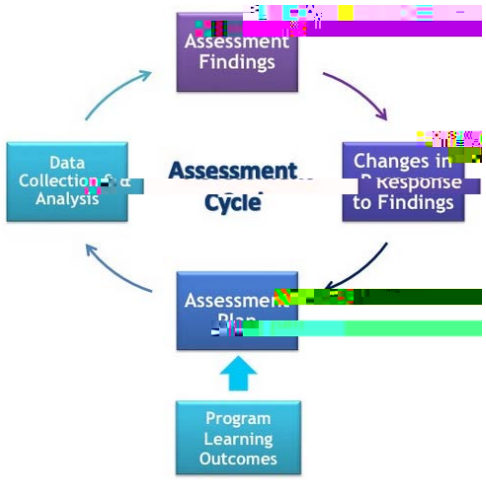
annual conference. The School of Information website provides a list of 21 relevant organizations with student chapters, and the School of Information offers to fund the LISO officers to attend ALA.

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

The School of Information participates in the UA's academic program learning assessment process, overseen by the UA Office of Instructional Assessment (OIA). The OIA depiction of the process, shown below, is a continuous cycle, beginning with input of program learning outcomes into the Taskstream assessment system. Assessment involves data collection and analysis, analysis of findings, changes in response to findings, and creation and updating of an assessment plan.



OIA lists the elements of program learning outcome assessment as:

- Program Learning Outcomes (PLOs)
- A Curriculum Map, aligning courses and activities with each of the PLOs
- Two measures (also referred to as the Assessment Plan) to determine how well students are achieving outcomes
    - One direct measure; in the M.A., this is the ePortfolio.
    - One indirect measure; in the M.A., we are using a survey asking graduating students to indicate their level of mastery of the program's 10 competencies. The survey was piloted in LIS 909 in the spring semester of 2019 and will be required beginning in the summer.
- Findings, based on quantitative data, but also on qualitative data such as faculty members' experience and professional judgement about the student work they have reviewed. The faculty as a whole review the findings, and this is planned for the annual planning retreat held in August.

- Action Plan, including acknowledgement of what is working, what is not working well and how to improve it and what may be held for another year of data collection and assessment. The plan is due September 30.

Bruce Fulton, in addition to his role as M.A. LIS Advisor and Coordinator, is coordinator of assessment for the entire School of Information. He has received training in the use of Taskstream, as have 1 M.A. student worker supervised by Professor Fulton, 1 other faculty member, and 1 staff member. The process is well underway, with data entry completed, curriculum maps generated, and the assessment plan in process.

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

UA Office of Student Engagement and Career Development
https://career.arizona.edu/

UA University Analytics and Institutional Research
(accessible via UA staff login)

Standard V: Administration, Finances, and

Standard V:

mission and goals of the School of Information. These documents are collaboratively written so that all faculty have voice and sign onto plans that uphold the mission and goals. The program's current Director establishes an environment of collaboration and dialogue, one in which all faculty are heard and have decision-making authority. Faculty have different workloads as discussed previously, some have more of an emphasis on research, some focus on teaching, so the Director works to be sure all faculty are supported in the work they are meant to do as part of their formal workload and contract. Tenure and promotion requires excellence across all three areas of work: teaching, research, and service. The Director's job is to encourage faculty to excel in all areas of appointment, regardless of their varying assignments (e.g., teaching and service only, or teaching, research, and service).

In all of our core classes, students interact with people across campus and across disciplinary boundaries. The required internship puts students in settings all across campus and the communities in which the students live. LIS 504: Foundations of Library and Information Science is always taught by Gina Macaluso, and her course involves a series of guests from libraries, museums and and com hcan Tc (t)-26e1 6 9 0 T m [illegible]

Local Librarians

Amber Mathewson, head of PCPL and past president of the Arizona library Association

Michelle Simon, Deputy Director PCPL, and President of the Arizona Library Association

Rich DiRusso, head of collections, PCPL

Liz Taylor, collections department, PCPL

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director and the dean are easily scheduled on an as-needed basis. All heads and directors of SBS units, including the director of the School of Information, meet with the Dean and his staff twice a month. These meetings serve to connect all heads and directors with the administrative details of the college and also facilitate interaction among the unit heads and directors.
In addition to the Dean, the College's administrative staff includes several staff members including Assistant Dean for Business Affairs, Francisco Pedroza and others who specialize in various administrative procedures such as personnel policies, fiscal policies, and academic policies. These relationships are also extremely supportive. Thus, an administrative structure is in place that facilitates planning and routine decision-making and provides School of Information with guidance when needed. The autonomy of the School of Information is well established and School of Information is on sound budget footing.

As noted previously, the University operates under a RCM financial model. Funds to the college are determined by the enrollment. Because of growth, particularly in our undergraduate programs the College has bTj 0 T dIc<</ 11(g2 Td4(l)6(a)(e)]T-3(s)-13(g)(a)T(h)-)Tjj -36.38 Tc.0504 Tw[(4)-14(a

2015-2016	$4,071,224	$465,220	10.26%	$4,536,444
2016-2017	$2,293,758	$1,614,025	41.30%	$3,907,783
2017-2018	$2,375,508	$2,188,148	47.95%	$4,563,656

Table V.2 shows steadily rising state (or tuition-related) funds which is a good thing – more university investment is better because it is secured money, part of a broader university and Arizona Board of Regents plan and not just student payments that can vary over time. Program fees payed directly by students ham296.37 -1.a2PD 60 Tw 0.92(t)A8(ts)-1dney, se

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around campus. Room 401 is our main computing and Virtual Reality teaching room with 2

End-user Support
SBSTech provides hardware and software support to all School of Information faculty and staff for university-provided computers and peripherals and also offers support for connectivity of off-campus and personally owned technology to the campus infrastructure. SBSTech manages a help request system ("Ticketdog") to provide assignment, tracking and follow-up for all help requests.

Purchase Order Management
All School of Information hardware and software requests go through SBSTech for evaluation and procurement. SBSTech manages installation, configuration and setup of hardware and software, and provides centralized software license tracking and compliance.

Departmental Computer Labs
SBSTech installs and maintains local labs, covered in more detail below. Two of the SBSTech labs are available to School of Information via reservation for classes or training and include the 14-station DASL (Data and Software Laboratory) lab in the Social Sciences building and the 36-station ICL (Instructional Computing Lab) lab in the Marshall building. Available software includes MS Office Professional, SAS, SPSS, STATA, StatTransfer, Acrobat, Limdep, ArcView GIS 3.2, Stella, NUD*IST, UCINET, ActivePerl, Java, Allegro Common Lisp, SWI Prolog, Amos for student, Lisrel for student, HLM for students, CLAN, Lemwin, LogicCoach, Praat, IPA fonts, and IME's for several languages.

Technical Services
Technical services provided by SBSTech to School of Information include departmental database development and design, Web and Web-interface design, and graphics and document design and logo compliance approval. These services are provided primarily via in-house experts. School of Information contracts with SBSTech technical services for web design as well as design of brochures and creation of compliant logos and UA/School of Information branded posters and other graphic output. ic
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UA Financial Aid
http://financialaid.arizona.edu/

UA Scholarship Universe
https://financialaid.arizona.edu/scholarshipuniverse

UA Office of Scholarships and Financial Aid
https://financialaid.arizona.edu/scholarships/

School of Information Financial Aid
https://SchoolofInformation.arizona.edu/graduate-student-aid

SBS Research Support
https://sbs(s)-1(t)-2(ude)4(nt)]TJ 2.89 0 Td (-)3tM4c(hol)h cs 0 0 1 scn -18.1 -1.1 0 Td3(t)]TJ 3 0 Tc 0

Synthesis and Overview

A Review

At the School of Information (School of Information), we continue to work together as a group of faculty, staff and students, to make decisions that are aligned with our mission, vision, goals and objectives. With regular faculty meetings, faculty 'retreats' every two years, strategic planning meetings involving alumni, employers, and site supervisors, as well as M.A. Advisory board meetings, we are continually planning, adjusting, and updating our programs. All the while, we remain focused on this particular pillar of the University's current strategic plan: "*The*

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