



*Graduate School of Information  
Sciences and Technologies*

Universidad de  
Puerto Rico

University of  
Puerto Rico

**Program Presentation 2001-2008**  
**to the Committee on Accreditation of the**  
**American Library Association**

**Parts I – X**



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Recinto de Río Piedras  
Río Piedras Campus

UNIVERSITY OF PUERTO RICO

RIO PIEDRAS CAMPUS

GRADUATE SCHOOL OF INFORMATION SCIENCES AND TECHNOLOGIES

# PROGRAM PRESENTATION



February 2008

UNIVERSITY OF PUERTO RICO  
RIO PIEDRAS CAMPUS  
GRADUATE SCHOOL OF INFORMATION SCIENCES AND TECHNOLOGIES



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**UNIVERSITY OF PUERTO RICO, RÍO PIEDRAS CAMPUS  
GRADUATE SCHOOL OF INFORMATION SCIENCES AND TECHNOLOGIES  
PROGRAM PRESENTATION 2008**

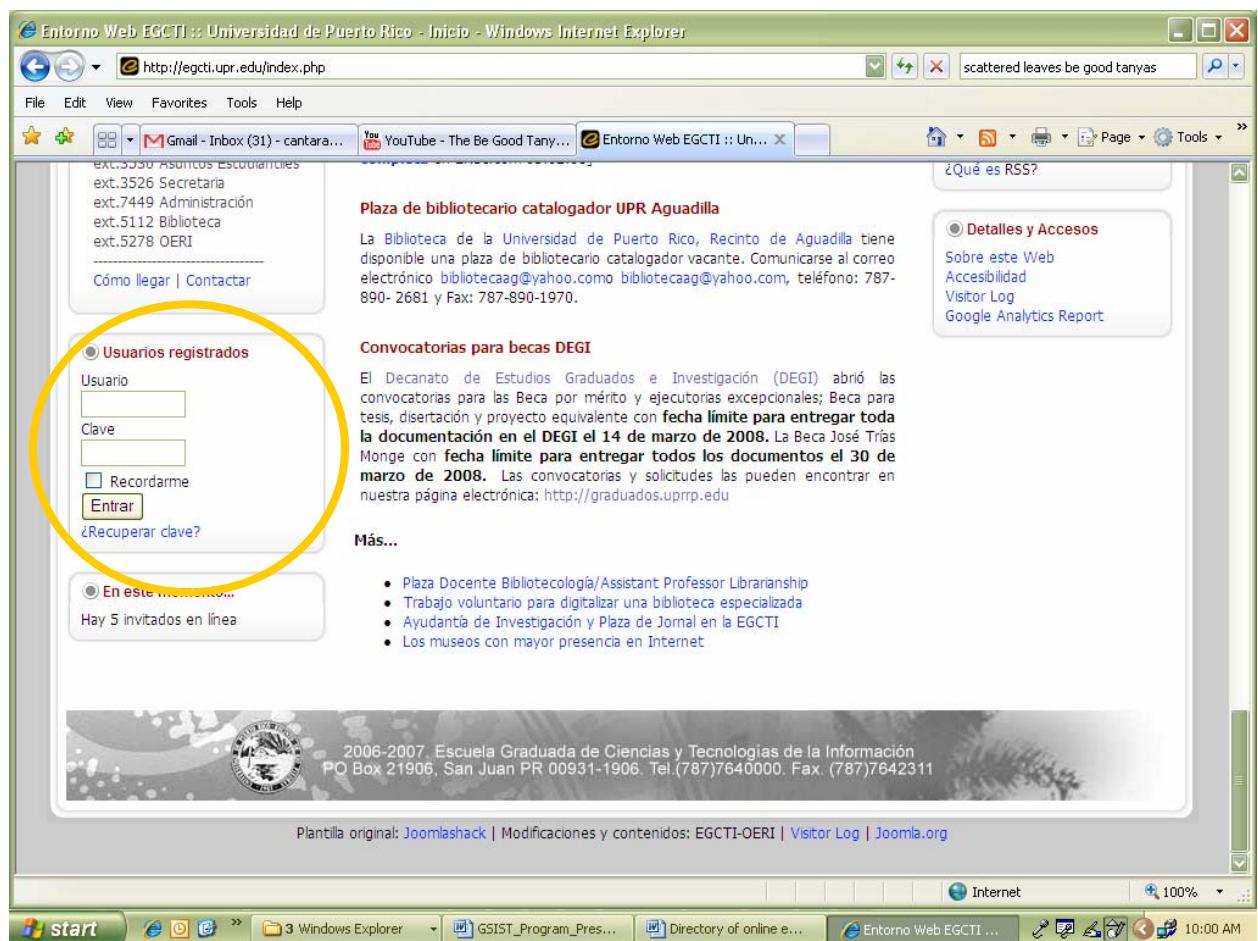
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## GUIDE FOR ONLINE ACCESS TO THE PROGRAM PRESENTATION & RELATED EVIDENCE

To access the digital archive of documents that support the GSIST's Program Presentation 2008, panel members must log in to the GSIST's web site: <http://egcti.upr.edu>.

The log in form (“*Usuarios registrados*”) is located on the bottom left side of the page:



The user id's and passwords created for the panel are listed in this table.

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Barron, D.	COA2	coa20082
Griego, A.	COA3	coa20083
Hinojosa, S.	COA4	coa20084
McKechnie, L.	COA5	coa20085
Patterson, L.	COA6	coa20086
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Once you have logged in, a box labeled “COA files” will appear on the upper left of the page:



The COA files section is divided into 3 main categories: (1) Program Presentation 2008, (2) General Reference and (3) Standards. Within each of these categories, you will find:

### ***Program Presentation 2008***

- A digital copy of the GSIST's Program Presentation, 2008 with working hyperlinks.
- Links to digital copies of the key documents included as appendices in this part of the Program Presentation.

### ***General Reference***

Links to key online documents in the following six categories:

- **Assessment**
- **GSIST Philosophy, Mission, Vision, Goals and Objectives**
- **ALISE and COA Reports** (Bi-annual reports filed to ALISE and COA)
- **Middle States Commission on Higher Education (MSCHE) & Puerto Rico Council of Higher Education (CHE)** (Reports filed to these two accrediting agencies)
- **GSIST Program Presentation, 2001** (Digital copy of the 2001 GSIST Program Presentation and complete listing of its appendices, with selected full text links)
- **GSIST Annual Reports** (2001-2002 / 2006-2007)

### ***Standards***

- A folder for each of the ALA Accreditation Standards (Standards I-VI).
- Each folder includes links to the digital evidence identified in each section of that Standard.



## ACRONYMS AND TRANSLATIONS OF NAMES & TITLES

<b>Acronyms</b>	<b>In English</b>	<b>In Spanish</b>
AALL	American Association of Law Libraries	Asociación Americana de las Bibliotecas de Leyes
AASL	American Association of School Librarians	Asociación Americana de la Bibliotecarios Escolares
ACRL	Association of College and Research Libraries	Asociación de Bibliotecas Universitarias y de Investigación
ACURIL	Association of Caribbean University, Research and Institutional Libraries	Asociación de Bibliotecas Universitarias, de Investigación e Instituciones del Caribe
AIIM	Association for Information and Image Management	La Asociación de Gerencia de Imágenes e Información
ALA	American Library Association	Sociedad Americana de Bibliotecas
ALISE	Association for Library and Information Science Education	Asociación para la Educación en Bibliotecología y Ciencias de la Información
AM-MSI	Advanced Networking with Minority Serving Institutions (previously Educause)	—
ARCHIRED	The Network of Archives of Puerto Rico	La Red de Archivos de Puerto Rico

<b>Acronyms</b>	<b>In English</b>	<b>In Spanish</b>
ASEGRABCI	Alumni Association of the School of Library and Information Sciences (previous name of GSIST)	Asociación de Egresados de la Escuela de Bibliotecología y Ciencias de la Información
ASIST	American Association for Information Sciences and Technologies	Asociación Americana para Ciencias y Tecnologías de la Información
BCBI	Library and Information Sciences Library	Biblioteca y Ciencias de la Información
CEGI	Council for Graduate Studies	Consejo para los Estudios Graduados
CES	Puerto Rico Council on Higher Education	Consejo de Educación Superior de Puerto Rico
CIGC	International Conference on Knowledge Management in Puerto Rico	Conferencia Internacional sobre Gerencia del Conocimiento en Puerto Rico
CINF	Code for the graduate courses of GSIST	Código para los cursos graduados de la EGCTI
CMBD	Teacher Librarian Certificate Program at a Distance	Certificado de Maestro Bibliotecario a Distancia
COA	Committee on Accreditation	—
COBIMET	Metropolitan Consortium of Puerto Rican Libraries	Consortio Metropolitano de Bibliotecas de Puerto Rico
COPC	Community Outreach Partnership Center	Centro de Alianzas Comunitarias
DECEP	Division of Continuing Education and Professional	División de Educación Continuada y Estudios Profesionales
DEGI	Dean of Graduate Studies and Research	Decanato de Estudios Graduados e Investigación

<b>Acronyms</b>	<b>In English</b>	<b>In Spanish</b>
DTAA	Division of Academic and Administrative Technologies	División de Tecnologías Académicas y Administrativas
EGCTI or GSIST	Graduate School of Information Sciences and Technologies	Escuela Graduada de Ciencias y Tecnologías de la Información
ENLACE	University Project to offer Information Services to the Community of Río Piedras	Proyecto para ofrecer servicios de información y apoyo comunitario a la Comunidad de Río Piedras
EXADEP	Admission Test to Graduate Studies	Examen de Admisión a Estudios de Postgrado
FIPI	Institutional Fund for Research Projects	Fondo Institucional para Proyectos de Investigación
HETS	Hispanic Educational Telecommunications System	—
HPCF	High Performance Computing Facility	—
HSIAC	Hispanic Serving Institutions Assisting Communities	—
HUD	Housing and Urban Administration	—
IFLA	International Federation of Library Associations and Institutions	—
IMLS	Institute for Museum and Library Services	—

<b>Acronyms</b>	<b>In English</b>	<b>In Spanish</b>
INITICS	Research Database in the Information Field in PR	Base de Datos de Investigación sobre el Campo de la Información en PR
KM	Knowledge Management	—
LIS	Library and Information Sciences	—
MLIS	Masters Degree in Library and Information Sciences	—
MSA	Middle States Association in Higher Education	—
MSASCHC	Middle States Association of Schools and Colleges	—
MSKM	Multidisciplinary Seminar for Knowledge Management	—
NEH	National Endowment for the Humanities	—
OERI	The Observatory of Information Related Studies	Observatorio de Estudios Relacionados a la Información
PP	Program Presentation	—
PRCHE	Puerto Rico Council on Higher Education	—
PUCMM	Pontifical Catholic University Madre y Maestra (Dominican Republic)	Pontificia Universidad Católica Madre y Maestra (República Dominicana)

<b>Acronyms</b>	<b>In English</b>	<b>In Spanish</b>
REFORMA	National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking	–
RIT	Renovation, Innovation and Transformation of the Graduate Studies	Renovación, Innovación y Transformación de los Estudios Graduados
SBPR	Society of Librarians of Puerto Rico	Sociedad de Bibliotecarios de Puerto Rico
SIS	School of Information Science	–
SLA	Special Libraries Association	–
TARE	Faculty Academic Load Report	Informe de labor realizada mediante sustitución de tareas
UNICA	Universities and Institutes of Investigation of the Caribbean	Universidades e Institutos de Investigación del Caribe
UNIVERSIA	Web site of Iberoamerican Universities Network	Portal de la Red de Universidades Iberoamericanas
UPRRP	University of Puerto Rico Río Piedras Campus	Universidad de Puerto Rico Recinto de Río Piedras
UT	University of Tennessee	-
LabCAD	Computational lab for teaching support	Laboratorio Computacional de Apoyo a la Docencia
EDIBCIC	Association of Educators and Researchers in Librarianship, Inf Scs and Documentation of Ibero-America and the Caribbean	Asociación de Educadores e Investigadores de Bibliotecología, Archivología, Cs de la Inf y Documentación de Iberoamérica y el Caribe

## I. INTRODUCTION

### ***A. Goals and objectives of the Program Presentation (PP) process, from the perspective of the faculty, Graduate School of Information Sciences and Technologies (GSIST).***

The preparation for the reaccreditation process and the Program Presentation (PP) prepared by the GSIST aim to facilitate the exploration and assessment of the School's planning, curriculum, faculty, students, administrative and financial support, and its physical resources and facilities. The Program Presentation is a means by which all components of the School's academic community can deepen their understanding, and learn more about the School's accomplishments, challenges, strengths, weaknesses, actual and future plans and projects—in the context of the School's commitment to reaccreditation by the American Library Association (ALA).

At the same time, this process serves to stimulate greater commitment and support from the different elements of the School's academic community who are participating in the self study and assessment activities. This collaborative effort serves to strengthen the relationships between faculty, administration, students, alumni, employers and professionals working in the field. As a result, the School has a stronger base from which to implement its actual and future plans and projects.

The objectives of the PP process, from the perspective of the GSIST faculty, are:

- To develop and implement an effective and efficient set of activities to successfully carry out the requirements for the School's reaccreditation, in accordance with the *ALA Standards for Accreditation of Master's Programs in Library & Information Studies, 1992*.
- To prepare a workable timeframe to carry out this process, in accordance with the *Accreditation Process, Policies and Procedures* (Second edition, Committee on Accreditation, December, 2006).
- To actively involve all sectors of the School's academic community in this process, through a collaborative team effort.
- To identify, gather, create, organize and provide access to documents and evidence needed to support the different sections of the PP document.
- To create a flexible, positive working environment in which to successfully accomplish the goals and objectives of the process.
- To produce a final product, the PP document which will serve to clearly and effectively document the School's compliance with the 1992 *Standards for the Accreditation of Master's Programs in Library & Information Studies*.

### ***B. Perspective on the PP process and product; its value and importance***

The GSIST's involvement with ALA reaccreditation, including the PP process, indicates that the School is firmly committed to and supports the American Library Association in its role as the accrediting agency for graduate programs of library and information studies leading to a Master's degree. It also reemphasizes the importance the School places on the assessment and the quality of the education it offers. It demonstrates the School's commitment to the processes of self study and peer review; to meeting standards of quality and integrity developed through the work of the ALA Committee on Accreditation and administered by the Committee and the ALA Office for Accreditation.

The fact that the GSIST is seeking ALA reaccreditation, indicates the value placed by the School in aligning itself with the tradition and practice of North American librarianship, even though it is located in a Spanish speaking country outside of the continental United States,. The importance of the United States and the American Library Association's leadership in the field is clearly recognized and reaffirmed by the School. The advantage for graduates of the School in being able to work in the United States and Canada with a Master's degree from an ALA accredited School is of significance and importance to the GSIST.

At the same time, the School is aligned with Caribbean and Latin American library and information science organizations and associations. It aims to strengthen its connection to and support for the development of the field and the profession in the geographic area in which it is located, and with which it has strong ethnic and cultural affiliations. The unique position of the School to serve as a bridge between U.S., Caribbean, and Latin American issues and concerns in library and information science education is an important factor to keep in mind and contributes to its competitive advantage. It impacts many aspects of the School's planning, projects and activities.

There is no doubt that the PP process offers a unique opportunity for self assessment and planning. The efforts involved in identifying and creating relevant documents, in gathering and organizing data and in working together with a group of people representing diverse interests and expertise are a stimulus to critical reflection and analysis of past, current and future plans and projects. The need to establish priorities for making decisions that will affect different aspects of the School's program is an essential part of the process. Careful planning and effective communication become increasingly more important. The examination of how the School has progressed since the last accreditation is a focal point for the process, reflected in current and future plans and projects, as well as in the Program Presentation itself.

### ***C. The structure and organization of the PP process and product***

The coordination of the PP process has been assigned to a faculty member with experience in ALA reaccreditation from having participated in previous School reaccreditation efforts. Dr. Nitza Hernandez, the Director of the GSIST, Dr. Susan Freiband, overall Coordinator of the process, and the faculty coordinators of the six steering committees (each corresponding to one of the six standards) have been responsible for carrying out the reaccreditation process

and preparing the PP. Each of the six working teams includes a diversity of participants from among the School's constituency, for example, part-time faculty, administrative staff, students, alumni, Advisory Board members, and practitioners. The six teams conducted numerous face-to-face meetings and follow up activities using email during the second semester of 2006-07 and the first semester of 2007-08. Their members are as follows:

### **I. Vision, Mission, Goals and Objectives**

- Coordinator: Dr. José Sánchez Lugo, Associate Professor, GSIST
- Mr. Hector Rincón, GSIST alumnus; Business Officer, Strategic Planning, Puerto Rico Telephone
- Ms. Rosanna Barrios Lloréns, GSIST alumna, Virtual Reference Librarian
- Medical Sciences Campus, University of Puerto Rico
- Ms. Aura Rodríguez, GSIST alumna, Director, School Library Program, Puerto Rico Department of Education
- Dr. Julia Vélez, Adjunct faculty; Director, Natural Sciences Library, University of Puerto Rico, Río Piedras campus
- Ms. Carmen Yadira Avendaño, Current GSIST student

### **II. Curriculum.**

- Coordinator: Dr. Luisa Vigo Cepeda, Professor, GSIST
- Dr. Betzaida Vélez, Associate Professor, GSIST
- Dr. Asim Quayyum, Assistant Professor, GSIST
- Mr. Arturo Fernández, Past Director and Professor (retired), GSIST
- Dr. Ada Myriam Felicié, GSIST alumna, Head, Library & Information Sciences Library, University of Puerto Rico, Río Piedras campus
- Mr. Mario Vázquez Asencio, Current GSIST student; Teacher Librarian, Escuela Libre de Música, San Juan, Puerto Rico
- Ms. Liselie Soto, Current GSIST student
- Prof. Ana Moscoso, Retired Librarian, UPR Medical Sciences Campus

### **III. Faculty**

- Coordinator: Dr. Betzaida Vélez, Associate Professor, GSIST
- Dr. Haydee Muñoz Sola, Professor, Adjunct faculty, Former Director, Library System, University of Puerto Rico, Río Piedras campus
- Ms Mirta Colón, Director, Library, Polytechnic University, San Juan, PR
- Mr. Osvaldo Rivera Soto, Current GSIST student; Staff, UPR Radio Station

### **IV. Students**

- Coordinator: Dr. Carlos Suarez Balseiro, Assistant Professor, GSIST
- Dr. Evelyn Pérez, Associate Director, GSIST
- Ms. Migdalia Dávila, Student Affairs Coordinator, GSIST



- Ms. Blanca Mabel Roldán, Adjunct faculty, GSIST; Librarian, University of Puerto Rico, Humacao Campus
- Mr. Francis Mojica, GSIST Alumnus; Director, Library, Center for Advanced Studies of Puerto Rico and the Caribbean, San Juan
- Mr. Samuel Serrano, GSIST Alumnus, Librarian, Law School, University of Puerto Rico, Río Piedras Campus
- Ms. Yasmine Torres, GSIST Student Council President, Current Student, GSIST
- Ms. Angelica Carrillo, Current Student, GSIST
- Ms. Mavet Colón Casellas, Current Student, GSIST

## **V. Administration and financial support**

- Coordinator: Dr. Nitza M. Hernández, Director, GSIST
- Dr. Edwin Martínez, Adjunct faculty, GSIST; Director, Division of Academic and Administrative Technologies, University of Puerto Rico, Río Piedras Campus
- Ms. Ilia Ortiz, Administrative Officer, GSIST
- Ms. Elizabeth Rivera, Current Student & Research Assistant, GSIST
- Mr. Wilhelm Echevarría, Current Student & Research Assistant, GSIST
- Ms. Purísima Centeno, GSIST Alumna, Librarian, Natural Sciences Library, University of Puerto Rico, Río Piedras Campus
- Prof. Ana Moscoso, Retired Librarian, UPR Medical Sciences Campus

## **VI. Physical resources and facilities**

- Coordinator: Dr. Eliut Flores Caraballo, Professor, GSIST
- Ms. Ilia Ortiz, Administrative Officer, GSIST
- Dr. Ada Myriam Felicié, GSIST Alumna; Director, Library and Information Sciences Library, University of Puerto Rico, Río Piedras
- Ms. Natanya Reyes, Current Student, GSIST
- Mr. Rogelio Lugo, Current Student, GSIST
- Ms. Denisse Rodríguez, GSIST Alumna; Librarian, Electoral Research Center, Puerto Rico Electoral Commission, San Juan, Puerto Rico
- Mr. Juan Pablo Delorme, Computer Specialist, GSIST
- Elián Ortiz, Computer Technician, GSIST

The structure of the Program Presentation, in addition to this introductory section, includes the following other sections:

**II. The School's external environment:** (A) The economic, social and cultural context within which the School functions, (B) Trends and issues in the information industry and in the library field affecting the School; (C) The University of Puerto Rico (UPR) and the Río Piedras campus, planning for the future.

**III. Introduction and overview of the GSIST:** (A) Brief history and development of the School; (B) Present day description of the School.

**IV - IX. Compliance of the School with each of the ALA Standards for Accreditation,** including, for each of the six areas covered by a Standard: (A) Introduction; (B) School's objectives aligned with this Standard; (C) Description of compliance with each **section of the standard**: (1) Summary of the School's compliance with this **section of the standard** (including specific objectives aligned with this **section of the standard**), (2) Achievements, (3) Evidence, (4) Challenges, (5) Steps to be taken.

**X. Conclusions, synthesis and overview:** (A) Introduction; (B) Overview of the Program Presentation process and product (C) Key accomplishments in relation to each of the Standards; (D) Limitations and challenges (E) Future planning and evaluation activities (F) Final words, reflection on the self study process.

**Appendices:** Key documents in print form are included in the Appendices.

## II. THE SCHOOL'S EXTERNAL ENVIRONMENT

### *A. The economic, political, social and cultural context in which the School operates*

The GSIST functions within a complex, changing, and not easily understood economic, political, social and cultural context. The Island of Puerto Rico is at times considered a territory of the US or a Commonwealth, as well as a country in itself, with its own national and cultural identity. This forms the framework of the School's external environment. There is much dialogue, debate and controversy in the media surrounding key economic, political and social issues confronting the Island. Even though these issues may be recognized and articulated, perspectives on their analysis and their solutions differ, depending on who, when, where and why they are being discussed. For example, access to and support for higher education on the Island may be viewed within a perspective of shrinking national funds, or governmental budgetary crisis, as well as within a perspective of demands by students, professors and intellectuals for needed improvements in facilities, equipment, research, teaching methods, and course content.

In order to understand the environment in which the School operates, it is important to have a grasp of the local political situation; for example the impact of political parties on key University appointments and support. The unique political situation on the Island and its unresolved political status are reflected in an uncertainty and lack of continuity in initiating and completing plans and projects on national, municipal and local levels. The gap between planning and action appears greater in Puerto Rico than on the Mainland; while the pace of change is slower. Issues of confidence and trust in political leaders are often in the forefront of discussions, along with ethical and moral concerns. The Island is positioning itself for change in political, economic, social and cultural contexts. There is much energy and effort placed on developing new programs and projects to improve the quality of life for all sectors of the population. There is a clear recognition that much improvement still needs to be made.

The main industries of Puerto Rico include the manufacturing of pharmaceuticals, electronics, apparel, food products and tourism. Puerto Rico's human infrastructure has changed significantly over the past twenty years. Professional, technical, managerial and administrative jobs have increased, in spite of the relatively high unemployment rate that has persisted on the Island for decades. As of April 2007 the official unemployment rate in Puerto Rico was 9.7 percent.\* Although the socioeconomic conditions in Puerto Rico have improved dramatically during the past 50 years, the gap between the Island's per capita income and US national levels has essentially remained unchanged (one third of the US national average and roughly half of the poorest states).

In spite of social problems, such as domestic violence, alcohol and drug abuse, high prevalence of mental illness, maintaining and nourishing local cultural expressions in

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\* "Empleo y desempleo en Puerto Rico", Estado Libre Asociado, Departamento del Trabajo y Recursos Humanos, Negociado de Estadísticas del Trabajo. April 2007. Retrieved from [http://www.net-empleopr.org/almis23/publicaciones/Estadistica%20Sobre%20el%20Grupo%20Trabajador/EMPLEO%20Y%20DESEMPLEO%20EN%20PUERTO%20RICO%20ABR%202007%20\(FINAL\).pdf](http://www.net-empleopr.org/almis23/publicaciones/Estadistica%20Sobre%20el%20Grupo%20Trabajador/EMPLEO%20Y%20DESEMPLEO%20EN%20PUERTO%20RICO%20ABR%202007%20(FINAL).pdf)

language, literature, music, dance, theatre, and the visual arts are of great interest and concern. The diversity and richness of these cultural expressions are evident in all fields. Support for cultural activities comes from both the private and public sectors. The University of Puerto Rico, the major public institution of higher education on the Island, plays an essential, key role in impacting economic, social and cultural life. The University is directly and deeply involved in these aspects of Puerto Rican society. Faculty, administration, graduates and students have assumed leadership roles in each area, making recognized, important contributions. There is a wide consensus that the restructuring of the Puerto Rican economy and society will require the involvement of the educational, public and private sectors at all levels.

***B. Trends and issues in the information industry and in the library field which affect the School***

Within the changing educational milieu in Puerto Rico, the University is in the process of exploring the essential role and responsibility of public education in the transformation of the Island toward a knowledge and information society. The University of Puerto Rico has gradually become involved in the digital revolution, in the trend toward distance education, in seeking new models of communication and education, in facilitating wider access to technology and to information. It is concerned and committed to exploring problems, focusing research efforts on issues that are related to the developing knowledge society in Puerto Rico. It is involved in the new political, economic, social and cultural agenda generated by the impact of globalization and new communication technologies. Faculty members from a variety of disciplines are working on collaborative projects and research within this context. The Multi-disciplinary Seminar on Knowledge Management organized by the GSIST during the second semester of the 2006/2007 academic year is a good example of one of these efforts. Identification of trends and opportunities for the development of Puerto Rico, and of new policies and directions needed in the corporate, business, government and educational sectors were an important focus of this Seminar.

The School in its planning, assessment and evaluation activities has taken into account trends in the information industry, such as the need for communication, marketing and business skills; the importance of repackaging information to facilitate remote users, and broader access to information outside a traditional library environment; the focus on information organization of online resources; trends in content management systems and emerging information formats; the need for highly qualified information professionals with analytical skills to act as “information brokers”; the demand for lifelong learning habits, flexibility, openness to innovation and change.

At the same time, the School has recognized and taken into account trends in the library field, such as the increased dependence and use of information and communications technology; the growing demand for global information; the need for more sophisticated computer and information literacy skills; the emphasis on digitizing collections, and improving methods of data storage and retrieval. The School is aware of the emphasis on providing virtual reference services; on using information literacy skills to create new and useful information products and on expanding the role of libraries as cultural centers in the new knowledge society.

Increasing and more sophisticated demands by a greater variety of users for faster and more effective access to collections and services is another aspect of the changing library scene that is impacting the School. The need for skills in obtaining funding from public and private sectors for enhanced library collections and services; for establishing effective partnerships, alliances, networks, collaborative projects with other agencies, organizations and institutions is another important trend and an opportunity for the School. The increased importance of advocacy, intellectual property, intellectual freedom, privacy and confidentiality of library users represents another set of challenges and issues that the School needs to address. The increased emphasis on diversity in recruitment of new professionals, in provision of new services and collections reflecting changing demographics and changing character of local communities is another example of a complex set of issues that the School has to consider. The need for updating and for acquiring new skills, for lifelong learning becomes an essential part of this whole context.

***C. The University of Puerto Rico (UPR) and the Río Piedras Campus (UPRRP), the premier public institution of higher education in the country***

The University of Puerto Rico was founded by law in 1903, starting out as the Insular Normal School in Río Piedras. The University Act of 1942 resulted in a major reorganization, adding a College of Humanities, Natural Sciences and Social Sciences, as well as a Department of General Studies. Through the years, the University gained greater fiscal autonomy, and focused its mission on the growing interest on the Island in a center for teaching and research. In 1966 a new law was enacted to create a system of regional colleges, in addition to the main campus and medical sciences campus at Río Piedras, and the Engineering Campus in Mayagüez. Presently the University of Puerto Rico System consists of eleven independently structured educational units located throughout the Island. The Río Piedras campus is the largest and oldest of these units, celebrating its hundredth anniversary in 2003.

The Campus offers seven undergraduate degrees with a total of 78 majors. There are 70 programs at the master's, post-master's and doctoral levels. Eleven master's degrees are offered, with a total of 52 majors. The Campus offers 13 Ph.D's and an Ed.D., the broadest doctoral offering in Puerto Rico. It has been classified by the Carnegie Foundation for the Advancement of Learning as a Doctoral Research Intensive Institution, and is the only institution on the Island with this classification. The Dean of Graduate Studies and Research (DEGI), established in 1989, aims to promote, coordinate and support the graduate programs of the UPRRP. It stimulates research, creative and collaborative activities on the graduate level. Its bilingual journal, *Inventio, Revista de Investigación y Creación*, presents the results and accomplishments of these activities. DEGI aims to be at the vanguard of changes in higher education, and recognizes the value of learning communities and the importance of technological change impacting graduate studies and research. The staff of DEGI includes an assistant dean in charge of seeking and obtaining external funding and support for graduate students and professors, as well as an associate dean in charge of providing guidance in the revision and evaluation of academic programs and professional accreditations. The Chancellor is committed to maintaining high standards of excellence in

professional graduate education, as evidenced by the emphasis on and support for up-to-date accreditation of all University graduate and professional schools or programs.

The University system's development is based on continuous strategic planning, as evidenced in its most recent 10 year plan: *Diez para la década: Agenda para la planificación 2006-2016*. This strategic plan was created through a participatory process involving all of the system's constituencies. As it is expressed in this plan, *Diez para la década* is a guide and contract of principles and actions which identifies parameters of desirable institutional life for the University of Puerto Rico and collects the motivations of renovation and continuous improvement of the academic offerings, research and service. It is an instrument that leads the planning efforts of the system, defines and forwards the institutional action areas which will be evaluated through the next ten years. The 10 broad goals with objectives that were established in *Diez para la década* guided the development of the strategic plans at each University campus.

Within this context, in 2006 the Río Piedras Campus developed *Visión Universidad 2016* its updated strategic plan which allows the university community to move on its process of innovation and change for the next ten years. *Visión Universidad 2016* was also the result of participatory planning within the Río Piedras Campus community.

### **III. INTRODUCTION AND OVERVIEW OF THE GRADUATE SCHOOL OF INFORMATION SCIENCES AND TECHNOLOGIES, UNIVERSITY OF PUERTO RICO, RÍO PIEDRAS CAMPUS**

#### ***A. Brief history of the founding and development of the School***

The Graduate School of Information Sciences and Technologies was founded in 1969, the result of a training institute for university librarians held the previous year. In 1970, the University Senate and the Board of Higher Education officially recognized the Institute as the basis for the establishment of a Graduate School of Librarianship at the University. As a result of the curriculum revision approved by University authorities in 1989, the School changed its name in 1990 to the Graduate School of Library and Information Science. It is administratively under the aegis of the Dean of Academic Affairs, along with the School of Planning and the School of Communication. At the same time, it responds to the guidance and directives of the Dean of Graduate Studies and Research, as do other graduate programs on campus. The Master's degree in library and information science was first accredited by the American Library Association in 1989.

Beginning in 1995, the School initiated an extensive curriculum revision. The impetus for this revision came from recognized changes and trends in the information field, calling for the preparation of a new information professional able to work effectively in diverse information environments. In order to update and align its academic offerings with important changes in the field, societal needs and student interests, an analysis of factors in the School's internal and external environment was undertaken. Key documents were examined, and a series of focus groups were held to identify areas in the curriculum which needed to be

strengthened and revised. The broadening of the field, the increased demand for new and nontraditional services, and the focus on information technology, clearly indicated that the School's program needed to be reassessed and revised. As a result of this curriculum revision, the name of the School was changed in 2000 to the Graduate School of Information Sciences and Technologies. In addition to the Master's program, post masters and post bachelors certificates were added. The School participated in the Kaliper Project, which served to focus and reaffirm many of the changes that had occurred, in the context of changing trends in library and information science education.

Currently the School is at another key juncture in its development. The curriculum is being reexamined and revised in the light of new trends in the information industry and feedback from students, graduates, faculty and practitioners. Continuing developments and changes in the field, as well as specific proposals and projects that the School has undertaken, will certainly have an impact on the School's curriculum for the next decade.

***B. Present day general description of the School, in terms of curriculum, mission, vision, goals, objectives, projects, students, faculty, facilities.***

Presently the School offers a Master's degree program which consists of 38 credit hours, divided into core courses, required courses, electives and a thesis or project. The five core courses (14 credit hours) include CINF 6005 Social Exchange of Information; CINF 6010 Diagnostics of Information Needs, Clients and Services; CINF 6100 The Information Industry: Resources and Services; CINF 6200 Organization and Recovery of Information (basic); CINF 6300 Information Technology.

The six required courses (14 credit hours) include CINF 6016 Information Skills Development; CINF 6106 Information Access Policies; CINF 6205 Organization and Recovery of Information (advanced); CINF 6400 Administration of Information Services; CINF 6405 Leadership: Theory, Style and Application Workshop; CINF 6600 Research Methods Applied to the Field of Information. In addition, students have 7 credit hours to distribute in elective courses within the school or in other faculties.

Seven credits are assigned for electives (which can be taken outside the School), and the final three credits are devoted to the thesis or project. In addition, students are required to pass a comprehensive exam after completing the core courses, and before beginning the thesis or project. In the process of completing their coursework and thesis or project, students are required to document their experience and accomplishments in an electronic portfolio. They also respond to a satisfaction survey questionnaire once a year and participate in an exit interview focus group before graduation.

In addition to the Master's degree program, the School offers, based on demand, six certificate programs. There are three post-bachelor's certificates: Teacher-Librarian aimed at current and prospective school librarians; Electronic Resources Analyst, focusing on information technology managers; and Archival Administrator, aimed at training archive directors in public and private institutions. The three post-master's certificates include: Academic Library Administrator, focusing on leadership and management competencies for academic librarians; Legal Information Specialist, focusing on updating knowledge and skills

of professionals working in law libraries; and Information Services Consultant, aimed at information technology entrepreneurs. The Teacher-Librarian certificate program is the largest and most important, since it responds to the directives of the Puerto Rico Department of Education to prepare certified school library media specialists to work in public school libraries throughout the Island.

The School has closely aligned its vision to the vision of the University of Puerto Rico System and the Río Piedras campus, as stated in the documents, *Diez para la década: Agenda para la planificación en la Universidad de Puerto Rico* (2005) and *Visión Universidad 2016: Plan estratégico* (2006). The strategic plan of the Dean of Graduate Studies and Research (DEGI) has also provided an institutional framework and guidance for the School's formulation of goals and objectives. The School's mission statement incorporates five elements: education, research, products, services and dissemination of information. The School's ten goals reflect its commitment to academic excellence, the professional field, and the community in general. The thirty-five specific objectives focus on the program, faculty development, student services, administration, physical resources and facilities, curriculum development, distance learning, and services to alumni and the field.

In accordance with these goals and objectives, the School has been and is currently involved in several collaborative projects that extend its reach into the broader academic and outside community. What follows is a brief list of key projects accomplished:

- One of the most important projects from 1999 to 2004 was a Title V pilot project that aimed at infusing technology and information literacy skills throughout the humanities and social sciences curriculum of the University.
- A cross-cultural collaborative leadership project for LIS education; in collaboration with the School of Information Sciences of the University of Tennessee, Knoxville involved submitting a grant proposal to the Institute for Museum and Library Services (IMLS) to train future information professionals in working and communicating successfully in an intercultural environment. Although IMLS funding was not provided the first time, the proposal was revised and resubmitted in December of 2007.
- The Multidisciplinary Seminar on Knowledge Management planned and developed by the School explored the field of knowledge management with a group of faculty from different disciplines, practitioners in the field, government officials and representatives from the corporate sector. The Seminar aimed to propose strategies to help facilitate the transformation in Puerto Rico toward a knowledge-based society.
- ENLACE is a community service program, funded by the U.S. Department of Housing and Urban Development (Hispanic Serving Institutions Assisting Communities, HSIAC Program), through which the School has been providing information services and technologies to the surrounding Río Piedras community.



- The Permanent Seminar on Research Methods project brings together four graduate programs (Information Sciences and Technologies, Planning, Communications, Psychology) to support, in a virtual environment, sharing information and experiences in quantitative and qualitative research methodology.
- In addition, the School is involved in digital libraries projects focusing on digitizing information about historical events in Puerto Rico leading to the development of awareness about environmental issues, as well as working with digital artifacts depicting significant aspects of Puerto Rican culture and society.
- The Observatory of Information Related Studies (OERI), with its online journal *Simbiosis*, is the School's research unit, which fosters joint initiatives in coordination with faculty and student assistants. The technological environment of the School is noteworthy. The School has developed a state of the art web portal, integrated to the web sites of OERI and the Library and Information Sciences Library (BCBI). During the past several years, institutional funding in excess of \$100,000 has been received to update and renew computer equipment and software, as well as to acquire new bibliographic resources needed to support the curriculum. The School has one of the best computational and technological infrastructures on campus.

There are currently (second semester, academic year 2006-2007) 115 students (full and part time) in the Master's degree and certificate programs. Eighty-five (74%) of these are enrolled in the Master's program. Thirty six new students were admitted to the various programs for the first semester of the academic year 2007-2008. Twenty-two of these new students entered the Master's program in August 2007. The rest will be taking courses in one of the certificate programs.

The School currently has seven full time faculty members (not counting the Director and a full time professor currently on administrative leave). There are eleven part time adjunct faculty members available to teach courses as needed.

The GSIST is physically located on the third floor of the main campus library building. The facilities include six classrooms (four of which are also equipped as computer laboratories); individual offices for each faculty member; office space for administrative staff, student assistants, the School's research center (OERI); a faculty meeting room; a computer laboratory; a technology staff area; storage rooms and an adjacent Library and Information Sciences Library (BCBI), a part of the University library system.

## **IV. STANDARD I- MISSION GOALS & OBJECTIVES**

### **Introduction**

Since the last ALA accreditation in 2001, the School's faculty, students and staff have continued to monitor the quality of its academic and administrative processes. The School planned a variety of activities towards this end, such as annual faculty retreats to facilitate the implementation of the strategic plan and the modifications that were needed. The School actively participated in two self studies for the visits of state and regional accrediting agencies campus wide. These efforts have helped maintain academic quality and the continuous planning and assessment that have characterized the School's efforts during the seven year period between the last ALA accreditation and the upcoming reaccreditation visit in April, 2008.

Since its creation, the GSIST has been the leading institution in the field of library and information science in Puerto Rico (PR). This role is evidenced in various ways, such as its continued status as the only ALA accredited school in PR, and its strong institutional and external community support. The GSIST has focused its attention on being responsive to the needs of Puerto Rican society, without losing sight of its regional and international scope. This first section focusing on the School's response to Standard I of the 1992 Standards describes and presents evidence of the School's responsiveness to the needs of its constituencies and to the needs of the field. It is divided into thirteen sections, each addressing a specific section of the standard. The GSIST objectives, the School's accomplishments and relevant evidence are identified, as they relate to the section. Perceived challenges and steps to be taken are also identified, in order to highlight what still needs to be accomplished and how the challenges will be addressed.

The reflective process conducted by the School had as a point of departure the Committee on Accreditation Report of 2001 and the thirty five objectives the School has developed as its program guide. In complying with these objectives, the School offers a quality educational experience, involving students, administration, faculty and staff. The objectives relate to the mission and goals statements, and are reflected in the evidence provided. The School's full statement of philosophy, vision, mission, goals and objectives is reproduced in Appendix 5.

The School's program is in accordance with Standard I, in that objectives are results oriented, and reflect the essential character of the field of library and information science. Evaluation and assessment have been undertaken in a variety of ways, and involve students, faculty, alumni and other constituencies. Planning and evaluation undertaken from the previous accreditation process to date reflects the School's compliance with all sections of Standard I. The School has gained the experience to successfully address its identified challenges, and undertake the steps needed to resolve them.

## **School's objectives aligned to this standard**

### ***Program Objectives***

The program of the Graduate School of Information Sciences and Technologies is designed so as to allow students to be prepared to:

- Objective 1:** Guide his/her performance by universal values and the principles of a democratic society.
- Objective 2:** Be effective in oral, written and non-verbal communications.
- Objective 3:** Participate actively in a reflexive manner in social and institutional decisional processes that affect information services and the profession.
- Objective 4:** Utilize the principles of administration to administer information resources and services.
- Objective 5:** Use effective strategies to project a positive image of the profession and to market services.
- Objective 6:** Value the information in the present world developing services and products that will facilitate equal access to information to the citizenry
- Objective 7:** Value the philosophical and social foundations of the profession.
- Objective 8:** Be leaders in the profession and in society.
- Objective 9:** Exhibit, in work performance, the attitudes and interpersonal skills that will allow him/her to cooperate, share and integrate to work-groups, from the information and interdisciplinary fields.
- Objective 10:** Diagnose characteristics and needs of clients to offer the required treatment.
- Objective 11:** Master the knowledge and skills of the field and integrate them to the development of information services and added value products that allows satisfying the needs and interests of the clients.
- Objective 12:** Organize information to facilitate prompt retrieval and use.

**Objective 13:** Evaluate, select and use information technologies as alternatives to improve services.

**Objective 14:** Create, evaluate and apply new knowledge to the information field.

**Objective 15:** Up-date knowledge, skills and processes akin to the information field in a systematic way.

#### ***Faculty Development***

**Objective 16:** Select and maintain a faculty with a doctoral degree in the particular field; that conducts research and publish in a systematic way; that has contributed to the development in the information field; that demonstrate excellence in teaching; and holds a diversity of experiences responding to the mission of the school.

**Objective 17:** Strengthen the presence of the Faculty in the School in professional activities at the local, regional and international levels.

#### ***Student Services***

**Objective 19:** Provide mechanisms for the student participation in all aspects of the program, including formative and summative evaluation.

#### ***Administration***

**Objective 24:** To establish, in coordination with the faculty, policies and strategies in harmony with those of the University system, that guarantee institutional effectiveness, including strategic planning and continuous evaluation.

#### ***Curriculum Development***

**Objective 26:** Provide a variety of educational experiences that will allow the application of theory in practice.

**Objective 27:** Provide a curriculum that will introduce multicultural elements.

**Objective 28:** Provide a dynamic curriculum that will respond to the constant changes of a global and technological society, in constant revision.

**Objective 29:** Design and offer virtual courses and programs with the purpose of expanding access and opportunities to those populations who cannot take advantage of the program on campus.

**Objective 30:** Collaborate with other academic units in order to strengthen the interdisciplinary focus, education and research.

***Services to Alumni and the Field***

**Objective 31:** Offer a continuing education program and certificates that satisfy the needs and interests of the alumni and other information professionals; that reflect trends in the profession, taking into consideration international approaches.

**Objective 33:** Offer professional advice in the information and documentation field to interested groups and to the professional community, particularly in Puerto Rico, the Caribbean and Latin America.

**Section 1:** *The School and program goals are pursued and its program objectives achieved through implementation of a broad based planning process.*

**Summary of the School's compliance with this section of the standard**

The GSIST has been involved in strategic planning since 1996. Annual faculty retreats are held at the beginning of each academic year to examine the strategic plan, identify accomplishments, take stock of the situation with respect to the plan's implementation, and establish goals for the year ahead relating to specific aspects of the plan. As part of the planning process, the GSIST seeks opinions and points of view from different sectors, including local professional associations of school and law librarians with whom there exists a collaborative relationship. The alumni association holds meetings at the School's facilities, and cooperates with the School in planning conferences. The School maintains close communication with these professional associations, as well as with ACURIL, the Association of College Universities and Research Libraries of the Caribbean region. Their representatives are included in the GSIST Advisory Board. This closeness facilitates continuous feedback for the School's planning activities. The Advisory Board is a major contributor of ideas to the strategic plan. The Board includes professionals from various sectors of the field. They are able to provide a wide range of perspectives focused on the education of information professionals. Faculty, both full time and adjunct, students and staff, all participate and contribute to the planning process.

**The School's objectives aligned with this section of the standard: # 3, #8, #24, #27 and #28.**

## Achievements

1. One of the School's main accomplishments relating to this section of the standard has been the development and systematic revision of the strategic plan. The strategic plan covers the period from 2001 up to 2008, including various revisions undergone as part of the internal monitoring process established in 2001. The systematic revision of the plan has allowed the School to identify new areas of interest and developments in the field that need to be addressed. As a result of this process, new courses (electives, "special topics") have been developed to address these areas, such as evidence based librarianship, practical foundations of community informatics and social software in higher education. See Appendix
2. The monitoring, planning and implementation of strategic planning occurs in the context of annual faculty retreats, continuous evaluation of the certificate program by the faculty curriculum committee, as well as by students and faculty as a whole. Meetings with the School's Advisory Board have helped maintain the focus and strengthen the GSIST's commitment to positively impact the field.
3. During the Middle States Association (MSA) reaccreditation process at the institutional level in 2004, the GSIST reexamined its mission, goals and objectives statements to confirm that they were aligned with those of the University, as well as the Río Piedras Campus Graduate Division.  
As part of the curriculum revision process that the School is undertaking, the mission, vision, goals and objectives are being examined during the current semester (January-May, 2008.) This process involves the collaborative efforts of faculty, students, and others, part of the School's constituency.
4. Annual operational plans have been developed to implement the strategic planning. These plans encompass specific activities for program and faculty and evaluation, as well as student recruitment, research and technical support services.
5. The revision of the School's assessment plan includes a systematic approach to monitoring the quality of the academic experience offered to students at the School. One of the achievements in this process has been the development of specific rubrics to assess student learning and document learning outcomes. These rubrics are available for use by faculty in their courses.

## Evidence

1. GSIST Strategic Plan. ([Appendix 13 and <http://egcti.upr.edu/images/stories2/estrategico2008.pdf>](#))
2. GSIST Operational Plan 2006-2008 ([Appendix 14 and <http://egcti.upr.edu/images/stories2/operacional0608.pdf>](#))
3. Faculty retreat agendas ([<http://egcti.upr.edu/images/stories2/ageretfacegcti82007.pdf>](#)) and minutes ([<http://egcti.upr.edu/images/stories2/actretfac05rev1-9-05.pdf>](#), [<http://egcti.upr.edu/images/stories2/actretfacegcti2006.pdf>](#), and [<http://egcti.upr.edu/images/stories2/actretfac8.2007.pdf>](#))

4. School self study report to Middle States Association of Schools and Colleges (MSASCHC) and to the State Council of Higher Education 2004 ([http://egcti.upr.edu/index.php?option=com\\_content&task=view&id=213&Itemid=158](http://egcti.upr.edu/index.php?option=com_content&task=view&id=213&Itemid=158))
5. Assessment actions chart (<http://egcti.upr.edu/images/stories2/tablaeval.pdf>)
6. Course syllabi (Core course syllabi available online: [http://egcti.upr.edu/index.php?option=com\\_content&task=category&sectionid=9&id=21&Itemid=68](http://egcti.upr.edu/index.php?option=com_content&task=category&sectionid=9&id=21&Itemid=68), all course syllabi available on-site)
7. Rubrics developed as part of the assessment plan (<http://egcti.upr.edu/images/stories2/rubricas.pdf>)

## Challenges

- The GSIST functions in a complex and changing environment, both academically and professionally. Product and process technologies developed and adopted have stimulated changes in the curriculum, as well as in the scope of the program.
- The School needs to revise and align its vision, mission, goals, objectives and strategic plan to *Diez para la década*, *Visión Universidad 2016* and the strategic plan of the Dean of Graduate Studies and Research. A major challenge identified by the School is to effectively complete this revision process involving a broad range of the School's constituency.
- The reexamination and critical review of the curriculum needs to take into account new developments in the field of information sciences and technologies, while maintaining a sound library science preparation. Among the issues to be considered are the fact that more sophisticated competencies are expected of information professionals in the 21st century, difficult to adequately address in a limited number of credit hours. Since the curriculum revision is a major aspect, as well as a result of the ongoing planning process, relevant issues and concerns will need to be considered by the School's entire constituency.

## Steps to be taken

- Identify and develop an academic offering structure that includes both librarianship and information sciences, specifically knowledge management.
- Complete the reformulation of the School's vision, mission, goals and objectives in accordance with the curriculum revision process.
- Update and expand the School's strategic plan for the next 8 years in tune with the campus strategic plan, *Diez para la década*, *Vision University 2016* and the DEGI's strategic plan.

**Section 2:** *Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.*

### **Summary of the School's compliance with this section of the standard**

When the GSIST developed its 2001 vision, mission, goals and objectives, they were clearly aligned to the existing University system and campus strategic planning documents: Systematic Strategic Plan (*Plan Estratégico Sistemático*, 1996) and the Strategic Action Plan (*Plan de Estrategias de Acción*, 1997), respectively. In 2006, The University of Puerto Rico system adopted its new strategic plan, *Diez para la Década*. This provided the context for development and approval of the Río Piedras Campus new strategic plan for the next 10 years: *Visión Universidad 2016*, which, in turn, laid the groundwork for the Dean of Graduate Studies and Research strategic plan for the same period. Although these institutional documents are relatively new, there is considerable correspondence between the GSIST's current program goals and objectives and these institutional plans.

As can be gathered from the alignment of these plans, goals and objectives, there is a concerted effort to enhance the quality of the educational experience for students offered by the School. A quality education in the field of LIS needs to include opportunities to apply theories and concepts that have been identified in readings and discussed in class. The GSIST provides such opportunities as part of the curriculum and co-curricular activities. By developing program objectives that address what an information professional should be capable of accomplishing, students can understand the School's expectations of their own performance, allowing them to become involved in a more meaningful learning experience.

As the GSIST faces a new strategic planning process for the next 8 years, it will have to consider the new directions set forth in *Diez para la década* and *Visión Unverdidad 2016*, and strive to refine and align its vision, mission, goals and objectives more closely to these institutional plans.

### **The School's objectives aligned with this section of the standard: #'s 1-15.**

#### **Achievements**

1. Although *Diez para la década* and *Visión Universidad 2016* are relatively new strategic guidelines, the GSIST's current program goals and objectives are consistent with the institutional commitment to achieving quality education.

*Visión Universidad 2016*, which expresses the Río Piedras campus strategic aims, is of particular importance because it constitutes the most immediate context for the School's development and aspirations. GSIST goals reflect alignment with the following *Visión Universidad 2016* goals:



<b><i>Visión Universidad 2016 Goals</i></b>	<b><i>GSIST Goals</i></b>
<b>Goal 1:</b> The research, creation, and scholarship, as foundations of the academic endeavor of the Campus, will lead to the production and dissemination of knowledge, will contribute to the development of the disciplines and interdisciplinary work, and will contribute to the sustainable development of Puerto Rican and international society.	<b>Goal 4:</b> Contribute to the improvement of the profession and information services in Puerto Rico, the Caribbean, Latin America and North America, with a projection to the international community, through research, publication and collaborative projects.
<b>Goal 2:</b> The academic and service programs will be characterized for their excellence, leadership, relevance and dynamism, and will respond to the highest standards and developments of knowledge.	<b>Goal 7:</b> Maintain an academic climate that will ensure the quality and success of the School.
<b>Goal 5:</b> The Campus will be characterized by the Exchange and collaboration with academic and professional institutions on the World scenario, envisioning the development of an international academic perspective.	<b>Goal 4:</b> Contribute to the improvement of the profession and information services in Puerto Rico, the Caribbean, Latin America and North America, with a projection to the international community, through research, publication and collaborative projects.
<b>Goal 6:</b> The Campus will increase institutional effectiveness through the transformation of its structures, management practices, and processes in which the academic priorities guide the administrative undertakings of the Campus.	<b>Goal 8:</b> Systemize the planning, development and assessment processes in academics, resource management and physical installations.

2. The School has consistently aligned its goals and objectives with those of the parent institution, as can be gathered from the previous examples. These goals and objectives all relate to efforts to provide a quality educational experience. Students have affirmed in their responses to the Satisfaction Questionnaire that they have received a demanding and sound educational experience. For the academic years 2002-03, 2005-06 and 2006-07 an average of 90% of graduating students indicated they were satisfied with the quality of the School, particularly the faculty, and the learning opportunities provided to them.
3. There is a concerted effort by all School personnel to enhance the quality of the educational experience that students encounter. Faculty, as well as staff, are aware of the needs of students, and make an extra effort to address concerns that might rise from them through the evaluation process. This commitment to a continuous assessment process is shown in the *Plan de Acción de la Facultad, 2006-07* (Faculty Action Plan). This document gathers a series of actions to be taken based on student recommendations and feedback gathered from the different evaluation instruments and communication strategies used in the School.

4. A quality education in the field of LIS provides students with opportunities to apply theories and concepts that have been learned in readings and class discussions. The GSIST provides such opportunities as part of the curriculum and co-curricular activities. Courses in which students have the opportunity to apply theories and prove them in context include Diagnosing Information Needs (CINF 6010) and Social Exchange of Information (CINF 6005), required core courses. In elective courses there are opportunities to apply theories and determine how they are reflected in information units and in the community at large. Two examples of this are the special topics courses (CINF 6995) on Community Informatics and Evidence Based Librarianship. In their exit interviews, students have also recognized the importance of clinical experiences (CINF 6800) for their professional development.

## Evidence

1. Report on the Student Satisfaction Survey Results 2006-2007 (<http://egcti.upr.edu/images/stories2/cuest07.pdf>)
2. Student Satisfaction Survey results 2006-2007 (<http://egcti.upr.edu/images/stories2/grafcuest07.pdf>)
3. Annual course evaluations (On-site. See instrument: [Appendix 18 and http://egcti.upr.edu/images/stories2/courseeval.pdf](#))
4. Mission statement from the Río Piedras campus included in the booklet *Vision 2016* (<http://daarrp.uprrp.edu/daa/MSA/Strategic%20Plan/Strategic%20Plan%20Vision%202016.pdf>) and *Diez para la Década* (<http://www.upr.clu.edu/diezdecada.pdf>), planning documents from the UPR's Central Administration and the President's Office
5. GSIST goals and objectives statements ([Appendix 5 and http://egcti.upr.edu/images/stories2/philosophy.pdf](http://egcti.upr.edu/images/stories2/philosophy.pdf))
6. Annual comparison of student satisfaction for the master's program (<http://egcti.upr.edu/images/stories2/satisfaction0207.pdf>)
7. Faculty Action Plan (<http://egcti.upr.edu/images/stories2/revrec.pdf>)
8. Assessment Plan Annual Reports, 2002-2007 (<http://egcti.upr.edu/images/stories2/assess0207.pdf>)

## Challenges

- Develop the strategic plan for the next 8 years and complete the revision of the School's vision, mission, goals and objectives clearly aligned with the new institutional plans: *Diez para la década* and *Visión Unversidad 2016*.
- Involve the wide range of groups representing the School's constituency in the development of the new strategic plan and the revision of the School's vision, mission, goals and objectives for the next 8 years.

<b>Section 3:</b> <i>Program objectives are stated in terms of educational results to be achieved.</i>
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**Summary of the School's compliance with this section of the standard**

The first fifteen program objectives indicate what students will be able to perform as a result of the curriculum design once they graduate from the Program. These objectives relate directly to the School's vision, mission and goals statements, and are reflected throughout the curriculum. They identify the competencies an information professional requires for his or her successful performance in diverse working environments. The courses that are included in the curriculum reflect these program objectives in various ways.

**The School's objectives aligned to this section of the standard are #'s 1-15.**

**Achievements**

1. The first fifteen program objectives identify what students will be able to do once they graduate from the Program. The School developed these objectives to provide guidance for the students' educational expectations. The objectives relate to the School's vision, mission and goals statements. They are reflected throughout the curriculum, and relate to the competencies information professionals need to function effectively in a diverse, changing environment. Courses in the curriculum are identified with these program objectives. For example, Objective #4: (Utilize the principles of administration to administer information resources and Services) relates to the administration course. Objective #6 (Value information in the present world developing services and products that will facilitate equal access to information to the citizenry) relates to the basic, introductory course (social interchange of information) and the information needs and diagnosis course. Course syllabi identify the objectives to which the course relates. In this way, students are aware of the objectives in relation to what they are learning in the course.
2. Rubrics have been developed to allow faculty to document the achievement of specific course objectives. In this way, specific course objectives are tied to program objectives, and learning achievements are documented by the students in their portfolios.

**Evidence**

1. GSIST goals and objectives statement ([Appendix 5 and http://egcti.upr.edu/images/stories2/philosophy.pdf](http://egcti.upr.edu/images/stories2/philosophy.pdf))
2. Course syllabi (Core course syllabi available online at: [http://egcti.upr.edu/index.php?option=com\\_content&task=category&sectionid=9&id=21&Itemid=68](http://egcti.upr.edu/index.php?option=com_content&task=category&sectionid=9&id=21&Itemid=68); all course syllabi will be available on-site)
3. Examples of student portfolios. (on-site)

**Section 4-** *Program objectives reflect 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.*

### **Summary of the School's compliance with this section of the standard**

GSIST program objectives guide curriculum development to include all major areas of the field of library and information studies. The program objectives that reflect the character of the field focus on using principles of administration to manage information resources and services, diagnosing characteristics and needs of clients, and organizing information to facilitate prompt retrieval and use. Other objectives stress evaluating and using information technologies as alternatives to improve services, as well as mastering knowledge and skills of the field and integrating for the development of information services and added value products. Another program objective focuses on the value of information in the current world in developing collections, services and products that will facilitate equitable access to information. The alumni profile, which is based on these objectives, reflects these areas of the field.

**The School's objectives aligned with this section of the standard: #4, #6, #10, #11, #12 and #13.**

### **Achievements**

1. The school has been successful in developing and maintaining a curriculum which allows students to develop skills, knowledge and aptitudes in accordance with the alumni profile. This profile, reflected in the first fifteen program objectives, includes the range of competencies relevant to the essential character of the field today.
2. As the field has developed, the School has been also careful to include traditional aspects of the field, for example the area of preservation and conservation. The School covers this field in a specialized course (CINF6507) providing students with theories and practical, hands on experience.
3. Digitalization and the use of information technologies, design of digital libraries and other technological applications are studied as ways to allow information resources to be preserved, accessed and used. As part of its collaboration with the Campus Library System, the GSIST was a major contributor providing expertise in the development of the Puerto Rico Digital Library (<http://bibliotecadigital.uprrp.edu>)

## Evidence

1. Course syllabi (Core course syllabi available online at: [http://egcti.upr.edu/index.php?option=com\\_content&task=category&sectionid=9&id=21&Itemid=68](http://egcti.upr.edu/index.php?option=com_content&task=category&sectionid=9&id=21&Itemid=68); all course syllabi will be available on-site)
2. Alumni profile ([http://egcti.upr.edu/index.php?option=com\\_content&task=view&id=19&Itemid=53](http://egcti.upr.edu/index.php?option=com_content&task=view&id=19&Itemid=53))

## Challenges

- Effectively complete the current revision of the School's mission, vision, goals and objectives involving the wide range of groups representing the School's constituency.

## Steps to be taken

- As part of the current revision of the School's mission, vision, goals and objectives, the School must develop an updated alumni profile that reflects the broad scope and trends of the field impacting communities in Puerto Rico, as well as in other parts of the world.
- Expand the focus groups conducted and analyze data from alumni and other professionals regarding new developments within the field of particular relevance to Puerto Rico.
- Plan and carry out activities that discuss theoretical issues within the field of library and information science, such as colloquia and seminars.
- Conduct an environmental scanning that will allow the School to have a clearer picture of the demands and opportunities to expand the curriculum; to respond to the field's development and to Puerto Rican society needs.

<p><b>Section 5-</b><i>Program objectives are stated in terms of educational results to be achieved and reflect the philosophy, principles and ethics of the field</i></p>
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## Summary of the School's compliance with this section of the standard

The School's program objectives specifically address philosophy, principles and ethics of the field. For example, Objective #7 specifically states that students will be prepared to value the philosophical and social foundations of the profession. Other objectives state that they will guide their performance by universal values and principles of a democratic society and facilitate equitable access to information.

In 2004, the faculty participated in a self-study committee as part of the reaccreditation process of the Middle States Commission on Higher Education and for licensing by Puerto Rico's Council of Higher Education. A broad constituency was called upon to take a critical look at its academic programs, its assets and challenges in relation to the philosophy, principles and ethics of the field. Several courses in the School's curriculum address ethical issues.

**The School's objectives aligned with this section of the standard: #1, #6 and #7.**

### **Achievements**

1. Some of the courses in the curriculum that include analysis and discussion of the philosophy, principles and ethics of the field are, such as CINF 6005 (Social Exchange of Information), CINF 6100 (The Information Industry) and CINF 6106 (Policies of Access to Information), CINF 6010 (Diagnosing Information Needs), and CINF 6016-Developing Information Skills Programs. These and other courses identify, analyze and discuss issues relating to professional philosophy, principles and ethics of the field. The leadership course also addresses these concerns.

### **Evidence**

1. Philosophy, vision, mission and goals statements ([Appendix 5 and http://egcti.upr.edu/images/stories2/philosophy.pdf](http://egcti.upr.edu/images/stories2/philosophy.pdf))
2. Course syllabi (Core course syllabi available online at: [http://egcti.upr.edu/index.php?option=com\\_content&task=category&sectionid=9&id=21&Itemid=68](http://egcti.upr.edu/index.php?option=com_content&task=category&sectionid=9&id=21&Itemid=68); all course syllabi will be available on-site)

### **Challenges**

- The School needs to address new elements of information ethics that are coming to the fore, based on technological trends and developments. These issues need to be included in the School's reflective process, and reflected in the curriculum revision.

### **Steps to be taken**

- Hold discussions at student- faculty colloquia on how information ethics is being affected by trends and developments in technology and their application in libraries.
- Promote the discussion of this issue in the Research Methods (CINF 6600) course to encourage students to consider selecting aspects of the topic as a thesis problem.

<p><b>Section 6:</b> <i>Program objectives are stated in terms of educational results to be achieved and reflect appropriate principles of specialization identified in applicable policy statements and documents and relevant professional organizations.</i></p>
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### **Summary of the School's compliance with this section of the standard**

The GSIST has addressed the needs of information professionals for Puerto Rico's educational institutions at different levels. The program has provided the necessary knowledge and skills to prepare information professionals specializing in school, academic and legal areas of special librarianship. Besides the specialized courses taught at the School, specialized certificates have been developed aimed at school librarians, administrators of academic, special and public librarians, and archivists (with a component on electronic document management).

As part of the curriculum revision process, the school has engaged in a serious discussion about the need to strengthen the library science specialization and expand the academic offering to include specialized professional knowledge in other areas of information science, specifically knowledge management.

**The School's objectives aligned with this section of the standard: #26-#30.**

### **Achievements**

1. The School has provided specialized preparation in the field offering certificates in the following areas: archives and document management, academic and public library administration, school library media, information consulting, legal information. The most successful offerings have been the Teacher-Librarian and the Archive and Document Management certificate programs.
2. The School and its faculty have cultivated a close relationship and communication with professional associations in the information field such as: ASEGRABCI (the School's alumni association), SBPR (the Puerto Rico Librarian's Society), ABESPRI (The Puerto Rican School Librarians Association), ACURIL (Association of Caribbean University Research and Institutional Libraries), REFORMA, Puerto Rico chapter (The National Association to Promote Library and Information Services to Latinos and the Spanish Speaking), ALISE (Association for Library and Information Sciences Education), ALA (American Library Association) and EDIBCIC (Caribbean and Iberoamerican association in the field). Faculty members are involved in annual meetings, either as speakers or in leading workshops on new areas of the field. Topics have included technology integration in the school library, marketing strategies for public library services, development of social networks for the library.
3. Knowledge management (KM) is being considered as a potential area of academic offering. During the academic year 2006-2007 the School organized an Interdisciplinary Knowledge Management Seminar to discuss this emerging field. In addition, the School sponsored its first international conference on knowledge management (October 25-26, 2007) in Caguas, Puerto Rico.
4. In 2006, the School director prepared a position paper for a legislative hearing on the creation of "*La Gran Biblioteca de San Juan*" (the Great San Juan Library.)
5. To obtain feedback about areas of specialization that could be included in the curriculum, the School organized a focus group with the Advisory Board.
6. There is a growing discussion among students, faculty and alumni taking place using social software tools available through the School's portal.



7. The Director presented a paper on redefining the role of information professionals in the knowledge society at the Library Sciences Education and Research Conference for Latin America and the Caribbean, Lima, Perú, November 6-8, 2006.
8. The standards developed for school media specialists (Information Power: guidelines for school library media programs), as well as the competencies identified for special and academic librarians by the relevant professional associations (AASL, SLA and ACRL) have been used in planning and curriculum development, and are reflected in course content.

## Evidence

1. Certificate program descriptions, brochures. ([Appendix 6 and http://egcti.upr.edu/images/stories2/egctipromo.pdf](http://egcti.upr.edu/images/stories2/egctipromo.pdf))
2. Interdisciplinary KM Seminar proceedings and video recordings ([http://oeri.uprrp.edu/index.php?option=com\\_content&task=view&id=62&Itemid=65](http://oeri.uprrp.edu/index.php?option=com_content&task=view&id=62&Itemid=65) ; final report available on-site)
3. Promotional materials and program for International Conference on KM ([http://oeri.uprrp.edu/index.php?option=com\\_content&task=section&id=8&Itemid=116](http://oeri.uprrp.edu/index.php?option=com_content&task=section&id=8&Itemid=116) )
4. White Paper regarding the School's postponement of the Knowledge Management doctoral program proposal. (<http://egcti.upr.edu/images/stories2/docpaper.pdf>)
5. Current Director's position paper presented at the Puerto Rico Legislature hearing on the controversial issue for the creation of "*La Gran Biblioteca de San Juan.*" (January 2006). (<http://egcti.upr.edu/images/stories2/depps968final.pdf>)
6. On line discussion on the future of the profession (See Portal <http://egcti.uprrp.edu> , <http://rrpupr.facebook.com/group.php?gid=3198665236> (community developed by students and faculty on Facebook)
7. Advisory Board focus group report (<http://egcti.upr.edu/images/stories2/inffinalgrupfocja.pdf>) and meeting minutes. (<http://egcti.upr.edu/images/stories2/agereunconstjaegcti.pdf>, and <http://egcti.upr.edu/images/stories2/actreunjaegcti16dic05.pdf>)

## Challenges

1. There needs to be a continuing discussion on the future of the field, and how the School should respond to it. The challenge is to determine the ways in which areas of new specialization should be reflected in the revised curriculum.
2. The need for specialization within the School's curriculum needs to be addressed in the next year, so that data gathered can be taken into account during the curriculum revision process.



### Steps to be taken

- Hold open discussions on the future of the field and the School's response, using forums like the student sponsored "Hora Universal" in which a specific theme is discussed with a guest speaker.
- Maintain an open discussion in faculty meetings and in classes on issues relating to specialization and the field; promoting reflective thinking on the part of students and faculty.

**Section 7-** *Program objectives are stated in terms of educational results to be achieved and reflect the value of teaching and service to the advancement of the field.*

### Summary of the School's compliance with this section of the standard

The objectives relating to faculty development indicate the importance of teaching and service to the field. The value placed on these functions is reflected in the leadership role that faculty has taken in work with professional organizations, associations and government agencies. In addition, the faculty has been recognized by the University (as well as by students) for their teaching ability.

**The School's objectives aligned with this section of the standard: # 16, #17, #31, #33 and #35.**

### Achievements

1. The School has consistently emphasized and valued teaching. This is reflected in the evaluation and assessment instruments which focus on teaching excellence. The GSIST Vision statement states that, "Students will be the focal point of the School. Their development will be promoted through an excellent academic program that will enable them to face a changing world." This statement exemplifies the priority that the School assigns to teaching as one of the ways of socializing students in the profession.
2. Service is also one of the School's strengths. Faculty members are called upon by government agencies to consult and offer technical advice and assistance; to contribute their knowledge and expertise in various areas of the field. For example, a faculty member participated in an interdisciplinary team to study and make recommendations for a comprehensive government reform. Another faculty member provided advice and consulting to business and industry, while others have worked with schools and community groups. Professional services have also been provided to public libraries. For example, a faculty member organized a group of alumni and part time faculty to provide a series of workshops to public librarians on a variety of topics ranging from technology to marketing and bridging the digital divide. The School's faculty members have played leadership roles in national and regional professional associations.

3. Continuing education activities have been organized and offered to the professional community of librarians. For example, in September, 2005, the School, together with ACURIL and the University Library System, co-sponsored the 1<sup>st</sup> Festival on Information And Knowledge Skills for All in Puerto Rico (*1<sup>er</sup> Festival para el Desarrollo de Destrezas de Información y del Conocimiento para Todos en Puerto Rico*).
4. The School is involved in a community informatics project in which students and faculty provide support for people living in Río Piedras. Project ENLACE began its operation five years ago. Its consistent work is beginning to pay off, as the community's recognition of the project has increased over the last year. The Project has proven successful in providing technological literacy to immigrants, unwed mothers, small community merchants, and middle and high school students that lack technological resources at home or at school. These actions reflect the commitment of faculty to provide service to the field, as well as to the larger community.

## Evidence

1. Faculty evaluation instrument (In: <http://egcti.upr.edu/images/stories2/evalfac.pdf>)
2. Philosophy, vision, mission and goals statements ([Appendix 5 and http://egcti.upr.edu/images/stories2/philosophy.pdf](http://egcti.upr.edu/images/stories2/philosophy.pdf))
3. Current Director's article and presentation made at the Congress on Library Education and Research in Latin America and the Caribbean (November 2006). <http://egcti.upr.edu/images/stories2/ponnhernenclima06.pdf>)
4. Current Director's presentation at the Seminar of *Consorcio Metropolitano de Bibliotecas de Puerto Rico* (COBIMET) on the Role of the Information Professionals in the Knowledge Society (September 2006). (<http://egcti.upr.edu/images/stories2/perfilprofinfoconcobimet.pdf>)
5. Flyers and promotional continuing education materials (on-site)
6. List of awards and recognitions received by GSIST faculty (on-site)
7. ENLACE materials and virtual spaces in GSIST portal [http://oeri.uprrp.edu/index.php?option=com\\_content&task=view&id=25&Itemid=51](http://oeri.uprrp.edu/index.php?option=com_content&task=view&id=25&Itemid=51)
8. COPC materials and virtual spaces in GSIST portal [http://oeri.uprrp.edu/index.php?option=com\\_content&task=section&id=5&Itemid=55](http://oeri.uprrp.edu/index.php?option=com_content&task=section&id=5&Itemid=55)
9. Photos of ENLACE's activities (on-site)

## Challenges

- There is a need to clarify in the School's mission, vision, goals and objectives statement its commitment and contribution to the external community. The idea, "when we advance the field we advance the community" needs to be clearly understood and reflected in the School's goals and objectives.
- There is a need to reexamine the School's commitment to continuing education, to effectively address service to the field and the community. As part of this effort,

development of more effective alliances or collaborative efforts with community groups and continuing education providers needs to be undertaken.

### **Steps to be taken**

- Identify continuing education and professional training needs among librarians and other information professionals.
- Forge alliances with the professional associations in Puerto Rico and ACURIL for collaboration in continuing education.
- Reexamine and reassess the School's role in continuing education, including developing a new continuing education plan and program and deciding how to most effectively implement it.

**Section 8-** *Program objectives are stated in terms of educational results to be achieved and reflect the importance of research to the advancement of the field's knowledge base.*

### **Summary of the School's compliance with this section of the standard**

Faculty research has been a priority, as reflected in several School objectives. The importance of research in strengthening the development of the field in Puerto Rico has been recognized. The commitment of the school in this area is evidenced by the creation of the *Observatorio de Estudios Relacionados a la Información* (OERI). This is the school's research center which has already made important contributions to the field. Its external evaluation, conducted in May, 2006, yielded important recommendations that are being infused in the School's strategic plan. Faculty members have collaborated in research that has been published in books and journals, expanding their experience, as well as stimulating scholarly exchange. On the other hand, the curriculum requires students to submit a research oriented thesis or a project. This involves students designing and carrying out research, advancing the field's knowledge base.

**The School's objectives aligned with this section of the standard: #14, # 15, #16 and # 33.**

### **Achievements**

1. The School assigns great importance to research activities. This commitment to research is expressed in the philosophy statement as: "Research will be essential element in the GSIST. It is a key component in the future of the profession and an important means through which the instructional program will be enriched. Research conducted will contribute to solve problems faced by professionals in the field. It will provide answers to significant questions and will offer opportunities to develop leadership skills." This is reinforced in the mission statement as follows: "the GSIST will assume the responsibility to update knowledge". Also, several objectives focus on research activities.

2. To stimulate research efforts and assist faculty, the School established a research center (*Observatorio de Estudios Relacionados con la Información*, OERI) in 2001. The OERI provides advice, support and a research base for faculty and students. As part of the impetus of this research center, specific faculty research lines are being identified to strengthen and focus the School's research activity. The OERI maintains an electronic journal Simbiosis, in which faculty and students, as well as outside researchers, publish their reports and work in progress. As part of an initiative of the Dean of Graduate Studies and Research (DEGI), the OERI was evaluated by an external colleague. The evaluator's report included an assessment of the OERI's strengths, including its close relationships with research centers in Latin America and Europe. One of the recommendations of the report was to collaborate more with research centers in the United States. The OERI has acted on this recommendation as part of the School's formal collaboration with the University of Tennessee-Knoxville. Other recommendations include increasing support from Dean of Graduate Studies and Research, developing a research strategic plan with faculty input and consensus, identifying ways to generate research based on faculty research lines.
3. During the past seven years, research activity of faculty has steadily increased, along with the number of publications. The School's faculty has presented results of their research or work in progress nationally and internationally. For example members of the faculty have presented their work at ASIST, at the Latin American Library Association in Peru, at the Knowledge Management International Conference in Vienna and more recently at the Community Informatics Research Network Annual Conference in Italy. Two faculty conducted research during their sabbaticals which produced presentations and publications, one on adult services in public libraries in Central America, and the other in the development of professional communities of practice in Puerto Rico.
4. The School hired two new faculty members in which research was given a high priority in the evaluation of their credentials.
5. The School consistently recruits at least five research assistants that work closely with faculty on their projects.
6. Students are required to complete a thesis or project as a prerequisite for graduation. They carry out research projects under the supervision of a faculty adviser and thesis committee. The results of their research have made important contributions to librarianship in Puerto Rico. The list of theses and projects is published as part of the *Initics* project.
7. Although there is a specific required research methods course, the state of the art of research is included in all courses, as faculty update syllabi to include advances in the field.
8. The School is participating in an interdisciplinary interfaculty seminar (*Seminario Permanente de Métodos de Investigación*) aimed at developing a database of peer reviewed research articles focusing on research methods

9. In December 2007, the School sponsored a brainstorming session students about to begin their theses or capstone projects. The purpose of this session was to motivate students to align their research interest with the faculty's research lines.

## Evidence

1. OERI web site and printed brochures (<http://oeri.uprrp.edu/index.php> )
2. OERI External Evaluation Report (<http://egcti.upr.edu/images/stories2/evalOERI.pdf>)
3. Faculty publications and research reports (List of faculty publications: [Appendix 9](#) and <http://egcti.upr.edu/images/stories2/fac.publ2002-07.pdf>; samples this work will be available on-site.)
4. Faculty presentations conducted nationally and internationally (Samples available on-site)
5. Thesis and project guidelines ([http://egcti.upr.edu/index.php?option=com\\_content&task=view&id=64&Itemid=96](http://egcti.upr.edu/index.php?option=com_content&task=view&id=64&Itemid=96) )
6. Examples of student theses and projects (on-site)
7. Brochure and web site of the *Seminario Permanente de Métodos de Investigación* (Permanent Seminar on Research Methods) (<http://egcti.upr.edu/images/stories2/spmi.pdf> and <http://spmi.ac.pr/>)
8. Course syllabi (Core course syllabi available online at: [http://egcti.upr.edu/index.php?option=com\\_content&task=category&sectionid=9&id=21&Itemid=68](http://egcti.upr.edu/index.php?option=com_content&task=category&sectionid=9&id=21&Itemid=68))

## Challenges

- There is a recognized need to increase research activity at the School, on the part of both students and faculty.
- Explore opportunities to develop joint research projects with the School's partners, particularly at the University of Tennessee-Knoxville.
- There is a need to implement actions based on recommendations of the OERI's external evaluation report. For example, an annual report of OERI's research activities can be prepared and distributed. This would help stimulate scientific collaboration with other research units, another recommendation from the external evaluation report.

## Steps to be taken

- Include implementation of OERI recommendations within the GSIST strategic plan that will be revised and updated. For example, the revisiting of faculty research areas and lines of research to improve internal and external collaboration during the research process is important to include within strategic planning.
- Work closely with the external resources office, part of the Division of Graduate Studies and Research, to submit research proposals.
- Continue the collaboration with UT-Knoxville to identify possible research projects.

**Section 9-** *Program objectives are stated in terms of educational results to be achieved and reflect the importance of contributions of library and information studies to other fields of knowledge; the importance of other fields of knowledge to library and information studies.*

### **Summary of the School's compliance with this section of the standard**

As part of the School's preparation for curriculum revision other fields of knowledge have been explored. School faculty have met with faculty from other fields, and participated in interdisciplinary seminars in areas such as knowledge management. Collaboration has been developed with colleagues from the Graduate Schools of Planning, Communication, Psychology, Education and Business to identify and generate projects and joint academic activities.

GSIST faculty is diverse in itself. Although the largest numbers come from the library science field, there are faculty members with academic preparation in educational technology, communication and engineering. The School's Director has a background in educational technology and communications. The faculty also reflects different academic backgrounds. For example, one faculty member earned his doctorate in Europe, while the most recent faculty member studied in Canada, thus providing a diversity of perspectives within the field. The School recruits faculty from different fields to address specific issues important in the field; that require consideration from different theoretical and disciplinary standpoints.

### **The School's objective aligned with this section of the standard: #30.**

#### **Achievements**

1. The School has maintained its recognition of the importance of an interdisciplinary focus in library and information studies. This focus is present in preliminary discussions of the curriculum revision. Courses continue to include contributions from a diverse array of fields related to library science, including cognitive science, education, communication, and computer science. For example, courses on developing information skills (CINF6016) as well as diagnosing information needs (CINF 6010) include readings and study of elements of cognitive science, as well as educational methods and strategies, including various media attributes. Communication is an area of study infused in various courses, particularly the information technologies course (CINF6300)
2. The School has sponsored a variety of activities that promote an interdisciplinary outlook on the field, while maintaining a strong knowledge base in LIS. For example, the GSIST sponsored guest lectures on geographic information systems with faculty from the School of Planning. The Knowledge Management Interdisciplinary Seminar included participation of faculty from Communication, Education, Business, Psychology, and Economics. Members of the business community, external to the university, as well as from the municipal government officials also participated in the Seminar. This initiative resulted in planning the First International Knowledge Management Conference held in Caguas, Puerto Rico. The School was able to attract

keynote speakers from Chile, Singapore and Barcelona. The activity provided a forum for discussion of knowledge management issues from an interdisciplinary perspective.

3. As the School becomes involved with curriculum revision, faculty is becoming increasingly aware of the need for an interdisciplinary focus; discussing ways to infuse knowledge from related fields in coursework and research. One strategy has been to invite adjunct faculty from different disciplines and background to teach courses. For example, a course on copyright was taught by a faculty member with a background in mathematics and law.
4. Research undertaken by GSIST faculty reflects an interest in interdisciplinary areas. For example, faculty members have collaborated on research which includes innovation in higher education, diagnosis of information needs in an environmental center, and the role of higher education research centers in advancing knowledge.
5. The School organized a forum on the digital divide and public libraries with the collaboration of colleagues from Communications, General Studies and Education.

### **Evidence**

1. Interdisciplinary KM Seminar proceedings and video recordings ([http://oeri.uprrp.edu/index.php?option=com\\_content&task=view&id=62&Itemid=65](http://oeri.uprrp.edu/index.php?option=com_content&task=view&id=62&Itemid=65) ; final report available on-site)
2. Course syllabi (Core course syllabi available online at: [http://egcti.upr.edu/index.php?option=com\\_content&task=category&sectionid=9&id=21&Itemid=68](http://egcti.upr.edu/index.php?option=com_content&task=category&sectionid=9&id=21&Itemid=68), all course syllabi available on-site)
3. Faculty Curriculum Vitae (Permanent and Adjunct) (on-site)
4. Faculty research project proposals (samples available on-site)
5. Digital divide and public libraries forum flyer (<http://egcti.upr.edu/images/stories2/forobrechadig.pdf>)

### **Challenges**

- There is a need to continue to infuse knowledge from other fields in the content of courses.
- An in depth discussion of the convergence of fields that might be defined as part of information sciences needs to be undertaken.
- New and more collaborative research and service projects with other schools and faculties, particularly Planning, Education, Communication and Business need to be explored.

### Steps to be taken

- Identify collaborative opportunities for research and projects with faculty from other disciplines.
- Sponsor colloquia and seminars to discuss changes and developments in the field.

**Section 10:** *Program objectives are stated in terms of educational results to be achieved and reflect the role of the library and information services in a rapidly changing multicultural, multiethnic, multilingual society, including the role of the serving the needs of underserved groups.*

### Summary of the School's compliance with this section of the standard

Several of the School's objectives reflect a commitment to multiculturalism. Faculty and students come from different ethnic backgrounds and cultures. They are active in regional multicultural professional activities through ACURIL. The local community and the School delivered its online Teacher-Librarian certificate program to students in the Dominican Republic in collaboration with the *Pontificia Universidad Católica Madre y Maestra*. The School also has Latin American students enrolled and supports them through research assistanceships. Faculty and students are involved with providing services to culturally diverse communities in Río Piedras.

**The School's objectives aligned with this section of the standard: #6, #10 and #27.**

### Achievements

1. Although Puerto Rican society has become increasingly multicultural, it still appears more homogeneous in general terms than cities and communities in the Mainland. The School understands the importance of providing students with opportunities to expand their worldview, so that they understand differences, needs and preferences associated with different cultural groups. This commitment is evidenced by efforts to provide experiences such as participation in international events like ACURIL. Faculty and students have actively participated in this multicultural, multiethnic and multilingual professional association. Faculty members have been presidents of ACURIL at various stages of the organization's development. Faculty and students have presented papers and led discussion groups in ACURIL's annual conference. The School organized the first student association in the Caribbean which is directly associated with ACURIL.
2. The importance of multicultural concepts is recognized, particularly the need of sharing among cultures to develop a better understanding of the cultural impact on our profession and our lives in general. An example of this recognition is the alliance with UT-Knoxville in which multiculturalism is one of the themes. The collaboration with UT-K included working with colleagues in the development of an Institute of Museum and Library Services (IMLS) proposal in which the main objective is to develop a Multicultural Toolkit for the Information Professional. Last year (2006),



three students and three faculty members traveled to Knoxville to participate in the planning process of the Alliance and participation in a UT Symposium on Intercultural Leadership for the Information Age, which provided the conceptual framework for a joint proposal submitted to IMLS on December, 2006, that was not funded. At the end of this year, UT and UPR faculty revised the proposal for resubmission to IMLS. Continued efforts have followed with UT to establish a Student Exchange program, which was inaugurated in the spring of 2007, with a student from the GSIST taking an online course from UT-SIS. This experience allowed the students the opportunity to interact with American and international students, and faculty to collaborate with colleagues from UT in exploring areas of joint interest.

3. The School actively recruits students from Latin America and the Caribbean. There have been students in the Program from Mexico, Peru, Venezuela, Haiti, Chile and the Dominican Republic. In 2005, the University of Puerto Rico developed an agreement with the Dominican Republic to provide an online post bachelors certificate in the area of school librarianship, which required faculty to become familiar with cultural differences and similarities. This project was externally evaluated and deemed successful. Three students from a total of 15 are presently studying in the Master's Program at the School.
4. The School provides services to the nearby multicultural community of Río Piedras where students are exposed to information needs of members of this community. Río Piedras is a complex urban center with a growing Dominican community, as well as people with Arab backgrounds. It is also a preferred shopping area for people from the US Virgin Islands of Afro Antillean descent. In this multicultural context the School established Project ENLACE five years ago. Through this project students have provided technological literacy training for youth and adults that study, live or work in the Río Piedras area. The GSIST, through ENLACE is involved in an outreach effort which provides an outlet for students to share information skills and provide community service. GSIST students have also participated in a Summer Camp organized through community groups with which the School collaborates.
5. As part of the commitment to service, the School actively participated in a HUD supported project to serve small merchants, assist in the revitalization of housing in the urban center, as well as provide services to homeless in the area. ENLACE will expand its services next year, since more resources will be available with new facilities ready during 2008.
6. The composition of the School's faculty reflects respect for multiculturalism, since three of the eight faculty members are come from outside Puerto Rico, specifically, the United States, Pakistan and Cuba.
7. Multiculturalism is also addressed in coursework. There are sections which deal with diagnosis of user needs, collection development, leadership and reference services which include topics relating to serving the needs of underserved groups. In

diagnosing information needs students are exposed to the process of identifying community information needs of immigrants, the poor and the elderly. In the collection development course, discussion regarding selection criteria that reflect the needs and interests of underserved groups are considered, as well as language and cultural issues in the acquisition of information resources. The dangers of stereotypes in providing reference service, particularly during the reference interview is stressed in the reference course. Awareness of culturally based differences in non verbal communication is also considered, as is serving the needs of users with physical and mental disabilities.

8. The School director and other faculty participated in UNICA's Annual Conference in November, 2007 to explore partnership collaborations with the LIS School of Jamaica.

## Evidence

1. Memorandum of Understanding with UT-Knoxville  
(<http://egcti.upr.edu/images/stories2/mou.pdf>)
2. ENLACE Project work in Río Piedras (Photos and brochures and web site)  
([http://oeri.uprrp.edu/index.php?option=com\\_content&task=view&id=25&Itemid=51](http://oeri.uprrp.edu/index.php?option=com_content&task=view&id=25&Itemid=51))
3. IMLS grant proposal with UT (on-site)
4. Course syllabi (Core course syllabi available online at:  
[http://egcti.upr.edu/index.php?option=com\\_content&task=category&sectionid=9&id=21&Itemid=68](http://egcti.upr.edu/index.php?option=com_content&task=category&sectionid=9&id=21&Itemid=68), all course syllabi available on-site)
5. Faculty resumes (on-site)
6. ACURIL programs (on-site)
7. GSIST declaration of interest to collaborate with LIS programs in the Caribbean as part of UPR's participation in UNICA (on-site)
8. Evaluation results of the distance learning Teacher-Librarian certificate program delivered to students in the Dominican Republic.  
(<http://egcti.upr.edu/images/stories2/infevalextcertrd.pdf>)
9. Testimonies of Dominican students about their experience in the Teacher-Librarian Certificate program and their opportunity to join the master's program (on-site)

## Challenges

- Increase recruitment of students from diverse backgrounds, including international students.
- There is a need to identify new ways in which the school can become more involved in serving underserved and multicultural communities in Puerto Rico.

### Steps to be taken

- Prepare recruiting materials directed to international students and Latinos in the US.
- Design a course that can be offered through the partnership with UT for students abroad.
- Structure service programs in ENLACE that will provide new opportunities for faculty and students to participate in this Project. For example, these programs could include a summer camp for children, in which GSIST faculty and students would provide experiences for the development of the information skills of this population. Another example is the sponsoring of a series of open conferences by the School through ENLACE to encourage participants from the community to learn how to access specific information on women's health, environmental concerns, small business needs, among others.

**Section 11:** *Program objectives are stated in terms of educational results to be achieved and reflect the role of library and information services in a rapidly changing technological and global society.*

### Summary of the School's compliance with this section of the standard

The school has consistently brought to the forefront of discussion within and outside the classroom the issue of the information and knowledge society, its meaning for the profession. Courses have been developed that deal specifically with virtual communities, communities of practice, information technologies, digital libraries and knowledge management. These courses reflect an understanding and commitment to the role of library and information services in a rapidly changing technological and global society. The School's infrastructure has been strengthened, including the Library and Information Sciences Library (BCBI). Social software and open source tools to develop portals and explore services are available to students and faculty.

### The School's objectives aligned with this section of the standard: #11 and #13.

#### Achievements

1. There are several courses in the curriculum that include issues regarding information, knowledge, technology, and the global society. For example, a required information technologies course deals with the study of how different information technologies work and how they contribute to the LIS field. New courses have been developed which focus on the interaction of humans and technologies. They include designing and developing virtual communities, communities of practice and knowledge development, and social software in higher education. This last course explores the way newly developed social software is being applied in academic libraries. These are important issues which interest faculty and students. Information technologies in general include topics integrated throughout the curriculum.

2. The impact of technology and globalization on library and information services forms the basis of the curriculum, and is an area of interest for an increasingly larger number of students.
3. Five faculty members participated in a Knowledge Management (KM) Professional Certificate program in preparation for including KM topics in the curriculum in 2002. This interdisciplinary field focuses on the impact of technology and trends in global change as it influences library and information science.
4. Last semester (January-June 2007), an interdisciplinary seminar on knowledge management sponsored by the School dealt with issues regarding Puerto Rico's role in the global economy. Faculty from the GSIST, Education, Business, Communication, Psychology, and Economics as well as from government, business and financial sectors participated.
5. The School submitted and successfully implemented a project funded by the US Department of Education from 2000-2005 under Title V, in which technology was extensively applied to exploit its capabilities in support of the development of information and computer literacy skills. As part of the Project, videoconferencing capabilities were acquired, and have been used in various courses, as well as for administrative tasks. Leadership of the School allowed other faculties on campus (School of Communication, College of General Studies, faculty of Humanities, faculty of Business Administration, faculty of Social Science and faculty of Education) to benefit from this Project by acquiring information technologies for student use.
6. The School has provided support for the development of the web site of the BCBI, demonstrating a commitment to use technology effectively. Through this web site, the BCBI is able to provide services to remote students, applying the application of technology to enhance library and information services in an academic library context.
7. In October, 2006, the School sponsored a forum on the digital divide. Technology issues were discussed from different perspectives, including the role and impact libraries can have in reducing this gap.
8. Since 2002, the School has developed 14 courses using Blackboard. The Teacher-Librarian program has been offered completely online to students in Puerto Rico and the Dominican Republic.

## **Evidence**

1. Course syllabi (Core course syllabi available online at: [http://egcti.upr.edu/index.php?option=com\\_content&task=category&sectionid=9&id=21&Itemid=68](http://egcti.upr.edu/index.php?option=com_content&task=category&sectionid=9&id=21&Itemid=68), all course syllabi available on-site)

2. KM seminar brochures and documents  
([http://oeri.uprrp.edu/index.php?option=com\\_content&task=view&id=62&Itemid=65](http://oeri.uprrp.edu/index.php?option=com_content&task=view&id=62&Itemid=65))
3. Digital divide forum announcements  
(<http://egcti.upr.edu/images/stories2/forobrechadig.pdf>)
4. KM certificates as shown in faculty Curriculum vitae (on-site)
5. GSIST on line portal (<http://egcti.upr.edu>)
6. Library of Informatics and Library science (BCBI) web site (<http://bcbi.uprrp.edu>)
7. Access to online courses (<http://virtual.uprrp.edu>)

**Section 12:** *Program objectives are stated in terms of educational results to be achieved and reflect the needs of the constituency that a program seeks to serve.*

### **Summary of the School's compliance with this section of the standard**

The development of the School's Program was the result of consultation with different constituent groups. The program was developed based on their input and knowledge of the field, its theoretical base and professional standards. It reflects the needs and aspirations of students, faculty and graduates. Through continuing education activities, as well as active participation in events and conferences sponsored by professional associations, the School addresses the needs, concerns, and interests of the field. It has played and continues to play a leadership role in impacting and advancing Puerto Rican librarianship.

In a positive working environment, staff and administrative personnel actively support the School's efforts to address the needs of its constituencies. Excellent relationships exist with alumni and with information product suppliers, who provide important support for the School's projects and other activities.

**The School's objectives aligned with this section of the standard: #16, #28 and #30.**

### **Achievements**

1. The School has established a broad, multidisciplinary and multisectorial Advisory Board to serve as a liaison with the field, and a source of input and ideas concerning the School's plans, projects and activities. The Board helps to identify the needs of the School's constituency. The School conducted focus groups to tap the knowledge and experience of board members. They represent different sectors of the school constituency. Most members are active information professionals, leaders in the field. Through the interaction with the Board and with professional associations, as well as study and research, the School has identified and responded to needs and concerns of its different constituencies.
2. The School has delivered these postmaster's professional certificates that are directed to address the needs of working professionals in the field in specific areas, such as archives, law librarianship and administration of special, academic and public libraries.

3. Continuing education activities have been a part of the School's focus during the past seven years. Some activities have been planned in coordination with professional association conferences. ASEGRABCI, the organization of alumni, has a strong relationship with the School, and assists in identifying needs of the field and planning activities to address them. The evaluation of continuing education activities provides useful feedback to identify other constituent needs.

### **Evidence**

1. List of Advisory Board members and fields of expertise.  
(<http://egcti.upr.edu/images/stories2/juntaasesora.pdf>)
2. Continuing education activities and events programs and announcements. (on-site)
3. Copies of the activities brochures showing faculty and students' participation in conferences sponsored by professional organizations. (Samples available on-site)
4. Post masters certificate program brochures ([Appendix 6 and](#) <http://egcti.upr.edu/images/stories2/egctipromo.pdf>)

### **Challenges**

- There is a need to expand and improve the School's commitment to continuing education. This includes exploring options for providing continuing education activities, and working more closely with professional associations in identifying and responding to the needs of the field.
- There is a need for reassessment and revision of the present certificate program, in the light of curriculum revision. Ways in which the School can most effectively respond to the needs of its constituency should be identified and explored.

### **Steps to be taken**

- Explore ways to offer continuing education activities with the support of the Division of Continuing Education and Professional Studies of the University.
- As part of the curriculum revision, the certificate program will be reexamined and assessed to determine which certificates should be maintained, revised, eliminated.

**Section 13:** *In accordance 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. This evaluation involves those served: students, faculty, employers, alumni and other constituents.*

### **Summary of the School's compliance with this section of the standard**

Evaluation of all areas of the School's performance is systematic. An assessment plan which was revised and implemented has been the guiding document for these efforts. A learning assessment plan has been developed recently and is ready to be implemented with the

collaboration of the faculty. Results of student and faculty activities are evaluated and measured against program goals and objectives. The School has been involved in systematic assessment of all aspects of the Program. Regarding course evaluations, for example, the last GSIST Assistant Director has assisted faculty in the development of rubrics to standardize as much as possible the evaluation of student performance. Issues involving evaluation of faculty, staff and administrative personnel are being discussed and reexamined.

**The School's objectives aligned with this section of the standard: #19 and # 24.**

### **Achievements**

1. The GSIST has developed an assessment plan that covers all aspects of the Program. The assessment of the School's program has provided information for continuous improvement. The plan has been designed to make use of a variety of methods and strategies, both quantitative and qualitative. This includes different perspectives and types of data that identify perceptions of current students, alumni, faculty and staff. Courses, faculty research, teaching performance and services provided to UPR and the external community are all part of the assessment process.
2. The Assessment Plan was revised and updated by the administration and faculty. This plan includes the participation of alumni and employers, as well as student and faculty. Student participation in assessment activities has increased.
3. Interest in both internal and external evaluation has been a priority during the last seven years. The School, since its inception, has been involved in evaluation by outside agencies, such as the Middle States Association and the Puerto Rico's Council of Higher Education. In 2008, the Dean of Graduate Studies and Research will evaluate the research component of the master's program. This reflects a strong institutional commitment to supporting the quality of the Program.
4. At the GSIST a culture of evaluation and assessment is an integral part of the functioning of the Program. The School has been invited to present its assessment plan in activities organized by the Dean of Graduate Studies and Research, recognizing the effort the School has made to institutionalize assessment processes.
5. Within the Personnel Committee, a tradition of peer evaluation has been maintained. Instruments for faculty performance in online courses are being developed to ensure the quality of this educational experience for students.
6. An external evaluation of the OERI sponsored by the DEGI was conducted in 2006. The results indicate that although the School has shown commitment in terms of promoting research through the creation of the OERI, faculty involvement in research needs to be strengthened. The external evaluator recommendations include the active seeking of relationships with researchers and research centers in the United States, since the OERI already has good collaborative relations with centers in Latin America and Europe. The need to promote the work of the OERI among faculty, campus and

the external community, particularly with the business community has been emphasized.

7. The distance education project with the Dominican Republic was also externally evaluated. The results of this evaluation have strengthened the School's commitment in the field of distance education. Evaluations by the Council of Higher Education and Middle States (in 2004) and by the Council of Higher Education of the on line program (in 2006) were conducted. The results of these evaluations indicated that the School fulfilled student expectations and provided a quality academic experience. As a result of this evaluation, the School has strengthened its commitment to providing online courses. To facilitate this end the GSIST appointed a faculty member and provided release time to oversee the development of the distance education offering. Steps are being taken to explore the possibility of offering the online certificate to another group of librarians from the Dominican Republic. The School is also strengthening its distance education assessment process to help maintain its excellence, and to identify areas for further development.

## **Evidence**

1. GSIST Program/Learning Assessment and Evaluation Plan ([Appendix 17 and http://egcti.upr.edu/images/stories2/plaeplan.pdf](http://egcti.upr.edu/images/stories2/plaeplan.pdf))
2. GSIST Strategic Plan ([Appendix 13 and http://egcti.upr.edu/images/stories2/estrategico2008.pdf](http://egcti.upr.edu/images/stories2/estrategico2008.pdf))
3. GSIST Program Presentation 2001 ([http://egcti.upr.edu/index.php?option=com\\_content&task=view&id=207&Itemid=158](http://egcti.upr.edu/index.php?option=com_content&task=view&id=207&Itemid=158))
4. PR Council on Higher Education reports ([http://egcti.upr.edu/index.php?option=com\\_content&task=view&id=213&Itemid=158](http://egcti.upr.edu/index.php?option=com_content&task=view&id=213&Itemid=158))
5. Middle States Association reports ([http://egcti.upr.edu/index.php?option=com\\_content&task=view&id=213&Itemid=158](http://egcti.upr.edu/index.php?option=com_content&task=view&id=213&Itemid=158))
6. OERI External Evaluation Report (<http://egcti.upr.edu/images/stories2/evalOERI.pdf>)
7. Evaluation results of the distance learning Teacher-Librarian certificate program (CMDB) delivered to students in the Dominican Republic. (<http://egcti.upr.edu/images/stories2/infevalextcertrd.pdf>)

## **Challenges**

- An evaluation of the outcome of the Assessment Implementation Plan needs to be conducted to reflect faculty application of the rubrics that were developed this year (2006-2007) to assess student performance.
- There is a need to train faculty to most effectively use the assessment process in teaching.



- There is a need to reinforce the importance of the assessment process for all sectors of the School, to strengthen attitudes toward the benefits of assessment and create an appropriate assessment culture needed for continuous improvement

**Steps to be taken**

- As part of the faculty development plan and activities include training on how to most effectively use rubrics and other assessment strategies in teaching.
- Provide opportunities at faculty retreats and other activities to reflect about the value and importance of assessment; how it benefits the educational process.

## V. STANDARD II - CURRICULUM

### Introduction

In the *Program Presentation 1996-2001* of the Graduate School of Information Sciences and Technologies (GSIST), University of Puerto Rico, to the Committee on Accreditation (COA), the School referred to the implementation of its curriculum revision, approved by the University in 2000, and based on a strategic planning model. The process required identifying societal changes on the Island and globally; describing the environmental context in which the School functions, trends in the library and information field and competencies needed for the new professional. This information was used to develop the Program's vision, mission, goals and objectives. The academic program that resulted from this process has been implemented during the past seven years. The aim was to educate students as multifunctional information professionals, addressing the needs of the communities the School is responsible for and has sought to serve.

Since 2001, the School has continuously engaged in a systematic planning process that has resulted in the revision of its objectives. In 2004, the School added an additional objective to incorporate distance education (Objective #29).

As of 2001, following the curriculum revision, the Graduate School of Information Sciences and Technologies has offered a Master's degree in Information Sciences (MIS) that encompasses Library Science education. In addition to the Master's program, the School offers three (3) post-bachelor's certificates and three (3) post-master's certificates. *The Post-Bachelor's Certificates are:* Teacher-Librarian, aimed at current and prospective school librarians; Electronic Resources Analyst, focusing the development of information technology consultants; and, Archival Administrator, aimed at training archive directors in public and private institutions. *The Post-Master's Certificates include:* Academic Library Administrator, focusing on leadership and management competencies for academic librarians; Legal Information Specialist, focusing on updating knowledge and skills of professionals working in law libraries; and Information Services Consultant, aimed at information technology entrepreneurs. Currently, the Teacher Librarian and the Archival Administrator certificate programs are the most demanded by students.

### *The Master's Degree in Information Sciences*

#### *Structure of the MIS Curriculum*

The master's program Curriculum is built upon a common set of 38 courses, including core, required and electives. Courses are offered in semester tracks allowing for an intertwined constructivist sequence geared to the acquisition of new knowledge and development of skills. The sequence introduces students to areas of information that they have not been previously exposed to, allowing an incremental exposure to more complex issues and specific areas of study in the field of library and information sciences. Courses are concerned with recordable information and knowledge, and the information services and technologies to facilitate their development, production and use. Technology is studied and applied in all courses, allowing for the development of competencies for its effective use.

	<b>COURSE CODE &amp; TITLE</b>	<b>CREDITS</b>
Core courses (14 credit hours)	CINF 6005: Social Exchange of Information	3
	CINF 6010: Diagnostic of Information Needs	3
	CINF 6100: The Information Industry: Resources and Services	3
	CINF 6200: The Organization and Retrieval of Information	3
	CINF 6300: Information Technology	2
Required courses (14 credit hours)	CINF 6016: Development of Information Skills	2
	CINF 6106: Information Access Policies	3
	CINF 6205: Organization and Retrieval of Information (Advanced)	2
	CINF 6400: Administration of Information Services	3
	CINF 6405: Leadership: Theory, Style & Application Workshop	1
	CINF 6600: Research Methods Applied to the Field of Information	3
Electives (7 credit hours)	Varies	7
Thesis or Project (3 credit hours)	CINF 6601: Thesis or Project	3

### Elective Courses

Seven (7) credits are assigned for elective courses that can be taken in the School or in other disciplines such as communication, education and business administration. Within the School, there are 32 options for elective courses. Curriculum elective options include a practicum (fieldwork experience) and an independent study.

Students are required to pass a comprehensive exam after completing the core courses, and before beginning the thesis or project. The curriculum gives students an overall understanding of the fundamentals of theory, practice and leadership in the field. Courses are designed to provide the knowledge, skills and competencies required in the library and information field. They respond to the needs and interests of a multicultural student body.

The School's Program Assessment Plan contributes to the continuous revision and improvement of the curriculum, and has facilitated the School's compliance with its objectives and the COA's Standards. The GSIST has paid close attention to results of student course evaluations and surveys, alumni focus groups, and other types of assessments. In the process of completing their coursework and the thesis or project, students are required to document their experience and accomplishments in an electronic program portfolio. In 2007,

a decision was made to change the focus from program portfolio to professional portfolio. The program portfolio focused on documenting student work, while the professional portfolio focuses on knowledge, skills and attitudes, student performance in relation to specific areas of the field. The professional portfolio will help graduates in interviewing for jobs, and entering the field as new professionals.

Students also participate in an exit interview focus group right before graduation. This provides useful information on student satisfaction with different aspects of the Program. The input provided is an important part of the School's planning and assessment process.

Based on results of students, alumni and employers' surveys and graduates' exit interviews, the GSIST's curriculum complies with its objectives. Since these objectives were aligned with COA's Standards, it can be concluded that the School is also complying with these standards.

This part of the Program Presentation describes how during the past seven years, 2001-2008, the School's curriculum objectives have been met, and the COA's curriculum standard has been addressed. For each section of the standard, it presents a summary of the School's compliance with that section of the standard, achievements, evidence, challenges, and steps that need to be taken.

### **School's objectives aligned to this Standard:**

#### ***Program Objectives***

The program of the Graduate School of Information Sciences and Technologies is designed so as to allow students to be prepared to:

- Objective 1:** Guide his/her performance by universal values and the principles of a democratic society.
- Objective 3:** Participate actively in a reflexive manner in social and institutional decisional processes that affect information services and the profession.
- Objective 4:** Utilize the principles of administration to administer information resources and services.
- Objective 5:** Use effective strategies to project a positive image of the profession and to market services.
- Objective 6:** Value the information in the present world developing services and products that will facilitate equal access to information to the citizenry
- Objective 7:** Value the philosophical and social foundations of the profession.
- Objective 8:** Be leaders in the profession and in society.

**Objective 9:** Exhibit, in work performance, the attitudes and interpersonal skills that will allow him/her to cooperate, share and integrate to work-groups, from the information and interdisciplinary fields.

**Objective 10:** Diagnose characteristics and needs of clients to offer the required treatment.

**Objective 11:** Master the knowledge and skills of the field and integrate them to the development of information services and added value products that allows satisfying the needs and interests of the clients.

**Objective 12:** Organize information to facilitate prompt retrieval and use.

**Objective 13:** Evaluate, select and use information technologies as alternatives to improve services.

**Objective 14:** Create, evaluate and apply new knowledge to the information field.

**Objective 15:** Up-date knowledge, skills and processes akin to the information field in a systematic way.

### ***Curricular Development***

**Objective 26:** Provide a variety of educational experiences that will allow the application of theory in practice.

**Objective 27:** Provide a curriculum that will introduce multicultural elements.

**Objective 28:** Provide a dynamic curriculum that will respond to the constant changes of a global and technological society, in constant revision.

**Objective 29:** Design and offer virtual courses and programs with the purpose of expanding access and opportunities to those populations who cannot take advantage of the program on campus.

**Objective 30:** Collaborate with other academic units in order to strengthen the interdisciplinary focus, education and research.

### ***Services to Alumni and the Field***

**Objective 31:** Offer a continuing education program and certificates that satisfy the needs and interests of the alumni and other information professionals; that reflect trends in the profession, taking into consideration international approaches

**Section 1.** *The curriculum is based on goals and objectives and evolves in response to a systematic planning process.*

### **Summary of School's compliance with this section of the standard**

One of the steps taken during the curriculum revision process in 2000 was the reexamination of the Program's vision, mission, goals and objectives. As previously stated, the faculty identified trends in Puerto Rican society and the information industry from a global perspective. Trends in the library and information field were taken into account to determine competency areas needed to be satisfied, including skills, knowledge, and attitudes. The increased need for diversity in recruitment of new professionals, in the provision of new services and development of collections reflecting changing demographics, and the changing character of local communities as they impact the school's offerings were also taken into account. The need for updating knowledge and for acquiring new skills for lifelong learning became an essential part of this context.

From 2001-2007, in annual retreats and faculty meetings, the GSIST has systematically identified and discussed priorities in terms of needs the Program aims to satisfy. In 2004, the vision, mission, goals and objectives were re-evaluated and a new objective (#29) addressing distance education was incorporated.

The School's objectives are grouped into categories reflecting the ALA Standards: program objectives, faculty development, students, administration, physical facilities and resources, curriculum development and services to alumni and the field. The School's objectives directly related to curriculum are: program objectives in terms of curriculum design (#1-15) and program development objectives (#16-30). There is also a specific objective related to continuing education and certificates included in "services to alumni in the field" (#31). The objectives guide the GSIST's curriculum design and instruction.

### **The School's objectives aligned with this section of the standard: #26-#31.**

#### **Achievements**

1. Objectives have been updated adding an additional one related to the delivery of distance education. This has provided justification for the development of online courses, expanding the options available in the curriculum for students to select.
2. The School initiated a distance education certificate geared towards school librarians (approved by the Puerto Rico, Council on Higher Education. CES 2004-061). This project has received positive evaluations and is recognized as a model within the UPR.
3. Syllabi have been revised to insure that the objectives are stated in terms of educational results to be achieved. Class activities and learning strategies are included in course objectives, in order to facilitate achievement of educational results.

4. New strategies and techniques for course evaluation are being implemented in an effort to determine how the course has facilitated student learning.

### Evidence

1. GSIST's Goals and Objectives ([Appendix 5 and http://egcti.upr.edu/images/stories2/philosophy.pdf](http://egcti.upr.edu/images/stories2/philosophy.pdf))
2. Course syllabi (Core course syllabi online at: [http://egcti.upr.edu/index.php?option=com\\_content&task=category&sectionid=9&id=21&Itemid=68](http://egcti.upr.edu/index.php?option=com_content&task=category&sectionid=9&id=21&Itemid=68))
3. Student's course evaluations and portfolios (on-site)
4. Evaluation results of the distance learning Teacher-Librarian certificate program delivered to students in the Dominican Republic. (<http://egcti.upr.edu/images/stories2/infevalextcertrd.pdf>)

### Challenges

- There is a need to review and revise the School's statement of vision, mission, goals and objectives in the light of new trends in the field and of the new curriculum revision process.
- The present curriculum is in the process of being reassessed, based on results from the program assessment plan. There is a need to incorporate input on changes needed in the curriculum from all the School's constituencies.
- Need to implement the Learning Assessment Plan

### Steps to be taken

- Complete the revision of the vision, mission, goals and objectives (2007-2008) involving faculty, staff, students, alumni, employers. This process is being completed during the January-May 2008 semester.
- Revise the current curriculum in alignment with a revised and updated vision, mission, goals and objectives statement. The curriculum revision process is currently underway.

**Section 2:** *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 the information agencies and in other contexts.*

### Summary of School's compliance with this section of the standard

The GSIST's curriculum is multidisciplinary in nature, since it focuses on traditional areas of librarianship, as well as information science and technologies. The curriculum aims to develop a multifunctional professional with basic competencies in designing and offering information products and services in different environments. A variety of educational

experiences are provided throughout the curriculum geared to the study of theory, principles, practices, and values, in the context of information resources and services in libraries and other information agencies. The introductory course (CINF 6005), the reference course (CINF 6106), the collection development course (CINF 6100), the administration course (CINF 6400), and the workshop on leadership (CINF 6405) are particularly relevant in this context. The introduction to theory begins in the first course that new students take, CINF 6005, *Social Exchange of Information*, where students are exposed to basic competencies, ethics and values of the profession.

The School provides clinical experiences as fieldwork (CINF 6800, 6805), and offers students the option of taking courses in other areas of interest through independent study, special topics, workshops and cross-listed courses from other departments. In this respect, it addresses and facilitates development in students of basic competencies needed to function as effective information professionals, in a diversity of environments and contexts. The focus reflects the broad, multidisciplinary nature of the curriculum.

Learning strategies and educational experiences are included as a component of each course syllabus. The design of learning strategies relates to course objectives, content, materials and resources, and evaluation. Strategies such as team teaching, collaborative learning, added value products, site visits, case studies, group projects are part of course design. Research is included in the curriculum, particularly in the research methods and thesis courses (CINF 6600 and 6601).

**The School's objectives aligned with this section of the standard: : #2, #3, #5, #6, #7, #9, #26, #29, and #30.**

### **Achievements**

1. The GSIST learning strategies toolbox includes a variety of educational experiences, such as creation of blogs and wikis (as part of CINF 6400-Administration of Information Services); student presentations in classes and in special events (*Jornadas de Investigación*, conferences); student publications in *Simbiosis*, group projects, such as the development of learning skills modules.
2. The curriculum includes a series of courses in which theory, principles, practices and values important for the provision of resources and services in libraries, information agencies and other contexts are presented, using a variety of teaching and learning strategies.
3. The curriculum allows students to take fieldwork (practicum), independent study, and special topics courses which address their specific needs and interests, as well as provide them the opportunity to develop competencies needed to provide effective information services in libraries, information agencies and other contexts.



## Evidence

1. Course syllabi. (Core course syllabi online at: [http://egcti.upr.edu/index.php?option=com\\_content&task=category&sectionid=9&id=21&Itemid=68](http://egcti.upr.edu/index.php?option=com_content&task=category&sectionid=9&id=21&Itemid=68))
2. Student program portfolios (on-site)
3. Conference programs showing student participation (Samples available on-site)

## Challenges

- There is a need identify, expand and diversify the opportunities for students to be exposed to practical experiences in the fieldwork or practicum course (as well as in other courses) which incorporate theories, principles, and values in the provision of needed library and information services.

## Steps to be taken

- Work closely with the School's advisory board and boards of local professional associations to obtain their input and ideas on how to expand and diversify fieldwork experiences for students. The close contact of the School with local professional associations, where faculty members have played leadership roles, facilitates this collaboration.

**Section 3:** *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.*

## Summary of School's compliance with this section of the standard

This section identifies basic competencies required for the information professional. Several courses, both required and elective, incorporate these numerous elements and develop the competencies required. Required courses help insure that competencies are acquired by all students. In addition, special topic courses (CINF 6995) may also facilitate the acquisition of those competencies.

The following table indicates that the curriculum includes core, required and elective courses in which the aspects of information knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination and management are present. Students are exposed to basic and advanced levels of knowledge acquisition and skills relating to these subject areas. Core and required courses are identified with an asterisk (\*).

Curriculum Elements	Number of courses	Course Code
Information & Knowledge Creation	5	6016*, 6500, 6505, 6506, 6507
Communication	4	6005*, 6400*, 6405*, 6409
Identification, Selection, Acquisition of Information	12	6100*, 6105, 6106*, 6107, 6109, 6110, 6115, 6117, 6118, 6119, 6125, 6127
Organization & Dissemination of information Organization & Description, Storage & Retrieval	21	6010*, 6106*, 6200*, 6205*, 6206, 6207, 6208, 6215, 6216, 6217, 6400*6200*, 6300*, 6205*, 6206, 6207, 6500, 6506, 6215, 6217, 6306
Preservation	5	6215, 6217, 6500, 6506, 6507
Analysis, Interpretation, Evaluation, Synthesis	6	6010*, 6106, 6200, 6206, 6207, 6208,
Management	5	6400*, 6405, 6409, 6415, 6995(Evidence-based practice),

**The School's objectives aligned with this section of the standard: #1-6, #8-15.**

### **Achievements**

1. The assessment process has helped document students' acquisition of basic competencies required for the information professional. Results of student and

alumni surveys and exit interviews indicate that the curriculum has included the range of competencies required for the new information professional.

2. In response to societal changes and information demands, the School has incorporated a variety of educational experiences that apply information technology into traditional library and information studies courses. As a result, the scope of the curriculum has expanded and become more multidisciplinary.

### **Evidence**

1. Course syllabi. Courses developed have been organized under main topic areas, covering the essential character of the field of library and information science. (Core course syllabi available online: [http://egcti.upr.edu/index.php?option=com\\_content&task=category&sectionid=9&id=21&Itemid=68](http://egcti.upr.edu/index.php?option=com_content&task=category&sectionid=9&id=21&Itemid=68), all course syllabi available on-site)
2. Student portfolios, which provide evidence of competencies acquired through course experience. (on-site)
3. Results of student survey (<http://egcti.upr.edu/images/stories2/cuest07.pdf> and <http://egcti.upr.edu/images/stories2/grafcuest07.pdf>. Instrument: Appendix 19 and <http://egcti.upr.edu/images/stories2/cuestmaest.pdf>)
4. Results of exit interviews (Available in annual assessment reports: <http://egcti.upr.edu/images/stories2/assess0207.pdf>. Instrument: Appendix 20 and <http://egcti.upr.edu/images/stories2/exit.pdf>)

**Section 4:** *The curriculum fosters development of library and information professionals who will assume an assertive role in providing services.*

### **Summary of School's compliance with this section of the standard**

The GSIST's curriculum provides students opportunities for the acquisition of knowledge and skills related to playing an assertive role in providing services. Leadership, assertiveness and commitment to the profession are stressed and developed in the following courses: CINF 6400 (Management of information services), CINF 6405 (Leadership: Theory, styles and realities), CINF 6409 (Marketing and promotion of information services), CINF 6415 (Strategic Planning); CINF 6995 (Evidence-based practice in library and information services).

Students have recommended that the leadership course (CINF 6405, 1 cr.) be incorporated into the administration course (CINF 6400), in order to provide for more flexibility in the curriculum and to allow more credits for electives. As part of these courses, students have the opportunity to interact with leaders in the field in Puerto Rico.

Involvement in other activities such as the Student Council, school committees, professional organizations, presentations of research results (papers, posters) in conferences, all of which are encouraged by the School, fosters students' commitment to the profession, to providing library and information services.

The Student's Portfolio provides evidence and demonstrates participation in various aspects of the Program. It documents the student's commitment to the field.

**The School's objectives aligned with this section of the standard: #3-6, #8-9, #11, and #14.**

### **Achievements**

1. In 2007, the faculty agreed to change the focus of the students' portfolio from a program to a professional portfolio. This has resulted in simplifying and improving the process of preparing the portfolio, making it more useful for students in their job and career development.
2. Student evaluations of the following courses have been positive: CINF 6400 (Management of information services), CINF 6405 (Leadership: Theory, styles and realities), and CINF 6415 (Strategic Planning). This reinforces the importance of these areas of the curriculum which focus on preparing professionals with leadership knowledge and skills.
3. Student opportunities to develop leadership skills and provide services within their course of studies at the GSIST has expanded and broadened, including participation in professional associations, committees, councils, research projects and special School activities.

### **Evidence**

1. Student course evaluations. (See instrument: [Appendix 18 and http://egcti.upr.edu/images/stories2/courseeval.pdf](http://egcti.upr.edu/images/stories2/courseeval.pdf))
2. Results of exit interviews (Available in annual assessment reports: <http://egcti.upr.edu/images/stories2/assess0207.pdf>. Instrument: Appendix 20 and <http://egcti.upr.edu/images/stories2/exit.pdf>)
3. Student portfolios (on-site)

**Section 5:** *The curriculum emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.*

### **Summary of School's compliance with this section of the standard**

Research is an essential element in the GSIST philosophy. As a key component for the future development of the profession, research is an important means through which the instructional program is enriched. Research contributes to solving problems faced by professionals in the field; provides answers to significant questions and offers opportunities to develop policies and new products and services.

During the process of developing new course syllabi, faculty members incorporate results of basic and applied research from relevant fields. This is reflected in course bibliographies, in

student assignments, and in topics covered in courses. The need for graduate students to experience the research process throughout their curriculum is recognized as critically important by the Dean of Graduate Studies and Research, as well as by the faculty and administration of the School.

The research courses in the curriculum include the evaluation of research in the field and in related fields. These courses include CINF 6600 (Research methodology in the information field), the special topics course CINF 6995 (Evidence-based practice in library and information services), and CINF 6601 (Thesis).

Since 2000, based on Academic Senate Certificate #72, all graduate programs on campus include a thesis or research project component as a graduation requirement. Student theses and projects are an essential part of the curriculum's focus on research.

Students present their research findings in the *Jornadas de Investigación*, an annual research forum held at the School. Professors and other information professionals in the field are invited to share their research activities. In addition, students present their research in professional organizations, such as the Librarians Society of Puerto Rico and the Association of Caribbean University, Research and Institutional Libraries (ACURIL).

The establishment of the OERI, the School's Research Center, has stimulated and strengthened the research environment of the School; provided students with more information about research activities (through the web site), as well as opportunities to participate in research projects.

**The School's objective aligned with this section of the standard: # 14.**

### **Achievements**

1. The development of the OERI, the School's Research Center, has expanded the School's research commitment and activity, including information for faculty and students on the web: <http://oeri.uprrp.edu>
2. As a special project, a database (INITICS) and index of theses and research projects including abstracts is being developed to disseminate information about LIS research activity in Puerto Rico through the Internet.
3. Students' theses draw on basic and applied research from related and relevant fields, such as communications, education, law, psychology and sociology, reemphasizing the importance of a multidisciplinary point of view.
4. Several students have been invited to present their research in professional activities, both within the Island (Librarians Society of Puerto Rico, the School's Alumni Association and the Association of School Librarians) and outside of Puerto Rico (Association of Caribbean University and Research and Institutional Libraries, ACURIL). One student published her research findings in a conference proceeding, and others have published their results in local professional publications.

Furthermore, one student was invited to present her master's thesis at IFLA's 2005 annual conference in Oslo.

5. A research award for students has been established by ACURIL in the academic year 2007 to recognize those students who, according to their thesis committee, have done exceptional research at the Master's level. This new award expands the recognition given by the School to student research.

### **Evidence**

1. Examples of students' theses, research projects and the thesis database. (On-site)
2. Examples of presentations in the *Jornadas de Investigación en el Campo de la Información*, program materials for this activity. (On-site)
4. Invitations and programs, including mention of students presenting research. (Samples available on-site.)
5. Articles related to students' research findings. (Samples available on-site.)
6. Course syllabi. (Core course syllabi available online: [http://egcti.upr.edu/index.php?option=com\\_content&task=category&sectionid=9&id=21&Itemid=68](http://egcti.upr.edu/index.php?option=com_content&task=category&sectionid=9&id=21&Itemid=68), all course syllabi available on-site)
7. Student portfolios (on-site)

### **Challenges**

- There is a need to promote more student participation in national and international conferences, as well as more efforts to publish and share the results of their research.
- The revision of the School's guidelines for theses and projects needs to be completed, so that these guidelines are clearer and more easily followed.

### **Steps to be taken**

- Complete the revision of the guidelines for theses and projects.
- Use the annual *Jornadas de Investigación* and students' awards program to promote more student participation in publishing and sharing research results. *Simbiosis*, the School's electronic journal, will feature student work in a special issue, which will serve to stimulate student publication.

<b>Section 6:</b> <i>The curriculum integrates the theory, application, and use of technology.</i>
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### **Summary of School's compliance with this section of the standard**

Since 2000, the School has emphasized the importance of technology as a working tool in the curriculum. Technology has been identified as a core component to be integrated in courses offered across the curriculum. In addition to basic and advanced courses on information technology (CINF 6300 and 6306), the curriculum includes courses that focus on application

of technology in handling documents, in designing databases, in systems analysis, in automation, in data networks.

The following table identifies specific courses with technological components. Core and required courses are marked with an asterisk (\*).

Technological components	Number of courses	Courses
Theory, Application and Use	4	6300* , 6306, 6307, 6316,
Information Products	5	6215, 6216, 6500, 6505, 6506,
Applied Technologies & Working Tools	6	6016, 6200, 6207, 6309, 6400, 6409

The emphasis on students acquiring competency in handling new technology is reflected in the content of these courses, as well as in teaching and learning strategies, including assignments using the hardware and software available as part of the School's technological infrastructure.

### **The School's objectives aligned with this section of the standard: # 13.**

#### **Achievements**

1. Since 2000, courses in the curriculum have emphasized the use of technology as a working tool. The theory, application and use of technology are integrated across the curriculum. In addition to basic and advanced courses in information technology, there are a wide variety of courses focusing on different aspects of technology, including, for example, design of computer databases (CINF 6215 and 6217), automation of information services (CINF 6307), fundamentals of data networks (CINF 6315), design of multimedia products on CD ROM (CINF 6205).
2. Students are able to gain the skills needed to use technology effectively through taking advantage of the School's computer and multimedia labs, with state of the art equipment, hardware and software needed to complete assignments and course requirements. The School's physical resources and facilities provide adequate support for completing these assignments and requirements.

## Evidence

1. Course syllabi. (Core course syllabi available online: [http://egcti.upr.edu/index.php?option=com\\_content&task=category&sectionid=9&id=21&Itemid=68](http://egcti.upr.edu/index.php?option=com_content&task=category&sectionid=9&id=21&Itemid=68), all course syllabi available on-site)
2. Students course projects applying technology and multimedia (on-site)
3. Student portfolios (on-site)

**Section 7:** *The curriculum responds to the needs of a rapidly changing multicultural, multiethnic, multilingual society including the needs of underserved groups.*

## Summary of School's compliance with this section of the standard

In contrast to the United States, Puerto Rican society is more homogeneous. Immigrants are individuals with a shared culture and language, such as Dominicans, Colombians, Cubans, Argentineans, Mexicans, Chileans and those of other nationalities. With few exceptions, immigrants generally integrate themselves in time into the general Puerto Rican population. Since a large group of citizens from the Dominican Republic have settled in various communities of Santurce and Río Piedras, efforts have been made to include historical and social aspects of the Dominican Republic in some of the courses and in extracurricular activities. The diversity and multicultural aspects of library users are reflected in courses such as CINF 6010, Diagnostics of Information Needs, Clients and Services; CINF 6106 Policies of Information Access; CINF 6015, The Public Library, its clients and services; CINF 6995 Special Topics, Comparative and International Librarianship, and in extracurricular activities.

The underserved community in Puerto Rico includes the blind, deaf, physically challenged, senior citizens, homeless, illiterate, people with special needs (battered women, people with AIDS, inmates and immigrants), and those living below the poverty level. Special attention is given to these groups in the services courses.

Examples of the application of multicultural and multiethnic aspects of the information field include the Introduction to the design of databases course (CINF 6215) where students were involved in the creation of a multilingual database for ACURIL, the Association of Caribbean University, Research and Institutional Libraries. This work was presented at the annual conference in June 2007. Practicum or field work included in the curriculum, available since the second semester of 1999-2000, provides students the opportunity to work in disadvantaged areas and with underserved groups.

The School was involved in offering a distance education certificate in school librarianship in alliance with the Pontifical Catholic University in the Dominican Republic. Faculty traveled to the Dominican Republic to support the teaching/learning experience. As a result, three Dominican students began the master's program in Puerto Rico. This experience is an example of the School's interest in the multicultural and multiethnic context of Caribbean society. The success of this experience was recognized by UNICA (the Association of Universities in the Caribbean) in its annual meeting in November 2007. The School and the University are committed to continue exploring future options in this area.



The partnership with the University of Tennessee's School of Information Sciences has broadened the opportunity for the School's students to learn more about the diversity of cultures in the United States, and obtain a broader understanding about multicultural, multiethnic, multilingual issues and concerns.

There have been theses and research projects on services to the poor, the physically and mentally challenged, the elderly, school dropouts, and other underserved groups.

The School's strong and continued relationship with ACURIL allows students and faculty participation in and exposure to the multicultural, multiethnic and multilingual aspects of this Caribbean regional library association.

**The School's objectives aligned with this section of the standard: #6, #10, #11 and #27.**

### **Achievements**

1. Since 2000 students have had the opportunity to work in ENLACE, an information center for the Río Piedras community, located in the heart of Río Piedras, adjacent to the University, geared to the low-income community, immigrants and the homeless. This is an example of the School's moving beyond the curriculum to respond to the information needs of the surrounding community, including the needs of underserved groups.
2. New professors from Cuba and Pakistan have joined the faculty, and students from Chile, Cuba, Dominican Republic, Perú, Haiti, Mexico and Venezuela have been part of the School's community. This provides an opportunity to share experiences and ideas from a multicultural and multiethnic perspective.
3. The alliance with the University of Tennessee has provided an opportunity to broaden and enrich the multiethnic and multicultural experience of faculty and students in the US.
4. The School's strong and continued relationship with ACURIL allows students and faculty participation and exposure to a multicultural, multiethnic and multilingual Caribbean context within the functioning of this regional library association.
5. Diversity and multiculturalism are reflected in both required and elective courses, including, for example, the user needs course, the reference course, the collection development course, and the public library course. Issues dealing with multiethnic and multilingual populations, with underserved groups in society, are identified and discussed in these courses.

### **Evidence**

1. Thesis and research projects dealing with topics relating to needs of a diverse clientele (on-site)

2. Course syllabi. (Core course syllabi available online: [http://egcti.upr.edu/index.php?option=com\\_content&task=category&sectionid=9&id=21&Itemid=68](http://egcti.upr.edu/index.php?option=com_content&task=category&sectionid=9&id=21&Itemid=68), all course syllabi available on-site)
3. Examples of student assignments and projects in courses including multicultural content (on-site)
4. Documents relating to the University of Tennessee alliance. (Memorandum of Understanding: <http://egcti.upr.edu/images/stories2/mou.pdf>)
5. Evaluation results of the distance learning Teacher-Librarian certificate program delivered to students in the Dominican Republic. (<http://egcti.upr.edu/images/stories2/infevalextcertrd.pdf>)
6. Listing of students from different countries. (See Students section)
7. ACURIL materials, documents, faculty and student participation (on-site)

### **Challenges**

- There is a need to increase students' participation in fieldwork experiences and community projects related to multicultural and underserved clientele. A heightened awareness of the value and importance of this work needs to be developed.

### **Steps to be taken**

- Identify effective strategies to increase student awareness and participation in fieldwork experiences and community projects relating to multicultural and underserved clienteles. Through outreach efforts to bring representatives of community groups to dialogs with students, their interest and commitment to participate in fieldwork and community projects may be stimulated.

**Section 8:** *The curriculum responds to the needs of a rapidly changing technological and global society.*

### **Summary of School's compliance with this section of the standard**

As previously explained in Section 6, the School is committed to the integration of technology in the curriculum. Ongoing curriculum revision based on the assessment process, the use of special topics courses and workshops provide the flexibility required to respond in a rapid manner to the needs of a changing technological and global society. Course syllabi are revised and special topics courses (CINF 6995) are developed as these needs are identified.

A significant increase in the integration of information technology in the School's curriculum has been evident since the year 2000. Technology has been identified as a main focus of the curriculum, and appears in all courses as part of the content, or as a tool to be used by faculty and students in the teaching and learning process.

Applied technology is integrated in all courses as a means of impacting and supporting the delivery of new kinds of library and information services in response to the needs of a rapidly changing technological and global society. Courses dealing with technology as a main focus of study are: CINF 6208 (Computerized integrated management systems); CINF 6300 (Information technology-Basic), CINF6306 (Advanced applications of information technology); CINF 6307 (Automation of information services); CINF 6315 (Networking fundamentals); CINF 6500 (Creation of informative products in multimedia); and CINF 6505 (Design of multimedia products in CD-ROM). In addition, special topics and workshop courses allow the School to respond quickly to new trends, issues and concerns in this context.

**The School's objectives aligned with this section of the standard: # 14 and #28.**

### **Achievements**

1. The GSIST is recognized as having taken a leadership role in the use and application of new technology on campus. Its involvement in the Title V project focusing on information and computer literacy demonstrated this leadership role.
2. All core courses incorporate issues of global trends and technologies. One of the core courses is specifically about information technology: CINF 6300. Topics like the global knowledge economy are also specifically addressed in the syllabi of two core courses: CINF 6005 and CINF 6300.
3. The range of courses offered reflects the importance of the application and use of technology in all aspects of the field. Students are able to take special topics courses (CINF 6995) which focus on new issues, trends and developments in technology, such as: Introduction to Community Informatics, Evidence-based Librarianship and Comparative and International Librarianship.
4. Students have selected thesis topics which relate to the impact of technology on the field, or involve the application and use of technology to carry out the research.

### **Evidence**

1. Course syllabi, with specific activities involving the integration of information technology and references including readings related to technology and global changes. (Core course syllabi available online: [http://egcti.upr.edu/index.php?option=com\\_content&task=category&sectionid=9&id=21&Itemid=68](http://egcti.upr.edu/index.php?option=com_content&task=category&sectionid=9&id=21&Itemid=68), all course syllabi available on-site)
2. Examples of student projects involving technology (on-site)
3. Examples of students thesis and research projects relating to technology (on-site)
4. New courses designed and offered as Special Topics and Workshops (from January 2001 to date) (on-site)

## Challenge

- Within the context of rapid changes in the global society and the impact of the digital divide, faculty need to be assertive and proactive in stimulating students to be creative and innovative in considering solutions or alternatives to confront this issue.
- Given continued technological development and applications in the field, students need to continually expand and update their knowledge and skills in the application and use of information technology. The School should expand its co-curricular activities that focus on developing these skills and knowledges.

## Steps to be taken

- Identify and develop colloquia, dialogues and other kinds of extra curricular activities that aim to expand and update students' knowledge and skills in relation to applications and use of technology. Involve the student council in planning these activities.

<b>Section 9:</b> <i>The curriculum provides direction for future development of the field.</i>
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## Summary of School's compliance with this section of the standard

The faculty acknowledge that one of the School's greatest contributions to the present and future development of the field in Puerto Rico and the Caribbean has been students research endeavors, thesis or research projects that cover a variety of topics relevant to the future development of the field in Puerto Rico and in other countries of the region.

Since 2001, the Post-Masters certificate program, as well as continuing education workshops have had an impact on the future development of the field by facilitating and updating information professionals' interchange of ideas and acquisition of new knowledge, skills and competencies.

Students are encouraged to present their work at the School's *Jornadas de Investigación*, and at conferences of local and international professional organizations, as well as to publish the results of their research. The School supports student attendance and participation in various conferences. Student participation in ACURIL (Association of Caribbean University, Research and Institutional Libraries) annual meetings in different countries in the Caribbean is strongly encouraged. Students are exposed to different cultures and points of view within the diversity of the Caribbean experience as it is related to the library and information field.

In the discussion of class assignments, readings, and other course activities students become aware of trends, issues and concerns impacting the field. They are able to explore these trends and issues during the course. They can obtain the skills and competencies needed to confront and handle the implications of these trends and issues in libraries and other information agencies. They can use what they have learned in their courses to suggest changes and improvements in the way that libraries and other information agencies function today.

**The School's objectives aligned with this section of the standard: #14, #15, and #31.**

### **Achievements**

1. The School's program includes post-master's and post bachelor's certificates, besides the Master's degree, which provide students opportunities to specialize and explore new areas and aspects of the field.
2. The School's continuing education activities have also provided opportunities to learn about new trends and developments in the field.
3. A variety of continuing education workshops have been delivered during the period of 2001-2007, such as the Big 6 Methodology by Eisenberg and Berkowitz (2002), the Conference on the Development Information Competencies organized by ACURIL and the School (2004), the Conference on Knowledge Management in October 2007, and the Information Competencies for the Information Professional, organized by the Librarians Society of Puerto Rico and the School (November 2007).
4. Students' course projects, theses and research projects reflect an interest in new trends and developments in the field, including technology, digital libraries, virtual reference services, intellectual property and intellectual freedom.
5. Students have presented the results of their research every semester at the School's *Jornadas de Investigación* activity. This provides an opportunity for the entire School community to learn about what research has been done by students as part of the curriculum. In addition, students have presented their research at ACURIL conferences in different Caribbean countries.

### **Evidence**

1. Students' theses and research projects, as well as INITICS, the research database (on-site)
2. Examples of presentations in the *Jornadas de Investigación en el Campo de la Información* and in ACURIL (invitations and programs) (on-site)
3. Materials describing the School's certificate program ([Appendix 6 and http://egcti.upr.edu/images/stories2/egctipromo.pdf](http://egcti.upr.edu/images/stories2/egctipromo.pdf))
4. Examples of student course work and projects (on-site)
5. Continuing education materials (on-site)

### **Challenges**

- There is a need to continue to provide financial support for students to attend and participate in regional and international professional association activities, to be able to present their work at these activities. Sources of external funding need to be identified and obtained.

- The School's continuing education program needs to be reassessed and reformulated in the light of the curriculum revision process. The role of continuing education and the School's responsibility in this area needs to be discussed, clarified and formalized.
- There is a need to promote more effectively the School's post bachelor's and post master's certificate programs, to increase the demand for these programs, including, for example, Information Services Consultant, Law Information Specialist, Academic and Special Library Administrator.

### **Steps to be taken**

- Identify and write proposals for both institutional and external funding to support student participation in professional association activities, presenting and disseminating the results of their research.
- Identify innovative, creative strategies to use in promoting the School's certificate programs.
- Work together with the University's division of continuing education and professional studies (DECEP), with the School's advisory board and with representatives from local professional associations to explore the School's role in continuing education for the field, in collaboration with other providers of continuing education.

<b>Section 10:</b> <i>The curriculum promotes commitment to continuous professional growth.</i>
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### **Summary of School's compliance with this section of the standard**

Continuous professional growth is considered an important value to be promoted within the School's faculty, staff, students, and graduates. The school has encouraged faculty and staff to take advantage of workshops offered by the University aimed at professional development. The School's graduates have participated in continuing education activities sponsored by the School, often in collaboration with activities of local professional organizations in the field. In addition, some alumni choose to continue taking courses after graduation to take advantage of elective, special topics courses and the post-master's certificate programs. This reflects the success of the message emphasized throughout the curriculum of the importance of keeping up-to-date in a rapidly changing field; becoming a life long learner.

Although the School doesn't offer a formal continuing education program, continuing education activities have been directed at alumni and students. The aim has been to develop an active community of learners. Topics presented in continuing education activities are generally not covered in regular courses. The "Achievements" heading of the preceding section (Section 9) includes some examples of continuing activities.

Alumni and other professionals in the field have suggested topics for continuing education in surveys and focus group discussions. Alumni and other professionals in the field have requested advanced degrees and a doctoral program. The certificate program was developed in response to these requests and reflected the School's commitment to its constituency in relation to professional growth.

**The School's objectives aligned with this section of the standard: #14, #15, and #31.**

### **Achievements**

1. The program portfolio was established as a Program requirement. In the portfolio students include evidence of participation in continuing education activities. The portfolio requirement has been revised to focus on preparation of a professional portfolio, which can document participation in program activities.
2. The School has regularly offered continuing education activities for alumni and students. Some of these activities are planned in collaboration with the School's Student Council and with representatives from local professional organizations, so that they can be held during the conferences of these associations. For example, in Septemeber, 2005, the School, together with ACURIL and the University Library System, co-sponsored the 1<sup>st</sup> Festival on Information And Knowledge Skills for All in Puerto Rico (*1<sup>er</sup> Festival para el Desarrollo de Destrezas de Información y del Conocimiento para Todos en Puerto Rico*), which was attended by 197 people.
3. There has been a recent effort to work together with the University's Division of Continuing Education and Professional Studies (DECEP) to provide administrative support, including promotion, for these activities. The recent (October, 2007) international conference on knowledge management planned and organized by the School was co-sponsored by DECEP.
4. The School's post bachelor's and post master's certificate programs were aimed at providing a means for professional growth of alumni and practitioners in the field. They reflect the School's commitment in this area.

### **Evidence**

1. Names of students participating in continuing education activities and receiving scholarships to attend professional association conferences (Samples available on-site)
2. Continuing education materials (on-site)
3. Information about the School's certificate programs, including the Progress report of the Certificate Programs (Informe de progreso al Consejo de Educación Superior de Puerto Rico sobre los programas de certificado, aprobado mediante enmienda a la Licencia de Renovación Institucional), submitted to the Council on Higher Education of Puerto Rico, November 2007. (on-site)
4. Examples of student portfolios (on-site)

**Challenges** (see previous section's "Challenges")

**Steps to be taken** (see previous section's "Steps to be taken")

**Section 11:** *The curriculum provides the opportunity for students to construct coherent programs of study that allows 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.*

### **Summary of School's compliance with this section of the standard**

The curriculum has thirty-one core and required credit hours, which represent 82% of the credit load and seven elective credit courses, which represent 18% of the credit load. The School has established two tracks that guide students in selecting courses: one for part-time and the other for full-time students. Using these guidelines, as well as orientation offered by the Coordinator of Student Affairs, students construct coherent programs of study that allow for the development of competencies needed for productive careers in the field.

The curriculum offers opportunities to acquire competencies related to areas such as information and knowledge creation; identification, selection, and acquisition of information; organization, description, storage and retrieval of information; preservation and conservation; analysis, interpretation, evaluation, synthesis and dissemination of information; and management. Studies undertaken during the curriculum's implementation indicated that competencies needed for information professionals in Puerto Rico are covered by core and required courses in the curriculum.

In order to provide for students' individual needs, goals and aspirations, thirty two elective courses (one to three credits) have been developed throughout the past seven years. Additional elective courses are delivered under the special topics code, CINF 6995, with a variety of topics and issues related to faculty and student interests. In addition, elective courses can be taken in other academic units, or in any other accredited ALA LIS School. The independent study and practicum or fieldwork courses provide a means for students to focus on individual needs and interests, in relation to goals and aspirations. However, according to recent student evaluations, there is a need for the curriculum to be more flexible in meeting individual needs, interests, goals and aspirations. The results of the 2005 and 2007 student satisfaction surveys showed that the professional profile that the School was using needed to be reviewed and revised. Students requested more flexibility in terms of core and required courses; reevaluation of the number of credit hours assigned to some courses; an increase in the variety of practicum experiences and in the number of credit hours assigned to this fieldwork course. These recommendations are being considered in the next curriculum review process that will take place during 2008-2009.

**The School's objectives aligned with this section of the standard: #1-15, #25-26, #28.**

### **Achievements**

1. The curriculum that has been implemented since 2001, offers students a range of required and elective courses that deal with the basic knowledge and competencies of the field. Separate tracks identifying required courses to be taken have been developed for full and for part time students. The resulting schedules help provide students with a means to develop coherent programs of study.



2. Elective courses include options such as special topics, independent study and practicum or fieldwork, which allow for individual needs, interests, goals and aspirations to be met.
3. Since 2001, students wanting to specialize have the option of selecting a post-masters degree certificate, including Administrator of Academic/Special Libraries, Consultant in Information Services, and Specialist in Legal Information. These certificates are offered on the basis of demand.

### **Evidence**

1. Annual class schedules which list courses offered each semester. (See proposed class schedule in the GSIST Bulletin: <http://egcti.upr.edu/images/stories2/boletin06.pdf>)
2. Description and listing of courses offered in the curriculum (See course catalog: [Appendix 7 and http://egcti.upr.edu/images/stories2/gsistcat.pdf](http://egcti.upr.edu/images/stories2/gsistcat.pdf))
3. Table of required courses to be taken by full time and part time students (See course catalog: [Appendix 7 and http://egcti.upr.edu/images/stories2/gsistcat.pdf](http://egcti.upr.edu/images/stories2/gsistcat.pdf))
4. Examples of Student Portfolios (on-site)
5. Listing of special topics courses offered (on-site)
6. Fieldwork and independent study courses taken by students (Syllabi and student portfolios will be available on-site.)

### **Challenges**

- There is a need to reassess the number of credits assigned to required and elective courses, as part of the curriculum revision process.
- There is a need to analyze the lack of demand for post master's certificates and reassess their importance within the curriculum.
- There is need to consider and evaluate the development of a dual master's degree program, with specializations in library science and in knowledge management, as part of the curriculum revision process.

### **Steps to be taken**

- Continue with the curriculum revision process, including evaluating the credits for required and elective courses, and the dual Master's degree.
- Identify strategies to help promote post master's certificate programs, in the context of curriculum revision.

**Section 12:** *The curriculum includes as appropriate in its degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities.*

### **Summary of School's compliance with this section of the standard**

The School's Master's program includes interdisciplinary coursework and research, experiential opportunities, and other similar curricular and extracurricular activities. Students have the opportunity to take elective courses in areas of interest in other departments within the University, and in other ALA accredited programs. Official steps have been taken to cross list courses to and from other departments. This promotes interdisciplinary course selection.

Experiential opportunities are included in most of the course syllabi, as part of teaching strategies. These opportunities include, for example, visits to libraries, interviews with information specialists and observations of specific information services. In addition, the curriculum includes clinical fieldwork in information services (CINF 6800), and field work in school libraries (CINF 6805). Student evaluations have indicated satisfaction with the fieldwork courses, and requested that they be required, and be assigned an increased number of credits.

There are three courses offered in the curriculum related to research. One of them is a research methodology course (CINF 6600), Thesis or Research Project (CINF 6601), and Evidence-Based Practice in the Information Field (Special Topics CINF 6995).

The School has participated in the Permanent Seminar of Research Methods project led by the graduate program in Psychology.

### **The School's objectives aligned with this section of the standard: #26 and #30.**

#### **Achievements**

1. There are formal agreements relating to courses in other academic units to be taken by GSIST students. Students have the opportunity for interdisciplinary coursework as part of the curriculum. In class assignments and projects they can focus on knowledge and skills from other disciplines which relate to and impact the field.
2. The School is participating in an interdisciplinary interfaculty seminar (*Seminario Permanente de Métodos de Investigación*) aimed at developing a database of peer reviewed research articles focusing on research methods. Faculty members teaching the research methods course (CINF 6600) have joined this seminar with their students every semester since 2006.
3. In order to facilitate interdisciplinary focus in the thesis and research process, the thesis/research project committee can include experts with background and experience in relevant fields.

4. The special topics course CINF 6995 (an example: Evidence-based practice in the library and information services), as well as the fieldwork course (CINF 6800) are options to provide experiential opportunities for students. Fieldwork can be done in different types of information contexts or environments. The independent study course also provides the opportunity for students to explore interdisciplinary topics and gain experience in the field. Within other courses, students in completing assignments and projects have the opportunity to connect with the field, gain practical knowledge and understanding of the field.

### **Evidence**

1. Description of teaching strategies in course syllabi. (Core course syllabi available online:  
[http://egcti.upr.edu/index.php?option=com\\_content&task=category&sectionid=9&id=21&Itemid=68](http://egcti.upr.edu/index.php?option=com_content&task=category&sectionid=9&id=21&Itemid=68), all course syllabi available on-site)
2. Fieldwork opportunities, special topics courses offered. (Syllabi and student portfolios will be available on-site.)
3. Examples of independent study courses that students have taken (on-site)
4. Samples of students' creative work, theses and projects (on-site)
5. Brochure and web site of the *Seminario Permanente de Métodos de Investigación* (Permanent Seminar on Research Methods)  
(<http://egcti.upr.edu/images/stories2/spmi.pdf> and <http://spmi.ac.pr/>)

### **Challenge**

- There is a need to evaluate the clinical practice or fieldwork course, in the context of curriculum revision, to determine whether it should be required, and how many credits should be assigned.

### **Steps to be taken**

- Discuss and reach a decision, as part of the curriculum revision process, about the clinical practice or fieldwork course, its status as required or elective, and the number of credits it should have.

<p><b>Section 13:</b> <i>Course content and sequence relationships within the curriculum area are evident.</i></p>
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### **Summary of School's compliance with this section of the standard**

The order of courses offered in the curriculum has a logical sequence based on content. This is reflected in the class schedule prepared each semester for part-time and full-time students. Courses offered are chosen carefully in the light of this schedule, to provide the courses that students need to complete the Program, in the proper sequence. The Coordinator of Student Affairs is in charge of developing this schedule, along with the Director.

The curriculum includes core courses, which develop the basic competencies of the information field. The required courses build additional and more complex competencies in the main areas covered by the curriculum. Elective courses develop competencies in areas responding to students' needs and interests.

Schedules for full-time and for part-time students, first developed in 2000, have guided the planning of course offerings each semester. The schedules, available in the School's *Boletín*, provide students with a coherent program to meet required competencies and program requirements.

**The School's objectives aligned with this section of the standard: #26, #28, #29 and #30.**

### **Achievements**

1. The sequence of course offerings takes into account the fundamental knowledge of the field and the logical order of required courses, taking into account pre-requisites. These are included in the course syllabi. Two types of program offerings have been developed and implemented: one for full-time and the other for part-time students. Both programs are offered each year. This planning helps insure that students take the proper sequence of required courses.
2. Elective courses provide additional opportunities to further develop basic competencies acquired in core and required courses, and to gain additional ones. Students have access to information about courses on the School's web site, as well as in the print *Boletín*. They can request guidance from the Coordinator of Student Affairs to help make decisions about elective courses.

### **Evidence**

1. Annual class schedule for full-time and part-time students. (See course catalog: [Appendix 7 and http://egcti.upr.edu/images/stories2/gsisctcat.pdf](#))
2. School's web site with information about courses and schedules [http://egcti.upr.edu/index.php?option=com\\_content&task=section&id=9&Itemid=54](http://egcti.upr.edu/index.php?option=com_content&task=section&id=9&Itemid=54)

**Section 14:** *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.*

### **Summary of the School's compliance with this section of the standard**

The certificates focus on services and activities in specialized fields, while the Master's program provides a basic introduction to the broader field, including the range of topics and subject areas that are part of the field of library and information studies. Students involved in one of the post bachelor's certificate programs, such as the teacher librarian certificate or

archives administration, may decide to continue on with the Master's program. For example, twenty five school library certificate students have either completed the Master's degree or are currently students in the Program.

The design of the certificates' learning experiences have taken into account statements of knowledge and competencies developed by ALA/AASL, as applied by the Department of Education in Puerto Rico, and those of professional archives organizations in Puerto Rico, such as the Society of Archivists and ARCHIREN (Network of Archives in Puerto Rico).

**The School's objectives aligned with this section of the standard: # 4 - #15.**

**Achievements**

1. Two of the post-bachelor's certificates started in 2001; teacher librarian and archival administrator have been the most successful. The Teacher librarian certificate, based on guidelines from the Puerto Rico Department of Education, has had the highest demand. The Electronic Resources Analyst Certificate has been offered twice since 2001. Since 2004-2005 the School Library certificate has been offered mostly using the distance education modality.
2. Twenty-two percent (n=37) of the students in the Teacher Librarian Certificate, eleven percent (N=4) from the Documents and Archives Administrator, and 20 % (N=4) from the Electronic Resources Analyst Certificate have been admitted to the Master's program There have also been transfers from other certificates to the Master's program.

**Evidence**

1. The GSIST's Certificates Report to the Council on Higher Education in Puerto Rico, November 2007. (on-site)
2. GSIST's Certificates Program description  
[http://egcti.upr.edu/index.php?option=com\\_content&task=section&id=9&Itemid=54](http://egcti.upr.edu/index.php?option=com_content&task=section&id=9&Itemid=54)
3. Statistics on the numbers of students involved in the certificate programs (on-site) and the Master's program. ([Appendix 11 and](#)  
<http://egcti.upr.edu/images/stories2/studstat.pdf>)

**Challenge**

- The post-masters certificates were created as a means to offer specialization in addition to the master's program. Since the demand for these certificates has not met expectations, it is important to assess and reevaluate certificate offerings, as part of the curriculum revision process.

## Steps to be taken

- Reassess and re-evaluate the offering and continuation of the Post-Bachelor's and Post-Masters Certificates as part of the School's Program of Studies.

**Section 15:** *The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.*

## Summary of the School's compliance with this section of the standard

The School has gained experience using the distance education modality in some courses of the Master's program. The first distance education course was offered in the second semester of the academic year 2000/2001 (CINF 6306 Information Technology). Since that time the number of online courses offered each semester has increased. These courses use the Blackboard platform.

In 2004, the Council on Higher Education of Puerto Rico approved the School's request to offer the Teacher-Librarian's post-bachelor's certificate at a distance. Since 2004/2005, this certificate has been offered mostly using the distance education modality. Due to its flexibility, attracting students that study and work at the same time, the distance education format has increased the demand for this program. The number of new students allowed to register for the program at the beginning of each academic year has been no more than fifteen.

In addition to accessing the course on line, distance education students receive academic, student and administrative support both on line and on-site. This was the case with the Teacher librarian certificate program offered in the Dominican Republic in alliance with the Pontifical Catholic University Madre y Maestra (PUCMM). Each faculty member participating in the program visited the PUCMM site at least twice to meet with students and support their educational needs. Information resources were placed online or were available on-site at the PUCMM library. Special funding was provided to support this project. The program was positively evaluated, and its future will be discussed by faculty to determine in what way it should continue.

Although the Teacher Librarian Certificate via distance education has been successful in Puerto Rico, requests have been made to the School to offer both modalities of the program on-site and on line. The School has responded to this request and offered the certificate through both on-site and online courses.

## The School's objective aligned with this section of the standard: # 29.

### Achievements

1. The School Librarian's Certificate continues to be offered in the distance education modality, which has made the program more attractive for some students. There is a faculty member with a background in educational technology in charge of monitoring

this program. He assists faculty in developing online courses and assures the quality of the Program.

2. The School offered a successful distance education program in the Dominican Republic focusing on the Teacher librarian certificate. Fifteen students from a variety of types of libraries participated in the Program, with fourteen completing it.
3. The Library and Information Sciences Library (BCBI) has expanded its online resources to support the School's distance education courses. The School's technological infrastructure provides adequate, up to date technology, hardware and software, to support distance education. The web site has expanded in scope, and provides a wealth of information and resources useful for distance education students.
4. The School is developing new guidelines for distance learning courses aligned with the new University system policy for distance education.

### **Evidence**

1. Students course evaluations (see instrument: [Appendix 18 and http://egcti.upr.edu/images/stories2/courseeval.pdf](http://egcti.upr.edu/images/stories2/courseeval.pdf)); students exit interviews (see instrument: [Appendix 20 and http://egcti.upr.edu/images/stories2/exit.pdf](http://egcti.upr.edu/images/stories2/exit.pdf)).
2. Table of distance education courses offered by the School. (on-site)
3. Report prepared for the Council on Higher Education on Teacher librarian certificate program via distance education. (on-site)
4. Evaluation results of the distance learning Teacher-Librarian certificate program delivered to students in the Dominican Republic. (<http://egcti.upr.edu/images/stories2/infevalextcertrd.pdf>)
5. Online data bases (<http://biblioteca.uprrp.edu/bases%20de%20datos.htm>) and other electronic resources available for distance education students.

### **Challenge**

- There is a need to evaluate the accomplishment of the School to date in providing distance education in the field in Puerto Rico; to determine the future commitment of the School in this area; how it should modify, change or expand its role in distance education. This is an important aspect for consideration in the curriculum revision process.

### **Steps to be taken**

- Undertake an evaluation of the School's accomplishments in distance education to date, including gathering ideas and input from all elements of the School's constituency on the future commitment of the School in this area; what role it should play in providing distance education in the field.

**Section 16:** *The curriculum is continually reviewed and receptive to innovations; 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.*

### **Summary of School's compliance with this section of the standard**

The GSIST has continued implementing its program assessment plan. Evaluation and assessment strategies are administered annually at the end of each academic year, some at the end of December for students finishing their studies that semester. Formative and summative assessments are part of the Learning Assessment plan, a component of the School's overall assessment process.

In addition to student evaluations of each course, at the end of each semester, a questionnaire is administered. Other evaluation instruments, such as interviews and focal groups are also administered. Questions concerning the curriculum, address:

- The content of core, required and elective courses
- The quality of teaching and academic advising;
- Opportunities students have had to integrate newly acquired knowledge to their clinical experiences; to offer community services; to participate in extra curricular activities; to work in research projects with their professors.

The results have been used to make modifications or changes in the curriculum. They are presented in reports to faculty to discuss at annual retreats and in faculty meetings. The curriculum committee reviews each report to identify ways in which the recommendations can be incorporated into decisions about changes needed in the curriculum.

Students, alumni, employers, and other constituents are involved in the evaluation process. Each year the School administers evaluation instruments to these different populations. The use of these instruments provides a means to assess all aspects of the program, including curriculum.

**The School's objectives aligned with this section of the standard: # 19, #24, and #28.**

### **Achievements**

1. Since the curriculum was implemented in August 2000, it has been systematically reviewed and evaluated by faculty, students, staff and alumni. This takes place during each course, as well as at the end of the semester and the academic year, using a variety of instruments developed for this purpose, including questionnaires and interview and focus groups. Until recently, the School used the position of Assistant Director to provide guidance and direction to this effort. The Assistant Director



developed and implemented evaluation instruments, as well as analyzed the evaluation results and prepared reports.

2. A learning assessment plan was implemented in August 2007, as a new component of the School's overall assessment process, including a variety of assessment strategies: student portfolios, exit interviews, clinical experiences, self-evaluations, faculty evaluation, focus groups, comprehensive exam, and questionnaires. Both formative and summative assessment strategies are part of the learning assessment plan.
3. Revisions of the questionnaire and exit interviews instruments were made in 2006/2007, to provide more useful data to use in evaluation.
4. New procedures to assess student learning have been incorporated, such as rubrics to include in course syllabi for evaluation of student work. Course syllabi were examined to make sure that objectives were clearly written, activities identified to fulfill objectives, and assessment tools chosen, including the use of rubrics.

## **Evidence**

1. Program Assessment and evaluation plans ([Appendix 17 and http://egcti.upr.edu/images/stories2/plaeplan.pdf](http://egcti.upr.edu/images/stories2/plaeplan.pdf))
2. Annual Assessment Reports 2002-2007 (<http://egcti.upr.edu/images/stories2/assess0207.pdf>)
3. Student program portfolios, including examples of feedback received on assignments; evaluation of these portfolios (on-site)
4. Assessment actions chart, 2000-2007 (<http://egcti.upr.edu/images/stories2/tablaeval.pdf> )
5. Faculty evaluation instruments (<http://egcti.upr.edu/images/stories2/evalfac.pdf>)
6. Student course evaluations (See instrument: [Appendix 18 and http://egcti.upr.edu/images/stories2/courseeval.pdf](http://egcti.upr.edu/images/stories2/courseeval.pdf))
7. Questionnaire, interview and focus group instruments and results (See instruments: [Appendix 20 and http://egcti.upr.edu/images/stories2/exit.pdf](http://egcti.upr.edu/images/stories2/exit.pdf), [Appendix 19 and http://egcti.upr.edu/images/stories2/cuestmaest.pdf](http://egcti.upr.edu/images/stories2/cuestmaest.pdf); for results, see annual assessment reports: <http://egcti.upr.edu/images/stories2/assess0207.pdf>)

## **Challenges**

- There is a need to incorporate the results of the use of different assessment instruments in the 2008 curriculum revision process, to help make decisions on curriculum structure, including core, required and electives courses.
- There is a need to continue to evaluate the implementation of the learning assessment plan to determine how it can best be used to improve the quality of the Program, in terms of teaching, research, and service to the field.

**Steps to be taken**

- Proceed with the curriculum revision process making sure that assessment and evaluation results are incorporated into the planning process, and are reflected in final decisions made concerning the curriculum.
- Follow-up on the impact of the use of new assessment procedures, part of the learning assessment plan, obtaining feedback from faculty, staff, students and alumni, to use in the continual improvement of this plan.

## **VI. STANDARD III – FACULTY**

### **Introduction**

The University of Puerto Rico is the major public institution of higher education on the Island. The Río Piedras campus is classified as a comprehensive doctoral institution, according to the Carnegie Foundation for the Advancement of Teaching. The vision, mission, goals and objectives of the Institution are, therefore, related to excellence in the areas of teaching and research, as well as to contributing to the community at large with research applications and extended services. Qualified, competent faculty must be recruited, hired, developed and supported in order to contribute to the active knowledge and learning community that comprises the University.

The faculty of the GSIST are capable of accomplishing the School's program objectives and maintaining high levels of excellence based on their preparation, experience, and areas of expertise. Since the University stimulates an environment for innovation and research, the faculty is involved in a variety of projects and research to enrich the curriculum and contribute to the expansion of knowledge.

University policies and procedures are published, accessible and implemented by the faculty of the GSIST. The School is committed to recruit and retain faculty representing different educational backgrounds and experiences. Qualified faculty members evidence competence and effectiveness in designated teaching areas, and are skillful in integrating new information technologies. Active participation in local, national and international professional organizations is strong among the faculty. Based on identified evidence, including the results of student and alumni surveys and exit interviews, the University of Puerto Rico's GSIST faculty complies with all sections of the standard relating to faculty, as well as with the stated Program objectives in this area.

The following sections of this chapter will describe the ways that the faculty accomplish the GSIST's program objectives, and meet the specifications included in the different sections of Standard III. In addition to the narrative, various tables will illustrate faculty contributions to the program objectives.

### **School's objectives aligned to this standard**

#### ***Program Objectives***

The program of the Graduate School of Information Sciences and Technologies is designed so as to allow students to be prepared to:

**Objective 14:** Create, evaluate and apply new knowledge to the information field.

### ***Faculty Development***

**Objective 16:** Select and maintain a faculty with a doctoral degree in the particular field; that conducts research and publish in a systematic way; that has contributed to the development in the information field; that demonstrate excellence in teaching; and holds a diversity of experiences responding to the mission of the school.

**Objective 17:** Strengthen the presence of the Faculty in the School in professional activities at the local, regional and international levels.

### ***Student Services***

**Objective 19:** Provide mechanisms for the student participation in all aspects of the program, including formative and summative evaluation.

### ***Administration***

**Objective 21:** To provide an administrative infrastructure that assures the School's autonomy and the performance of faculty, administrative personnel and students, their participation in university life.

**Objective 24:** To establish, in coordination with the faculty, policies and strategies in harmony with those of the University system, that guarantee institutional effectiveness, including strategic planning and continuous evaluation.

### ***Curriculum Development***

**Objective 29:** Design and offer virtual courses and programs with the purpose of expanding access and opportunities to those populations who cannot take advantage of the program on campus.

### ***Services to Alumni and the Field***

**Objective 32:** Publish and disseminate information in the professional field.

**Objective 33:** Offer professional advice in the information and documentation field to interested groups and to the professional community, particularly in Puerto Rico, the Caribbean and Latin America.

**Objective 34:** To support and carry out research projects that increase knowledge in the information field, with particular emphasis on studies about Puerto Rico, the Caribbean and Latin America.

**Objective 35:** Support professional associations and information units by co-sponsoring and participating in conferences, meetings, committees and other professional activities, at the local, national, regional and international levels.

**Section 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.*

### **Summary of School's compliance with this section of the standard**

There are seven full-time faculty members involved in teaching. Two others have administrative responsibilities. All full-time faculty have Ph.D.'s with diverse subject backgrounds and specialties to successfully handle the teaching responsibilities of the program. They are active in service to the profession through work with professional associations. They have a commitment to contribute to the knowledge of the field through research activities. Part-time faculty balance and complement the teaching competencies of full-time faculty, providing diversity and practical experience. They enrich the quality and diversity of the program particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty.

**The School's objectives aligned with this section of the standard: #14, #16, and #33.**

### **Achievements**

1. As of the 2007-2008 academic year, there are seven full-time regular faculty members who carry out the major share of teaching, research and service activities of the Program. (One faculty member, Dr. Consuelo Figueras, is on extended leave working with the Vice-President of Academic Affairs and is expected to retire next year.) They all have doctoral degrees in the field or related fields from either accredited universities in the U.S. or prestigious universities in Canada and Spain. The following table lists the full time faculty members and the institution where they received their doctorate:

Name	Preparation and Institution
Eliut Flores Caraballo	Ph.D. University of Texas, Austin
Susan Freiband	Ph.D. Rutgers University

Name	Preparation and Institution
M. Asim Qayyum	Ph.D. University of Toronto
José Sanchez Lugo	Ph. D. The Pennsylvania State University
Carlos Suárez Balseiro	Ph.D. Carlos III University (Madrid)
Betsaida Vélez Natal	D.L.S. Columbia University
Luisa Vigo Cepeda	Ph.D. University of Michigan

In addition, part-time faculty members are selected each semester to offer courses according to Program needs. Contracting part-time services allows the School to enrich the quality and diversity of the Program, since these faculty members balance and complement teaching competencies of full-time faculty. They provide the practical connection to the field, important for students.

2. Faculty at the University of Puerto Rico are expected to meet high standards. Appointments must be consistent with the University's overall criteria for excellence. Within the University, each faculty and school may establish its own criteria, consistent with those of the University. Each appointment is reviewed and approved by the Dean of Academic Affairs and the Chancellor. The faculty being considered for appointment are expected to possess a Ph.D. in a relevant field, and show evidence of potential for excellence in innovative teaching and in conducting research.
3. The School's faculty has undergone major changes since 2000. During this period, three faculty members retired. Two new faculty members were recruited to fill the vacant positions. During the academic year 2008-2009, two positions will be filled, one due to the retirement of another faculty member, the other a new one created as part of the development plan prepared for the new curricular revision. The recruiting process will begin by the second semester of 2007-2008.
4. The faculty is qualified and capable of accomplishing program objectives. With the new positions to be recruited there will be more options in terms of teaching, research and service activities. Some part-time faculty are hired to complement the competencies of full-time faculty in the teaching of specialties that are not represented in the expertise of the full time faculty. Others are hired to bring practical experience into the classroom, thereby enriching the quality and diversity of the Program.

## Evidence

1. Faculty profiles  
([http://egcti.upr.edu/index.php?option=com\\_content&task=section&id=8&Itemid=93](http://egcti.upr.edu/index.php?option=com_content&task=section&id=8&Itemid=93))
2. Faculty Curriculum Vitae (full and part-time) (on-site)
3. Articles 42 and 43 of the University of Puerto Rico general by-laws, February 16, 2002 as amended up to December 10, 2006  
(<http://www.upr.clu.edu/sindicatos/docs/reglamento.pdf>)
4. GSIST faculty development and recruitment plan, 2006-2010  
(<http://egcti.upr.edu/images/stories2/desrecfacfinal.pdf>)
5. Recruiting (<http://egcti.upr.edu/images/stories2/convplazadocegct08.jpg>) and contract documents for new faculty positions (on-site)

## Challenge

- There is a need to recruit two new faculty positions for the academic year 2008-2009.

## Steps to be taken

- Prepare justification for new positions for Dean of Academic Affairs.
- Prepare complete descriptions of new positions.
- Obtain authorizations for announcing the new positions.
- Initiate the recruitment and hiring process of new faculty members.
- Prepare and disseminate job announcements (in newspapers, web sites, at professional association conferences).
- Review documents sent by candidates; interview candidates; make recommendations on faculty to be hired.
- Submit recommendations to Dean of Academic Affairs and Chancellor.
- Personnel committee and Director make final decisions on new faculty to be hired.

**Section 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.*

## Summary of the School's compliance with this section of the standard

The School's evaluation of faculty is consistent with and reflects the high priority assigned to teaching, research and service. The faculty are encouraged to participate in professional

associations, in addition to providing technical assistance in the field. The faculty are formally recognized by the School for their achievements in teaching, research and service. They collaborate with administrative staff and students to create a stimulating learning and research environment.

**The School's objectives aligned with this section of the standard: #14, #16, #35 and #33**

### **Achievements**

1. The University of Puerto Rico, Río Piedras Campus, requires that its faculty engage in high quality teaching, research and service. This is reflected in faculty evaluation criteria. In order to stimulate faculty enrichment and innovation, the School supports active participation of faculty in conferences and congresses inland and at regional, national and international levels. faculty are expected and encouraged to participate actively in professional associations, including presenting papers, posters, research results. faculty as a whole have been active in professional associations in Puerto Rico, appearing in a regular basis on the programs of these associations.
2. The School complies with University regulations in terms of faculty appointments and promotions. The School's Personnel Committee conducts evaluations of newly appointed faculty. The Director holds meetings with each faculty member to discuss the results of student and peer evaluation.
3. The School uses a student class evaluation instrument and a thesis advisor evaluation document. These documents are used to assess faculty performance and promotion, and to encourage excellence in teaching, research and service in a systematic manner.
4. Another way of encouraging and recognizing faculty excellence is by means of formal recognition, as part of an awards night ceremony. In May, 2007, three faculty members received awards for their accomplishments
5. The University's Fund for Teaching Improvement and Center for Academic Excellence supports growth and innovation in faculty teaching, research and service. By attending workshops, seminars, and conferences offered by the center, faculty have expanded their perspectives and learned new skills and competencies for more effective teaching and research.
6. The OERI has taken a leadership role in stimulating faculty research. FForientation and advising
7. Faculty regularly attend professional development activities in and outside of Puerto Rico to update their knowledge and skills. In the past seven years faculty have participated in the annual conferences and meetings of ALA, ALISE, REFORMA and in national and regional conferences such as ACURIL. Faculty members have recently participated in renowned international conferences in Europe such as the International Conference on Knowledge Management in Vienna and the Community Informatics Research Network Annual Conference in Prato, Italy.



8. A Faculty Development Plan for 2006-2010 has been developed to assist in selecting faculty and updating their skills and competencies. This plan identifies program needs based on patterns of faculty retirement and new course offerings. Two new faculty members have been hired recently according to the plan, one with strong research credentials in bibliometrics and the other in digital libraries.
9. Support, in the form of travel funds, is given for faculty to present research at local, national and international association conferences. This stimulates and enriches the learning and research environment of the School.
10. Faculty have been encouraged and supported to develop online teaching skills as a way of involving them in the School's initiatives for distance learning. The School has offered workshops for faculty involved in the online teacher librarian certificate. These workshops included developing skills using Blackboard, designing online learning and online teaching strategies. They were offered by faculty from outside the School, within the University of Puerto Rico system.

### **Evidence**

1. Article 45 of the University of Puerto Rico general by-laws, February 16, 2002 as amended up to December 10, 2006  
(<http://www.upr.clu.edu/sindicos/docs/reglamento.pdf>)
2. List of recognition and honors received by the faculty (on-site)
3. GSIST faculty Evaluation Instrument, 2000  
(<http://egcti.upr.edu/images/stories2/evalfac.pdf>)
4. Thesis process evaluation instrument (on-site)
5. TARE document showing the faculty annual course load and release time for special projects, research and publications will be available on-site. (on-site)
6. Curriculum Vitae of faculty, including participation in service training and continuing education activities (on-site)
7. List of conferences in which faculty have participated (on-site)
8. Faculty Development Plan 2006-2010  
(<http://egcti.upr.edu/images/stories2/desrecfacfinal.pdf>)
9. Conference programs where faculty members have made presentations in Puerto Rico and abroad (Samples available on-site)
10. Faculty workshop materials (on-site)

### **Challenges**

- Complete recruitment and hiring of two new faculty members to effectively balance the teaching load.
- Specific subject areas and skills which faculty need to develop should be identified in the faculty development plan. Some areas require continuous updating, such as technological innovations and distance education. Workshops and other professional development activities for faculty need to be identified and developed.

### Steps to be taken

- See listing of steps in section 1 of this standard for recruitment of new faculty.
- Reassess, revise and expand the faculty development plan, separating recruitment and faculty development needs and issues.
- Identify topics and resources for faculty development workshops.

**Section 3.** *The school has policies to recruit and retain faculty from multicultural, multiethnic, and multilingual backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.*

### Summary of the School's compliance with this section of the standard

Faculty recruitment procedures have resulted in attracting faculty with diverse cultural and ethnic backgrounds. Visiting faculty from Spain and visiting lecturers from Singapore and Chile have contributed to this diversity. Faculty personnel policies and procedures are available and accessible in print and online formats in the *Manual del Profesor* (faculty handbook). Issues relating to faculty are discussed in the Personnel Committee, as well as by the faculty as a whole in faculty meetings.

### The School's objective aligned with this section of the standard: #16.

#### Achievements

1. Based on the University of Puerto Rico's *By-Laws* (Rev. December 1999), and its *Equal Opportunity Institutional Policy* (UPR Políticas Institucionales, 1999-2000), the School is committed to equal opportunity in terms of recruitment and retention. In accordance with the University's vision and mission statements, it aims to recruit and develop faculty with multicultural, multiethnic and multilingual backgrounds. Recruitment announcements for tenure-track positions have been placed in local print media, electronic lists and websites of local, regional and international professional associations, as well as circulated among different library and information science schools. In this way the School complies with institutional policies, and aims to recruit a faculty with broad interests and diverse backgrounds.
2. Faculty members reflect a diversity of ethnic, cultural, and linguistic backgrounds, including, in addition to Puerto Rico, the United States, Cuba and Pakistan. Visiting faculty members from Spain and visiting lecturers from Chile and Singapore have contributed to this diversity of ethnic and cultural backgrounds.
3. Faculty personnel issues and policies are regularly discussed at faculty meetings, as well as in the Personnel Committee. Decisions made are communicated to all faculty members. Written policies and procedures are distributed at faculty meetings in order to facilitate discussion. They are easily accessible and available in both print and online format. Administrative staff can also facilitate access to these documents

## Evidence

1. Articles 42-47 of the University of Puerto Rico general by-laws, February 16, 2002 as amended up to December 10, 2006  
(<http://www.upr.clu.edu/sindicatos/docs/reglamento.pdf>)
2. University of Puerto Rico Equal Opportunity Employment Policy  
(<http://www.uprrp.edu/eeo/oportunidades.html>)
3. Manual del Profesor, University of Puerto Rico, Río Piedras Campus, 2001  
(<http://daarrp.uprrp.edu/daa/Circulares,%20guias,%20reglamentos,%20politica%20institucional%20y%20otros/Guias%20Acad/Manual%20del%20Profesor.pdf>)
4. List of visiting faculty and lecturers (on-site)
5. Recruiting documents for faculty  
(<http://egcti.upr.edu/images/stories2/convplazadocegct08.jpg>)

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

## Summary of the School's compliance with this section of the standard

Student and peer evaluation of teaching are integral parts of the School's assessment activities. Faculty competence in teaching and their use of technology are included in student surveys, focus groups and exit interviews. Course load is distributed among the faculty based on their areas of specialization and their research and teaching interests. The School's environment, with a strong technological infrastructure, encourages teaching effectiveness. Faculty development activities provide additional means to strengthen competence in teaching and in the use of new technology. The faculty actively participate and serve in leadership roles in a variety of professional associations, both within and outside of Puerto Rico. Some are well recognized in the distance learning community as innovators and initiators of web based and online teaching.

## The School's objectives aligned with this section of the standard: #16 and #17.

### Achievements

1. Students and peers evaluate teaching competence. Evaluation results document the faculty's technological awareness and teaching effectiveness. Formative evaluation is conducted in order to insure competence and effectiveness in teaching, as well as integration of technology in classes. Classroom visits by members of the personnel committee are included as part of this evaluation. Technological literacy is included as a criterion in faculty recruitment.
2. Active participation in local, national and international organizations is evidenced in faculty attendance at meetings and conferences, inland and abroad, all year-round, and through participation in different listservs and other online forums. The faculty actively participate in professional associations, such as the Puerto Rico Society of

Librarians, the Association of School Librarians of Puerto Rico, ASEGRABCI, the School's Alumni Association, ALA, ASIST, Reforma, ARMA, AIIM, AALL, ACURIL (Association of Caribbean University, Research and Institutional Libraries), and the Puerto Rican Association for Distance Learning. Most faculty members have been or are members of the boards of local and regional professional associations.

3. Key to the School's program is to insure that each faculty member demonstrates high levels of competence in his/her designated teaching areas. The School provides a flexible and supportive environment for faculty that encourages teaching effectiveness.
4. The curriculum aims to integrate technology in all program areas, insuring that faculty is not only technologically aware, but also skillful in the use of technology. Special workshops have been planned and implemented as part of the Faculty Development Program to facilitate this end. The LabCad, located on the first floor of the Jose M. Lázaro building, an institutional unit for faculty technology training, provides support for faculty to develop needed competencies in teaching. Several faculty members have taken advantage of the workshops offered by LabCad.
5. The School's faculty development activities include workshops and seminars on new information technologies to insure the acquisition of knowledge and skills in this area. In addition, faculty members attend a variety of conferences and workshops both within and outside campus to enhance and update their technological skills. The University's Center for Academic Excellence offers a variety of programs focusing on teaching and research skills, in which faculty have participated.

## Evidence

1. GSIST faculty development and recruitment plan, 2006-2010  
(<http://egcti.upr.edu/images/stories2/desrecfacfinal.pdf>)
2. Course syllabi (Core course syllabi available online:  
[http://egcti.upr.edu/index.php?option=com\\_content&task=category&sectionid=9&id=21&Itemid=68](http://egcti.upr.edu/index.php?option=com_content&task=category&sectionid=9&id=21&Itemid=68), all course syllabi available on-site)
3. Faculty curriculum vitae (on-site)
4. Faculty profiles  
([http://egcti.upr.edu/index.php?option=com\\_content&task=section&id=8&Itemid=93](http://egcti.upr.edu/index.php?option=com_content&task=section&id=8&Itemid=93))
5. Faculty development workshop materials (on-site)
6. Faculty recruitment announcements  
(<http://egcti.upr.edu/images/stories2/convplazadocegct08.jpg>)
7. Professional affiliations of faculty (See faculty CVs on-site)
8. LabCad and Center for Academic Excellence course listings (on-site)

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

### **Summary of the School's compliance with this section of the standard**

Full time faculty are involved in a variety of research projects and other scholarly activities, as reflected in their curriculum vitae. The School provides strong support for faculty research, including release time. The School's Research Center, OERI, and the collaboration with the University of Tennessee have contributed to improving faculty commitment to research. Research funding opportunities through special programs established by DEGI have provided a means to support research initiatives for innovative projects of faculty members. Several faculty members have submitted successful proposals and received support for research from DEGI.

### **The School's objective aligned with this section of the standard: #16.**

#### **Achievements**

1. Full-time faculty are involved in a variety of different types of scholarly activities, as reflected in their curriculum vitae. The faculty Development Plan emphasizes the importance of research and scholarship. The School supports members of the faculty in terms of release time to facilitate planning and carrying out research and related scholarly work
2. The collaboration with the University of Tennessee's School of Information Sciences has provided additional opportunities for faculty to become involved in joint research projects. As a consequence, two joint research articles have been prepared for publication.
3. The School's Research Center, OERI, has strengthened the research environment, and stimulated more attention and awareness of the importance of research in the School. It has taken the lead in identifying faculty lines of research to facilitate assignment of thesis students to faculty.
4. The University of Puerto Rico, Río Piedras Campus, requires that faculty members of graduate programs maintain lines of research and other scholarship endeavors, and publish the results of these activities. The Director has emphasized the conduct of research and other appropriate scholarly endeavors in faculty discussions and evaluation. The faculty has discussed ways to strengthen research and publishing endeavors. Lines of research have been identified for each faculty member, and are included on the School's web site.
5. During the past seven years faculty research and publication have increased. There has been a sustained effort to strengthen this area. Most recently, the OERI presented four poster sessions about current research projects at the School during DEGI's annual fair highlighting Campus research centers.

## Evidence

1. Faculty research and publication table from 2001-2007 ([Appendix 9 and http://egcti.upr.edu/images/stories2/fac.publ2002-07.pdf](http://egcti.upr.edu/images/stories2/fac.publ2002-07.pdf))
2. Faculty curriculum vital (on-site)
3. GSIST faculty development and recruitment plan, 2006-2010 (<http://egcti.upr.edu/images/stories2/desrecfacfinal.pdf>)
4. Poster session materials of research projects (on-site)
5. Samples of faculty publications (on-site)

## Challenge

- There is a need to continue and expand the trend toward more faculty research and publication. Options for collaborative research among faculty, among faculty and practitioners, and among faculty and students need to be explored.

## Steps to be taken

- Create opportunities for faculty to present the results of their research on a regular basis, as part of the School's extracurricular activities, in a faculty colloquium or seminar open to the entire School community.
- Identify possible collaborative research projects within the context of research grant proposals, by using personal contacts made within the University, and by responding to petitions from faculty in other disciplines that have contacted the School seeking collaborative research.

**Section 6:** *The faculty holds 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 evaluation, 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 nurtures an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.*

## Summary of the School's compliance with this section of the standard

The School's teaching faculty hold doctoral degrees from a variety of accredited universities in the US, Spain and Canada. They bring a diversity of academic backgrounds, subject expertise, professional experience, and personal abilities. They have been actively involved in professional associations in leadership roles, maintaining an active connection to the field. They have been involved in multidisciplinary projects with other faculties on campus, programs, and institutions, and have contributed to nurture the intellectual environment of the School.

## The School's objectives aligned with this section of the standard: #16, #29, #32, #33, #34

## Achievements

1. The School's seven full-time teaching faculty hold the doctorate degree from the following institutions: Columbia University, University of Illinois (Urbana), University of Michigan (Ann Arbor), University of Texas (Austin), Pennsylvania State University, Rutgers University, University of Toronto, and Universidad Carlos III (Madrid). The majority of the faculty members have masters and doctoral degrees in LIS. Some have doctoral specializations in Communication and Educational Technology. Each contributes to and enriches the Program with a diversity of backgrounds, relevant experience and specialized knowledge needed to teach core courses and other specialized course offerings.
2. Faculty are directly involved with the School's evaluation and planning activities. Close liaison and continued interaction with the field is evidenced by active faculty participation in local professional organizations such as the Puerto Rico Society of Librarians, School Librarians Association of Puerto Rico, Association of Legal Librarians of Puerto Rico, the School's Alumni Association (ASEGRABCI), Reforma Chapter in Puerto Rico, ACURIL (Association of Caribbean University, Research and Institutional Libraries), APAD (Puerto Rican Association of Distance Learning), ARMA, AALL, ALA and ALISE. By their active participation in professional organizations, the faculty serve as role models for students on the importance of this aspect of professionalism.
3. The faculty is committed to working together to create an intellectual environment that facilitates accomplishing program objectives. They have collaborated with colleagues from other disciplines in joint academic projects, such as the Multidisciplinary Seminar for Knowledge Management (2006-2007), the Permanent Seminar for research Methods, and the Title V Project.
4. Faculty have served as consultants and offered technical assistance to business, industry, government agencies, as well as to school, public and special libraries. They have interacted with colleagues from other disciplines working with University wide accreditation efforts, University Senate projects and activities, as well as special School community projects and activities.

## Evidence

1. Articles 42-47 of the University of Puerto Rico general by-laws, February 16, 2002 as amended up to December 10, 2006  
(<http://www.upr.clu.edu/sindicos/docs/reglamento.pdf>)
2. GSIST faculty development and recruitment plan, 2006-2010  
(<http://egcti.upr.edu/images/stories2/desrecfacfinal.pdf>)
3. Faculty curriculum vital (on-site)
4. Faculty profiles  
([http://egcti.upr.edu/index.php?option=com\\_content&task=section&id=8&Itemid=93](http://egcti.upr.edu/index.php?option=com_content&task=section&id=8&Itemid=93))

5. Table of faculty profile with academic degree and institutions attended, specialization and professional attributes and experience. ([Appendix 8 and http://egcti.upr.edu/images/stories2/listfulltimefac.pdf](http://egcti.upr.edu/images/stories2/listfulltimefac.pdf) and <http://egcti.upr.edu/images/stories2/listparttimefac.pdf>)
6. Materials relating to faculty projects (on-site)

**Section 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.*

### **Summary of the School's compliance with this section of the standard**

Faculty members teach in areas relating to their competencies, areas of specialization and interests in relation to the needs of the Program. In addition, faculty teach special topics courses (CINF 6995), based on their particular interests relating to issues and trends in the field. The focus is on quality of teaching. Faculty participate as advisors or readers in students' theses research projects. The School's environment is characterized by flexibility in terms of balancing teaching assignments, research projects, professional development activities, and service responsibilities. This facilitates providing time for each of these functions.

### **The School's objective aligned with this section of the standard: #21.**

#### **Achievements**

1. The School's program planning insures that faculty assignments relate to program needs, thereby facilitating quality of instruction. Competencies and interests of individual faculty members are taken into consideration when making teaching assignments. Discussion of the School's Program at the annual retreat and at monthly faculty meetings facilitates close interaction and shared decision-making with respect to faculty assignments. In this way, time needed by faculty for teaching, counseling, research, professional development, and service to the University and to the community can realistically be adjusted.
2. Teaching assignments are related to key program areas, and to faculty interests and expertise. Faculty generally don't teach more than three courses each semester. They can indicate courses which they prefer to teach, as well as develop new ones. There is a great effort made by the administration to support faculty preferences in teaching and other assignments.
3. Programmatic needs may require the delegation of special assignments to faculty members. These are made taking into consideration specific faculty competencies and interests. At times, additional economic compensation or release time is allotted for special assignments. For example, one faculty member has three credits of release



time to support the School's distance education and online teaching initiative. He provides individual help for faculty teaching in the online Teacher librarian certificate Program, monitors teaching within this certificate, and assists in design of online courses. Another faculty member has received a 3 credit release time to coordinate the School's research center, OERI.

4. On the whole, faculty assignments take into account time needed for research, professional development, and service to the field. The Director is aware and supportive of the importance of providing time for faculty to accomplish these responsibilities. There is good rapport among faculty, administration and staff. This facilitates effective use of faculty time.
5. During the past three years faculty members have retired. The recruitment process to fill the positions is still in progress. As a consequence, teaching and thesis supervision loads for the rest of the faculty have increased. The average full time faculty course teaching load (not counting thesis supervision) is between 9 and 12 credits. Faculty have received academic release time from the regular 12-credit load for research, publication and other administrative projects and responsibilities. An annual distribution of academic work table prepared by the School's administrative officer documents the distribution of work load for each full time faculty member. The identification of faculty research lines, and support for research is included in the School's web site.

## **Evidence**

1. TARE document showing the faculty annual course load and release time for special projects, research, and publications. (on-site)
2. Faculty curriculum vital (on-site)
3. Courses offered by faculty from 2001-2007 (See [Appendix 8 and http://egcti.upr.edu/images/stories2/listfulltimefac.pdf](http://egcti.upr.edu/images/stories2/listfulltimefac.pdf) and <http://egcti.upr.edu/images/stories2/listparttimefac.pdf>)
4. Letters from director to faculty with release time and specific assignments. (on-site)

**Section 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.*

## **Summary of School's compliance with this section of the standard**

The faculty evaluation instrument, updated and revised, includes criteria relating to teaching quality, research, and service. Student evaluation of faculty is part of each course. Student reflective journals and portfolios, as well as exit interviews, provide useful information on faculty performance. Thesis students are involved in evaluating their advisors. There is peer evaluation of faculty, handled by the Personnel Committee, as part of the process of promotion, rank and tenure.

**The School's objectives aligned with this section of the standard: #19 and #24.**

**Achievements**

1. The School's faculty evaluation policies and procedures were re-examined by the Personnel Committee, and approved by the faculty in 1998/99. Since then, the process has been reexamined systematically in order to insure that formative and summative evaluation has been carried out. Among the criteria used in the evaluation process are accomplishment and innovation in teaching, research and service, as required by the University. The process includes input from peer and student evaluations.
2. Students complete formal written evaluations of each course. Informal evaluation occurs during the semester, and is encouraged by faculty. In the year 2006-07 course evaluation forms were placed online using the Question Mark software. This has allowed an immediate analysis and delivery of results to faculty and administration. In addition, such techniques as reflective journals and portfolios are used in evaluation. faculty evaluation involves classroom visits by Personnel Committee members.
3. Students complete formal written evaluations of their thesis advisors. In the student exit interviews, questionnaires and focus groups, faculty performance is evaluated. Results of these strategies provide input for a systematic evaluation of faculty in their teaching, research, and service roles. Results of employers and alumni focus groups have provided useful information for faculty development.

**Evidence**

1. GSIST Faculty Evaluation Instrument, 2000  
(<http://egcti.upr.edu/images/stories2/evalfac.pdf>)
2. Thesis advisor evaluation instruments (Included in thesis guide:  
[http://egcti.upr.edu/index.php?option=com\\_content&task=view&id=64&Itemid=96](http://egcti.upr.edu/index.php?option=com_content&task=view&id=64&Itemid=96))
3. Results of peer and student evaluations, questionnaires, focus groups and interviews.
4. Recognitions and honors received by the faculty (on-site)
5. Faculty research and publication table from 2001-2007 ([Appendix 9 and](#)  
<http://egcti.upr.edu/images/stories2/fac.publ2002-07.pdf>)

## **VII. STANDARD IV – STUDENTS**

### **Introduction**

The School's recruitment, admissions, financial aid and other student procedures and policies relate to and support its mission, goals and objectives. These procedures and policies reflect student needs and values. Information about the School, its curriculum, faculty, admissions, policies and procedures is updated and available online, on the School's web site. The admissions process, involving a combination of criteria, insures that new students are able to complete the program and contribute to the field. Students construct coherent programs of study, meeting their needs. They receive guidance and advising to select courses based on the curriculum sequence and design. Their academic work and performance are evaluated through a variety of assessment techniques. The School's environment facilitates participation in committees, plans and projects of the School, in addition to the student organization. Academic and administrative policies and procedures involving students are systematically evaluated, with faculty, student and staff participation. In this way, the School has complied with the directives presented in Standard IV, Students.

Student issues and concerns are a major focus of the School's planning efforts. This section describes how GSIST plans, policies and procedures guide student recruitment, admissions, guidance, evaluation and support. It includes a description of the student body, the learning environment and its assessment, programs of study, student participation and activities.

### **School's objectives aligned to this standard**

#### ***Program Objectives***

The program of the Graduate School of Information Sciences and Technologies is designed so as to allow students to be prepared to:

**Objective 14:** Create, evaluate and apply new knowledge to the information field.

#### ***Faculty Development***

**Objective 16:** Select and maintain a faculty with a doctoral degree in the particular field; that conducts research and publish in a systematic way; that has contributed to the development in the information field; that demonstrate excellence in teaching; and holds a diversity of experiences responding to the mission of the school.

**Objective 17:** Strengthen the presence of the Faculty in the School in professional activities at the local, regional and international levels.

### *Student Services*

- Objective 18:** Develop a propitious environment that will attract candidates with the desired characteristics and to ensure high levels of quality in the program providing services, such as: advising, academic orientation and job orientation.
- Objective 19:** Provide mechanisms for the student participation in all aspects of the program, including formative and summative evaluation.
- Objective 20:** Revise the recruitment and admission policies in response to the curriculum revisions.

### *Administration*

- Objective 21:** To provide an administrative infrastructure that assures the School's autonomy and the performance of faculty, administrative personnel and students, their participation in university life.
- Objective 22:** To rely upon the services of a Director who promotes the accomplishment of the mission, goals and objectives of the Program, and supports the School's intellectual environment; strengthening and promoting the interaction between faculty in the Program, and between the Program and other academic units of the Institution; who facilitates the socialization of students in the professional field.
- Objective 23:** To obtain the necessary fiscal resources to assure the functioning of the Program.
- Objective 24:** To establish, in coordination with the faculty, policies and strategies in harmony with those of the University system, that guarantee institutional effectiveness, including strategic planning and continuous evaluation.

### *Services to Alumni and the Field*

- Objective 31:** Offer a continuing education program and certificates that satisfy the needs and interests of the alumni and other information professionals; that reflect trends in the profession, taking into consideration international approaches.
- Objective 33:** Offer professional advice in the information and documentation field to interested groups and to the professional community, particularly in Puerto Rico, the Caribbean and Latin America.

**Section 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 the Program.*

### **Summary of the School's compliance with this section of the standard**

At the University of Puerto Rico, Río Piedras campus each graduate program develops recruitment and admission criteria consistent with the institutional policies established by the Dean of Graduate Studies and published in the Graduate Studies Catalog and Bulletin of Information, University of Puerto Rico. The School presents its admission requirements in its own catalog, called the *Boletín Informativo* and in the By-Laws of the School. There is an admissions application form, and a form for letters of recommendation. The Admission's Office of the Campus, part of the Dean of Academic Affairs, sets official University policy and procedures relating to admissions. There is an online tool (Apply Yourself) to facilitate admissions procedures.

Financial aid policies are developed by the Dean of Students of the University, and included in the *Boletín Informativo*. This information is also published online in the School's web site.

The Center for Occupational Development and Employment develops policies relating to placement. In addition, the School's Student Affairs Coordinator receives employment notices and announcements that are placed on the School's bulletin board for student examination. Placement information is also published on the school's web site in a special section about scholarship and job opportunities (*Sobre empleos, becas*) in Puerto Rico and the United States. This web site section also uses syndicated news (RSS) channels to deliver updated information about employment and scholarship from different professional organizations (American Library Association (ALA) Job List, Special Libraries Association (SLA) Career Center, Jobs for Librarians and Information Professionals (LIS Jobs), Universia's Scholarships Opportunities, and others).

Academic and administrative policies affecting students are discussed in the School's committees (Admissions Committee), and revised in accordance with changes in University policy, as well as with changing needs and concerns of faculty and students. The committees have the responsibility to establish procedures to implement these policies.

The policies and procedures developed by each graduate program within the institutional context, take into account the needs and values of their constituencies. These are developed within guidelines of the University of Puerto Rico Students General By-Laws (*Reglamento General de Estudiantes de la Universidad de Puerto Rico*). They reflect academic standards and criteria for graduate studies proposed by the University in key documents such as the *Graduate Studies Catalog and Bulletin of Information* and Certification #72.

**The School's objectives aligned with this section of the standard: #14, #18, #20, #21, #31, and #33.**

## Achievements

1. Requirements for admission have been reexamined and revised. In addition to the institutional admission requirements (Certification #72), an entry level interview conducted by faculty was reestablished last year as part of the admissions process. The interview is aimed to obtain a more comprehensive understanding of the applicant's qualifications and background.
2. The school provides students with information about placement, posting job opportunities existing in Puerto Rico and the United States on the web site. Local employers are encouraged to place information about available jobs on the School's web site which includes access to a feature for online publication.
3. Detailed information about admissions and about financial aid is available in the School's "*Boletín Informativo*" in print or online (on the School's web site). The School's "*Reglamento*" (By-Laws) includes other academic policies relating to students, such as requirements for graduation, student retention, academic load, comprehensive exam, grading, and readmission.
4. The School's Student Affairs Coordinator provides orientation to students regarding admission procedures. She is easily accessible and knowledgeable about rules and regulations relating to admissions, financial aid, course sequence, graduation requirements, and other issues of concern to students. She has established good rapport with students, and provides a service that effectively responds to students' needs and concerns.
5. A significant achievement has been the online application by students through Apply Yourself, a web-based application implemented by the Office of the Dean of Graduate Students. Prospective students fill all forms required online. Then these forms are submitted to the School's Office of Students Affairs.
6. In 2007, the faculty reviewed the procedures for preparing, administering and evaluating the comprehensive exam. The revised procedure was published in the School's *Boletín Informativo* and the School's By-Laws.

## Evidence

1. University of Puerto Rico, Río Piedras Campus, Graduate Studies Catalog ([http://graduados.uprrp.edu/asunto\\_est/catalogo\\_graduado/catalogo.htm](http://graduados.uprrp.edu/asunto_est/catalogo_graduado/catalogo.htm)) and GSIST web site section on "Information for Applicants" (<http://graduados.uprrp.edu/admisiones/>) describe admission requirements and procedures. It also includes information on placement and financial assistance. See on-site evidence and the relevant online information available on the campus web site linked from the EGCTI web site.

2. The “Job and Scholarships Section” (*Sobre Empleos, Becas*) on the EGCTI web site includes relevant and updated information about job opportunities, scholarships, awards and other source of financial support for students. The section also presents information from several professional associations’ job list (ALA, ALIA, LISjobs.com, and SLA Career Center).  
([http://egcti.upr.edu/index.php?option=com\\_jobline&Itemid=114](http://egcti.upr.edu/index.php?option=com_jobline&Itemid=114))
3. EGCTI - *Boletín Informativo*. The bulletin describes requirements for admission, retention, and graduation. It describes School policies and services offered to students. See on-site and online [EGCTI web site] evidence.  
(<http://egcti.upr.edu/images/stories2/Boletín06.pdf>)
4. *Reglamento General de Estudiantes de la Universidad de Puerto Rico* describes the rights and responsibilities of students and their participation in different aspects of academic life. (<http://estudiantes.uprrp.edu/indexdocs/regest.pdf>)
5. GSIST’s By -Laws (*Reglamento de la Escuela Graduada de Ciencias y Tecnologías de la Información* 1987, rev. 2007) includes information on student services, admissions, retention, graduation, and other issues of concerns to students.  
(<http://egcti.upr.edu/images/stories2/reglamento07.pdf>)
6. *Certificación #72, Senado Académico*, University of Puerto Rico, Río Piedras Campus regulates graduate studies at the University of Puerto Rico. See on-site and on-line evidence. ([Appendix 4 and http://graduados.uprrp.edu/plan\\_evaluacion/pdf/cert72\(1991-1992\)sa.pdf](http://graduados.uprrp.edu/plan_evaluacion/pdf/cert72(1991-1992)sa.pdf))

## Challenges

- Develop formal written promotion and recruitment policies. Continue to reexamine and update admissions policies and procedures.
- Develop distance education strategies to attract new students (focus on Latin America and the Caribbean and Latino communities in the United States)
- Develop formal policies (and procedures) to improve placement for students (current students and alumni).
- Organize and offer workshops about the job market and practical strategies to find a job, both within and outside of Puerto Rico.

## Steps to be taken

- Ongoing evaluation of admissions policies and procedures
- Discuss and develop recruitment and promotion policies as part of faculty retreats, meetings, and committee work. The Admissions Committee and the Comité Conjunto (Joint faculty Student Committee) can collaborate in this area.
- The School’s research unit, OERI (Observatorio de Estudios Relacionados a la Información), can formalize placement policy and procedures, as part of its work with the School’s web site.

<b>Section 2:</b> <i>The School has policies to recruit and retain a multicultural, multiethnic and multilingual student body from a variety of backgrounds.</i>
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**Summary of the School's compliance with this section of the standard**

In its recruitment efforts the School actively seeks to recruit and retain students from other countries, specifically from the Caribbean and Latin America region, thus encouraging the development of a multicultural, multiethnic and multilingual student body. This has been a focus of the School since its beginnings, as reflected in its statement of goals and objectives. The different ethnic groups represented in Puerto Rican society today have been included in the School's student body. Currently, students from the Dominican Republic, Mexico, Chile, and Peru are part of the student body. The School also includes and accommodates students with special needs, who further contribute to the overall diversity of the student body.

**The School's objectives aligned with this section of the standard: #18, #33.****Achievements**

1. In its recruitment efforts the School actively seeks to attract and retain students from other countries, specifically from the Caribbean and Latin America region. Different ethnic groups represented in Puerto Rican society today have been represented in the School's student body. In recent years students from the Dominican Republic, Haiti, Mexico, Venezuela, Chile, and Peru have been part of the student body. The School's distance education projects will result in diversifying and internationalizing the student body even more.
2. Regular meetings with students and special activities planned for them (speakers, research forums, continuing education programs) have created a supportive environment and positive quality of student life.
3. Although the value of Latin American and Caribbean countries currency is much less than the US dollar, making it difficult to study in Puerto Rico, the School has been able to offer all international students economic aid through research and project assistantships. The funds for this aid are obtained from the Formative Academic Experience Program (PEAF in Spanish), the School's external funds projects, and from the Dean of Graduate Studies and Research. Table [1] presents the pattern of international recruitment from 2002 to 2006.



Table 1. International students enrolled by country of origin							
Country/Year	2001	2002	2003	2004	2005	2006	2007
Colombia			1	2	1	1	1
Brazil	1	1					
Costa Rica	1		1				
Mexico	2	3	3	3	1	2	2
Chile	1	1	2	2	1		
Venezuela	1	1	1			1	
Haiti			1	1	1		
Dominican Republic						3	3
Peru							1
Total	6	6	9	8	4	7	7

At present, the School has two officially recognized special needs students. The School has provided these students with assistive technologies. The Coordinator of Students Affairs and the School's administrative officer have evaluated and acquired new technologies and equipment in order to accommodate their special needs. In addition, these students have access to University wide programs, including the "Sala de Servicios Bibliotecarios para Personas con Impedimentos" (Room of Services for Handicapped Persons), which provide information resources in accessible formats, assistive technologies and other services.

Throughout the years other students with special needs have been admitted, enrolled and graduated from the Program. For a variety of reasons, these students do not register their status with the campus, but make independent arrangements for reasonable accommodation.

### **Evidence**

1. Data and reports of students accepted in the Program; student files. See Students' Affairs Office documents on-site.
2. H. W. Wilson Scholarship materials. The funds from this scholarship were used to send five students to the 2007 ALA Annual Conference ([http://egcti.upr.edu/index2.php?option=com\\_content&do\\_pdf=1&id=134](http://egcti.upr.edu/index2.php?option=com_content&do_pdf=1&id=134)), and one student to the Latin America Conference on Learning Objects in Chile. (on-site).
3. EGCTI - *Boletín Informativo*. The bulletin describes requirements for admission, retention, and graduation. It describes School policies and services offered to students. See on-site and online [EGCTI web site] evidence. (<http://egcti.upr.edu/images/stories2/Boletín06.pdf>)
4. Purchase orders for assistive software and equipment. (on-site)

### **Challenges**

- Increase the number of international students in the Program, and identify additional financial aid sources to promote recruitment of these students.
- Increase the recruitment of international students from the Caribbean region, Latin America and the Latino community in the United States through distance learning initiatives and projects.

### **Steps to be taken**

- Continue efforts to recruit international students by means of an active promotion of the School's Program in different forums (Conferences, Congresses, professional association meetings).
- Explore and develop alliances with LIS schools in the United States in order to attract more Hispanic students from the U.S. and discuss offering joint courses. A partnership has already been established with the School of Information Sciences at the University of Tennessee (Knoxville).

**Section 3:** *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.*

### **Summary of the School's compliance with this section of the standard**

The School's student body is characterized by a diversity of academic backgrounds, reflecting the variety of undergraduate degrees that students hold. The School's students come mostly from education, humanities and business administration (specialization in information systems), among other academic backgrounds. International students (mostly from Latin America) have entered the Program, contributing to a diverse student body and a dynamic learning environment. The University of Puerto Rico has formal agreements with other universities (in Spain and Brazil, for example), and encourages faculty and student exchange between them. In 2004-2005, a group of 14 students from the Dominican Republic enrolled in the Teacher librarian certificate Program via distance education offered by the GSIST. Three of these students applied to the Master's Program, and were admitted after completing the Teacher librarian certificate. In addition, during the past five years there have been at least five students from Latin America and the Caribbean region. Many opportunities exist for interaction and interchange among these groups of students. The diverse composition of the student body has contributed to the dynamic learning environment that the School's mission, goals and objectives emphasize. For example, the diversity of students' interests, particularly in new trends and technological developments impacting the field, has impacted the creation of new courses and collaborations with other academic units.

**The School's objectives aligned with this section of the standard: #14, #16, #18, #31, and #33.**

### **Achievements**

1. The participation of the School in different projects, attracting students from other Latin American countries, such as the Dominican Republic teacher librarian certificate, has resulted in a dynamic and diverse student body.
2. A variety of students from different countries, academic backgrounds and institutions have contributed to the intellectual environment of the School. Recruitment of highly qualified candidates has resulted in a strong student body with leadership, critical perspective and professional values.
3. Student participation in faculty committees has resulted in new ideas and perspectives on issues of concern, including planning and evaluation. The opportunities students have for research and involvement in School projects and activities contribute to a diverse, dynamic learning environment.
4. Throughout the past years, a significant percentage of students admitted to the master's program have had more than a 3.5 grade point average in their undergraduate studies.

## Evidence

1. Proposals and other documents relating to the Teacher librarian certificate Program delivered to Dominican Republic via distance education. (on-site)
2. Evaluation results of the distance learning Teacher-Librarian certificate program delivered to students in the Dominican Republic.  
(<http://egcti.upr.edu/images/stories2/infevalextcertrd.pdf>)
3. Portfolios of international students enrolled in the Program demonstrate the type of educational opportunities available to them during their studies. (on-site)
4. Project materials, in which students are participating (e.g. ENLACE, INITICS-REOBAL, CIGC'07) (see on-site evidence and the EGCTI-OERI web site, <http://oeri.uprrp.edu/>)

## Challenges

- Identify new projects to attract more students from different countries (including distance education projects); development of proposals in this area.
- Strengthen and expand the School's community based projects.
- Stimulate faculty research on topics of special interest to students from Latin America and the Caribbean; involve more students in faculty research.

## Steps to be taken

- Have brainstorming sessions to generate ideas for new projects and research.
- Work with the University office of external relations to identify relevant sources of support for these project and research ideas.
- Work with colleagues from the University of Tennessee on research relating to Latin America and the Caribbean, involving student participation.

**Section 4:** *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.*

## Summary of the School's compliance with this section of the standard

Students and the general public have access to current information about the School's Programs through various publications, such as the Bulletin which is revised regularly. The Bulletin offers clear and precise information about all the School's educational offerings, and

the necessary procedures for admission, as well as requirements for graduation. In addition, the Bulletin includes information related to the School's goals and objectives, academic programs, physical facilities, curriculum, faculty, economic assistance, housing and international students. The Economic Assistance Program, part of the Dean of Students of the University, describes procedures related to financial aid. This information can be obtained in the administrative offices of the School.

Another source of information on the School and its programs is available through the Internet, on the web site of the School, and also on the web site of the University of Puerto Rico, Río Piedras. Recently, the web site of the Río Piedras Campus was completely redesigned. A new section has been included with more relevant information about all campuses and academic programs, undergraduate and graduate. In addition, the *Catalog of Graduate Studies* of the University provides information about all masters and doctoral programs offered on campus.

Furthermore, the School's new web site was launched in spring of 2007. This web site provides continuous information for students about the program, faculty, School policies, course offerings, activities and other pertinent information.

Students receive notification through email from the academic advising services about courses to be offered each semester, and dates for pre-registration. This information is also available on the GSIST web site.

Information about the school is offered at the annual conferences of local professional associations in the field. In addition, information about the School is available during Graduate Studies Fairs held in the Student Center, as well as in other educational fairs held at different UPR campuses and at other universities on the Island.

Information about the School has been disseminated by means of the campus radio broadcasting system (*Radio Universidad*) through interviews with faculty members. Radio Universidad is available throughout Puerto Rico.

**The School's objectives aligned with this section of the standard: #14, #16, #31, and #33.**

### **Achievements**

1. Important information about the School and its Program is available on the school's web site environment, which also includes information about the Research Center (OERI) and the library and information sciences library (BCBI). The School's web site is an important means of keeping students, alumni and the community informed, since it is continually updated, accurate and easily accessible. Policies and procedures relating to students have been available in both traditional print forms, as well as in electronic format.

2. Faculty and course descriptions, admissions and financial aid information, program goals and objectives are accessible on the School's web site. Announcements of new courses, School and professional activities, plans and projects are also described on the web site. This information is presented in a clear, easily accessible readable manner.
3. The Students Affairs Coordinator works closely with the web site editor to keep students up-to-date on School news, activities, new courses, job opportunities. The Students Affairs Coordinator also uses a mailing list to send this type of information to faculty and students via email. Faculty and administrative personnel use e-mail to keep students informed about School activities, issues and concerns.
4. Brochures have been designed to provide information about the School, its Master's degree and post-graduate certificate programs. These brochures are distributed at job and educational fairs, professional conferences and other activities.
5. Using the School's strong technological infrastructure, more effective dissemination of information about all services available for students has been achieved, as well as improved communication channels between faculty, administration and students.
6. The School's web site was fully redesigned and re-launched in the spring of 2006, as a result of an information needs analysis. This web site uses an open source platform (Joomla) and incorporates the BCBI and OERI websites in an innovative 3-in-1 interface to provide a more integrated approach to satisfying information needs of the users.
7. A new intranet has been implemented to facilitate internal communications and routine administrative tasks (e.g. booking classrooms and staff calendar). The effective use of email, World Wide Web, and collaborative technologies has facilitated these efforts.

## Evidence

1. GSIST *Bulletin* describes School goals, objectives, courses, admissions, faculty, etc. Procedures, as well as policies are included.  
(<http://egcti.upr.edu/images/stories2/Boletín06.pdf>)
2. *Catalog of Graduate Studies*, University of Puerto Rico, an additional source of information about admissions, financial aid and placement.  
(<http://graduados.uprrp.edu/admisiones/> and [http://graduados.uprrp.edu/asunto\\_est/catalogo\\_graduado/catalogo.htm](http://graduados.uprrp.edu/asunto_est/catalogo_graduado/catalogo.htm) )
3. EGCTI Web Environment (<http://egcti.upr.edu>).
4. The EGCTI intranet (in progress) provides a new space to keep informed faculty and research assistants about internal activities at the EGCTI. (on-site)
5. Information from the School's online calendar available on the web site keeps faculty and students up to date about School and professional activities and events.  
(<http://egcti.upr.edu>)

6. Listing of e-mail addresses of faculty and student council members helps to facilitate communication and sharing of information about School policies, procedures events and activities. See on-site and online evidence (<http://egcti.upr.edu>).
7. Brochures about the Program. ([Appendix 6 and http://egcti.upr.edu/images/stories2/egctipromo.pdf](#))
8. Updated alumni addresses, telephone numbers, e-mails, work phone, among other information. (on-site)

### **Challenges**

- Students and faculty need to be encouraged to participate more in the school's online environment. They need to be oriented on how to most effectively do this.
- The *Bulletin* needs to be continually assessed, revised and updated to reflect changes in the Program, new projects and activities of the School.
- The electronic mailing list needs to be continually updated (students, alumni).
- The School needs to foster and expand its web site environment; gain more collaboration from students and faculty.

### **Steps to be taken**

- Include training sessions about the use of electronic communications, as part of student orientation at the beginning of the new semester.
- Update demographic information about students, including work and home addresses.
- Offer regular orientation about new services or sections on the school's web site.
- Create valued-added contents on the web site to support student and faculty needs related to the curriculum.
- Create an e-reserve section on the web site.
- Promote open access initiatives among faculty and students in order to facilitate free access to information (e.g. theses, working papers, and projects).

**Section 5:** *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.*

### **Summary of the School's compliance with this section of the standard**

The School's Admission Committee insures that admission standards are applied consistently to all candidates that apply for admission to the School. Each candidate's credentials are carefully examined. In exceptional cases the School can admit a student that has not satisfied all of the requirements. This admission is conditional, assuming that the student can demonstrate that he/she has the knowledge and skills necessary to function effectively in the School (as evidenced by course evaluations). All students admitted to the Program have a bachelor's degree or its equivalent. Cases in which admission is denied because of a lack of basic requirements are considered on an individual, one-to-one basis.

**The School's objectives aligned with this section of the standard: #14, #16, #20, #31, and #33.**

### **Achievements**

1. Admissions policies and procedures are clearly stated in the *Bulletin*.
2. The revised policies and procedures are included in the School's By-Laws (*Reglamento EGCTI*). To be admitted to the school the students must have an academic index of at least 3 points. They must have approved the EXADEP test with a minimum score of 500 points.
3. Revised policies and procedures relating to admissions are available on the web site. The Admissions Committee is committed to insuring that admission standards are applied consistently to all candidates for admission. Their credentials are carefully examined, case by case. In addition to basic requirements mentioned above, students should be able to read and write both Spanish and English; should have computer skills and basic skills in statistics.

### **Evidence**

1. Latest edition of *Bulletin* includes information on admissions policies and procedures. (<http://egcti.upr.edu/images/stories2/Boletín06.pdf>)
2. Revised School By-laws (*Reglamento de la Escuela*) chapter on students describes the admission process and the admission requirements. ([Http://egcti.upr.edu/images/stories2/reglamento07.pdf](http://egcti.upr.edu/images/stories2/reglamento07.pdf))
3. GSIST admission requirements and policies on the School's web site. ([http://egcti.upr.edu/index.php?option=com\\_content&task=view&id=26&Itemid=99](http://egcti.upr.edu/index.php?option=com_content&task=view&id=26&Itemid=99))



4. Student Affairs Office files and materials, including students admitted to the program. (on-site)

### **Challenge**

- Ongoing assessment of admissions criteria and procedures to insure that students admitted to the Program are able to successfully complete the requirements for graduation, and contribute to the intellectual environment that the School aims to develop.

### **Steps to be taken**

- Reassess and revise admissions criteria and procedures in the light of the curriculum revision process.

**Section 6:** *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, programs' 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.*

### **Summary of the School's compliance with this section of the standard**

The Admission Committee has the responsibility to evaluate the academic, intellectual and other qualifications of each applicant. This evaluation takes into account program goals and objectives, as well as career objectives of the individual. The Committee insures that admission standards are applied consistently to all candidates. In exceptional cases the School admits students that have not satisfied all requirements. This admission is conditional, assuming that the student can demonstrate that he/she has the knowledge and skills necessary to function effectively in the School (as evidenced by course evaluations).. Use of the interview as part of the admissions procedures helps to more effectively assess the interest, aptitude and qualifications of each applicant.

The retention rate of students admitted to the program is high (+80%).The contributions made by graduates of the school to the field attest to the fact that students admitted to the school possessed sufficient interest, aptitude and qualifications.

**The School's objectives aligned with this section of the standard: #14, #16, #20, #31, and #33.**

## Achievements

1. Admissions policies and procedures are clearly stated in the Bulletin.
2. The revised policies and procedures are included in the School's By-Laws (Reglamento EGCTI).
3. The revised policies and procedures are available on the web site.
4. The Admissions Committee is committed to following the School's admissions guidelines, policies and procedures. They carefully assess each applicant's qualifications in relation to the admissions criteria. These criteria include: a bachelor's degree with a minimum grade point average of 3.00 points; a minimum score of 5.00 in the graduate studies admissions test (*Prueba de Admisión a Estudios de Postgrado*, EXADEP); demonstration of basic computer skills and writing ability; letters of recommendation and participation in an admissions interview. Part of the admissions procedure involves interviewing each applicant. A member of the admissions committee, a member of the faculty and a student are involved in this process, which helps insure that applicants possess the interest, aptitude and qualifications to successfully complete the program and contribute to the field.
5. The great majority of students admitted to the Program successfully complete it. The school retention rate is high (+80%).
6. The GSIST increased the minimum score required from applicants in the Graduate Admittance Test from 450 to 500. This decision was made to increase the quality of students admitted to the Program.

## Evidence

1. Latest edition of the *Bulletin* includes information on admissions policies and procedures. (<http://egcti.upr.edu/images/stories2/Boletín06.pdf>)
2. Revised School Bylaws (*Reglamento de la Escuela*) chapter on Students describes the admission process and the admission requirements. (<http://egcti.upr.edu/images/stories2/reglamento07.pdf>)
3. GSIST admission requirements and policies on the School's web site. ([http://egcti.upr.edu/index.php?option=com\\_content&task=view&id=26&Itemid=99](http://egcti.upr.edu/index.php?option=com_content&task=view&id=26&Itemid=99))
4. Student Affairs Office materials, including students admitted to the program. (on-site)
5. Alumni Success Stories: Loida Garcia Febo (Queens Public Library), Inés Flores de Rodríguez (Senior Acquisitions Specialist, European and Latin American Acquisitions Division, Hispanic Acquisitions Section, Library of Congress), Henry Torres (Library Director, faculty of Electrical and Mechanical Engineering, University of Zulia, Venezuela), Josefina Gómez (Director, Puerto Rico National

Library), Victoria Delgado Aponte (Director, Conrado F. Asenjo Library, Medical Sciences Campus, UPR), among others. See evidence on-site and on-line (Alumni Section of the web site, <http://egcti.upr.edu>).

**Section 7:** *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.*

### **Summary of the School's compliance with this section of the standard**

The curriculum consists of 38 credits, 14 credits of basic courses, 17 credits of required courses (including a thesis), and 7 credits of elective courses. In order to guide and aid in the construction of a coherent program, the School has developed two model program schedules, one for full time students and one for part time students. The Student Affairs Coordinator helps students to construct coherent programs of study, allowing for individual needs, goals and aspirations to be met within the context of program requirements.

Although students are encouraged to follow a logical, appropriate sequence in selection of courses, some may not have done so for various reasons. They may have needed to finish the program as quickly as possible, taking courses offered at a convenient time, rather than those of greatest interest. Desired elective courses may not have been offered because of a lack of demand. Students may not have consulted sufficiently with the advisor to understand the yearly pattern of course offerings.

The School's curriculum facilitates construction of coherent programs of study because of its structure and number of basic and required courses. A sequence is established in offering these courses, so that students, particularly part-time students, take them in a systematic, planned fashion. In addition, the Student Affairs Coordinator focuses on making sure that students select courses in a coherent, systematic manner, in accordance with curriculum guidelines.

During the past six years, the School has taken into account needs of students to take advanced, specialized courses reflecting new issues, trends and developments of the field. Visiting professors from Spain have offered some of these courses. For example a course on Archives and Records Management (*Organización y manejo de documentos*) was offered by Professor Maria Paz Martin Pozuelo, Ph D. (University Carlos III, Madrid). A course on Metadata Standards (XML) was offered by Professor Bonifacio Martin Galan, Ph D. (University Carlos III, Madrid). The Program is flexible enough to offer courses that interest and attract students (using the "special topics" option), satisfying their needs, goals and aspirations.

**The School's objectives aligned with this section of the standard: #14, #16, #18, #31, and #33.**

## Achievements

1. Over the years student feedback and evaluation of the School's program in general has been positive. The support of the School's alumni association (*Asociación de Egresados de la Escuela de Bibliotecología y Ciencias de la Información*, ASEGRABCI) indicates that needs, goals and aspirations of former students of the School have been met.
2. Professors have been invited from Spain to offer special topics courses in areas outside the regular curriculum. These have attracted students and responded to their needs for courses dealing with new developments in the field.
3. Students have been taking elective courses outside of the School, expanding their perspectives and ideas from other disciplines. The schools of education, communication, humanities, business and public administration have been of most interest.
4. In its collaborative efforts with the University of Tennessee, School of Information Sciences, the GSIST has created an opportunity for students to take courses online from the University of Tennessee. These have included: "Problems in Information Science: Library Resources Management: What Happens behind the Scenes", "Problems in Information Science: Public Policy and the Political Environment: The Public's Library – A Response in the 21st Century".
5. A course on Archives and Records Management (*Organización y manejo de documentos*) was offered by Professor María Paz Martín Pozuelo, Ph D. (University Carlos III, Madrid) in 2001.
6. A course on Metadata Standards and XML was offered by Professor Bonifacio Martín Galán, Ph D. (University Carlos III, Madrid) in 2003.

## Evidence

1. Results of graduates exit interviews and student and alumni surveys. These results have indicated that students' and graduates' needs, goals and aspirations have been met. (See assessment documents:  
[http://egcti.upr.edu/index.php?option=com\\_content&task=view&id=267&Itemid=158](http://egcti.upr.edu/index.php?option=com_content&task=view&id=267&Itemid=158))
2. Annual comparison of student satisfaction for the master's program  
(<http://egcti.upr.edu/images/stories2/satisfaction0207.pdf>)
3. GSIST-UPR/ SIS-UTK Distance Education Student Exchange  
([http://egcti.upr.edu/index.php?option=com\\_content&task=view&id=154&Itemid=127](http://egcti.upr.edu/index.php?option=com_content&task=view&id=154&Itemid=127)).
4. Syllabi of courses offered by visiting professors. (on-site)

## Challenges

- The effectiveness of the advising function needs to be continually evaluated to insure that student needs, goals and aspirations are being successfully met.
- A list of elective courses available for students (information about different schools, universities) needs to be prepared and updated.
- Information about opportunities to participate in student exchange programs with other LIS schools should be developed.

## Steps to be taken

- Review and reassess the academic advising procedures involving participation of students, faculty and staff.
- Identify and prepare a listing of types of elective courses that student can consider taking within and outside of the University.
- Explore options for student exchange with other LIS schools, and prepare information about these possibilities.

<b>Section 8:</b> <i>Students receive systematic, multifaceted evaluation of their achievements.</i>
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## Summary of the School's compliance with this section of the standard

There are a variety of ways in which students receive evaluation of their achievements. The measures used by faculty in the classroom as part of their teaching methodology include, for example, exams, written projects and reports, papers, oral presentations, fieldwork exercises. The feedback provided by faculty as part of the evaluation of each student assignment gives students opportunities to learn from what they have done. In addition, the comprehensive examination required of all students after completing at least 14 credits (the five basic courses), before starting on the thesis, aims to demonstrate the integration of knowledge, skills and attitudes required by students as result of their experience in the School. It provides the opportunity for students to document their learning, to demonstrate the acquisition of basic knowledge of the field, the ability to critically reflect, integrate, interrelate and apply knowledge, skills and attitudes important for the new information professional.

The thesis defense provides another opportunity for students to receive evaluation of their achievements. In the formal presentation of the research, followed by comments and questions from the committee, the student receives feedback and support of his/her efforts. The use of a portfolio, as a requirement for graduation, also provides a means to evaluate student achievement. This technique provides formal documentation of the work and accomplishments of the student.

**The School's objectives aligned with this section of the standard: #14, #16, #19, #31, and #33.**

## Achievements

1. The use of a student portfolio to document and assess student achievement is part of the curriculum, a requirement for graduation.
2. The comprehensive examination has been reassessed and revised to more effectively permit students to critically reflect and integrate knowledge, skills and attitudes they have gained in the Program.
3. The required thesis or project is a means for students to demonstrate, receive feedback and evaluation of the results of their planning, carrying out and documenting a research study or project.
4. The faculty, using a variety of both traditional and innovative techniques, systematically evaluates student work. A description of this evaluation, including the criteria, is included in the course syllabi.
5. Last year a set of rubrics was developed to provide the faculty with more structured evaluation tools to measure student achievement.
6. Student participation in School committees involves feedback and evaluation of many aspects of the Program, including student achievements.
7. The faculty agreed to refocus the student portfolio requirements to facilitate the portfolio creation process.

## Evidence

1. Examples of student portfolios, evidence of the evaluation of student achievement in the Program. (on-site)
2. Description of the comprehensive examination, material distributed to students to orient them about the examination.  
([http://egcti.upr.edu/index.php?option=com\\_content&task=category&sectionid=5&id=37&Itemid=83](http://egcti.upr.edu/index.php?option=com_content&task=category&sectionid=5&id=37&Itemid=83)).
3. GSIST By-laws ([Http://egcti.upr.edu/images/stories2/reglamento07.pdf](http://egcti.upr.edu/images/stories2/reglamento07.pdf))
4. Recorded workshop on writing skills offered as part of the comprehensive examination orientation. (on-site)
5. GSIST thesis and project guidelines.  
([http://egcti.upr.edu/index.php?option=com\\_content&task=view&id=64&Itemid=96](http://egcti.upr.edu/index.php?option=com_content&task=view&id=64&Itemid=96))
6. Examples of evaluation of student work, showing the variety of assignments and the type of feedback received by students. (on-site)
7. Course syllabi, include a section on evaluation. (Core course syllabi available online: [http://egcti.upr.edu/index.php?option=com\\_content&task=category&sectionid=9&id=21&Itemid=68](http://egcti.upr.edu/index.php?option=com_content&task=category&sectionid=9&id=21&Itemid=68), all course syllabi available on-site)
8. Composition of School committees reflects the participation of students in the discussion and evaluation of many aspects of the School's Program. (Appendix 16 and <http://egcti.upr.edu/images/stories2/comites0708.pdf>)

9. The School's assessment plan, including specific assessment tools. ([Appendix 17 and http://egcti.upr.edu/images/stories2/plaeplan.pdf](http://egcti.upr.edu/images/stories2/plaeplan.pdf))

### **Challenges**

- Changes need to be made in the student portfolio requirement, based on feedback from students and faculty, so that it can be made simpler and easier to complete. This process is currently being undertaken.
- Faculty need to be oriented concerning the use of the portfolio, so that students can complete it in an efficient and effective manner.
- Faculty need to be updated on how to most effectively use a variety of assessment and evaluation techniques and strategies in their classes.

### **Steps to be taken**

- Provide training for faculty in effective use of assessment and evaluation strategies in their classes.
- Develop tutorials to orient and guide students in the process of preparing their portfolios.
- Complete the redesign of the portfolio, so that it is simpler and easier to complete. The proposed shift in focus from the program portfolio to the professional portfolio will accomplish this end.

**Section 9:** *Students have access to continuing opportunities for guidance, counseling and placement assistance.*

### **Summary of the School's compliance with this section of the standard**

The School offers orientation and academic advising services for students enrolled in the Program. From August 2004 to December 2007 the Associate or Assistant Director was assigned the responsibility of advising students in the process of selecting courses, based on the sequence established for full and part time students. They receive information and help with course selection. The Coordinator of Student Affairs offers guidance and help in this area, in addition to informal placement assistance. She provides information about grants, fellowships, internships and job opportunities. Two formal group orientations are offered at the beginning of the semester for new students, focusing on the School's Program, faculty, student activities and participation, physical facilities, including computer labs and library resources available for student use. The School's Director has taken an active role in encouraging ways to better inform, orient and guide students.

**The School's objectives aligned with this section of the standard: #14, #16, #18, #31, and #33.**

## Achievements

1. More bulletin board space has been made available for posting placement information and job opportunities for students.
2. From 2004 to 2007, an Associate or Assistant Director had the responsibility of student academic advisor. This concentrated the activity of advising students in the hands of one someone knowledgeable and competent in this area, dedicating the time and attention needed to effectively carry out this responsibility.
3. Results of student evaluation have been positive in relation to advising.
4. The School's directors have had formal and informal meetings with students on a regular basis to discuss issues of concern to them.
5. The expanded use of the School's web site to communicate information to students regarding the School's program, projects and activities is another way that students have access to important information about the School, their program of studies and job placement opportunities.

## Evidence

1. University of Puerto Rico, Río Piedras Campus, *Graduate Studies Catalog and Bulletin of Information*, section on "Information for Applicants" describes admission requirements and procedures. It also includes information on placement and financial assistance. See on-site evidence and the relevant online information available on the campus web site linked from the GSIST web site.  
(<http://graduados.uprrp.edu/admisiones/> and [http://graduados.uprrp.edu/asunto\\_est/catalogo\\_graduado/catalogo.htm](http://graduados.uprrp.edu/asunto_est/catalogo_graduado/catalogo.htm) )
2. Student orientation and course selection records (on-site)
3. Job description for Student Affairs Coordinator.  
(<http://egcti.upr.edu/images/stories2/studentaffairsfunctions.pdf>)

## Challenge

- A more systematic approach to placement and job orientation for students needs to be developed, including providing more information and orientation in this area. The School needs to clarify its responsibilities in this area.

## Steps to be taken

- Plan and develop workshops focusing on useful job and placement information and skills oriented for graduating students.



**Section 10:** *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.*

### **Summary of the School's compliance with this section of the standard**

The School's Director, as well as faculty, strives to promote active participation of students during meetings and other School activities informing them about issues and future plans of the School. Student comments and concerns are encouraged. They are taken into consideration in planning and evaluating all aspects of the School's program. The faculty is open and interested in student participation in planning School activities. The School offers awards and incentives for students to attend workshops and conferences of professional associations emphasizing the importance of professional participation in the field. In the curriculum revision process, student ideas and opinions are an important input.

During the first semester of each academic year, a meeting is held in which nominations are made for student officers and representatives in the School's Student Council, the Academic Senate, the general University Student Council, the Graduate Council and School committees. The University of Puerto Rico student regulations provide guidance for student participation in these organizations. During this meeting the requirements and responsibilities of each position are explained. Students are elected to each position, including student representatives for the Joint Student/faculty Committee, the Admissions Committee, the Advisory Committee for the Library and Information Sciences Library, the Technology Committee, and the Curriculum Committee. Students participate actively in these councils and committees, which are involved with curriculum revision, re-accreditation, and other key issues and concerns relating to academic and student affairs. The School's active Alumni Association (ASEGRABCI) offers workshops and other continuing education activities that students can participate in, enriching their total learning experience.

**The School's objectives aligned with this section of the standard: #14, #16, #19, #31, and #33.**

### **Achievements**

1. Students have established a Student ALA Chapter and a Chapter of *Beta Beta Kappa*, the national library science honorary association.
2. Students are actively involved in the Puerto Rican chapter of ACURIL. They have attended ACURIL conferences and presented results of their research and projects.
3. Many students also are actively involved in the Puerto Rican School Librarians Association (ABESPRI).
4. A group of 5 students were supported by a H.W. Wilson grant to attend and participate in the 2007 ALA Annual Conference in Washington, D.C. They were part of a program on providing services to Spanish speaking library users with disabilities.

5. One student was supported by a H.W. Wilson grant to attend and participate in the 2007 Learning Objects Conference held in Chile.
6. Students have taken an active role as representatives in the Academic Senate and in the Dean of Graduate Studies and Research Council, and well as in General University Student Council. In addition, the School has its own student council with a president, vice president, secretary, treasurer and three representatives.
7. The student council plans social and academic activities that expand and enrich the students' learning experience. The Student Council has its own space in the School where it can meet.
8. Students are represented in all of the School's committees, except for the Personnel Committee and the Comprehensive Exam Committee.
9. Active participation of students in the School's assessment plan provides them with opportunities to impact policies affecting academic and student affairs.
10. Student feedback and recommendations to improve the procedures for administering the comprehensive exam helped the faculty to review and modify this process.

### **Evidence**

1. Examples of student and alumni involvement in local, regional and USA professional activities and organizations. (on-site)
2. Results from student surveys, graduate exit interviews and focus groups describe the reaction of students to different aspects of the Program. (See Assessment documents online:  
[http://egcti.upr.edu/index.php?option=com\\_content&task=view&id=267&Itemid=158](http://egcti.upr.edu/index.php?option=com_content&task=view&id=267&Itemid=158))
3. The Student By-Laws of the University of Puerto Rico, Río Piedras, describe the opportunities for student participation in committees, councils and organizations. (<http://estudiantes.uprrp.edu/indexdocs/regist.pdf>)
4. Listing of members of the *Consejo de Estudiantes*, including representatives of different committees and councils, available on the School's web site. ([http://egcti.upr.edu/index.php?option=com\\_content&task=view&id=39&Itemid=79](http://egcti.upr.edu/index.php?option=com_content&task=view&id=39&Itemid=79))

### **Challenges**

- A greater number of students should be encouraged to take an active role in School activities, including community service activities, outside of attending classes.
- More students should be encouraged to participate actively in School committees, University student organizations, as well as professional organizations and associations in Puerto Rico, the U.S, Latin America and the Caribbean.

- Students should be encouraged to learn about and take greater advantage of School and University activities using collaborative technologies and the web site environment.

### **Steps to be taken**

- Develop creative strategies to promote greater student participation in School and University activities and committees, as well as in professional associations.

**Section 11:** *The school applies the results of evaluation of student achievement to program development.*

### **Summary of the School's compliance with this section of the standard**

The Graduate School of Information Sciences & Technologies has continued implementing its program assessment plan. Evaluation and assessment strategies are administered annually, some at the end of December for students finishing their studies. Formative and summative assessments are part of the Learning Assessment Plan. This is a component of the School's overall assessment process.

At the end of each academic year, a questionnaire is submitted to students, along with other evaluation instruments, such as interviews and focus groups. Feedback from students has not only been used for curriculum revision purposes, it has been useful to improve the opportunities the students have to integrate learning to their clinical experiences, to offer community services, to participate in extra curricular activities, and to work in research projects with professors. Input from students participating in the School's continuing education activities, in the form of written evaluations, is reviewed and taken into account in the planning of future continuing education activities. The structure of the comprehensive exam was also revised on the basis of feedback from students. As a result, students have been more successful when taking the exam.

**The School's objectives aligned with this section of the standard: : #14, #16, #19, #21, #24, #31, and #33.**

### **Achievements**

1. The Learning Assessment Plan has been developed and implemented, involving students and faculty.
2. Students' recommendations have been useful in modifying the structure of the comprehensive exam, and in introducing corresponding changes to the School By-Laws.

3. The faculty prepared an Action Plan addressing and responding to students' recommendations about the learning process, including different aspects of the Program.
4. Discussions about the curriculum revision process take into account student recommendations, obtained through focus groups, questionnaires, and exit interviews.
5. The feedback obtained has been used in revising actual courses and in planning new courses, programs and activities.

### **Evidence**

1. GSIST By-laws (Reglamento de la EGCTI),  
([Http://egcti.upr.edu/images/stories2/reglamento07.pdf](http://egcti.upr.edu/images/stories2/reglamento07.pdf) )
2. Faculty Action Plan (<http://egcti.upr.edu/images/stories2/revrec.pdf>)
3. Implementation plan for the learning assessment program.  
(<http://egcti.upr.edu/images/stories2/learnassess.pdf>)
4. Rubrics developed as part of the assessment plan  
(<http://egcti.upr.edu/images/stories2/rubricas.pdf>)
5. Student program portfolios (on-site)

### **Challenges**

- Thesis and projects guidelines still need to be revised based on student feedback. There is a need to update and clarify terms and procedures included in the process of completing a thesis or project. This is a project of the curriculum committee, which has not yet been completed. More input from faculty and students needs to be obtained.

### **Steps to be taken**

- Completion of the assessment and revision of the School's guidelines for theses and projects, in the light of student feedback and the curriculum revision process.

**Section 12:** *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.*

### **Summary of the School's compliance with this section of the standard**

The University of Puerto Rico sets guidelines and directives for its graduate programs in Academic Senate Certification # 72. The School, in accordance with this Certification, has developed policies and procedures related to admissions, the comprehensive examination, and the thesis. These policies and procedures are described in the School's *Bulletin*. Those

related to admissions and the comprehensive examinations are examined critically on a regular basis by faculty committees. Policies and procedures relating to the comprehensive examination, as well as to other aspects of the academic program, are also evaluated informally on the basis of observation and comments and suggestions received from faculty and students. The School's Director encourages such active involvement and is receptive and open to student concerns. She is receptive and open to receiving them. In her communication with students, during meetings, she raises and discusses these issues and concerns, as well as policies and procedures affecting students in all aspects of the Program.

Because the School's admissions and curriculum committees include student representatives, they participate in the evaluation process considering the issues brought up as part of each committee's responsibilities. The Joint Student/Faculty Committee (*Comité Conjunto*) has three student representatives and two faculty members. It serves as a clearinghouse for student feedback on a variety of issues and concerns relating to School policies and procedures. In this committee students can critically evaluate any aspect of the Program. The function of the Committee is to examine student ideas or problems presented; stimulate dialogue among faculty, students and administration concerning these ideas or problems. Members of the Student Council meet with the Director to discuss issues and concerns. The Director's meetings with students provide an opportunity for students to express their opinions and participate in the evaluation process. Regular meetings with faculty and administrative staff provide opportunities for these groups to participate in this process.

The Director is involved in the exit interview with graduating students to facilitate their comments and ideas about the School's programs, services and activities.

**The School's objectives aligned with this section of the standard: #14, #16, #18, #19, #31, and #33.**

### **Achievements**

1. Joint Student/faculty Committee meetings are held regularly where student issues and concerns about all aspects of the Program are raised and discussed.
2. Issues pertaining to different aspects of the program are discussed in an open, supportive environment in committee meetings, Student Council meetings, meetings with the faculty and the Director.
3. The Director's communications and meetings with students include discussion of academic and administrative issues and concerns. Her meetings with Student Council members and those active in student organizations highlight and focus on important issues, concerns or problems needing to be resolved.
4. One of the important changes during the past seven years in the implementation of the new curriculum has been an increased focus on evaluation involving students, faculty, and staff. This is reflected in the development and use of evaluation instruments and a learning assessment plan. There has been a shift toward assessment and evaluation in which students play a central role.

5. The School's evaluation process includes course and faculty evaluations, portfolios, exit interviews, focus groups and questionnaires. Students are involved in all these activities.
6. Throughout the past year, there has been consistent representation of students in faculty meetings.

### **Evidence**

1. Certification #72, Academic Senate, University of Puerto Rico, provides the basis for graduate education at the University of Puerto Rico. See evidence on-site. ([Appendix 4](#) and [http://graduados.uprrp.edu/plan\\_evaluacion/pdf/cert72\(1991-1992\)sa.pdf](http://graduados.uprrp.edu/plan_evaluacion/pdf/cert72(1991-1992)sa.pdf))
2. GSIST By-laws (Reglamento de la EGCTI) and the *Boletín Informativo* describe student participation in committees and in other aspects of the School's program ([Http://egcti.upr.edu/images/stories2/reglamento07.pdf](http://egcti.upr.edu/images/stories2/reglamento07.pdf) and <http://egcti.upr.edu/images/stories2/Boletín06.pdf>)
3. List of School committees and the members of each includes student representatives. ([Appendix 16](#) and <http://egcti.upr.edu/images/stories2/comites0708.pdf>)
4. Samples of evaluation instruments relating to students. (<http://egcti.upr.edu/images/stories2/rubricas.pdf>)
5. GSIST learning assessment plan (<http://egcti.upr.edu/images/stories2/learnassess.pdf>)
6. Results of exit interviews, focus groups and student surveys. (See Assessment documents online: [http://egcti.upr.edu/index.php?option=com\\_content&task=view&id=267&Itemid=158](http://egcti.upr.edu/index.php?option=com_content&task=view&id=267&Itemid=158))
7. Examples of student portfolios. (on-site)

### **Challenges**

- A greater number of students need to be encouraged to participate in meetings with the Director; to take a more active role in the School's student organization, so that they can become more involved, and have greater input in the evaluation process.

### **Steps to be taken**

- Explore new options and strategies to encourage more active student participation in meetings with the Director; in the School's student organization and its activities. Through discussions during student activities, ideas can be shared about ways to increase student participation in school functions.

## **VIII. STANDARD V - ADMINISTRATION AND FINANCIAL SUPPORT**

### **Introduction**

The Graduate School of Information Sciences and Technology (GSIST) is an integral yet distinctive academic unit within the University of Puerto Rico; one of the leading graduate professional schools at the Río Piedras Campus. It has the autonomy, within the general guidelines of the University, to determine the intellectual content of its Program, recruit and promote its faculty, and select its students. This autonomy guarantees that GSIST can select and evaluate its faculty members; determine, develop and assess its curriculum; recruit and evaluate its students; and establish internal by-laws and procedures in accordance with institutional and graduate studies policies. The School is administratively under the Dean of Academic Affairs and is guided by the Office of the Dean of Graduate Studies and Research in relation to academic standards and quality. Like all other units on campus, it operates within the framework of the University's administrative policies and procedures. This includes all aspects related to fiscal, contractual, personnel (including the Equal Employment Opportunity policy), curriculum, and administrative matters.

The School maintains administrative and academic relationships with other academic units on campus, such as the School of Education, the College of Social Sciences (Psychology), the Library System, the School of Business Administration, the College of General Studies, and the School of Communication. The School's faculty, staff, and students have the same opportunity for representation in Campus wide institutional advisory and policy-making bodies, as do those of comparable graduate schools and programs throughout Campus. This includes representation in the Council of the Dean of Graduate Studies and Research, representation in the Academic Senate, and students' representation in the General Student Council.

The past (1998-2005) and current (2005-present) School's Directors have demonstrated the leadership and management skills needed to expand the Program's leadership and presence at local, regional and international levels. Their open-door policy has fostered the participation of the School's constituencies in the various aspects of the program. Both Directors have been open, receptive and supportive to ideas and initiatives, and have encouraged and supported faculty and students participation in a variety of research and professional development initiatives and academic growth activities, including travel to conferences. They have encouraged curriculum revision, partnerships and alliances with other institutions, continuing education programs for alumni, students and practitioners. They have written proposals and obtained institutional and external funding for special projects and professional activities. In addition, they have supported the long-term relationship of the School with professional associations, and encouraged faculty and student interaction with other academic units.

There is an overall commitment from the staff toward the fulfillment of the School's mission and program goals and objectives. Both Directors have provided enthusiasm, leadership and team building to administrative and technical staff. This approach has facilitated effective decision-making and information-sharing. Faculty members working in committees are

involved in academic and administrative processes, such as recruitment and admissions, homecoming, internal policies of the School, comprehensive exam and the portfolio requirements, distance learning, the assessment process, and the curriculum review.

The School has had consistent support from the University for its continuous growth and development. The Río Piedras campus of the University of Puerto Rico assigns funds based on the budget proposals submitted by its academic and administrative units and the overall institutional funding available. Although the University System budget has been somewhat reduced over the last six years, the School's budget has increased throughout the same period. Therefore, financial support provided by the parent institution has been within reasonable expectations, related to the number of faculty, administrative and support staff, and instructional resources needed to accomplish the program's objectives. In addition, through the support of the Chancellor's Office, the School has overcome some limitations of the annual budget with approval of additional institutional funding, particularly for the acquisition of information technology. Compensation for the Director, the faculty, and the administrative staff is sufficient to attract, support and retain the personnel needed to attain Program's goals and objectives. Financial aid to the School's students is available through the University, in the same way as in comparable units of the Campus and the UPR system. The School has been proactive and successful in seeking external funds from different sources.

Throughout the past six years, from 2001-2007, the GSIST strengthened its leadership role in the library and information field at the University of Puerto Rico, and at the state and regional level. Moreover, the School's leadership in implementing institutional projects, particularly integrating educational technology throughout the curriculum and delivering distance learning has projected the School as a model for other graduate programs in Campus. This has been possible, mainly through implementing both its Strategic Plan and Assessment Plan. These plans are seen as models campus wide. The School has consistently used its Strategic Plan 2001-08 to guide its development efforts. The School's assessment plan, in place since 2000, has contributed to sustaining and improving the quality of the Program. The assessment process implemented during the past six years has resulted in developing and using a variety of procedures and instruments, as well as accumulating electronic documents and data for classification, interpretation and analysis. All sectors of the School are involved in one way or another in the evaluation process. Evaluation instruments have been revised on a constant basis. Assessment results are discussed with the faculty in retreats and at regular meetings to improve the Program and the overall student learning experience.

The following section of this report provides evidence that the School complies with *Standard V: Administration and Financial Support*. This Standard covers areas such as the distinctiveness and autonomy of the School, representation and administrative relationships, management and academic environment, administrative and financial support, information about the executive officers and the support staff; as well as the decision-making processes, planning and evaluation. These and other related areas are presented as a response to different sections of the Standard. These sections are aligned with related Program



objectives. They include a description of the School's achievements, evidence, challenges, and steps to be taken in relation to each section of the standard.

### **School's objectives aligned to this standard**

#### ***Faculty Development***

**Objective 16:** Select and maintain a faculty with a doctoral degree in the particular field; that conducts research and publish in a systematic way; that has contributed to the development in the information field; that demonstrate excellence in teaching; and holds a diversity of experiences responding to the mission of the school.

#### ***Student Services***

**Objective 18:** Develop a propitious environment that will attract candidates with the desired characteristics and to ensure high levels of quality in the program providing services, such as: advising, academic orientation and job orientation.

**Objective 19:** Provide mechanisms for the student participation in all aspects of the program, including formative and summative evaluation.

#### ***Administration***

**Objective 21:** To provide an administrative infrastructure that assures the School's autonomy and the performance of faculty, administrative personnel and students, their participation in university life.

**Objective 22:** To rely upon the services of a Director who promotes the accomplishment of the mission, goals and objectives of the Program, and supports the School's intellectual environment; strengthening and promoting the interaction between faculty in the Program, and between the Program and other academic units of the Institution; who facilitates the socialization of students in the professional field.

**Objective 23:** To obtain the necessary fiscal resources to assure the functioning of the Program.

**Objective 24:** To establish, in coordination with the faculty, policies and strategies in harmony with those of the University system, that guarantee institutional effectiveness, including strategic planning and continuous evaluation.

### ***Physical resources and Facilities***

**Objective 25:** To provide information and technology resources and the necessary physical facilities so that the faculty, administrative personnel, and students comply with their academic and administrative responsibilities.

### ***Curriculum Development***

**Objective 30:** Collaborate with other academic units in order to strengthen the interdisciplinary focus, education and research.

### ***Services to Alumni and the Field***

**Objective 34:** To support and carry out research projects that increase knowledge in the information field, with particular emphasis on studies about Puerto Rico, the Caribbean and Latin America.

**Objective 35:** Support professional associations and information units by co-sponsoring and participating in conferences, meetings, committees and other professional activities, at the local, national, regional and international levels.

<b>Section 1: <i>The School is an integral yet distinctive unit within the UPR</i></b>
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### **Summary of School's compliance with this section of the standard**

The GSIST is one of the leading graduate professional schools at the Río Piedras Campus of the UPR. It is an integral unit of the Institution with a clear distinctiveness and autonomy. From its inception in 1969 until 1981, its Director reported directly to the Chancellor. Following recommendations of the Middle States Association in 1981, the School became a unit under the direct supervision of the Dean of Academic Affairs. The Communication School and the Planning School are the other two units supervised by the Office of the Dean of Academic Affairs. In addition, the GSIST has a direct relationship and communication with the Dean of Graduate Studies and Research, which provides institutional policy guidelines, quality standards and support for all graduate programs on campus. The School has demonstrated leadership in important initiatives on Campus, such as technology integration, distance learning and assessment, and has developed partnership agreements with other programs and institutions. Through an Advisory Board, the School is connected with the professional community to monitor trends and changes in the external environment; in the field of library and information sciences.

The GSIST was involved with two key initiatives during this report period: a Title V project [2001-04] and the Hispanic Serving Institutions Assisting Communities project (HISAC/HUD, 2004-2007), both implemented under the leadership and responsibility of the School's previous Director. This led to greater visibility of the School campus wide. The Title V project made possible integrating information technology at the campus level, and provided the impulse for distance education at the School and at other Campus faculties and units. The HSIAC/HUD is contributing to the University's goal of serving its surrounding communities.

**School's objective aligned with this section of the standard: #21**

**Achievements**

1. The Dean of Academic Affairs approved the creation of the position of Assistant Dean in order to provide needed administrative support to the School, and to facilitate guidance and coordination for institutional matters and requirements. This has increased the School's communication and coordination with that office.
2. Since 2001, the status and position of the School as a distinctive unit of the University has been strengthened and become more visible within the broader institutional environment, as well as in the larger community. This is partly due to the School's involvement in two important federal grants, the Title V and the HISAC/HUD projects.
3. In 2003-04 the School led the establishment of a campus wide Technology and Distance Learning Board. Since then it has participated actively at this advisory level. In that same year, the School's Director was designated the Coordinator of this Board. She organized the technology assessment process conducted by AM-MSI, previously known as Educause.
4. The past and current School's directors, faculty and students have been active, taken leadership roles, in campus educational affairs, particularly related to information technology, distance learning and assessment.
5. The School has a representative on the Institutional Technology Board. This board, with representation from academic and administrative units, addresses technology integration issues across Campus, and distributes part of the technology fee paid by students with their tuition among different academic units to acquire and update technological equipment and software to enhance the learning process.
6. The faculty have developed an internal policy for guiding the distance learning activities within the School.
7. An Advisory Board was reestablished in 2005 to connect the School with the professional community, in order to monitor trends and changes in the external environment, and in the library and information field. In March 2006, seven Advisory Board members participated in a focus group where they shared their perspectives

about changes and trends in information management in libraries, public institutions and businesses. They identified and analyzed required competencies of information professionals in view of the trends assessed.

## **Evidence**

1. Organizational Chart of the Río Piedras Campus ([Appendix 1 and http://egcti.upr.edu/images/stories2/orgupr.pdf](http://egcti.upr.edu/images/stories2/orgupr.pdf))
2. Río Piedras Campus Deans Organizational Chart (Appendix 13 of the 2004 Institutional Self-Study) ([Appendix 2 and http://autoestudio.uprrp.edu/SelfStudy/APPENDICES/APPENDIX%2013.pdf](http://autoestudio.uprrp.edu/SelfStudy/APPENDICES/APPENDIX%2013.pdf) )
3. Proposal for a Distance Learning Policy at the UPR System level (led by the previous School's director) (<http://egcti.upr.edu/images/stories2/polinstedcomeje.pdf>)
4. GSIST Guidelines for Distance Learning (draft) (<http://egcti.upr.edu/images/stories2/guiaseducdistegcti%28draft%29.pdf>)
5. Board of Trustees Policy for Distance Learning at the University of Puerto Rico (Cert. 13, 2006-07) (<http://www.certifica.upr.edu/PDF/CERTIFICACION/2006-2007/73%202006-2007.pdf>)
6. School Director's letter to the Academic Senate with recommendations of the Campus Distance Learning Committee. (<http://egcti.upr.edu/images/stories2/cartareccomasacsenpoledadistnh.pdf>)
7. List of members of the Advisory Board as of February, 2008 (Appendix 16 and <http://egcti.upr.edu/images/stories2/juntaasesora.pdf>)
8. Advisory Board focus group report (<http://egcti.upr.edu/images/stories2/inffinalgrupfocja.pdf>) and meeting minutes. (<http://egcti.upr.edu/images/stories2/agereunconstjaegcti.pdf>, and <http://egcti.upr.edu/images/stories2/actreunjaegcti16dic05.pdf>)

## **Challenges**

- Review and approve the proposed distance learning guidelines developed by the School in the context of the 2007 UPR System Policy for Distance Education.
- Encourage and cultivate a spirit of collaboration and interdisciplinary initiatives with the School of Communication.

## **Steps to be taken**

- Organize interdisciplinary colloquia among faculty and students at the GSIST and the University of Tennessee with similar research interests, particularly in areas related to Web 2.0 social networking technology.
- Organize roundtables of faculty and students from both Schools to identify common interests and share perspectives on potential joint projects.

**Section 2:** *The School's 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 general guidelines of the institution.*

### **Summary of School's compliance with this section of the standard**

The School has the autonomy, within the general guidelines of the University, to determine the intellectual content of its Program, recruit and promote its faculty, and select its students. Within these guidelines, the School can propose new courses, modify existing ones, and revise its full curriculum. However, changes in the curriculum must be approved on various campus and institutional levels, including the Council of the Dean of Graduate Studies and Research, the Academic Senate, the Administrative Board, and the University System Board of Trustees. Decisions relating to the curriculum and requirements of the program, selection and promotion of faculty and selection of students are carefully considered by the faculty as a whole, based on recommendations from GSIST committees.

There are four faculty committees as established in the School By-laws: the Personnel Committee, the faculty and Student Joint Committee, the Curriculum Committee, and the Admissions Committee. The Director is an *ex-officio* member of these committees. Members are elected for two years and may be reelected. Additional committees are appointed to deal with transitory issues or faculty team responsibilities, such as the preparation and evaluation of the Comprehensive Exam. Committee members are elected or reappointed at the first faculty meeting of each academic year. Student representatives participate in the majority of these committees. Committees maintain a record of their work, and deliver reports on their accomplishments at faculty retreats, strategic planning sessions, and at an evaluation meeting at the end of each semester. This provides valuable input for the overall evaluation process.

The School's Personnel Committee participates in the yearly institutional workshops organized by the Dean of Academic Affairs for faculty recruitment and evaluation. The Personnel Committee reviews all faculty recruitment, promotion, tenure and sabbatical applications. It provides advice to the Director, who in turn evaluates the recommendations and presents the results to the Dean of Academic Affairs. The Dean then submits recommendations to the Río Piedras Campus Chancellor, for the Administrative Board, who makes final decisions.

The School designs and articulates promotional strategies to recruit the most qualified students for the Masters program. Throughout the past four years the School has developed and implemented a public relations and marketing plan to increase the pool of students applying for the Master's and Certificate programs. Candidates apply to the Masters program through the online platform of *Apply Yourself* available from the web site of the Office of the Dean of Graduate Studies and Research. The Admissions Committee, constituted by faculty members with input from the School's Coordinator of Student Affairs, establishes entrance criteria in accordance with institutional requirements for graduate admissions. It evaluates and interviews candidates, and submits final recommendations for admission to the Director. The Director makes final admissions decisions.

## School's objectives aligned with this section of the standard: # 21, #24

### Achievements

1. In June 2006, the faculty reconsidered the timing and appropriateness of submitting the proposal for a doctoral program in Knowledge Management and decided, instead, to redirect efforts to reviewing the Masters program throughout the period 2007-09. The entire faculty is now involved in a curriculum revision process that will include a knowledge management component in its curriculum design.
2. In the spring semester of 2005-06, the School coordinated a branding initiative for the GSIST with the collaboration of the UPR Radio Station and a group of students from the School of Communication. This resulted in redesigning the School's brochure, other promotional resources and presentations, and obtaining radio interviews for the School's Director, faculty members and students.
3. From April to August 2007, the faculty revised the evaluation criteria and procedures of the Comprehensive Exam Committee based on assessment results and student recommendations.

### Evidence

6. Academic Senate Certification #72: Foundations for graduate studies at UPR , ([Appendix 4 and http://graduados.uprrp.edu/plan\\_evaluacion/pdf/cert72\(1991-1992\)sa.pdf](#))
7. GSIST By-laws (Reglamento de la EGCTI), (<http://egcti.upr.edu/images/stories2/reglamento07.pdf> )
8. GSIST Bulletin (Boletín de la EGCTI), (<http://egcti.upr.edu/images/stories2/Boletín06.pdf> )
9. GSIST Committee member list, 2007-2008 ([Appendix 16 and http://egcti.upr.edu/images/stories2/comites0708.pdf](#))
10. White Paper regarding the School's postponement of the Knowledge Management doctoral program proposal. (<http://egcti.upr.edu/images/stories2/docpaper.pdf>)
11. School's brochure and clips of radio interviews (Brochure: [Appendix 6 and http://egcti.upr.edu/images/stories2/egctipromo.pdf](#))
12. Audio segments of the radio interviews to the School Director ([http://egcti.upr.edu/index.php?option=com\\_content&task=view&id=293&Itemid=185](http://egcti.upr.edu/index.php?option=com_content&task=view&id=293&Itemid=185))
13. Documentation from the Personnel, Curriculum and Admissions Committees (on-site)
14. Graduate Studies application form *Apply Yourself* (<https://app.applyyourself.com/?id=upr-grad>)

**Section 3:** *The parent institution provides the resources and administrative support needed for the attainment of program objectives.*

### **Summary of School's compliance with this section of the standard**

The parent institution, the Río Piedras Campus of the University of Puerto Rico, provides the School with the necessary resources and administrative support for its continuous operation and the achievement of its program objectives. Although almost 90% of the annual budget assigned is for salaries, the School has received funds from other institutional sources. For example, the Office of the Dean for Graduate Studies and Research has provided funding for research and innovation projects from its programs, such as *Fondo Institucional para Proyectos de Investigación* (FIPI) and *Renovación, Innovación y Transformación de los Estudios Graduados* (RIT), to faculty submitting competitive proposals. The Campus Technology Board has provided funding from the Students Technology Fee to acquire and update computer and software technology. In addition, the Office of the Academic Dean has provided funding for guest lecturers.

In 2005-06 the President's office provided special funding to the School to deliver a Teacher librarian certificate program via distance education to a group of 14 students in the Dominican Republic. This funding support strengthened the School's capacity to continue expanding its distance learning initiative, and resulted in the recruitment of three Dominican students for the master's degree program.

The institutional commitment to the School is also reflected in the continuous administrative support and advice received from different offices on campus. The School has always received administrative support and guidance from the office and staff of the Dean of Academic Affairs and the Dean of Graduate Studies and Research. In addition, support from the offices of Human Resources, Communications, Finance and Budget, the Academic and Administrative Technology Division, and the Professional and Continuing Education Division, has been invaluable to coordinate the operational details needed to accomplish the School's responsibilities, projects and initiatives. The School's Director and administrative staff directly communicate with these offices, which facilitates the coordination process.

### **School's objectives aligned with this section of the standard: #23, #25**

#### **Achievements**

1. Since the year 2001, the University has assigned \$110,369 additional funds for the School's budget in order to support the implementation of the curriculum revision. This funding included support for a new faculty position, a lab technician, and bibliographic resources.
2. The recurrent budget allocation of \$51,190 for information resources and services has widened and strengthened the acquisition and updating of learning resources in the collection of the Library and Information Sciences Library (BCBI).

3. In 2005-06, the School delivered a Teacher librarian certificate program at a distance to a group of 14 students from the Dominican Republic, thanks to special funding (\$76,965.00) from the President's office. This initiative distinguished the School as the first unit in the entire UPR system to offer an entire distance learning program outside of Puerto Rico, an accomplishment that contributed to the internationalization goal of the University. The delivery of this program provided an excellent distance learning experience for faculty.
4. In 2006-07, the School negotiated with the High Performance Computing Facility (HPCF) of the UPR System to use their servers in order to host the development and production of the new School's web site. This support provided access to Joomla, the open source platform used by the School to develop the information rich and dynamic portal that is exemplary among all other web sites on campus.
5. In 2006-07, the School coordinated efforts with the Academic and Administrative Technology Division to have its new server placed at their facilities, in order to receive technical upgrades and maintenance. Thanks to this coordination, the School benefits from the technical expertise and support available from this institutional division.
6. In 2006-2007, six faculty members submitted proposals to the FIPI and RIT programs of the Office of the Dean of Graduate Studies and Research. A total of \$86,000.00 has been obtained as additional institutional funding from this office to develop research and innovation projects on various topics aligned with faculty's research lines.
7. In June, 2007, the School received special funding (\$4,761.00) from the Office of the Dean of Academic Affairs to bring guest lecturers from universities in Chile and Singapore, as part of a professional development initiative to organize and present in Puerto Rico an International Conference on Knowledge Management, October 25-26, 2007. The guest faculty gave lectures and provided consulting sessions to the School's faculty and students during two-days of pre-conference activities. The support from the Program of Foreign Visiting Professors, Dean of Academic Affairs, was crucial to coordinate this event.
8. For two years in a row the Campus Technology Board has assigned the School special funding for computer and software upgrades. In 2005-06, the School received \$55,000 and \$81,104 in 2006-07. This special funding has been the result of the School's careful technological planning. Requests have been made to the Campus Technology Board for equipment and software needed to improve and enhance the School's teaching strategies and student learning process.



## Evidence

1. Proposal for the delivery of the Teacher Librarian Certificate Program to the Dominican Republic and the External Evaluation Report. (On-site)
2. Letters from the Office of Academic Affairs, President's Office, and Dean of Graduate Studies & Research indicating approval of special funds for research and academic innovation projects. (On-site)
3. Memorandum of the Campus Technology Board approving disbursement of funds. (On-site)
4. Brochure, program and posters for the Knowledge Management Conference (On-site, other information on the event can be viewed online:  
[http://oeri.uprrp.edu/index.php?option=com\\_content&task=section&id=8&Itemid=116](http://oeri.uprrp.edu/index.php?option=com_content&task=section&id=8&Itemid=116))
5. The portal of the School at <http://egcti.upr.edu>
6. List of 2006-08 research projects completed or undergoing supported by external funds. (<http://egcti.upr.edu/images/stories2/proyinv2006-08.pdf>)

**Section 4:** *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.*

## Summary of School's compliance with this section of the standard

The school's faculty, staff, and students have the same opportunity for representation in Campus wide institutional advisory and policy-making bodies, as do those of comparable graduate Schools and programs throughout Campus. These include representation of the GSIST faculty and students in the Council of the Dean of Graduate Studies and Research, representation of the GSIST faculty and students in the Academic Senate, and student representation in the General Student Council.

The School, as other units under the Academic Dean, is represented in the Administrative Board by the Dean of Academic Affairs. In addition, the Dean is part of the Chancellor's staff meetings, with the rest of the academic deans of different faculties. Faculty, staff, and students participate in institutional planning processes through regular School committees.

## School's objectives aligned with this section of the standard: #21

### Achievements

1. School representatives in the Student Council, in the Academic Senate and the Council on Research and Graduate Studies are very active in these bodies. They have the opportunity to collaborate and discuss important issues with students and faculty from other disciplines.
2. In 2004-05, one of the School's students presided over the Campus General Student Council.

3. The previous Director of the School led the UPR System Executive Committee for Distance Learning, an institutional committee in which the School has had representation and has played a leadership role. In 2004-05, under her leadership, the Institutional Distance Learning Committee developed a proposal for a Distance Learning policy.  
A system wide policy was approved in 2007 by the University Board of Trustees. This policy will guide distance learning planning at all campuses of the University of Puerto Rico.
4. Since its establishment in 2003-04, there has been a faculty member in the Campus Technology Board. This is the committee that plans every year the distribution of student technology fees used to fund the acquisition and upgrading of technological equipment and software throughout the campus units.
5. In 2007, the current School Director was designated by the Academic Affairs Committee of the Academic Senate as the Coordinator of a campus wide committee for developing the campus policy for distance learning, based on the system wide policy approved by the Board of Trustees.
6. The current School Director has been invited for the past two years to attend the President's strategic planning workshops, conferences and meetings for Chancellors and Deans of the entire UPR system, which take place twice a semester.

## Evidence

1. University Student Council By-laws (*Reglamento de Estudiantes*) (<http://estudiantes.uprrp.edu/indexdocs/regest.pdf> )
2. University By-laws (*Reglamento General de la UPR*) (<http://www.upr.clu.edu/sindicatos/docs/reglamento.pdf> )
3. Bylaws of the Council for Graduate Studies (CEGI) ([http://graduados.uprrp.edu/decanato/pdf/reglamento\\_cegi.pdf](http://graduados.uprrp.edu/decanato/pdf/reglamento_cegi.pdf))
4. GSIST Committee member list, 2007-2008, including student and faculty representatives to the Academic Senate and Council of Graduate Studies. ([Appendix 16](#) and <http://egcti.upr.edu/images/stories2/comites0708.pdf>)
5. Letter from Academic Senate member designating School Director for campus institutional committee for distance education (On-site)
6. Board of Trustees Policy for Distance Learning at the University of Puerto Rico (Cert. 13, 2006-07) (<http://www.certifica.upr.edu/PDF/CERTIFICACION/2006-2007/73%202006-2007.pdf>)

**Section 5:** *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.*

### **Summary of School's compliance with this section of the standard**

The GSIST continued to strengthen its role as an academic and administrative leader at the University of Puerto Rico, Río Piedras Campus; and has proved its leadership at the local and regional levels in the information field. This has been possible through the implementation of its Strategic Plan and Assessment Plan, and the leadership and vision of its Directors.

The evaluation and assessment plan which has guided the School for the past six years has been presented as a model to other faculties on campus. The School was one of only three units at the Río Piedras Campus with this type of plan. Moreover, the Directors' leadership in institutional projects has resulted in the School serving as a model for other graduate programs. The Title V project and the Hispanic Serving Institutions Assisting Communities project (HISAC), both of which were implemented at the institutional level with the leadership and responsibility of the School, created great visibility for the GSIST campus wide. During the past two years, the School has widened its relationship and collaboration initiatives with other faculties and colleges on campus, as well as with business and professional organizations in the larger community.

### **School's objectives aligned with this section of the standard: # 22, #30**

#### **Achievements**

What follows is a description of some of the School's administrative relationships, joint initiatives, and coordination of activities with other academic units, which have enhanced interdisciplinary interaction and the School's participation in campus life.

1. The Title V Project, Strengthening Higher Education Hispanic Institutions that ended in 2004 and ran for five years, was administered and led by the GSIST. This project, exploiting the potential of new technologies, electronic information resources and multimedia to improve undergraduate ability to become skillful consumers and producers of information, had a wide campus impact. Project activities of great importance to the Campus included: a) integration of technology and information skills to first year basic courses in humanities and social sciences, at the General Studies faculty, in collaboration with the library system; b) strengthening the campus technological infrastructure in collaboration with the Office of Information Systems (including the Schools of Communication, Education, Social Sciences, General Studies and the GSIST), c) developing a decision support system for administrators and a campus wide evaluation system in coordination with the Planning Office. The project also provided the necessary funding to acquire two institutional servers for the distance learning technological platform and software programs, making possible distance education for other faculties and units.

2. From 2001-2006 the Hispanic Serving Institutions Assisting Communities project (HSIAC) contributed to the University's goal of serving its surrounding communities. This institutional community project had as its purpose to establish Enlace, a Center for Information and Community Service for the town of Río Piedras. Funds from this project were obtained from the Housing and Urban Administration (HUD). The project, under the leadership of the School, included the acquisition of a building to be remodeled. The School is already offering community services, including training in using computers and the Internet in temporary headquarters.
3. To continue the HSIAC/HUD project, in 2005 funding was obtained for the Community Outreach Partnership Center. The community outreach projects were implemented in collaboration with the Schools of Social Work and Planning, Psychology, and the Center for Business Development. The UPR Board of directors approved funding to remodel the Enlace building.
4. The GSIST's Observatory for Information Related Research (*Observatorio de Estudios Relacionados a la Información*, OERI) provides institutional support for faculty research and projects. A proposal was submitted to the National Endowment for the Humanities (NEH) to develop a database of humanities journals published in Puerto Rico. The UPR President's Office matched NEH funds for the project, and provided additional funding to create a database of Puerto Rican Social Sciences journals. Organizations from Spain and Latin America, such as UNIVERSIA and Latindex, have also supported the development of the Humanities and Social Sciences Index.
5. The GSIST Proposal for Doctoral Studies in Knowledge Management developed by the previous Director and the faculty of the School in the spring of 2005, included collaboration with the Río Piedras Campus Psychology and Business Administration Programs, and the Computer Sciences Program in the Mayagüez Campus. [In 2002-03, the faculty had decided to develop a proposal for a doctoral program in Knowledge Management. As part of this initiative, the entire faculty participated in a KM seminar in the spring of 2003, and was certified after taking qualifying exams. Although this proposal was submitted in June 2005 to the Dean of Graduate Studies and Research, in 2006 the faculty revised this strategy, and decided to postpone the initiative until after concluding the accreditation process and the curriculum review.]
6. The Vice President for Academic Affairs appointed the former School's Director as Coordinator of the UPR System Distance Learning Executive Committee. Under her leadership a draft for the UPR Institutional Policy on Distance Learning was developed (2004-2005). She was also named Coordinator of the Campus Technology and Distance Education Board, where she was responsible for organizing the evaluation of campus technologies and distance education performed by Educause.
7. From 2003-05, the former School's Director represented the UPR President in the Board of Directors of The Hispanic Educational Telecommunications System (HETS), a consortium of universities in the Continental US and PR for distance

- learning and inter-institutional collaboration. The UPR has been an institutional member of this consortium for more than 5 years. Under the leadership of the previous Director, the School participated in collaborative projects with other HETS member institutions. In 2004-05, faculty and students from the School helped to develop a set of online learning objects focusing on information skills for the HETS portal. Faculty members from the GSIST received HETS funding to develop an online course on Cataloguing and Organization of Electronic Information, and an online module on Virtual Learning Communities.
8. Both School directors have been involved at the institutional level in the institutional committee for distance learning. Most recently, the President of the Academic Affairs Committee of the Academic Senate invited the current School Director to lead an Institutional Committee to establish operational guidelines for implementing a distance learning policy at the campus level.
  9. During the academic year 2006-2007, there were several faculty initiatives for joint proposals and collaborative research with faculty of the UPR Psychology department and with faculty from the University of Tennessee's Information Sciences Program.
  10. An interdisciplinary forum at the campus level was organized in October, 2006, by the School on the issue of the digital divide with the participation of the Library and Information Sciences Library (BCBI) Director, and faculty from General Studies and the Education School.
  11. Under the leadership of the Director and other faculty members, the School designed, organized and coordinated the Multidisciplinary Seminar for Knowledge Management (MSKM, 2006-07), in which faculty representatives from other programs and Schools, such as Psychology, Education, Communication, Business Administration and General Studies, participated with faculty from the GSIST. In addition, a few participants from private industry joined the Seminar, which took place from December, 2006 to June 2007. The group of 15 participants explored and learned together about the field of knowledge management. The GSIST proposed this project as part of its interest in expanding and enhancing its curriculum in the field of knowledge management. As a conclusion of this initiative, the Director and other GSIST faculty prepared a research article that analyzed, as a case study, the collaborative process of the MSKM Seminar. The paper was submitted and accepted to be presented at the 4th International Conference on Knowledge Management celebrated in Vienna, Austria in August 26, 2007.

## Evidence

1. Title V Proposal Annual Reports (On-site)
2. GSIST Annual Reports 2000-2001 to 2005-2006,  
([http://egcti.upr.edu/index.php?option=com\\_content&task=view&id=206&Itemid=158](http://egcti.upr.edu/index.php?option=com_content&task=view&id=206&Itemid=158))
3. Brochure of the Digital Divide Forum  
(<http://egcti.upr.edu/images/stories2/forobrechadig.pdf>)

4. Brochure of the Multidisciplinary Seminar on Knowledge Management (2006-07) (<http://egcti.upr.edu/images/stories2/smgcbroc.pdf>)
5. Flyer (<http://egcti.upr.edu/images/stories2/volpromcigcupr.jpg>) and program (<http://egcti.upr.edu/images/stories2/progcigcimp.pdf>) of the International Conference on Knowledge Management (October 2007)
6. Joint interdisciplinary proposals from the School's faculty submitted with faculty of other departments and schools. (On-site)
7. Brochure and web site of the *Seminario Permanente de Métodos de Investigación* (Permanent Seminar on Research Methods) (<http://egcti.upr.edu/images/stories2/spmi.pdf> and <http://spmi.ac.pr/>)
8. Sections of the GSIST portal documenting the Seminar ([http://oeri.uprrp.edu/index.php?option=com\\_content&task=view&id=62&Itemid=65](http://oeri.uprrp.edu/index.php?option=com_content&task=view&id=62&Itemid=65)) and Conference on Knowledge Management ([http://oeri.uprrp.edu/index.php?option=com\\_content&task=section&id=8&Itemid=116](http://oeri.uprrp.edu/index.php?option=com_content&task=section&id=8&Itemid=116)).
9. School Director's letter to the Academic Senate with recommendations of the Campus Distance Learning Committee. (<http://egcti.upr.edu/images/stories2/cartareccomasacsenpoledadistnh.pdf>)
10. School Director's research article and presentation for the 4th International Conference on Knowledge Management in Vienna, Austria, co-authored with two other faculty members of the School (August 2007). (<http://egcti.upr.edu/images/stories2/ickmpaperhernandezfloressuarez.pdf> and <http://egcti.upr.edu/images/stories2/ickmviennapresentationhernandezfloressuarez.pdf>)

**Sections 6 & 7:** *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.*

### **Summary of School's compliance with this section of the standard**

The title, status, and authority of the School's executive officers are comparable to the heads of similar campus units: the School of Planning and the School of Communication.

The GSIST has had two Directors during the period of 2001-2007. Both directors have shown exemplary leadership and administrative abilities. Their understanding of trends in the field, and in higher education, has allowed them to fulfill their responsibilities in leading the School with vision and academic integrity. The former GSIST Director, Dr. Consuelo Figueras, who was the Director for 7 consecutive years (1998-2005), decided to conclude her management role in July, 2005, to take a Sabbatical leave. Afterward, she accepted an invitation from the Vice President of Academic Affairs of the UPR system to work on a system wide accreditation planning and implementation project.

In August 2005, Dr. Nitza M. Hernandez, was recruited and appointed as the new Director of the GSIST. Dr. Hernández is a Ph.D. graduate from the University of Wisconsin-Madison and a seasoned academic professional with strong leadership in higher education. Her academic experience encompasses teaching, research, management, training and consulting. Dr. Hernández embraced the GSIST's strategic and development plan. She has adopted a knowledge management approach to integrate the academic and organizational processes of the School in order to increase the GSIST's overall quality performance. As the current School Director, she has demonstrated effective leadership and management skills, as well as an understanding of developments in the field, and in the academic environment, needed to fulfill the responsibilities of the position. She has participated in campus wide functions, worked with colleagues from different disciplines, and participated in numerous conferences of professional associations, locally, regionally and internationally. She also participates actively in research and publication, and has been proactive and successful in submitting and obtaining additional institutional and external funding for the School.

**The School's objectives aligned with this section of the standard: # 21, #22**

**Achievements**

1. The two Directors of the School have had the title, status and authority comparable to heads of similar campus units, namely, the School of Planning and the School of Communication.
2. The previous Director coordinated several initiatives with the Puerto Rico Department of Education for the Teacher librarian certificate Program, and other training programs for information skills development of school librarians. She also led important institutional initiatives, such as the Technology and Distance Learning Board and the Title V grant.
3. In 2006 and 2007, the current Director submitted two successful proposals to the Office of the Dean of Academic Affairs and the Dean of Graduate Studies and Research and obtained funding for the multidisciplinary seminar and the conference on knowledge management.
4. The Directors' management styles have allowed participation on the part of faculty, administrative personnel, and students in all aspects of the Program, and in the decision-making process. Both have encouraged shared leadership strategies with faculty in carrying out special projects and initiatives.
5. Significant results of the current Director's leadership in the GSIST include several initiatives, such as: fostering and implementing the Collaborative Agreement with the School of Information Science (SIS) of the University of Tennessee; supporting the redesign and development of the School's portal; coordinating the Multidisciplinary Seminar on Knowledge Management; organizing the First International Conference on Knowledge Management in Puerto Rico; building alliances with the UPR Division of Continuing Education and Professional Studies, as well as with professional organizations and private entities; providing financial support from the School to

students' participation in the ALA annual conference and other congresses; guiding the School's Assessment Plan, and reorganizing the curriculum review process.

6. The current Director has participated in numerous local, regional and international professional conferences in the field. She has made various presentations, and has prepared research articles about issues and trends related to the field of LIS and knowledge management.

## Evidence

1. Graduate School Directors rank and compensation chart providing financial data about salaries of the Directors of different graduate schools on campus. (On-site)
2. GSIST Directors' Curriculum Vitae (<http://egcti.upr.edu/images/stories2/nhernandezresumejan2008.pdf>)
3. The GSIST's Bylaws (*Reglamento de la Escuela*) list of Director's responsibilities. (<http://egcti.upr.edu/images/stories2/reglamento07.pdf>)
4. Proposals and publications of the previous Director in relation to projects coordinated with the PR Department of Education. (On-site)
5. Current Director's position paper presented at the Puerto Rico Legislature hearing on the controversial issue for the creation of "*La Gran Biblioteca de San Juan*." (January 2006). (<http://egcti.upr.edu/images/stories2/depps968final.pdf>)
6. School Director's article and presentation made at the Congress on Library Education and Research in Latin America and the Caribbean (November 2006). (<http://egcti.upr.edu/images/stories2/ponnhernenclima06.pdf>)
7. White Paper prepared by the current Director about the School's postponement of the proposed doctoral program in Knowledge Management (May 2006). (<http://egcti.upr.edu/images/stories2/docpaper.pdf>)
8. Current Director's presentation at the Seminar of *Consortio Metropolitano de Bibliotecas de Puerto Rico* (COBIMET) on the Role of the Information Professionals in the Knowledge Society (September 2006). (<http://egcti.upr.edu/images/stories2/perfilprofinfoconcobimet.pdf>)
9. Brochure of the Multidisciplinary Seminar on Knowledge Management (2006-07) (<http://egcti.upr.edu/images/stories2/smgcbroc.pdf>)
10. Flyer (<http://egcti.upr.edu/images/stories2/volpromcigcupr.jpg>) and program (<http://egcti.upr.edu/images/stories2/progcigcimp.pdf>) of the International Conference on Knowledge Management (October 2007)
11. The Memorandum of Understanding between the GSIST and the School of Information Sciences of the University of Tennessee signed (August 2006). (<http://egcti.upr.edu/images/stories2/mou.pdf>)
12. School Director's contribution to the article about the GSIST & UT partnership led by Edwin-Michael Cortez (University of Tennessee) with other authors. *Forging Global Partnerships: Intercontinental Collaborative Initiatives between LIS Programs*. Paper submitted by Edwin M. Cortez and accepted for presentation at the World Library and Information Congress: 73rd IFLA General Conference and Council, Durban, South Africa (August 19-23, 2007). (<http://egcti.upr.edu/images/stories2/iflapapercortezetal.pdf>)



13. School Director's research article and presentation for the 4th International Conference on Knowledge Management in Vienna, Austria, co-authored with two other faculty members of the School (August 2007).  
(<http://egcti.upr.edu/images/stories2/ickmpaperhernandezfloressuarez.pdf> and <http://egcti.upr.edu/images/stories2/ickmviennapresentationhernandezfloressuarez.pdf>)
14. School Director's Two Year Operational Plan (2006-08), based on the Strategic Plan of the School. ([Appendix 14 and](#) <http://egcti.upr.edu/images/stories2/operacional0608.pdf>)

**Sections 8 & 9:** *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.*

### **Summary of School's compliance with this section of the standard**

The Schools Directors have encouraged and supported faculty and students in their research, continuing education and professional development activities. They have encouraged the planning of a continuing education program for alumni, students and practitioners. They have also developed proposals and obtained institutional and external funding for the School's special projects and professional activities.

The School's current Director supports faculty research projects, curriculum revision, and partnership alliances with other departments and institutions. This is reflected in faculty working with colleagues from other units, and student participation in University activities and socialization with other students. The Director encourages and supports faculty and student participation in local, national and international conferences; promotes continuing education activities and colloquia for faculty and students. The Director is open, receptive and supportive to ideas and initiatives from faculty and students which impact their professional development and academic growth. In addition, the Director communicates and collaborates with the Coordinator of the School's Observatory for Information Related Studies (OERI) and the Director of the LIS Library (BCBI). She nurtures an intellectual environment in the School which facilitates accomplishment of program objectives.

Student participation in continuing education activities sponsored by the School, as well as in professional association activities, is strongly encouraged. These activities stimulate student involvement in the field and the understanding of other fields. In addition, the long term relationship of the School with the Association of Colleges and Universities Libraries in the Caribbean and Latin America (ACURIL) has always been supported by the Director. The School provides regional travel support to a faculty member, Dr. Luisa Vigo, who leads ACURIL in Puerto Rico. The Director has also promoted and established a partnership with a LIS accredited program in the United States at the University of Tennessee, Knoxville, and has established connections with colleagues in the LIS field both in Latin America and Europe.

### **The School's objectives aligned with this section of the standard: #22, #30, #34, and #35**

## Achievements

1. The School's Director has coordinated colloquia for faculty and students, and has shared with them copies of articles and publications about trends in the LIS field, including distance learning initiatives in other LIS programs and curricular models at other institutions.
2. The School's Director supports and fosters information sharing and cooperative learning among faculty and students. She has nurtured and supported the student assistants that are assigned to various faculty and administrative research projects and initiatives. She supported and coordinated the attendance of five students at the 2007 ALA Conference in Washington, DC with funding from a H.W. Wilson Foundation grant received by the School.
3. The Director fostered and led a partnership with the University of Tennessee's (UT) School of Information Studies (SIS) to implement collaborative initiatives in teaching, research and services. In March, 2006, faculty representatives from UT-SIS visited the UPR, and discussed with the GSIST faculty opportunities for a partnership and collaboration, particularly for teaching, curriculum development and research. A Memorandum of Understanding, The Cross-Cultural Collaborative Leadership Project for LIS Education, was signed in August, 2006, by the two programs. Afterwards, in October, 2006, three faculty members and three students from GSIST attended a UT Symposium on Intercultural Leadership for the Information Age, which provided the conceptual framework for a joint proposal submitted to IMLS on December, 2006, that was not funded. At the end of this year, UT and UPR faculty revised the proposal for resubmission to IMLS. Continued efforts have followed with UT to establish a Student Exchange program, which was inaugurated in the spring of 2007, with a student from the GSIST taking an online course from UT-SIS.
4. Under the leadership of the Director, the School organized in Caguas, Puerto Rico, an International Conference on Knowledge Management (October 25-26, 2007). The Conference was co-sponsored by the Campus Division of Continuing Education and Professional Studies, the PR Council on Higher Education, the municipality of the city of Caguas, and various corporate entities. Four renowned academic leaders from Chile, Barcelona and Singapore were invited as lecturers for the Conference. Representatives from local industry, governmental and academic sectors presented trends and issues in information and knowledge management. The wide promotion of the Conference projected and positioned the GSIST, and the University of Puerto Rico, within the larger local community as a leader in advancing Puerto Rico toward a knowledge-based society.
5. Faculty and students participate in professional activities and conferences sponsored by international, regional and national organizations, such as IFLA, ALA, ALISE, ASIST, REFORMA, ACURIL; and by local organizations, such as SBPR (Puerto Rico Librarians Association), ASEGRABCI (the School's alumni association), and ABESPRI (School Librarians Association). Registration and travel expenses are

usually covered by the School. Both students and faculty have taken advantage of seminars and workshops at these events, and also have had the opportunity to make presentations about research initiatives in the School. The School encourages and supports student and faculty participation in these activities.

6. In 2006-07, the Director supported and helped to develop a proposal for a Permanent Seminar on Research Methods, coordinated and led by the Psychology Department. This project, which was funded by the Dean of Graduate Studies and Research, has encouraged research and interdisciplinary collaboration among various graduate programs. As a result of this collaborative and interdisciplinary effort, two School faculty members teaching the Research Methods course joined the Seminar and participated with their students in this Project. Since then, faculty and students from the GSIST, the Planning School, the School of Communication, and the graduate program of Psychology have participated and collaborated online to develop, among other things, a data base of multidisciplinary research studies.

## Evidence

1. Faculty Retreat agendas and materials  
(<http://egcti.upr.edu/images/stories2/actretfac05rev1-9-05.pdf>,  
<http://egcti.upr.edu/images/stories2/actretfacegcti2006.pdf>,  
<http://egcti.upr.edu/images/stories2/ageretfacegcti82007.pdf> and  
<http://egcti.upr.edu/images/stories2/actretfac8.2007.pdf>)
2. Brochure and web site of the *Seminario Permanente de Métodos de Investigación* (Permanent Seminar on Research Methods)  
(<http://egcti.upr.edu/images/stories2/spmi.pdf> and <http://spmi.ac.pr/>)
3. 2006 Memorandum of Understanding between GSIST and the School of Information Studies of the University of Tennessee, Knoxville.  
(<http://egcti.upr.edu/images/stories2/mou.pdf> )
4. Flyers of co-curricular activities and colloquia. (On-site)
5. Continuing education and professional development materials offered to faculty.
6. List of events and conferences attended by GSIST faculty (On-site)
7. List of faculty research and publications ([Appendix 9 and](#)  
<http://egcti.upr.edu/images/stories2/fac.publ2002-07.pdf>)
8. Documents relating to student participation as research assistants in GSIST (On-site)
9. Students' reports on their participation in professional organization activities (On-site)
10. Roster of School's Student Council members and members of the Academic Senate and the Council of Research and Graduate Studies.  
[http://egcti.upr.edu/index.php?option=com\\_content&task=view&id=39&Itemid=79](http://egcti.upr.edu/index.php?option=com_content&task=view&id=39&Itemid=79)
11. List of events and conferences attended by GSIST students (On-site)
12. Proposals submitted by the School (On-site)

13. Promotional materials related to the Knowledge Management Seminar ([http://oeri.uprrp.edu/index.php?option=com\\_content&task=view&id=62&Itemid=65](http://oeri.uprrp.edu/index.php?option=com_content&task=view&id=62&Itemid=65)) and Conference ([http://oeri.uprrp.edu/index.php?option=com\\_content&task=section&id=8&Itemid=116](http://oeri.uprrp.edu/index.php?option=com_content&task=section&id=8&Itemid=116))

### **Challenge**

- More students need to be encouraged to participate actively in local and international professional associations to facilitate their socialization and incorporation into the field.

### **Steps to be taken**

- Continue promoting student participation in activities of professional organizations, particularly on the local level.
- Encourage greater student socialization and interaction with students from other disciplines, particularly with the Communication and Education Schools by organizing colloquia about converging interests, such as use and application of the Web 2.0 tools.

**Section 10:** *The school's administrative and other staff is adequate to support the executive officer and faculty in the performance of their responsibilities.*

### **Summary of School's compliance with this section of the standard**

The School currently has five administrative positions besides the executive Director (two secretaries, one administrative typist, one administrative officer, one student affairs officer). It also has three technical support staff (a graphic artist, a lab technician, and a telecommunications specialist technician). These personnel are adequate to support the executive officer and the faculty in the performance of their responsibilities. The professional background and work experience of these administrative and technical employees have contributed to their support of the School's requirements. The Student Affairs Coordinator has held this position for the last twenty-one years. This has provided stability in the orientation process and administrative support to students. From 2003 to 2007 an Assistant Director provided support for continuous and systematic academic advising for students, and for managing and implementing the School's assessment plan.

In addition to the administrative and technical personnel, one undergraduate student has been employed on a half-time basis under the work and study program to assist the administrative officer. For the past two years, two faculty members have been released from a course load, one to coordinate the Observatory of Information Related Studies (OERI), and the other to coordinate the Online Teacher librarian certificate.

### **The School's objectives aligned with this section of the standard: #21 and #18**

## Achievements

1. An Assistant Director position was created in August 2003. Although the main responsibilities of this position have been assessment and academic advising, the collaboration of the Assistant Director has helped to support other administrative responsibilities, such as attending required institutional meetings and participating in preparing administrative reports.
2. From 2001-2005, the Title V grant provided funds for two secretaries that helped manage the administrative processes of the grant and two computer technicians. When the grant ended, recurrent funds were obtained to continue the contracts of the technical personnel. In January, 2007, the School received institutional funds to make permanent these two technical positions, besides the one which had been designated in 2001 for the curriculum review process.
3. In 2005-06 the Campus Budget Office assigned recurrent funds for the positions that were previously funded by the Title V proposal and for the curriculum review process, and in 2006-07 the positions were institutionalized. The Human Resources Office provided the support to recruit and evaluate qualified personnel for these positions: Information Technology Specialist, Telecommunications Specialist and Graphic Designer.
4. There have been funds available to provide release time to faculty who are coordinating special projects, like the OERI, and the Teacher librarian certificate program.
5. An additional secretary was recently assigned by the Office of Human Resources, for the year 2007-08, to help support the administrative responsibilities of the Director and the faculty, including the reaccreditation process.

## Evidence

1. Organizational chart of the School (<http://egcti.upr.edu/images/stories2/orgegcti.pdf> )
2. Job descriptions of the Director (<http://egcti.upr.edu/images/stories2/directorfunctions.pdf>) and the Assistant Director (<http://egcti.upr.edu/images/stories2/tareasdiraux07rev07.pdf>)
3. Job Description of the Students Affairs Officer (<http://egcti.upr.edu/images/stories2/studentaffairsfunctions.pdf>)
4. Job descriptions of other administrative and technical staff personnel (On-site)
5. Responsibilities of the Coordinator of the Teacher Librarian Certificate (<http://egcti.upr.edu/images/stories2/tareascoordcmbd2007-08.pdf>)
6. Responsibilities of the Coordinator of the OERI (<http://egcti.upr.edu/images/stories2/oeritareasplan.pdf>)

## Challenges

- Retain the additional secretary who has been temporarily appointed.
- Maintain and update the technological skills of the administrative and technical staff.

## Steps to be taken

- Negotiate with the Human Resources Office to keep the additional secretary appointed to the School. (March – April 2008)
- Continue the development of an in-service training program to improve professional development and staff skills with the application of information technologies.

**Section 11:** *The staff contributes to the fulfillment of the school's mission and program goals and objectives.*

## Summary of the School's compliance with this section of the standard

There is an overall commitment from the staff toward the fulfillment of the School's mission and program goals and objectives. The Director provides enthusiasm, leadership, and team building to the administrative and technical staff. Periodic staff meetings provide an opportunity to communicate and discuss the priorities of the School. The staff has participated in professional development activities offered by the University and by the Division of Continuing Education, which have allowed them to upgrade their abilities and skills. Staff evaluation has provided feedback to improve performance.

The commitment and collaboration of the administrative and technical personnel has contributed to the effective administration of the School. This is reflected in their daily performance and fulfillment of their job responsibilities, which contribute to effectively carrying out the necessary administrative procedures in the School. In addition, administrative personnel are receptive and willing to participate in training to improve their knowledge and skills.

**The School's objectives aligned with this section of the standard: #18, #21, and #22.**

## Achievements

1. In order to provide support to the School's Director in academic and administrative affairs, a faculty member was appointed as Assistant Director. The first, Dr. Jose Sánchez, served from August 2003 to July 2004. Dr. Jorge Encarnación served from August 2004 to June 2006, until he retired. Dr. Carlos Torres served as Assistant Director for four months. From January to December 2007, Dr. Evelyn Pérez, held the position. She brought ample experience in learning assessment and program

evaluation. One of the major responsibilities of the Assistant Director's position has been the implementation of the evaluation and assessment plan. Dr. Pérez developed and started to implement, with the involvement of the faculty, the School's learning assessment plan.

2. From 2006-07, the three technical personnel positions of the School were institutionalized with permanent funds from the University. The role of the technical staff is critical to insure effective support to faculty and students in the use of the technology in teaching. Their specialized technical skills are invaluable for maintaining the School's servers, the local network, and all the computerized equipment in classrooms and labs running smoothly and effectively.
3. The administrative personnel are highly involved in the School's activities that support students and alumni. The Coordinator of Student Affairs and the Administrative Official take a leadership role in organizing the annual Noche de Logros (Achievements Night) at the end of every academic year, and the Retorno Universitario (Alumni annual homecoming). They are supported by the rest of the administrative staff in the organization of these two important annual School events.
4. The Coordinator of Student Affairs, the Secretary, the Administrative Official, and the Graphic Designer have participated in campus workshops and activities related to expanding and updating their professional and technical interests and needs.

## **Evidence**

1. Job descriptions of administrative personnel (On-site)
2. Learning assessment plan and evaluation instruments (<http://egcti.upr.edu/images/stories2/learnassess.pdf> and <http://egcti.upr.edu/images/stories2/rubricas.pdf>)
3. List of workshops and seminars in which the staff have participated (On-site)
4. Evaluations of the personnel who were appointed on a permanent basis (On-site)
5. Brochures and posters developed by the Graphic Artist for special events (On-site)
6. Photos from the Noche de Logros and Retorno Universitario (On-site)

<p><b>Section 12:</b> <i>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.</i></p>
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## **Summary of the School's compliance with this section of the standard**

Monthly faculty meetings take place with the Director to plan, monitor, and evaluate the work required at all levels in order to accomplish the School's objectives. The participatory management style goes beyond periodic meetings and includes continuous email and face-to-face communication between the Director and faculty. This approach has facilitated effective decision-making and information-sharing. Faculty members working in committees are involved in academic and administrative processes, such as faculty evaluation and

recruitment, student admissions, alumni homecoming, internal policies of the School, comprehensive exam and portfolio requirements, distance learning, the assessment process, and the curriculum review.

Annual retreats involving participatory decision-making are an important strategy that has been used by faculty and the previous and current Directors to evaluate the accomplishments of each academic year; to review and update yearly plans. Strategic planning guides the operational plans of every aspect of the School, and provides an integrated perspective for managing priorities and projects. The Director and the faculty work together as a team on various projects, evaluating their results and incorporating feedback received to make needed changes or revisions.

**The School's objectives aligned with this section of the standard: #21, #24**

**Achievements**

1. As reflected in their performance, the previous and the current Directors have demonstrated a genuine commitment to participative management. They have promoted an open-door policy, which has positively influenced the development of individual initiatives from faculty and staff. These efforts have contributed to the successful achievement of Program goals and objectives.
2. Annual faculty retreats and monthly faculty meetings facilitate effective communication, shared decision-making, and collaboration. The 2006 and 2007 faculty retreats have been crucial for facilitating effective faculty interaction, discussions about program and learning assessment results. The August, 2007, retreat involved faculty in developing an Action Plan to improve teaching and learning strategies, in response to the results of student questionnaires and focus groups.
3. In 2006, the Director and the faculty reached consensus in deciding to postpone the formal presentation of the School's proposal for a doctoral program in knowledge management to the institutional authorities. This decision was documented in a White Paper that summarized the reasons for the decision, and which proposed a set of strategies to focus on the School's interest in the knowledge management area.
4. Faculty committee work has provided an opportunity for additional analysis and team effort concerning issues needing effective decision-making. For example, the modifications made in August, 2007, to the comprehensive exam procedures reaffirmed the effectiveness of a shared decision making process.

**Evidence**

1. The 2006 and 2007 faculty retreat agendas, related documents and minutes show the issues, concerns and kinds of decisions that faculty has dealt with, and decisions needed to be made. (<http://egcti.upr.edu/images/stories2/actretfacegcti2006.pdf>, <http://egcti.upr.edu/images/stories2/ageretfacegcti82007.pdf> and <http://egcti.upr.edu/images/stories2/actretfac8.2007.pdf>)



2. The GSIST Two Year Action Plan [2006-08] provides the framework for the development of specific projects and activities based on the Strategic Plan. ([Appendix 14 and http://egcti.upr.edu/images/stories2/operacional0608.pdf](#))
3. 2006 White Paper about the postponement of the doctoral studies proposal ([http://egcti.upr.edu/images/stories2/docpaper.pdf](#))
4. Minutes of faculty meetings describe the kinds of decisions made, as well as the planning involved. (On-site)
5. 2006-07 faculty meeting agendas and documentation from faculty committees (Personnel, Curriculum, Admissions) (On-site)
6. By-laws 2007 amendment section concerning the Comprehensive Exam, Article 14. ([Http://egcti.upr.edu/images/stories2/reglamento07.pdf](#))

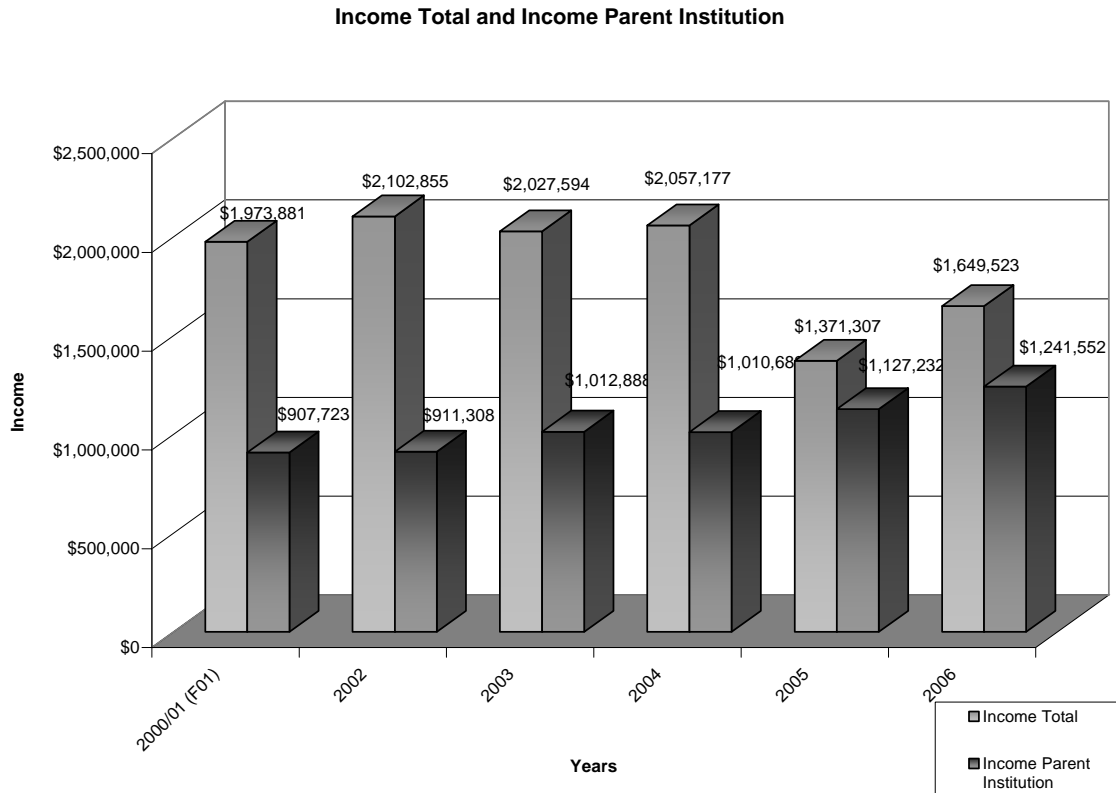
**Section 13:** *The parent institution provides continuing financial support to develop and maintain library and information studies education in accordance with the general principles set forth in these standards.*

### **Summary of School's compliance with this section of the standard**

The Río Piedras campus of the University of Puerto Rico assigns funds based on the budget proposals submitted by its academic and administrative units, and the overall institutional funding available. Every spring semester, the Executive Director and the Administrative Officer of the School prepare a budget request for the next academic year. A summary of the School's accomplishments for the current year and the projections or plans for the next year are required with the budget petition. Except for this year 2007-08, budget requests for the period 2001-06 were approved almost entirely. This year, due to a UPR system wide budget cut, the School did not get its total request approved. Budget adjustments for the travel line item and materials were made. Nevertheless, the proposals approved from other institutional sources (deans' offices) and from OCLC, provide funds for travel and materials, thus compensating for the small difference not approved by the Finance Office.

The institutional budget allocated to the School from 2001-07 has provided the necessary financial support to develop and maintain its graduate academic offering, in accordance with the ALA standards and those of other institutional accrediting agencies. The School's budget is sufficient to handle adequately current faculty and student enrollment, and to effectively support the implementation of the Program.

The following table demonstrates how the GSIST's income from the parent institution has had a stable and incremental pattern through the last six years.



The School has obtained additional funds from the parent institution through proposals submitted to various institutional programs. In the past two years (2005-07), the School received \$136,104 to acquire and upgrade hardware and software for computer labs and classrooms. This has been possible through a fair distribution of the technological quota paid by students. A Campus Technology Board distributes these funds based on the technological requirements of academic programs, and the evaluation of proposals that are submitted. For the past three years the School has had a faculty representative on this Technology Board. With these additional funds the School has been able to acquire and upgrade its technological equipment. This has allowed faculty and students to incorporate technology across the curriculum.

In 2005-06, the School obtained from the President's office \$76,965 for the Teacher librarian certificate Program via distance education to the Dominican Republic. This opportunity allowed the School to position itself as the first academic unit in the entire UPR system to deliver an academic program online. During the period 2005-07, faculty members and the Director received a total of \$20,000 from the Institutional Funds for Research Projects (FIPI) and the Funds for Renovation, Innovation and Transformation of graduate education (RIT), two programs of the office of the Dean for Graduate Studies and Research. In June, 2007, the School got special funding (\$4,761.00) from the Office of the Dean of Academic Affairs to bring invited faculty from universities in Chile and Singapore, as part of the professional development initiative to organize the first Conference on Knowledge Management in Puerto Rico.

The School's budget line items include salaries and wages for faculty, for the administrative and technical staff, materials, equipment, travel, library resources, and student assistantships. Travel expenses are projected based on the School's priorities for faculty and the Director attending annual conferences of professional associations (e.g. ALA, ALISE, ASIST). Other faculty travel requests are considered and approved, based on funds available and plans for presenting papers or meeting professional development goals. In addition, there has been a permanent budget assignment during the past six years for the acquisition of library resources to support the Program.

**The School's objectives aligned with this section of the standard: # 23, #25**

**Achievements**

1. The annual budget assigned to the School for the past six years has shown an increase between ten and eleven percent.
2. Since 2005-06, the School has received recurrent funds after the Title V Project grant ended to institutionalize two technical staff positions, in addition to ongoing funding for a lab technician approved in 2000 for the curriculum review process.
3. In addition to the regular institutional budget, the Dean of Academic Affairs, the Dean of Graduate Studies and Research, and the President's office have granted the School additional funding for special projects.
4. Since 2003, the budget assignment for student assistantships has significantly doubled from \$48,000 in 2003-04 to \$96,000 in 2007-08.
5. The School received \$136,104 to acquire and upgrade hardware and software for the computer labs and classrooms from the University's technological quota.
6. The School obtained from the President's office \$76,965 to deliver the Teacher librarian certificate Program as distance education in the Dominican Republic.

7. A permanent assignment of \$51,190 in each annual budget has allowed the School to continue increasing and updating learning resources acquired for the Library & Information Sciences Library (BCBI).
8. In 2006-08, additional grant funds for research and special projects have provided support for faculty attending conferences and workshops outside of Puerto Rico.

### **Evidence**

1. School's annual budget approvals (On-site)
2. Expenditures section of the School's Statistical Reports submitted to ALISE describe the pattern of continuous institutional financial support. (On-site)
3. School's proposals submitted to grant programs of the Office of the Dean of Academic Affairs and of the Dean of Graduate Studies and Research by the School to obtain additional institutional funds. (On-site)
4. Letters of approval of additional institutional funding for special projects and student assistantships.(On-site)

**Section 14:** *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.*

### **Summary of School's compliance with this section of the standard**

The School has had consistent support from the University for its continuous growth and development. Since the School's budget has increased during the past six years, the financial support provided by the parent institution has been within a reasonable expectation, related to the number of faculty, administrative and support staff, and instructional resources needed to accomplish the program's objectives. Although funds for travel in 2001-02 were higher than in any of the subsequent years, these funds have been stable enough through the past five years to support faculty who have participated in professional conferences and workshops outside of Puerto Rico. Financial support has permitted continuous acquisitions and upgrades of library resources, as well as improving physical facilities for computer and multimedia labs, administrative offices, classrooms, student council and student assistants' offices, and the Observatory of Related Research Studies (OERI). All faculty and administrative offices are equipped with personal computers with access to the wide area network of the campus. In 2006-07, two new servers were acquired to expand and enhance software resources for online assessment tools, research and intranet applications.

In addition, the School has been very proactive and successful in submitting proposals and acquiring external funding from various resources to conduct special research and service projects. The School has consistently sought the necessary fiscal resources to insure the Program's continual growth and development. Concurrently with the Title V institutional grant, which the School administered during five years, some faculty started to develop proposals through the Intramural Practice Program established by the University. The

Intramural Practice Program allows for individual or team initiatives from faculty who seek contracts for external consulting and professional services outside the Institution. Project directors of these proposals are requested to provide a percentage from the proceeds of their contract to the School. These projects offered invaluable services to school librarians and teachers of the Puerto Rico Department of Education for the development of information skills and online courses for K-12 students.

During the past two years, initiatives have been reoriented toward developing proposals directly impacting the School, and toward seeking institutional and external funds for research projects and joint collaborative initiatives with other partner institutions.

**The School's objectives aligned with this section of the standard: #23, #25**

**Achievements**

1. In 2001-02, the School initiated its Intramural Practice Plan with a \$50,000 grant from the Museum & Libraries Services Act, which supported the offering of the Teacher librarian certificate program, for a three year period, to groups of ten school librarians of the Puerto Rico Department of Education. This project lasted until 2002-03.
2. In 2002-03, Universia.pr, an online consortium of Iberoamerican universities, granted \$4,062 to the School's Observatory of Information Related Studies (OERI) to cover the costs of a research assistant for the indexing project of Social Sciences and Humanities journals in Puerto Rico. Latindex granted a matching fund of \$3,200 for another research assistant for this project, and the President's office provided \$600 for the evaluation of the projects. In addition, in the same year the Hispanic Educational Telecommunications System Consortium granted \$4,665 to a faculty member and the School for the development of an online course on cataloguing and organization of electronic and audiovisual information resources.
3. In the year 2003-04, the School could contract two additional secretaries with the revenues from the Intramural Practice projects: one to provide additional administrative support to the faculty, and the other to support administrative work from projects implemented with external funds.
4. In 2004, the School finished administering the Title V institutional grant that it had successfully led since 1999. From 2001-2004, these funds represented \$420,000 yearly that the School administered. One of the greatest impacts of this institutional grant was building capacity for distance learning and strengthening technology integration overall in the campus, as well as providing videoconference capability in the School.
5. In 2004-05, the previous School Director obtained \$399,997 from the Housing & Urban Administration (HUD) for the Community Outreach Partnership Center (COPC) project. The School managed this institutional grant that was implemented in collaboration with other departments and schools. Through this grant the School

started offering information and technology services in the working community of Río Piedras, in temporary headquarters, as part of the Enlace project. The UPR Board of directors approved additional funding to remodel the Enlace building.

6. The years 2004-06 were very intense in the submission of Intramural Practice proposals by the previous Director and another faculty member. In that period, four separate proposals from different external resources in Puerto Rico were approved, for a total amount of \$279,670. The various projects focused on the development of online courses, a virtual training program for a governmental agency and the PR Department of Education, and a program for information skills development for a consortium of academic libraries of private universities.
7. The current Director has encouraged the faculty to submit research proposals of direct impact to the School. As a result, in March 2006 one faculty member submitted the School's first proposal to IMLS. In December 2006, the School submitted its first joint proposal to IMLS with the Program of Information Sciences of the University of Tennessee. Although these two IMLS proposals were not funded, the School gained experience in managing this type of proposal, and learned to collaborate with a partner institution in a joint proposal submission. In 2006-07, the School submitted other competitive research proposals that have been approved for a total amount of \$86,000 in funding sources to develop five different research and innovation projects. The funds for these projects come from two special programs of the Dean of Graduate Studies and Research and from OCLC.
8. In 2006-07, the School collaborated with the School of Information Studies of the University of Tennessee in the development and submission of a grant proposal to IMLS, as part of the Memorandum of Understanding signed with that partner institution. Although the proposal was not funded, faculty and administration of both programs continue to be engaged in collaboration efforts to seek external funding for joint projects.
9. During the fall of 2007, the Executive Director was very active and successful in seeking and obtaining funds from 13 public and private entities that co-sponsored the Conference on Knowledge Management celebrated October 25 and 27, 2007. These external funds, which totaled \$24,704 helped defray the costs of the conference, including paying for the registration fees of the School's faculty and students who attended this event. As part of this fund raising effort, and in return of the registration fees of 173 participants who attended the Conference, the School obtained \$18,466.00 of the profits shared with the Division of Continuing Education and Professional Studies (DECEP), who helped the School organize the Conference.

## Evidence

1. Title V Grant Final Report (On-site)
2. HUD grant approval for the COPC Project (On-site)
3. List of Intramural Practice program proposals with the amount of external funds and description of the services provided. (On-site)
4. Proposal submitted to IMLS by the University of Tennessee with the collaboration of the School. (On-site)
5. Commitment forms and copies of payments made by various private and public entities to co-sponsor the Conference on Knowledge Management. (On-site)

**Section 15:** *Compensation for the 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's goals and objectives.*

### Summary of School's compliance with this section of the standard

faculty salaries are based on the University of Puerto Rico's General Retribution Scale for faculty established by the Board of Trustees in accordance with their educational background or degree, rank and years of service. The Board of Trustees periodically reviews faculty salary scales to make annual increments, based on cost of living raises. In the past five years, faculty salaries have increased on an annual basis ranging from 4 to 5.3 percent. These salary increases are established by the Board of Trustees' Certifications of the General Retribution Scale for faculty. Salary increases are part of the institutional policy to retain Ph.D. faculty at the University, and to gradually level off the pattern of compensation with universities in the United States. Since 2001, faculty salaries of the School and the monthly additional compensation of \$800.00 for the School's Director have been comparable to those of the School of Planning and other similar academic units.

Budget allocations for salary and fringe benefits of administrative and technical staff have significantly increased during the past six years. Salary scales for administrative personnel are uniform throughout the campus, and are based on the UPR wide classification system for non-faculty positions. The School uses the UPR Plan for Classification and Retribution of Non-faculty Personnel based on educational background, professional experience, accomplishments and job responsibilities. Administrative and technical personnel at the UPR system have four ways of gaining salary increases: upgrades in their academic degrees, labor union contracts and negotiations, merit performance, and years of service. Labor union negotiations for salary increases occur every three years. Every year the campus distributes a \$50,000 budget allocation for merit performance among the different academic and administrative units. In the past five years, the School recommended a salary increase for one technical personnel at the time of recruitment, based on his previous experience, and for other staff based on their merit performance. The pattern of compensation and fringe benefits provided to both faculty and non- faculty staff has allowed the School to maintain and adequate work team.

## **The School's objectives aligned with this section of the standard: #16, #22, and #23**

### **Achievements**

1. Faculty salaries have been leveled off with those of the School of Planning, the most comparable academic unit to the School.
2. Since 2001-02, the Director's salary has been at the same level as other academic units.
3. Faculty salaries have consistently improved throughout the past six years, with an annual increase ranging from 4 to 5.3 percent.
4. Faculty salary scales are the highest among all universities in Puerto Rico, and are gradually becoming closer to other similar institutions in the United States.
5. Although salaries for administrative and technical personnel may not be competitive with the private sector or the United States, fringe benefits somewhat compensate for this. These include a strong health plan, retirement plan, childcare services, and waiver of tuition fees for employees and their children studying at the campus.

### **Evidence**

1. Chart providing comparative data on rank and compensations for directors of UPR's graduate programs. (On-site)
2. Board of Trustees' Certifications of the General Retribution Scale for faculty, from 2001 to 2007, authorizing salary increases. (On-site)
3. UPR Plan for Classification and Retribution of non-faculty personnel (On-site)
4. Collective Contract, non-teaching personnel describes the salary scale for administrative staff. (On-site)

<p><b>Section 16:</b> <i>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</i></p>
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### **Summary of School's compliance with this section of the standard**

Institutional funds assigned for research projects, professional development, and leaves with pay have been available on the same basis as in comparable units on campus. The University offers, on a continuous basis, workshops for professional development and teaching improvement through its Center for Academic Excellence. Funds for sabbatical leaves have also been available on the same basis as in other academic units and programs.

Throughout the past two years, from 2006-07 to 2007-08, the School's faculty and Director have submitted competitive proposals to various grant programs of the Dean of the Graduate Studies and Research, and obtained funding for research and innovation projects. This year the School provided release time to more faculty as a matching support for their research



efforts. In addition, some faculty received contracts from the Vice President of Academic Affairs office to conduct institutional research and consulting.

Although institutional funds for travel have been limited on campus, the School has had a consistent budget allocation for this purpose, allowing faculty to attend conferences and workshops outside of Puerto Rico. Travel funds have consistently been included in the institutional budget of the School, on a yearly basis, from 2001-07. Research grants received have provided additional funds for faculty traveling and attending professional development activities.

The Dean of Academic Affairs has granted funds for visiting professors from other universities, as well as additional financial support for faculty traveling outside of Puerto Rico to make presentations at annual meetings or conferences. The President's office grant for delivering the Teacher librarian certificate Program at a distance, from 2004-06, included funds for faculty traveling to the Dominican Republic.

### **The School's objectives aligned with this section of the standard: #16, #23, and #25**

#### **Achievements**

1. In the past two years the School's faculty, including the Director, have submitted competitive proposals and obtained a total of \$54,000 in funding from the Dean of Graduate Studies and Research to conduct research and innovative projects.
2. An average of \$11,657 for travel funds has consistently been approved from 2001-07 on a yearly basis. The amount of \$8,880 has been obtained as additional travel funds through research proposals approved by the Dean of Graduate Studies and Research in 2006-07 and 2007-08. This institutional funding has provided faculty with direct support for traveling to annual meetings of professional associations, such as ALA, ALISE, ASIST, and other professional conferences and workshops outside of Puerto Rico.
3. Additional travel funds equivalent to \$2,381 were obtained in 2006-07 through a grant proposal approved by OCLC to a faculty member.
4. During the period 2001-04, additional travel funds from the Dean of Academic Affairs allowed the School to invite five professors from Spain and one from the US who visited and taught in the School's Program. In the fall of 2007, the School also received \$4,761 in travel funds for inviting three professors, two from Chile and one from Singapore, to participate as lecturers in the Knowledge Management Conference sponsored by the school.
5. In 2005-06, the President's office grant to deliver the Teacher librarian certificate at a distance, included \$16,680 in travel funds for faculty who traveled twice every semester to the Dominican Republic, as part of the distance learning hybrid model used in this program.

6. In 2005-06, the previous Director of the School obtained a sabbatical leave for developing and successfully concluding a research project on the topic of Online Communities of Practice. In 2002-03, a faculty member obtained a sabbatical to carry out a research study on adult services in public libraries in Costa Rica, Panama and Nicaragua.
7. From 2006-08, the School provided \$1,320 in funding support to faculty who registered in web-based workshops and courses, particularly for learning to teach online.
8. In the fall of 2007, the Dean of Academic Affairs granted \$900 to support faculty who traveled outside of Puerto Rico to make a presentation in an international conference in Vienna, and to attend professional annual conferences (ASIST) in the US.
9. In the past two years, two faculty members obtained additional compensations from the Vice Presidency of Academic Affairs to conduct research and consulting on indexing academic journals of the UPR campuses and on academic libraries communities of practices.
10. From 2006 to 2008, the School provided 18 credit hours, equivalent to \$ 11,808 as a matching fund for release time to faculty doing research.

## **Evidence**

1. List of proposals submitted by faculty to the FIPI (Institutional Fund for Research Projects) and the RIT (Renovation, Innovation and Transformation), programs of the Dean of Graduate Studies and Research. (On-site)
2. Institutional letters of grant approval. (On-site)
3. School's annual budget showing consistent travel funds assigned from 2001-07. (On-site)
4. Sabbatical leave approval for Dr. Consuelo Figueras from 2005-06. (On-site)
5. Final report, sabbatical research project, Dr. Susan Freiband, Adult Services in Public Libraries in Costa Rica, Panama and Nicaragua. (On-site)
6. UPR President's grant approval for the special project with the Dominican Republic. (On-site)
7. Letters of approval from the Dean of Academic Affairs granting travel funds for invited faculty and for School faculty traveling to conferences in Vienna, Italy and the United States. (On-site)
8. List of faculty members with release time for research from 2006-08 with related budget figures. (On-site)

## Challenges

- The plan for faculty development needs to be revised and updated to identify professional development activities for faculty in different research and teaching areas.
- More faculty members need to apply for institutional and external research funds available, in order to increase the research and publication success rate of the School.
- The School should continue to regularly invite recognized international scholars from other universities to benefit faculty and students, exposing them to new trends, ideas and developing areas in the field.

## Steps to be taken

- Continue encouraging and guiding faculty to develop competitive proposals to be submitted to the Office of the Dean of Graduate studies and Research and to external funding sources.
- Continue providing release time for research as the budget situation permits.
- Identify potential international faculty to be invited to the School, and request funds from institutional programs to carry this out.
- Re-examine and update the faculty development plan to make sure that it clearly identifies professional development activities for faculty in areas of their research and teaching expertise.

<p><b>Section 17:</b> <i>Student financial aid from the parent institution is available on the same basis as in comparable units of the institution</i></p>
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## Summary of School's compliance with this section of the standard

Financial aid to the School's students is available through the University in the same way as in comparable units of the campus and the UPR system. There is no difference in availability of student financial aid from the University among different graduate and professional programs. These funds include student loans and student assistantships. The Office of the Dean of Graduate Studies and Research has been instrumental in this area. The funds provided by this office have doubled during the past four years, allowing the School to provide more scholarships and student assistantships. This has benefited the international Latin American students registered in the program who have received financial support.

The School has provided research assistantships with external funds from the Title V and the HUD projects, Intramural Practice projects, and other funds from the Dean of Graduate Studies and Research. In addition, the School has received external funds from foundations and private entities to cover students' participation in special events and activities.

**The School's objectives aligned with this section of the standard: # 23, #18**

**Achievements**

1. In 2001-02, the School applied to the President's Office funds of *Fideicomiso Raúl e Isabel Gándara* to support a student's archival experience in Spain. As a result, the student, Beatriz Rodriguez, received \$3,500 from these funds, a lodging support grant of \$4,026 from the *Fundación Ortega y Gasset* in Toledo, Spain, and \$1,000 from the School to conduct her Master's thesis using the Spanish archives. Also, in 2001-02, EBSCO International granted a second round of \$6,000 scholarship to Rocío Gándara, a student from Mexico.
2. From 2001 to 2006, professional Intramural Practice projects and research grants from the Dean of Graduate Studies and Research have provided \$263,342 as funds for student assistantships and part time work, and \$112,800 for the current year.
3. The Dean of Graduate Studies and Research doubled the funds for graduate students in the form of student assistantships from \$48,000 for five students in 2003-04 to \$96,000 for ten students in 2007-08. This allocation of funds has been proportionally similar to the assistantship funds granted to the School of Planning and the School of Communication on campus.
4. All Latin American students in the School's Master's degree program during the past six years have been supported through scholarships and assistantships, thereby assuring retention of international students in the Program.
5. Another source of student financial aid from 2001-2004 was the School's Title V Proposal, which supported recruitment of three student research assistants each semester.
6. In 2006 the School received a donation of \$10,000 from the W.H. Wilson Foundation to directly benefit students. The School allocated these funds for student travel and participation in professional and research conferences. With these funds, to date, five students traveled to the 2006 ALA annual conference in Washington D.C., and one student traveled to Chile to attend and participate in a Latin American Conference on Learning Objects, related to a research project in which she is participating with a faculty member.

7. Fourteen students in the School who attended the Knowledge Management Conference, in October, 2007, received a deferment of the cost of the conference provided through funds from co-sponsoring private entities, such as Gale, Cengage, and EBSCO. This represented a total of \$2,730 in scholarships funds for students attending this conference.

### **Evidence**

1. Annual Report of 2001-02 submitted by previous Director.  
(<http://egcti.upr.edu/images/stories2/anual2002.pdf> )
2. List of Intramural projects and related budgets (On-site)
3. Data on financial assistance to graduate students from the Financial Aid office of the Dean of Students. (On-site)
4. 2005-07 letters of funds approval for student assistantships from Dean of Graduate Studies & Research. (On-site)
5. Table showing funds from Title V, Intramural Practice projects and other research grants allocated for student assistantships and contracts. (On-site)
6. Letter of approval of the H.W. Wilson Foundation and other organizations for student scholarships. (On-site)

<p><b>Sections 18:</b> <i>The School's planning and evaluation process includes review of both its administrative and fiscal policies and financial support.</i></p>
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### **Summary of the School's compliance with this section of the standard**

The School has consistently used its Strategic Plan 2001-08 to guide its development efforts. The plan was updated based on the UPR's systemic planning and priorities. The Strategic Plan was reviewed at the faculty Retreats of 2004 and 2005, focusing on areas that needed more detailed planning. An operational plan for two years (2006-08) was developed by the current Director. It was discussed and endorsed by the faculty, in order to translate strategic goals into a more specific set of activities and tasks, with clearly delineated responsibilities, schedules and expected outcomes for each of the major areas.

At the beginning of each academic year, the operational plan is evaluated. Areas of strengths are identified, as well as areas that need further attention. New objectives and activities are added, as new projects are planned and implemented.

The Strategic Plan is evaluated in accordance with the results of the School's Evaluation and Assessment Plan. Evaluation and assessment strategies are implemented annually. From 2004 to 2007, the Assistant Director's office worked in this area; providing follow-up concerning the evaluation and assessment plan, and how to improve it.

Fiscal policies and financial support are included as part of the School's planning and evaluation process. An evaluation of administrative policies included in the School's Bylaws was undertaken. Budgetary requests reveal specific needs of the School, such as funds for research and travel, and the continued development and maintenance of an adequate technological infrastructure.

**The School's objective aligned with this section of the standard: #24**

**Achievements**

1. The School has been involved in a continuous planning process, in accordance with the Río Piedras Campus and the University of Puerto Rico system strategic plans. Strategic plans from the Dean of Graduate Studies and Research and the Dean of Academic Affairs were taken into account in the School's planning efforts.
2. An Advisory Board was reactivated in 2005 to impact and support the strategic planning process within the context of the greater information professional community. This process includes both administrative and fiscal policies and financial support.
3. Bi-annual, yearly or semester work plans have been drafted by the Director, the Administrative Officer, the Assistant Director, and the Curriculum Committee.
4. An analysis of the School's financial needs is submitted annually with the Budget Request Proposal.

**Evidence**

1. GSIST strategic plan 2000/2001 - 2007/2008 ([Appendix 13 and http://egcti.upr.edu/images/stories2/estrategico2008.pdf](http://egcti.upr.edu/images/stories2/estrategico2008.pdf) )
2. 2005 Meeting Agenda to reactivate the Advisory Board (<http://egcti.upr.edu/images/stories2/agereunconstjaegcti.pdf>)
3. Operational Plan , 2006-08 ([Appendix 14 and http://egcti.upr.edu/images/stories2/operacional0608.pdf](http://egcti.upr.edu/images/stories2/operacional0608.pdf))
4. Other strategic planning documents and annual plans developed at faculty annual retreats and faculty meetings include examination of administrative and fiscal policies and financial support. (Faculty retreat documents: <http://egcti.upr.edu/images/stories2/actretfac05rev1-9-05.pdf>, <http://egcti.upr.edu/images/stories2/actretfacegcti2006.pdf>, <http://egcti.upr.edu/images/stories2/ageretfacegcti82007.pdf> and <http://egcti.upr.edu/images/stories2/actretfac8.2007.pdf>; Faculty meeting documents available on-site)
5. Curriculum Review plan of the Curriculum Committee (<http://egcti.upr.edu/images/stories2/revcurr08.pdf>)
6. 2005 Tecnology Committee Plan (<http://egcti.upr.edu/images/stories2/techplan05.pdf>)

7. 2005-06 summarized plans of the Committees  
(<http://egcti.upr.edu/images/stories2/comtrab0506.pdf>)
8. Annual Budget Request Proposals 2006-2007 and 2007-2008 (On-site)

### Challenges

- A new Strategic Plan has to be aligned to the Río Piedras Campus 2006 Strategic Plan, *Visión 2016*; based on the results of the School's self-study for reaccréditation and curriculum revision process.
- An ongoing evaluation of administrative policies, including the process of strategic planning needs to be continued, involving faculty, staff, students and alumni.

### Steps to be taken

- Elaborate a new Strategic Plan, 2008-2016, aligned to the campus and University strategic planning activities.
- Continuously evaluate administrative policies, exploring ways to actively involve faculty, staff, students, alumni.
- Advise and stimulate active participation of faculty and staff in the process of strategic planning.

**Section 19:** *Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvement and to plan for the future.*

### Summary of School's compliance with this section of the standard

The GSIST has had a formal program evaluation mechanism since 2001. Evaluation procedures are implemented annually in compliance with the established plan. This includes formative and summative evaluation strategies. Evaluation instruments such as the comprehensive exam, tests, course grades and questionnaires provide the data needed to assess specific aspects of the program. Other instruments, such as interviews, focus groups, student portfolios, fieldwork and student self-assessments help gauge factors like compliance with program objectives, and student satisfaction with various aspects of the program.

The assessment process implemented during the past six years has resulted in developing and using numerous procedures and instruments, as well as in accumulating electronic documents and data for classification, interpretation and analysis. Evaluation instruments have been revised regularly. Assessment results are discussed with the faculty during retreats and at regular faculty meetings.

All sectors of the School are involved in one way or another in the evaluation process. This includes faculty, support staff, students and graduates. Faculty is involved in the evaluation of students and peer evaluation. Students participate in the evaluation of their classes, professors and the program as a whole. A variety of different approaches, including student portfolios, are used by the faculty to evaluate students. The Director evaluates support staff. Staff members also evaluate their own work and job responsibilities, and make suggestions for improvement. The results of the evaluation process are carefully examined. They form the basis for decisions made to improve the Program, as well as for planning future projects and activities.

The School's assessment plan has been operational since the completion of the last curriculum revision (2000/2001). The assessment process has contributed to sustaining and improving the quality of the Program. During the academic years 2003-2007, various evaluation strategies were used to critically examine the School's performance and its diverse components, including student services. Assessment strategies implemented through the past four years have included a student survey focusing on all the aspects of the program, a focus group on the academic advising process, an exit interview for graduating students of the Master's and the Teacher librarian certificate Programs, and an evaluation of student portfolios. Students also complete a survey to evaluate the Post graduate certificate on Archival and Document Management.

Exit interviews have revealed that graduates are satisfied with the knowledge acquired through the Master's program. They consider that the curriculum and other educational experiences at the School have provided them with the necessary competencies to function effectively as information professionals. Students who chose to do a clinical experience valued this practice highly in terms of the skills acquired, and recommended that it should be compulsory for the Master's program.

Students who have worked at the School as Research Assistants valued the opportunity to develop additional professional skills that allowed them to find a job immediately after graduation. All considered that the facilities of the School are good, including computer labs, hardware and software resources that are used to satisfy curricular needs.

Criteria used to create and evaluate the student portfolio were revised in the 2003-04 spring semester. A rubric was developed to assess student performance as reported in the portfolios. A matrix was prepared to help students identify evidence according to performance standards. Orientation workshops on the student portfolio are offered every semester. Students learn how to use the template to prepare an electronic portfolio. In 2006-07 the student portfolio process was discussed by faculty, based on program assessment results.

In the year 2003-04, as part of the institutional evaluation requirements of the Puerto Rico Council of Higher Education (PRCHE), and of the Middle States Association of Higher Education (MSA), the GSIST completed a self study for its Master's program and for the certificates on Archival and Document Management, Electronic Information Resources Analyst, Legal Information Specialist, and Information Services Consultant. The self study was submitted to the UPR's Office of Academic Affairs. Since the GSIST had had an



assessment plan for more than three years, the data gathered helped enormously to complete the self study required by the PRCHE and MSA.

**The School's objectives aligned with this section of the standard: # 24, # 19.**

### **Achievements**

1. Assessment has been a focus and concern of the School since 2001, using a variety of methods and instruments.
2. The results of assessment activities have been analyzed, documented and discussed with the faculty each year.
3. Three courses (CINF 6005: Social Interchange of Information, CINF 6400: Management of Information Services, CINF 6300: Information Technologies) were revised to reflect results of evaluation activities.
4. Faculty and students are committed to analyze and implement the results of the evaluation process.
5. The School's Advisory Board has also been involved in discussing the results of the evaluation process, as well as offering suggestions about the revision of the School's vision, mission goals and objectives.
6. Administrative decisions have been guided by evaluation evidence.
7. The comprehensive exam policies and procedures were revised from May to August 2007, in response to student and faculty concerns and recommendations.
8. A Learning Assessment Plan was developed in 2007, in alignment with the Student Learning Assessment plan of the Dean of Graduate Studies and Research and the Dean of Academic Affairs of the University of Puerto Rico. This plan was aimed at the faculty, and proposed changes to existing course evaluation strategies. A rubric was adopted to establish criteria to evaluate student work.
9. In 2006-07, the faculty revised the student portfolio requirement on the basis of student questionnaire results and recommendations of focus groups. The aim was to refocus the portfolio in a more manageable manner, emphasizing the professional aspects of career development.
10. In the second semester of 2006-07, a focus group with students from the Master's program was conducted to assess student satisfaction with the learning strategies used by faculty. This focus group session was facilitated by an external faculty resource of the Center for Academic Excellence. This provided a more impartial environment for students to express their views about the School, particularly regarding their learning experience, faculty dynamics and teaching strategies. The results of this evaluation were shared with the faculty. Individual meetings were held with each faculty

member to identify opportunities for improvement of teaching and learning activities used in course delivery. In addition, the faculty prepared an Action Plan outlining specific commitments and activities to improve teaching strategies and respond to students' observations and recommendations.

11. In the second semester of 2006-2007, the Student Satisfaction Questionnaire was revised and administered online using Question Mark, a software package that facilitates students answering the survey and provides immediate tabulation of data and statistical analysis. The results of this survey were presented and discussed during the faculty Retreat of August, 2007.

## **Evidence**

1. Program and Learning Assessment and Evaluation Plan (Rev. 12/2008) ([Appendix 17 and http://egcti.upr.edu/images/stories2/plaeplan.pdf](#))
2. Assessment actions chart, 2000-2007 ([http://egcti.upr.edu/images/stories2/tablaeval.pdf](#) )
3. Annual Assessment Reports 2002-2007 ([http://egcti.upr.edu/images/stories2/assess0207.pdf](#))
4. Faculty evaluation instruments ([http://egcti.upr.edu/images/stories2/evalfac.pdf](#))
5. Course evaluations (See instrument: [Appendix 18 and http://egcti.upr.edu/images/stories2/courseeval.pdf](#))
6. 2000-2006 and 2006-07 Assessment Document Binders (On-site)
7. Questionnaire, interview and focus group results (See Assessment documents: [http://egcti.upr.edu/index.php?option=com\\_content&task=view&id=267&Itemid=158](#))
8. Faculty Action Plan 2007-08 ([http://egcti.upr.edu/images/stories2/revrec.pdf](#))
9. Electronic portfolio evaluations (On-site)
10. Administrative staff evaluations (On-site)
11. Thesis advisors evaluations (On-site)
12. Rubrics developed for learning assessment ([http://egcti.upr.edu/images/stories2/rubricas.pdf](#))

## **Challenges**

- It is necessary to re-examine the results of the various evaluation instruments to incorporate these into the strategic planning process. It is particularly important to identify and take action needed to improve areas identified as weaknesses.
- The new learning assessment plan needs to be evaluated. After one semester, evaluations professors receive from students need to be examined. Courses need to be reviewed to identify any changes and improvements needed in the teaching-learning process.

- The faculty and administration need to evaluate assessment strategies used during the past years and improve them. The ultimate goal will be to use a knowledge sharing/management model to handle the School's administrative documentation and evaluation processes.

### **Steps to be taken**

- Develop a new strategic plan in concert with the results obtained from the 2007 assessment activities (January – May 2008)
- Review and revise the Learning Assessment Plan (January- May 2008)
- Administer all questionnaires, interviews and possibly a focal group at the end of the second semester of 2007-08. Compare the results with the June 2007 results.
- Restructure the electronic portfolio process.
- Revise the thesis and project guidelines to reflect assessment results.

## **IX. STANDARD VI -PHYSICAL RESOURCES AND FACILITIES**

### **Introduction**

The Graduate School of Information Sciences and Technologies is located on the third floor of the José M. Lázaro building. This building also houses the reference, journal and circulating collections of the University's Library System, in addition to several specialized collections, and the Latin American and Caribbean Studies Library. The Library and Information Sciences Library (BCBI), part of the University's Library System, shares the third floor of the Jose M. Lázaro building with the School. The School's physical facilities include classrooms, individual offices for each faculty member, office space for administrative staff, a faculty meeting room and computer laboratories.

The GSIST in its focus on strategic planning has made a concerted effort to improve its physical resources and facilities during the past seven years. In terms of information resources available to support the curriculum, the School has worked on implementing strategies to continuously acquire up-to-date resources of various types within the Library and Information Sciences Library. The recurrent funding provided by the university administration to the GSIST for information resources since the last curriculum revision has contributed significantly to this effort. These funds have been used by the School to enrich information resources in support of new course offerings and research. New recurrent funding has helped to keep the School's technological infrastructure up to date.

Because information technology is a fundamental aspect of the field, the establishment of computer laboratories, the provision of computers and appropriate hardware and software for all faculty and administrative staff, as well as for classroom use, has become a priority. These areas have been addressed with additional institutional funds or external funds. Since 2006, the School has been able to strengthen and increase its technological infrastructure thanks to recurrent funding received from the annual technology fee being paid by all students on campus.

As a result of a redistribution of space done in 2002, one classroom was expanded and the following physical facilities were created:

1. Multimedia production classroom
2. Two computer laboratories
3. Storage space for equipment
4. Additional offices
5. A relocated Office of Student Affairs
6. Space for the Student Council and the Alumni Association

The space currently allocated to the School is adequate for teaching and administrative tasks. Additional space would be welcomed for student meetings and conference events.

Each professor has an office with at least one computer linked to a local area network. The labs provide computers and software for student and classroom use. Free access to important full text databases is provided by the Library System, and by the School through partnership

agreements (i.e. Thomson-Gale). A list of full-text databases available to the GSIST can be found at <http://biblioteca.uprrp.edu/bases%20de%20datos.htm>. Information resources provided by the Library and Information Sciences Library have improved dramatically during the past five years.

The technological infrastructure of the School is one of the most advanced on campus thanks to both external funding obtained through the approval of federal grant proposals and the annual allocation received from the technology fee fund.

GSIST goals and objectives aim to develop multifaceted information professionals, knowledgeable about diverse information resources and formats. One of the main concerns of the School has been to provide an adequate physical environment, including technological and instructional resources that assist in the education of this information professional. The School has been successful in accomplishing this end.

### **The School's objectives aligned to this standard.**

#### ***Program Objectives***

The program of the Graduate School of Information Sciences and Technologies is designed so as to allow students to be prepared to:

**Objective 12:** Organize information to facilitate prompt retrieval and use.

**Objective 13:** Evaluate, select and use information technologies as alternatives to improve services.

**Objective 14:** Create, evaluate and apply new knowledge to the information field.

#### ***Administration***

**Objective 24:** To establish, in coordination with the faculty, policies and strategies in harmony with those of the University system, that guarantee institutional effectiveness, including strategic planning and continuous evaluation.

#### ***Physical Resources and Facilities***

**Objective 25:** To provide information and technology resources and the necessary physical facilities so that the faculty, administrative personnel, and students comply with their academic and administrative responsibilities.

**Section 1:** *Physical facilities should provide a functional learning environment for students and faculty; enhance the opportunities for teaching, service, consultation, and communication; and promote efficient and effective administration of the school's program, regardless of the forms or locations of delivery.*

### **Summary of the School's compliance with this section of the standard**

The José M. Lázaro building is centrally located, and within walking distance of all faculties and schools, in the Río Piedras Campus. It houses the main library on campus, including several specialized collections and centralized administrative services for the Library System.

The GSIST and the Library and Information Sciences Library (BCBI) are located on the third floor of the Lázaro building, accessible by elevator or stairs. GSIST facilities consist of:

1. Two (2) regular classrooms (310 and 313)
2. Telecommunications room
3. Classroom / Information Organization Lab (312)
4. Dedicated computer lab (317, available for student use 100% of the time)
5. Three classrooms equipped with computers (309, 314, 315)
6. Multimedia production room (Inside classroom 315)
7. Student Affairs Office
8. Research Assistants Office
9. Student Council and Alumni Office
10. Nine faculty offices (304-306, 318, 320-324)
11. Faculty meeting room (311)
12. Information Related Studies Observatory Research Center
13. IT personnel Office
14. Two storage rooms
15. GSIST administrative offices (Director, Assistant Director, Administrative Officer, two secretaries, small conference room, reception area)
16. Kitchenette
17. Restrooms
18. Large lobby
19. Elevators and stairs

The GSIST had occupied a total of 8,950 square feet up to the year 2000 and increased its space to approximately 11,175 square feet after remodeling in 2001, a 25% increase in usable square footage. All classrooms and administrative dependencies at the GSIST have adequate furnishings.

The School's localization in the Lázaro Library building offers several advantages:

1. Students have easy access to collections, particularly to the reference and journals collections, used in several courses, particularly the reference course.
2. Students can conveniently use other collections and library resources as part of their coursework and special projects.

3. The proximity of the School and the Library System has facilitated field work experiences for students in the Library System.
4. Professors are able to easily access the resources of the Library System for research and for demonstration purposes.
5. Professional library staff can be visited at their worksite or invited to share their expertise in class.
6. Students can take advantage of specialized user training offered by the University Library System.

The Library System has a specialized library to serve the needs of the GSIST. The Library and Information Sciences Library (BCBI), located on the same floor next to the School, provides easy access to students and faculty. It is used as a learning laboratory by students and faculty in several courses. The Library staff provides specialized training to GSIST students and faculty.

The BCBI facilities provide an adequate environment for study and research available to faculty, students and staff. The BCBI has wired and wireless access to the Internet, and a library instruction classroom with thirteen (13) computers, a computer projector, and projection screen. Recent acquisitions are displayed in shelves designated for this purpose, so that patrons can browse and examine new resources available to them.

The BCBI makes available to users six personal computers, one laser printer, one scanner and a photocopy machine. Library staff offices are equipped with personal computers with wired and wireless TCP/IP connections, as well as laser printers.

**The School's objective aligned with this section of the standard: # 25.**

### **Achievements**

1. Classrooms are equipped with appropriate furniture that can be arranged in different ways.
2. A large classroom (313) is available for large group activities, meetings and other functions seating up to 50 people.
3. The School has been able to take advantage of its location in the Jose M. Lázaro Building housing the main Library System, using its resources and facilities for fieldwork assignments, observation, visits to different libraries, and invitations for librarians to share experiences in classes.
4. The School's close proximity to the Library and Information Sciences Library, with improved resources and facilities, has enriched the educational experience of students and provided faculty with important support for their teaching and research.

5. The School successfully appealed to the Dean of Academic Affairs for the relocation of the Josefina del Toro Fulladosa Collection of rare books in order to increase the space available in the BCBI. The Library System is facilitating the moving of this collection, and will provide funds to remodel the vacant space in the BCBI.

### **Evidence**

1. Space distribution diagram for GSIST illustrate the layout of the School's physical facilities. (<http://egcti.upr.edu/images/stories2/gsistlayout.pdf>)
2. Letter approving relocation of Josefina del Toro Fulladosa Collection from the BCBI. (on-site)
3. BCBI annual reports and brochure (on-site)

### **Challenges**

- GSIST administrative staff, students and librarians depend on the José M. Lázaro Building schedule. During academic recesses the Lázaro building either opens during administrative hours or closes down completely. Arrangements have been made for faculty to have keys to the main entrance of the Lázaro building. However access for students and librarians is curtailed during the times when the building is officially closed.
- The BCBI has not been able to use all of its space because the Josefina del Toro Fulladosa Collection of rare books has been stored within the Library. The collection is currently in the process of being relocated to its designated space on the second floor of the building. The School is participating in the determination of the most effective ways to use this space.
- Although it is in the process of improving, the BCBI needs to acquire ergonomic furniture, particularly chairs for online computer searching. It also needs more adequate tables and chairs for reading and studying in the library.
- Space for group study, meetings, programs and other activities in the BCBI is needed. This would enrich and improve the intellectual and social environment for faculty and students in the School.

### **Steps to be taken**

- Continue to work with library colleagues to plan the most effective use of the space available in the BCBI, so that it meets the needs of students and faculty.
- Explore sources of support to acquire furnishings needed to improve the environment of the BCBI, its use and usability.



**Section 2:** *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*

### **Summary of School's compliance with this section of the standard**

The Library and Information Sciences Library (BCBI) contains the largest collection of resources devoted to library and information science in Puerto Rico and the Caribbean. It has about 25,000 book titles and 440 active journals (as of November, 2007). The current book count is lower than in 2001 (down from approximately 30,000 titles) because the BCBI addressed the observation made in the External Review Panel's report in 2001 regarding the quantity of outdated materials in the collection. A systematic evaluation process was conducted. Several thousand books and other monographic materials were weeded from the collection. Obsolete titles were removed from the reference and circulating collections. Audiovisual materials in obsolete formats were discarded. The BCBI planned the weeding with collaboration and support from Dr. Susan Freiband, faculty member of the GSIST and specialist in collection development. Students from Dr. Freiband's course on collection development collaborated in this project.

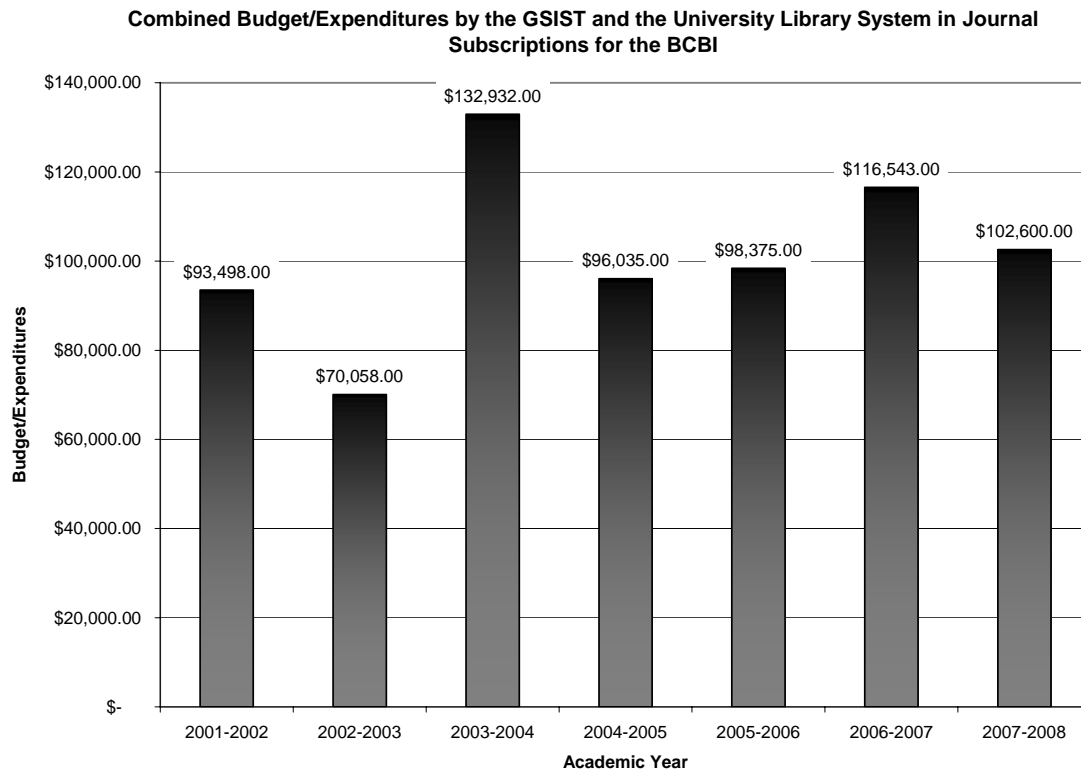
At the same time new titles were purchased to support the curriculum. There are many new resources in print and DVD format, up-to-date titles in the information technology area.

Library services include instruction in the use of the online catalog and online databases. These information literacy activities for the GSIST are offered by BCBI staff on demand from faculty, both within and outside of classes.

The BCBI has an ample study area with large tables, cubicles for individual study, computers, and a diverse collection of resources, both digital and print. Students and faculty have access to resources that have been carefully selected to support the GSIST curriculum and meet student and faculty information and research needs.

The BCBI, as part of the University Library System on the Río Piedras Campus, receives each fiscal year a budgetary assignment to update the collection. The impact of these funds has been dramatic in improving the book collection. In the budget allocated by the Library System to the BCBI there is a significant investment in a variety of databases and digital journals.

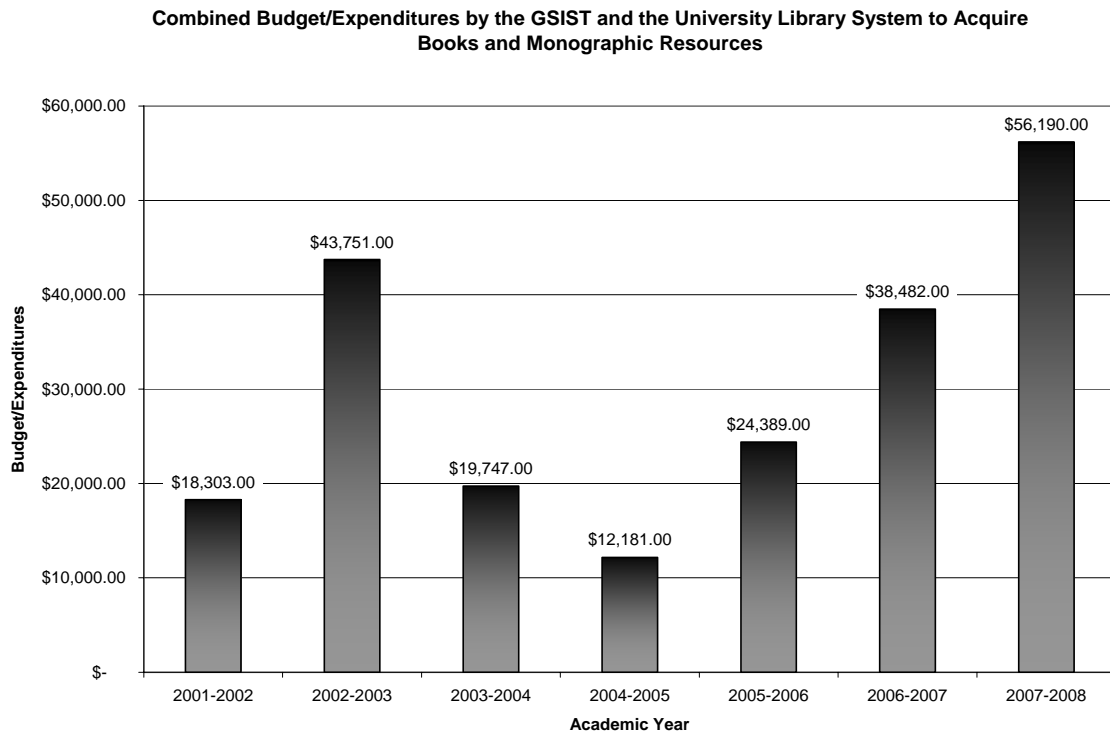
The following chart shows that during the past seven years the University Library System has invested an average of \$101,434 a year in journal subscriptions alone for the BCBI.



In addition, since 2001 the GSIST has received an annual budget allocation of \$51,190 for bibliographic resources. The GSIST coordinates closely with the BCBI Director for the acquisition of new resources based on faculty recommendations. In recent years, the collection of bibliographic resources has been strengthened in the following areas:

- Resources about library and information science and technologies in Spanish
- Resources about research methodology
- Resources about knowledge management

The following chart summarizes the joint investment made by the University Library System and the GSIST to acquire books and other monographic resources for the BCBI. It shows that between the academic years of 2001 and 2007-2008, the total expenditures in books and monographic resources amounted to \$213,043.



The Dean of Academic Affairs established in a memorandum to the faculty deans and program directors that recurrent funds for information resources assigned for curricular revision cannot be used for other purposes without the approval of the Library Director. This policy insures that funds are used exclusively for BCBI needs now and in the future.

The BCBI has a Collection Development Policy approved by the GSIST faculty. The Director of the BCBI is part of the School's library advisory committee composed of two GSIST faculty members, two GSIST students, the head of the Library System's acquisitions department, and another BCBI staff member. This committee serves as a link between the School and the BCBI. It identifies and discusses BCBI needs, makes recommendations for projects and activities; supports the BCBI in collection development and administration matters. It stimulates faculty involvement in the recommendation of new resources to be acquired, thus assuring their relevance to the curriculum.

The BCBI maintains a wide collection of specialized journals in the library and information science field, both digital and in print. The periodicals collection is its main strength, with a total of 1,315 titles (active and passive). In addition, faculty, students and staff have access to a large number of databases and full-text articles via the Library System's web site. These

databases complement the information resources available to the School's students in the BCBI.

The BCBI's redesigned web site is hosted at the GSIST's Web site. Its purpose is to facilitate access to library resources and other pertinent information. By using it students, faculty and other patrons have access to the Library System's online catalog, databases relevant to librarianship and information science, lists of recent acquisitions, e-books and e-journals, Power Point presentations, tutorials, news, relevant links, and information about the library. It is also the vehicle to provide virtual reference services, as well as inter-library loans, and acquisition recommendations. The page is a work in progress, a collaboration between the BCBI and the GSIST.

The BCBI has an excellent library instruction program. It aims to teach students how to use effectively the services and resources available to them, and to facilitate integration of their acquired skills and knowledge in specific courses, thus supporting the learning process.

The BCBI includes the following collections:

**Journals and Newsletters:** This collection has a vast amount of journals and newsletters specialized in library science and information technologies. These periodicals offer current information and help keep patrons up to date. The collection includes core academic and scientific journals that support the GSIST's curriculum. Many of the journals in this collection are indexed in the databases available through the Library System's Web site.

**Reserve:** This collection includes resources relevant to the GSIST curriculum that have been selected by the library staff or the GSIST's faculty members for specific courses. Reserved resources are for in-house use only, and are loaned for a two-hour period, thus assuring that these core resources are available to all library patrons. The collection also includes resources related to preservation and conservation, classics or books with historical value to the field, to improve their security, integrity, and permanence.

**Reference:** The purpose of this collection is to provide general information resources on library science and information technologies. It includes language dictionaries, specialized dictionaries and encyclopedias, manuals, print indexes and directories, among others.

**Circulation:** The collection includes books that students and faculty can check out and take home, for a one-month period.

**Audiovisual:** This small collection includes diverse formats such as: VHS, CD-ROM and DVD.

**Puerto Rican Librarianship:** The purpose of this collection is to identify, preserve, and make available valuable information on the development of librarianship in Puerto Rico. This collection includes theses, newsletters, vertical file materials, papers and documents.

**Children's and Youth Literature:** This collection supports courses relating to the school library certificate program, including books for children and young adults in both English

and Spanish. The collection also supports the children's literature courses offered in the Education and Humanities Faculties of the University of Puerto Rico, Río Piedras Campus.

Through interlibrary loan services offered by the Library System, students and faculty members have access to bibliographical resources not available in the BCBI.

*Information Technology Infrastructure available at the GSIST*

All classrooms have dedicated computer projectors and access to wireless and wired Internet connections. The wired network speed is Fast Ethernet (100mbps). Wireless networking (Wi-Fi, 802.11b) is available throughout the School and most of the campus.

The following table summarizes the information technology (IT) equipment available at the GSIST. This list does not include the laptops that are personal property of the faculty and used for their GSIST duties:

<i>GSIST IT Equipment Summary</i>	
<b>Equipment Type</b>	<b>Qty.</b>
Windows PCs	103
Laptops	8
MacOS Computers	5
Television Monitors	2
Scanners	10
Servers	6
Videoconferencing Roll-about	4
Printers	22
Video Projectors	11
Digital Cameras	6

This summary list demonstrates that the GSIST has a very high-quality and extensive IT infrastructure.

The School's IT infrastructure has grown during the last ten years. At the beginning, special grants were used to develop the School's infrastructure. For example, the successful Title V grant administered by the School provided an increase in computer and technological

infrastructure, and helped train faculty members on campus on the use of IT technology for teaching and multimedia production.

The biggest boost to the GSIST technological infrastructure came in 2006 when the Board of Trustees of the University approved a recurrent technology fee for all students in the UPR system. The Academic and Administrative Technology Division (DTAA, in Spanish) at the Río Piedras Campus was charged with the responsibility of assigning these resources, over one million dollars per academic year, on campus. DTAA created an advisory committee comprised of representatives from all campus colleges and professional schools. The protocol requires each academic unit to present a technological development plan and budgetary petition every year to request and justify their share of these funds. The GSIST has benefited from this arrangement, receiving nearly \$100,000 during the past two years. On average, grants of over \$50,000 annually for computer and audiovisual hardware, software, networking infrastructure, and services have been obtained.

The budgetary petition required by the DTAA has substituted the traditional Technology Development Plan that was developed by the School. Input and requests from faculty, students, and staff are included in the budgetary petition prepared each year.

In addition to updating all computers and projectors for the classrooms, three new servers have been acquired, two of which have been installed at the Data Center of the DTAA, and one at the School's facilities. These servers are all integrated into the learning-teaching process. The server on-site is being used for student programming in the database design course, and for other classroom-based technological courses requiring server deployments. A second server (at the DTAA) has been dedicated to deploy online several collaboration and research applications. The applications installed at this server include: Questionmark Perception (for online assessments) with SQL Server; DSpace, FileMaker Pro Server 9. The third server, also at the DTAA, is used as a database server for the online assessment application and to support the other applications.

The availability of these servers allows the School to offer state-of-the-art instruction in the use of online collaboration technologies, and to expand the breadth and scope of its electronic presence on the Internet. Furthermore, these online tools are available to students and faculty to use in their thesis and research efforts, so that research designs and topics can become more sophisticated and technologically advanced.

Faculty members have assigned offices equipped with at least one personal computer with access to wired and wireless TCP/IP connections. All faculty members also have laser printers in their offices. They have been assigned laptop computers to use during faculty meetings, retreats and other professional activities.

Administrative staff has dedicated work areas and offices. Each employee has a networked computer and access to networked peripherals. The Student Affairs Coordinator has an office to meet with students and file student records. The administrative offices have several peripherals installed, including laser and color printers, scanners, a high-end photocopier and fax machine.

The GSIST has access to the Caribbean Virtual Classroom, a state of the art videoconferencing and recording multimedia meeting room (designed by a faculty member of the GSIST) on the first floor of the Lázaro building. This facility is ascribed to the School of Public Communication. The School has used the Caribbean Virtual Classroom for special events requiring video recording or videoconferencing capabilities, such as the Knowledge Management Multidisciplinary Seminar.

Practically all computer hardware and software needs of students, faculty and staff have been met by the School. Most requests for library resources have also been approved and purchased, others are in the process.

**The School's objectives aligned with this section of the standard: #12, #14, and #24**

**Achievements**

1. The library collection has strengthened and improved in the past years, focusing on new titles in Spanish in areas of importance to the curriculum of the School.
2. The budget for information resources increased during the past seven years. The collection has been updated and expanded to support new courses and faculty research interests.
3. During the past seven years GSIST faculty members have become more involved and active in the process of recommending resources for the BCBI. The joint faculty/library advisory committee has played an important role in stimulating this involvement. It has facilitated closer collaboration between the School and the BCBI.
4. The collaboration between the GSIST administration and the BCBI has increased in the past years, with students doing projects in the BCBI and faculty taking advantage of the library instruction workshops offered by the BCBI.
5. Funds assigned to the GSIST for the acquisition of information resources related to curricular revision cannot be used for any other purpose, unless so authorized by the BCBI's library director. This means that there is a consistent source of support for strengthening the collection.
6. Alliances have been established with companies such as Thomson-Gale to receive free, unlimited access to their electronic databases for educational and research purposes. Other companies, such as SIRS (Mandarin M3) have collaborated with the GSIST providing their software free of charge. SIRS also provided training in the use of its software. The UPR's Law School has authorized one professor to use Lexis-Nexis passwords for the legal research courses.
7. Specialized LIS online full text databases have been acquired by the UPR Library System and are available to the GSIST community.

8. In an effort to strengthen and make up-to-date information resources available, the GSIST secured recurrent funds every year (\$51,190) to acquire information resources for the BCBI. This dedicated funding continues to strengthen the BCBI's collection.
9. All faculty and administrative staff have assigned offices and networked desktop or laptop computers and peripherals.
10. Wireless Internet is available throughout the GSIST, the BCBI and much of the campus for student and faculty access.
11. The GSIST has a dedicated Computer Lab and several classrooms equipped with PCs and scanners.
12. All classrooms are equipped with Internet access, dedicated projectors and projection screens for faculty and student use.
13. The GSIST has a videoconferencing roll-about workstation and access to a high-end videoconferencing facility in the same building that are used for interactive communication worldwide.
14. Faculty use computers in the classrooms to enrich the learning experience. The School has installed fixed computer projectors in each classroom, and has spare units available for use in special events and locations.
15. Students in the School have access to assistive software in the Library System's division of services to the blind, physically challenged, and students with special needs.
16. A graphic artist was recruited through the Title V grant and the position was institutionalized to support faculty, administration and students media production.
17. The School provides one of the few academic programs on campus featuring 100% of its classrooms equipped with computer projectors, screens, wired and wireless access to the Internet. It is one of the few academic programs on campus featuring several servers dedicated to online publishing, research and student projects.
18. The School's Technology plan has now been substituted by an Annual Budgetary Petition to the DTAA for the GSIST share of the technology fee. Every year needs and plans for the expansion and replacement of technological resources and facilities are identified. This is an integral part of the School's planning and evaluation process, in which faculty, IT staff and students are involved. The technology committee composed of faculty with IT expertise is charged with preparing the petitions and representing the School at the DTAA. In the past two years the GSIST has acquired \$81,000 to update and expand its technological infrastructure for teaching and learning.



## Evidence

1. Chart of Budget Assigned for Periodicals Collection from 2001-2007 (<http://egcti.upr.edu/images/stories2/bcbiperiod.pdf>)
2. Chart of Budget Assigned for Monographic Resources from 2001-2007 (<http://egcti.upr.edu/images/stories2/bcbibooks.pdf>)
3. Detailed list of all the technological equipment in the classrooms (<http://egcti.upr.edu/images/stories2/invequiegticlas.pdf>)
4. List of computer equipment describes the hardware at the School available to faculty, staff and students. (<http://egcti.upr.edu/images/stories2/gsisitequip.pdf>)
5. List of print journals in the BCBI arranged by subject ([http://bcbi.uprrp.edu/index.php?option=com\\_content&task=view&id=248&Itemid=124](http://bcbi.uprrp.edu/index.php?option=com_content&task=view&id=248&Itemid=124))
6. Monographic Resources Acquired in the BCBI 2006-2007 (<http://egcti.upr.edu/images/stories2/bcbinew0607.pdf>)
7. Library System Web site: <http://biblioteca.uprrp.edu>
8. BCBI Web site : <http://bcbi.uprrp.edu>
9. Memorandum from Academic Affairs Dean, Dr. Sonia Balet, about assigned funds for curriculum revision ((<http://egcti.upr.edu/images/stories2/bcbideanmemo.jpg>)
10. Library instruction activities list (<http://egcti.upr.edu/images/stories2/bcbiinstruct.pdf>)
11. Alliance between GSIST and Thompson Gale (on-site)
12. Databases available for student and faculty use accessible from School computer laboratories. (<http://biblioteca.uprrp.edu/bases%20de%20datos.htm> and <http://biblioteca.uprrp.edu/bases%20de%20datos.htm>)
13. List of available software in the School's computer lab, resources available for student and faculty use. (<http://egcti.upr.edu/images/stories2/programadosegcti.pdf>)
14. BCBI Collection Development Policy, includes the goals, objectives, selection and weeding criteria used to develop the collection. (<http://egcti.upr.edu/images/stories2/bcbicollect.pdf>)
15. Results of School's Program Assessment, includes evaluation of the School's physical facilities. ([http://egcti.upr.edu/index.php?option=com\\_content&task=view&id=267&Itemid=158](http://egcti.upr.edu/index.php?option=com_content&task=view&id=267&Itemid=158))
16. Annual GSIST Technology Petitions to the Academic Technology Division (on-site)

**Section 3:** *The staff and the services provided for the Program by libraries, media centers, and information technology facilities, as well as 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.*

## Summary of School's compliance with this section of the standard

The staff of the BCBI is qualified to provide services offered by this specialized library. Currently the full time staff consists of a professional librarian with a doctoral degree in the field, and two assistant librarians. One is currently studying for the master's degree in the School, and the other has a master's degree in public administration. These librarians, along with 10 part time student assistants, cover evening and weekend hours.

The library's physical facilities are adequate for physically challenged patrons. There is an entrance door which opens in both directions; a height-adjustable table for persons with impediments. Additionally, the Library System has a special unit providing services for persons with physical impairments, located on the first floor of the Lázaro building. This unit has equipment to meet the needs of these patrons.

BCBI service hours are convenient for the students' needs, 77 weekly hours during the semester, including weekends.

Students have access to the Library System's Student Computer Lab located on the second floor of the José M. Lázaro building and to the central Computer Lab, part of the Technology Division on campus. Those computer labs are open during weekdays, nights and weekends.

GSIST computers have a variety of software, such as Office 2003, Adobe Acrobat Professional, Internet Explorer, Horizon, and SIRS Mandarin for student and faculty use. Specialized research and production software has been installed in the computer labs and on the School servers for faculty and student use. Some of the most important software packages include:

1. Questionmark Perception: for online assessments
2. nVivo 7: for qualitative research
3. MindManager Pro 6: for consulting and project conceptualization
4. FileMaker Pro 9 & FileMaker Server: database development
5. DataDesk 6: Statistical analysis
6. Joomla: collaborative portals
7. EndNote X: for annotation and citation
8. Brushtail 2.1 : Intranet for libraries
9. WordPress : for blog creation
10. CMSimple: for online publication

The GSIST also has a specialized multimedia production lab. It is equipped with high-end computers and features specialized software and peripherals for multimedia production. The facility possesses state-of-the-art software suites from Macromedia, Adobe, FinalCut Pro (for video editing), File Maker Pro and other production software. As part of the annual IT petition to the Academic and Administrative Technology Division (DTAA), funds are assigned to upgrade and acquire additional software.

The GSIST has a full complement of IT personnel, including an:

1. An IT specialist with a BA in IT Systems in charge of the network and overall IT infrastructure.
2. A Lab Technician in charge of supporting students and faculty in the labs and with IT and AV resource use in the classroom. He has a BA in IT Systems and works from noon until 8:45pm

3. A Graphic Artist in charge of producing multimedia and graphical resources at the GSIST. He has an Associate Degree in Graphic Arts and has command of several software packages for print and electronic publishing.

This team is supervised by the School's Director and by GSIST faculty members specialized in IT. The team supports both face-to-face and online learning initiatives at the GSIST. The School also receives IT support from the Academic Technology Division (DTAA, in Spanish) on Campus. This technology support staff is in charge of the network equipment and Internet connectivity. They also host two of the GSIST servers at the DTAA Data Center.

The lab technician in charge of the Computer Labs is available 37.5 hours weekly. He instructs students in the use of the computers and the programs and assists them in solving problems with computers and software.

The Computer Labs are open Monday through Thursday from 8:00 AM until 12:00 PM; from 12:30 PM until 8:45 PM. Fridays and Saturdays, the Labs open at 8:00 AM close at 4:15 PM.

**The School's objectives aligned with this section of the standard: #12, #14, and #24**

**Achievements**

1. The number of hours the computer labs are opened weekly has increased and adequately meets student needs.
2. In the BCBI the acquisitions model has shifted from paper-based to emphasis on online resources. Nevertheless, the book collection has been significantly updated and strengthened with support from the School.
3. The increased importance of technology in the curriculum has required the use of computers for word processing, database searching, database programming, presentations, productions of multimedia resources, and cataloging practice during classes. In addition, students working on their theses have increased the use of School computer lab facilities.
4. Thomson-Gale Group provides access to its databases and facilitates use of online resources by students and faculty.
5. SIRS/Mandarin provides library automation software for the Information Organization Lab.
6. Lexis/Nexis provides free access passwords to students taking the legal research courses.
7. The School's IT infrastructure has expanded significantly both in terms of hardware and software, and in connectivity resources.

8. The School has also expanded its IT personnel resources and secured funding for their permanence at the GSIST.

### **Evidence**

1. List of BCBI staff with academic degrees and experience (<http://egcti.upr.edu/images/stories2/bcbistaff.pdf>)
2. Computer Lab schedule for the spring 2008 term describes the hours in which this facility is accessible to students and faculty. (on-site)
3. List of Computer Lab equipment describes the hardware and software available to support the School's program. (<http://egcti.upr.edu/images/stories2/gsisitequip.pdf>)
4. List of software available in the computer labs complements the hardware available. (<http://egcti.upr.edu/images/stories2/programadosegcti.pdf>)
5. BCBI schedule for spring 2008 term identifies the hours in which this library is open to students, faculty and other users. (See page footer: <http://bcbi.uprrp.edu/index.php>)
6. Letters stating the School's alliances with Thomson-Gale and Sirs/Mandarin. (on-site)

### **Challenges**

- Information technology and software are constantly changing, requiring replacement and updating of equipment at least every three years. The periodic acquisition of new software needed by the curriculum is essential.
- Faculty and technical staff at the School require specialized training in new software and hardware technologies available in the market and acquired by the School, in order for them to effectively incorporate these resources in their teaching, advising and research efforts.

### **Steps to be taken**

- Evaluate software and equipment required for new courses.
- Secure funding and time allowance for training of faculty and technical personnel on the new hardware and software resources added to the School every year.

**Section 4:** *The school's planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of the program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process*

### **Summary of School's compliance with this section of the standard**

For 5 years, the Title V grant guided the School's technology planning. Since 2006, the annual technology funds allocation requests have served as the School's technology development guide.

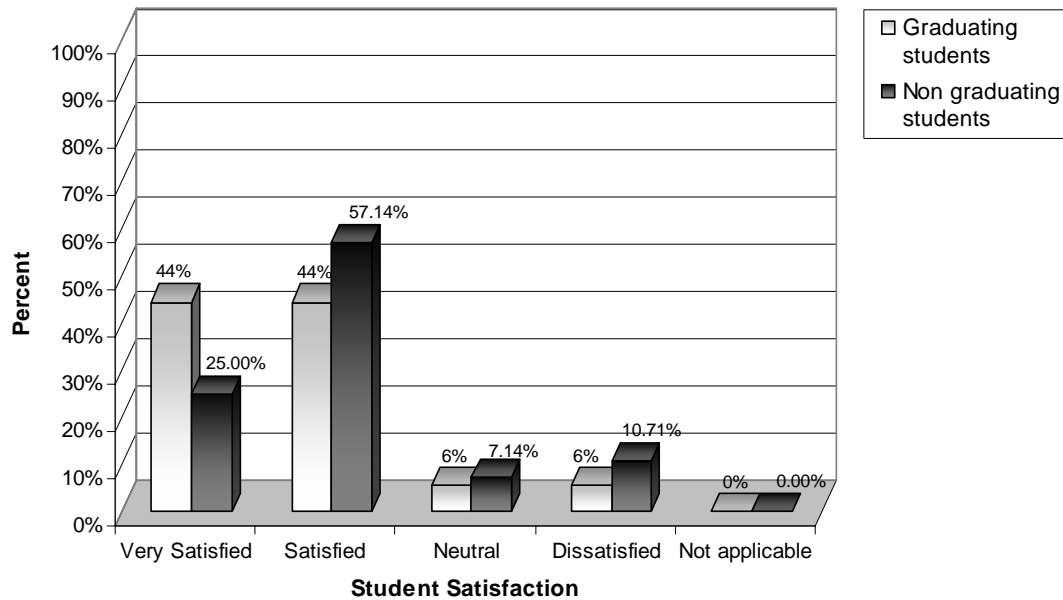
Students are involved in the evaluation process of physical resources and facilities. They present their views and state their needs through the Student Council, in meetings of the Joint Committee of faculty and Students, to the Director of the GSIST and in surveys, exit interviews, and focus groups. Students also have two representatives in the Advisory Committee of the BCBI. Students have actively presented their concerns regarding the availability and adequacy of information resources and technology. Their requests are taken into consideration in decisions made regarding physical resources and facilities.

The report, “*Resultados de evaluación referentes a infraestructura, tecnología y biblioteca 2001-2007*” describes how assessment results during this period of time include data relating to student and faculty assessment of GSIST facilities, IT infrastructure and integration of technologies to course offerings. The report summarizes findings using various methodologies. It provides evidence of end-users appreciation for the investments and improvements made to all the aspects of the physical resources and facilities of the School.

Most recently a student satisfaction survey conducted in May-June 2007 presents results indicating satisfaction with improvements in facilities, technological infrastructure, and library resources. The most relevant results of this survey in which 46 students participated are presented below. The sample included both students who graduated in May 2007 (“graduating students”) and students who continued their studies in the next academic term (“non-graduating students”).

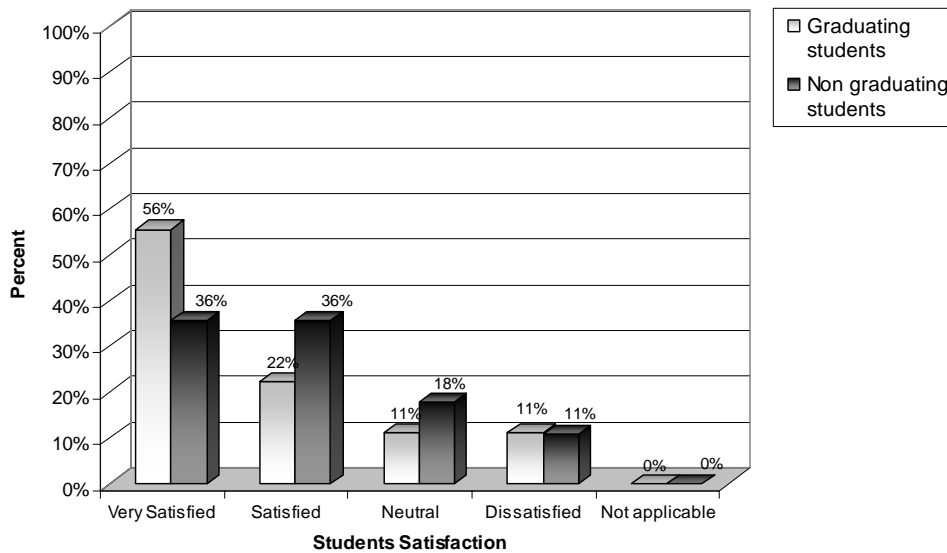
The following table deals with classroom availability at the School. It shows that eight out of every ten students (regular and graduation candidates) indicated that they were satisfied or very satisfied with classroom availability.

**The Availability of Classrooms in the EGCTI**

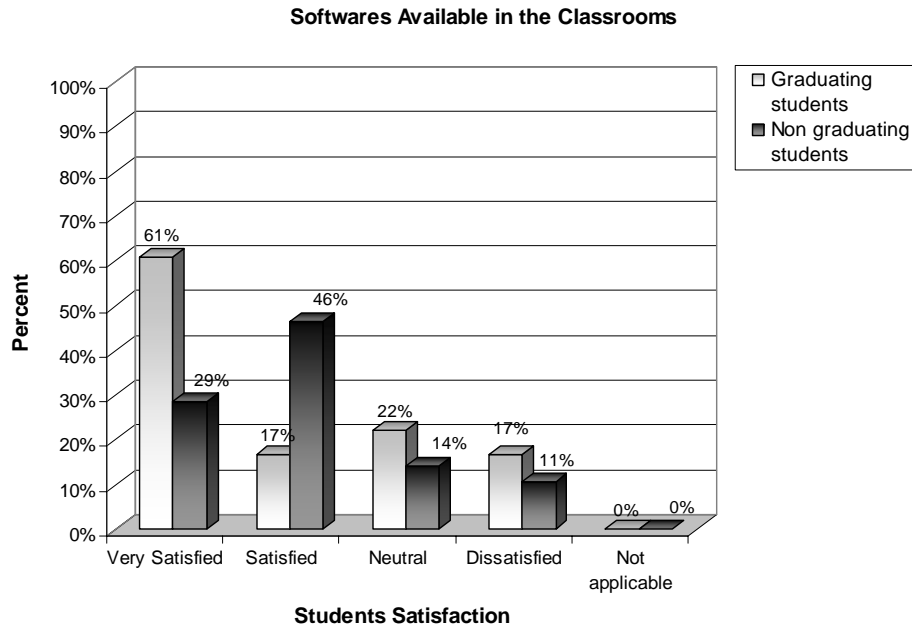


Seven out of ten students interviewed expressed satisfaction with the technological resources available in the classrooms, as seen in the table below.

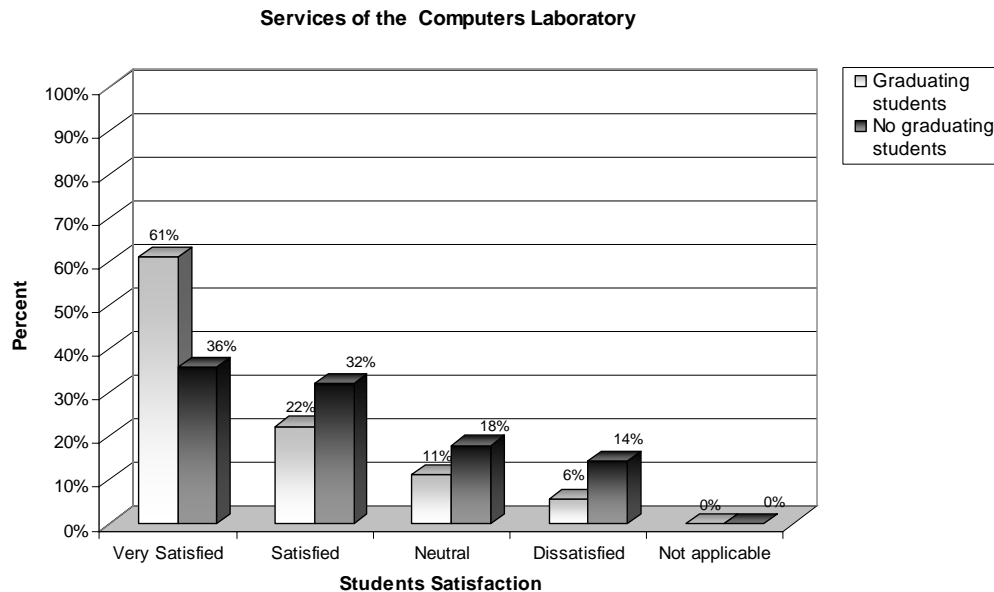
**Technological Resources Available in Classrooms**



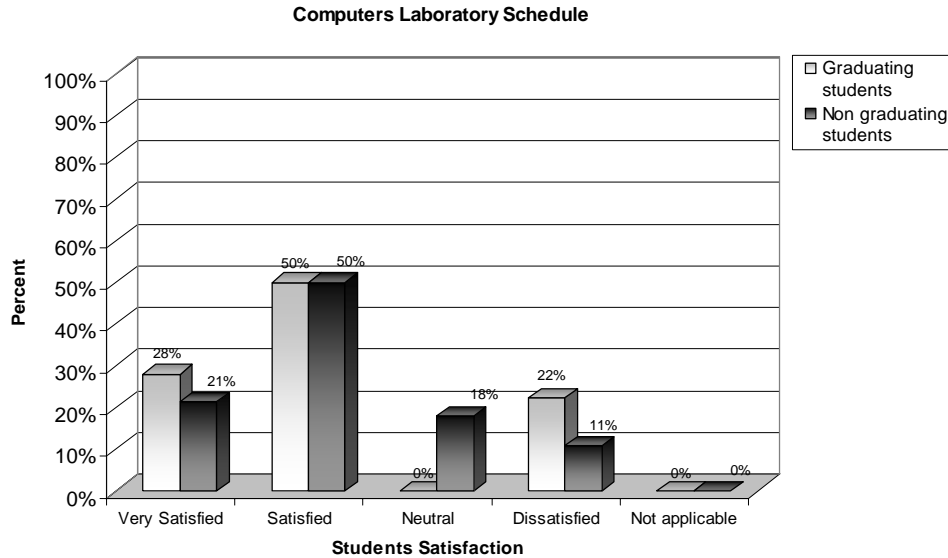
This next table focuses on software titles available for use in the classrooms. A majority of students (between 60 and 75%) expressed satisfaction with software available for classroom use.



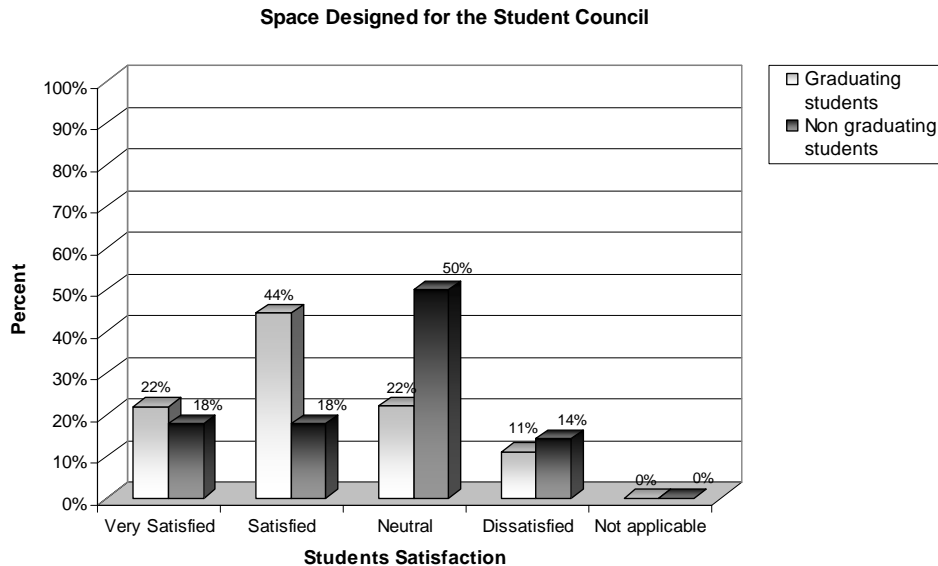
A vast majority of students expressed satisfaction with computer lab services at the GSIST, as shown in the table below.



Seven out of ten also expressed satisfaction with the GSIST Computer lab schedule, as seen in the table below.

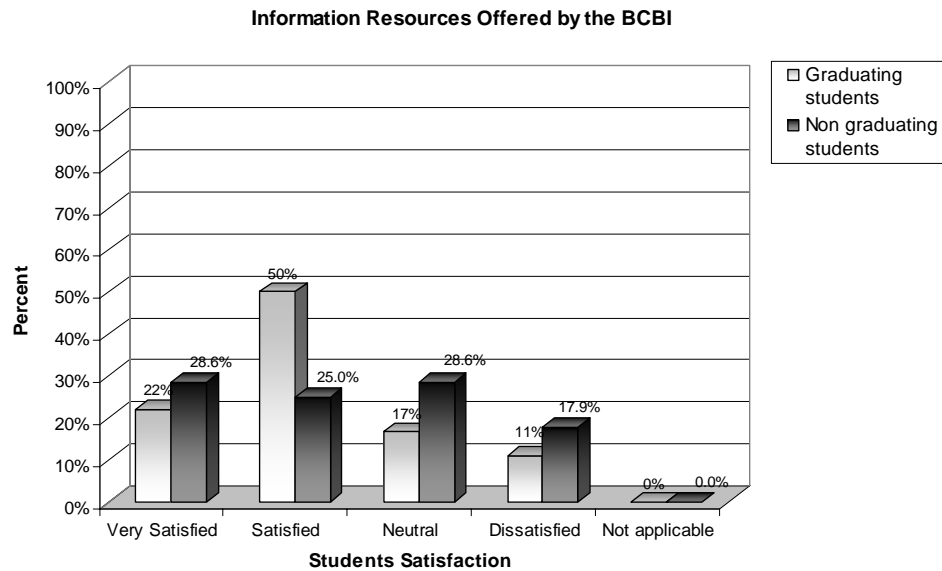


Regarding the space designated for the Student Council, six out of every ten graduation-candidates expressed satisfaction with current space, while about a third of regular students expressed satisfaction with the current space. The table below presents this information.

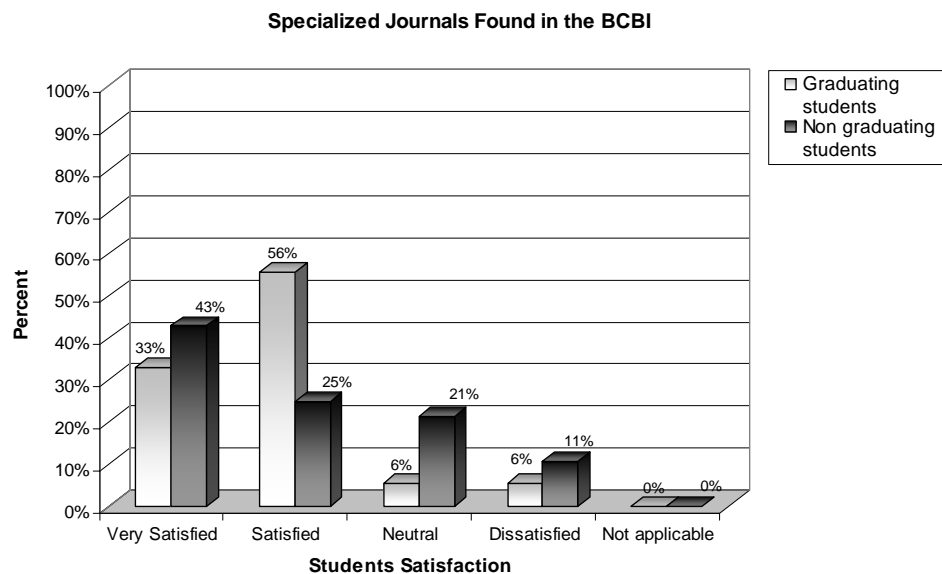




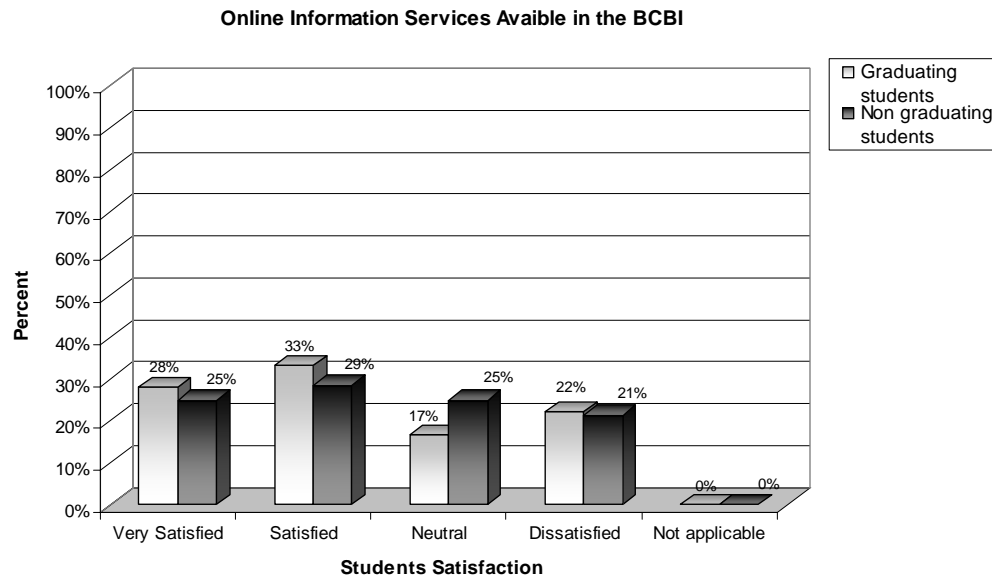
A majority of students expressed satisfaction with the information resources offered by the BCBI, as shown in the table below.



A majority of students expressed satisfaction with the specialized LIS journals found in the BCBI, as seen in the table below.



Beyond journals, a majority of students also indicated satisfaction with online information services available in the BCBI, as seen in the table below.



Students, alumni, and members of the professional and business community have been involved in focus groups and surveys as part of the School's evaluation process. The reports of these focus groups, and surveys, are discussed in faculty Retreats and special planning meetings.

### **The School's objectives aligned with this section of the standard: #12, #14, and #24**

#### **Achievements**

1. The GSIST has been consistent in conducting assessment activities among all its constituents, including exploring satisfaction with physical facilities and resources.
2. The vast majority of the indicators of satisfaction are favorable relating to GSIST efforts in improving its facilities, technological infrastructure, and library resources.

#### **Evidence**

1. Report: *Resultados de evaluación referentes a infraestructura, tecnología y biblioteca 2001-2007* (<http://egcti.upr.edu/images/stories2/vieval0107.pdf>)
2. Assessment actions chart, 2000-2007 (<http://egcti.upr.edu/images/stories2/tablaeval.pdf>)
3. Annual Assessment Reports 2002-2007 (<http://egcti.upr.edu/images/stories2/assess0207.pdf>)
4. Report of the results of the satisfaction questionnaire for master's program students, 2007 (<http://egcti.upr.edu/images/stories2/cuest07.pdf>)
5. Graphs of the results of the satisfaction questionnaire for master's program students, 2007 (<http://egcti.upr.edu/images/stories2/grafcuest07.pdf>)

6. Annual Assessment Reports 2002-2007  
(<http://egcti.upr.edu/images/stories2/assess0207.pdf>)

### **Challenges**

- Continued evaluation of the adequacy of the School's physical resources and library facilities is advisable, particularly in the light of changes resulting from curriculum revision process, and interests of the School in knowledge management.

### **Steps to be taken**

- Maintain involvement of students, faculty, staff, and others in the process of systematically evaluating the School's physical resources and facilities. This can be both formally through the School's assessment procedures, as well as informally through asking for feedback about physical resources and facilities in committee meetings, student programs and activities.

## **X. CONCLUSIONS, SYNTHESIS AND OVERVIEW**

### ***A. Introduction***

The final part of the Program Presentation aims to present key points relating to the compliance of the GSIST with the *1992 Standards for Accreditation of Master's Programs in Library and Information Studies*. It provides a synthesis and overview of the results of the Program Presentation process. It serves as a conclusion to this process. Its purpose is to highlight important aspects of the Program Presentation report; provide another perspective on understanding the results of the School's self study experience.

This section is organized in five parts. The first provides an overview of the program presentation process and final product. The second highlights key accomplishments in relation to each of the areas that the Standards cover. It identifies important strengths and achievements. The third part focuses on limitations and challenges. The fourth part focuses on future planning and evaluation activities which will impact the School's program. The fifth part consists of a reflection on the self study experience, its value and importance, from different perspectives or points of view.

### ***B. Overview of the Program Presentation process and product***

The Program Presentation process involved a collaborative effort among faculty, students, alumni, employers and professionals working in the field. The faculty served as coordinators of six steering committees or teams, each corresponding to one of the six standards. Based on an established time framework or work plan, each team identified and examined relevant documents to use in preparing their section of the Program Presentation. The first draft versions of each section prepared by the teams were read and revised by Dr. Susan Freiband, a senior member of the faculty who was given release time to serve as Coordinator of the School's reaccreditation process. The revised version of the first draft was sent back to each team for further work. A second draft version was prepared, and revised by Dr. Freiband, as well as by an outside reader (someone not involved in the six teams). These revisions were incorporated into a first draft version of the complete Program Presentation, which was distributed to faculty and administration. It was discussed at length during a day long faculty meeting convened for this purpose. Additional comments and suggestions were incorporated to produce a second draft version which was sent in December, 2007, to the ALA Office for Accreditation for review and comments. Based on the feedback received, the final version of the Program Presentation was prepared and sent to the External Review Panel and the Office for Accreditation in February, 2008.

The structure of the Program Presentation includes an introductory section identifying goals and objectives, discussing the value of the Program Presentation process, its structure and organization. The members of each team are identified. A section on the School's external environment follows, including the context in which the School functions, trends and issues affecting the School, and an introduction to the University of Puerto Rico, Río Piedras campus. The third section provides an overview of the Graduate School of Information Sciences and Technologies. The fourth, and major part of the Program Presentation, consists of six sections, one for each of the Standards, which present the compliance of the School

with each Standard. These sections follow a prescribed structure, including an introduction, objectives aligned with the Standard, achievements, evidence, challenges, and steps to be taken. The Program Presentation concludes with a final section including key accomplishments, limitations and challenges, future planning and evaluation activities, and a brief reflection on the self study experience.

### ***C. Key accomplishments in relation to compliance with each standard***

#### **Standard I. Mission, Goals and Objectives**

The School's focus on planning is reflected in the development and implementation of work and action plans, as well as strategic planning documents (particularly "Strategic Plan to Address the Key Challenges, 2000/2001 to 20007/2008). These documents identify areas of priority, objectives, responsibilities, steps to be taken. They are carefully analyzed, discussed and revised during annual faculty retreats. They form the basis for decisions made relating to all aspects of the Program. For example, new areas and developments in the field have been identified and special topics courses created to address these areas.

The alignment of the School's goals and objectives within the University of Puerto Rico's planning environment, as reflected in the documents, *Vision Universidad 2016* and *Diez para la Década 2006-2016* has placed the School within the context of University planning efforts.

The School's newly reactivated Advisory Board includes representatives from different constituencies. It has provided useful input to the planning process; helped the School identify needs of the field to develop areas of future specialization. .

The alignment of the School's objectives with student competencies (educational results to be achieved), as well as with faculty development, student services, administration, physical resources and facilities, curricular development, services to alumni and the field has created a climate of learning assessment and evaluation..

The focus of the School, in its vision, mission, goals and objectives, on the quality of the educational experience, in terms of student learning, faculty teaching, research and service, administrative support, physical resources and facilities is reflected in all aspects of the Program. It is an essential part of the environment of the School.

The breadth and scope of the School's program objectives identify key competencies of an information professional and key aspects of the field. These aspects are in turn reflected in the curriculum. There has been a concerted effort to include contributions from other fields of knowledge in development and revision of courses.

The emphasis that the School has placed on commitment to teaching, teaching excellence, as reflected in its objectives relating to faculty development, is reflected in the criteria used in evaluation and assessment instruments.

The continued focus of the School on service to the field is reflected in its five objectives relating to this area, and in the leadership role faculty have played in the University, in government agencies (particularly the Department of Education), and in working with professional associations. It is also reflected in the successful implementation of community projects, such as ENLACE. This community informatics project has provided technological literacy to Dominican immigrants, merchants, students and others living and working in downtown Río Piedras.

The School's commitment to research is evidenced in the creation and continued development of the Observatorio de Estudios Relacionados a la Información (OERI). This research center, responsible for providing support for faculty and student research, has developed and strengthened the School's web site, an important source of information about research. It also is responsible for publication of the School's electronic journal, Simbiosis, a venue for dissemination of research results.

The School has evidenced a strong commitment to an adequate, up-to-date technological infrastructure and environment for faculty and students; to facilitate effective use of technology in all aspects of their work. Its successful direction of a Title V, Department of Education project, to develop information and computer literacy skills on campus is an important indication of this commitment.

The School's emphasis on and attention to internal and external evaluation and assessment processes is reflected in the development of evaluation and assessment plans and policies, as well as instruments to use in implementing them. A culture of evaluation and assessment has been developed in the School over the past seven years.

## **Standard II. Curriculum**

The School's curriculum is aligned with specific program objectives, and with a series of objectives that delineate its characteristics: allowing application of theory to practice, introducing multicultural elements, responding to changes in a global, technological society, providing distance education courses to expand access, collaborating with other faculties to offer an interdisciplinary or multidisciplinary focus.

Courses offered cover the basic areas of the field of library and information studies, including theory, principles, practices and values. A close connection with the field is maintained through the use of fieldwork assignments, invited speakers, visits to libraries, interviews with professionals in the field, observation of collections and services.

The curriculum is structured in tracks for full time and part time students to facilitate the construction of coherent programs of study. Specializations have been developed in post bachelor's and post master's certificates.

Integrated throughout the curriculum is the importance of identifying, analyzing, and responding to user needs and interests in the provision of value added library and information services.

Another key element integrated throughout the curriculum is the theory, application and use of technology, as a tool to expand and improve library services. There are specific courses focusing on new technology applications, which are offered each semester, as well as many electives which focus on technology. The School's strong technological infrastructure supports the development of these courses.

The inclusion of the findings of basic and applied research is an important element in the curriculum, reflected in the required research methods course, as well as in the development of a research proposal, an essential part of the thesis process.

The School's research center (OERI) provides information about research possibilities on the web site, as well as offering opportunities for students to participate in research projects. The School formally recognizes excellence in research as part of the annual awards program.

Multicultural, multiethnic and multilingual aspects of Puerto Rican society, including meeting the needs of underserved groups, are included in the School's curriculum, particularly in those courses focusing on community service. In addition, fieldwork, independent study and theses courses give students the opportunity to work directly with underserved groups. The School's community project, ENLACE, offers other opportunities to work with these groups.

The School has successfully offered distance education courses, focusing on the teacher librarian certificate program. An international project with the Dominican Republic involved offering this certificate via distance education to a group of fifteen Dominicans, three of which have continued on in the Master's program.

Throughout the curriculum faculty emphasize the importance of keeping up to date and continually learning new skills to meet changing societal needs. Faculty serve as role models for students in promoting a commitment to continuous professional growth through their active participation in professional associations, conferences, seminars, workshops and other learning experiences.

The curriculum offers opportunities for students to develop leadership skills and demonstrate these skills by participating in local and regional professional association activities, presenting results of their research.

The curriculum provides the flexibility for students to develop the competencies they need for successful careers in the field, taking advantage of the clinical experiences or fieldwork course, special topics, independent studies and research courses to explore areas of specific interest and gain practical experience in the field.

The School's continuing education activities have expanded opportunities for students to learn about new trends and developments affecting the field.

The School's formal collaboration with the University of Tennessee's School of Information Sciences has the potential to significantly expand and enrich students' opportunities to take new courses, participate in research and experiential learning.

The curriculum revision process has stimulated critical review and evaluation of courses, development of new courses, and identification of areas which need to be developed. This process is an integral part of the School's strategic planning.

A learning assessment plan begun in August, 2007, has focused attention on the curriculum, and the assessment of student learning using a variety of strategies, including portfolios, questionnaires, focus groups and exit interviews. The results of this experience have provided valuable data to use in the curriculum revision process.

### **Standard III. Faculty**

The School's full time teaching faculty all hold advanced degrees in the field. They are able to adequately handle teaching the Program's core and required courses. The student/faculty ratio is low. Classes are small (generally between 8 and 12 students). There is much opportunity for interaction between faculty and students.

Faculty are supported in pursuing their specific teaching, research and service interests, including obtaining release time to carry out special projects and activities. There is flexibility in faculty assignments, which relate to individual competencies and interests.

Faculty members have received release time for research, publication, special projects and administrative responsibilities. Faculty members have taken advantage of sabbaticals to carry out research projects.

Faculty backgrounds reflect a multicultural, multiethnic and multilingual diversity. Their interests are diverse and varied, covering many areas of the field. Part time faculty complement the areas of interest and expertise of full time faculty, bridging the gap between the University and the field.

Faculty members have taken a leadership role in professional organizations and associations, and regularly attend conferences both within and outside of the Island. They have regularly received support from the School in the form of travel funds to attend these conferences.

Faculty members are committed to nurturing an intellectual environment in the School that facilitates accomplishing program objectives. They have taken advantage of professional development activities offered by the University's Center for Academic Excellence, to update and improve their teaching and research skills.

Faculty research activity has increased with support from the Dean of Graduate Studies and Research (as well as from external funding sources). Several faculty research proposals have been funded by DEGI. The School's research center, OERI, has strengthened the research environment, and taken the lead in identifying faculty lines of research.

Faculty evaluation involves students, peers and administration, using a variety of approaches, both formative and summative. The Director is committed to guiding faculty in responding to the results of the evaluation process.



## Standard IV. Students

The School's web site provides a wealth of information for students relating to admissions, financial aid and placement, in addition to information on Program requirements, faculty and curriculum. In addition, the School's *Boletín Informativo* describes admission requirements, policies and services offered to students.

There is a full time Student Affairs Coordinator available to respond to student questions and concerns relating to admissions, graduation requirements, financial aid, placement, courses offered, class schedules, etc. The School has clear and consistently applied admissions policies and procedures, including use of an interview as part of admissions requirements.

The student body is diverse in terms of educational backgrounds and interests, socioeconomic levels, ethnic groups. Students from the Spanish speaking Caribbean (particularly the Dominican Republic), Mexico, Central and South America have contributed to this diversity.

The School has been successful in providing financial support for international students in the form of research assistantships from the Dean of Graduate Studies and Research (DEGI).

The School has actively promoted its program on its web site, through use of email, at local professional association meetings, at graduate studies and educational fairs held on campus and at other Universities on the Island. Brochures and other information about the School and its program are available at these activities.

The effective use of new technologies, including an intranet, email, WWW and collaborative technologies has improved communication to students, and created a more dynamic, intellectual environment in the School.

The School has used international visiting professors to expand the curriculum and offer students opportunities to enrich their learning through interaction with visiting scholars.

The School's graduates have assumed leadership roles in the profession in Puerto Rico, the Caribbean, Central and South America, Mexico and the United States. They have made important contributions to the field. They are recognized as competent information professionals, and are strongly supportive of the School.

Students participate as part of faculty committees, the Student and University Councils, the Academic Senate and the advisory body to the Dean of Graduate Studies and Research. Their ideas and input has been important in the work of these committees, councils and university bodies.

Evaluation is a strong component of the School's program. Students are evaluated in the classroom through their participation and completion of assignments, as well in a comprehensive examination and during the thesis process. Use of a professional portfolio, exit interview, surveys and focus groups are other evaluation strategies used involving

students. Results of student evaluations are carefully considered in strategic planning, and in decisions about all aspects of the Program.

### **Standard V. Administration and Financial Support**

During the past seven years, the GSIST has achieved greater visibility, status and position as a leading graduate professional school within the University of Puerto Rico, and within the wider community. This is in part due to the School's involvement in managing two important Federal grants, the Title V and the HRSA/HUD projects.

Its directors have demonstrated vision and strong leadership skills, and have been responsible for the School's receiving financial support from successful federal and institutional grant proposals. In addition, they have taken advantage of the University intramural practice program to provide support for several School projects.

The School's directors have strongly supported and encouraged faculty and student research, continuing education and professional development, stimulating an intellectual environment in the School that facilitates accomplishment of goals and objectives. The current Director took a leadership role in establishing a formal partnership with the University of Tennessee's School of Information Studies to implement collaborative initiatives in teaching, research and service.

The School has effectively used the resources of the University, the School of Communication *Diálogo*, the University newspaper, and the UPR Radio Station, to promote its program and special activities.

The University of Puerto Rico, Río Piedras campus, has continuously provided the School with the necessary resources, financial and administrative support to successfully carry out its Program and accomplish its objectives.

Different offices of the campus, including the Dean for Graduate Studies and Research, the Office of the Academic Dean and the President's Office have provided funding for the School's special projects and activities.

The School has consistently received funds from the University for travel, and has regularly supported faculty traveling to annual conferences and meetings of professional associations outside of Puerto Rico.

The School's students and faculty have taken an active role in campus wide councils, committees and boards, demonstrating leadership skills in positioning the School within the University.

The School's involvement in two federal projects, a Title V project, Strengthening Higher Education Hispanic Institutions and in a Hispanic Serving Institutions Assisting Communities Project resulted in enhancing interdisciplinary interactions on campus, and in increasing involvement with the surrounding Río Piedras community.

The School's Directors and students have been involved in The Hispanic Educational Telecommunications System (HETS), participating in collaborative projects with other institutions.

The School's Multidisciplinary Seminar for Knowledge Management in 2006-2007 represented an important collaborative, interdisciplinary effort to expand and enhance the curriculum in the field of knowledge management. The 1st. International Conference on Knowledge Management in October, 2007, organized by the School, served to further position the School in this field, as well as to demonstrate its commitment to work with business, industry and government leaders to advance Puerto Rico toward a knowledge-based society.

The School's administrative and technical staffs adequately support the Director, faculty and students in successfully carrying out their responsibilities, and contribute to accomplishing the School's goals and objectives.

The School's monthly faculty meetings and annual retreats provide opportunities for planning, evaluation, communication and decision making. They serve to facilitate greater collaboration among faculty, administration and staff.

The School's faculty has been successful in receiving institutional funds (from the Dean of Graduate Studies and Research) for research, professional development, travel, sabbaticals, which provide the support to carry out their projects and activities.

The School's research center, the Observatory for Information Related Research (OERI) received NEH funding for a Project involving developing a database of humanities journals in Puerto Rico. The President's Office matched NEH funds and provided additional funding to create a data base of Puerto Rican social sciences journals. This project has provided an excellent opportunity for students to participate and contribute to the research activities of the School.

The School has received increased support from the Dean of Graduate Studies and Research for student assistantships, which currently provide financial aid to 10 international and Puerto Rican students. International students in the Program have consistently been supported through scholarships and assistantships.

The School's strategic plan has guided development, identifying priorities and areas that need further attention. Planning and evaluation processes involve faculty, students, administration and staff. They have been critically reviewed and revised to more effectively respond to the Program's goals and objectives. The results of assessment and evaluation provide important data to use in making planning decisions, and in developing new planning documents.

## **Standard VI. Physical Resources and Facilities**

The School's space and physical facilities provide the environment needed to successfully carry out Program goals and objectives. Physical resources and facilities are recognized by

the School's constituency as an important strength of the School. This is reflected in the results of a recent (May/June, 2007) student satisfaction survey.

All the School's classrooms are well equipped with furniture and technology (projectors, screens, PC's) to provide a supportive environment for teaching and learning. There are three servers (two at the Data Center of the Academic Technology Division and one at the School. They are integrated into the teaching/learning process.

Wireless internet access is available throughout the School, in classrooms, faculty and administrative offices.

The School has taken advantage of alliances between information producers, such as Thompson-Gale, SIRS/Mandarin and Lexis Nexis to receive free access to electronic databases used in teaching and research.

The School has its own staffed computer lab available to students, as well as a multi media lab, which adequately support student needs and demands.

All full time faculty members have their own offices with a computer and a laptop, provided by the School. They also have printers and access to scanners in their offices.

There is strong technical support available provided by the School for faculty, staff and students to effectively use technology in carrying out their responsibilities. The School's IT personnel include an IT specialist, a lab technician, and a graphic artist, each with specialized training in his field.

Students and faculty have easy access (on the same floor) to the largest and best library and information sciences library in Puerto Rico, the BCBI. This Library has an excellent journal collection, as well as a strong collection of new books (in both English and Spanish) to support the GSIST curriculum; satisfy the needs and interests of faculty and students. The School provides funds to support the continued growth of the BCBI's collection. The BCBI has been used as a learning lab in several courses.

The faculty/library advisory committee has played an important role in identifying BCBI needs, supporting library projects, and facilitating closer collaboration between the School and the BCBI.

The School's technology committee prepares an annual budgetary petition presented to the Academic Technology Division which identifies new hardware and software, document management and online collaboration strategies to be acquired by the School. Input from faculty, students and staff are included in the petition.

The School has received strong support from the University's Academic Technology Division (in the form of funds from a student technology fee) to update and strengthen its technology infrastructure. This infrastructure adequately supports staff functions, faculty and student research, teaching and learning.

#### ***D. Limitations and challenges***

The re conceptualization of the School's statement of vision, mission, goals and objectives to successfully guide the curriculum revision process represents an important challenge. The aim is to obtain feedback from all elements of the School's constituency in the formulation of this statement, as well as consensus from the faculty.

The School faces important decisions in determining how to most effectively restructure and redesign its curriculum to respond to changes in its internal and external environment, specifically student needs and interests, faculty research and projects, demands of the field in Puerto Rico, the Caribbean and Latin America, results of assessment and evaluation activities.

An improved faculty profile, identifying and prioritizing criteria to use in recruitment and selection of new faculty; determining what kind of a faculty the school really needs to accomplish program goals and objectives, needs to be developed. Closely related to this, is the challenge of effectively preparing faculty to meet changes in the School's curriculum, and new directions that the School will be moving.

There is a need to improve overall faculty evaluation, so that the feedback and accountability necessary for consistency and quality in teaching, service and research can be obtained, and used to make needed changes. The challenge is to improve and strengthen faculty cohesiveness and collaborative efforts, as well as teamwork in accomplishing specific projects and activities.

How to most effectively collaborate with other professional schools and faculties within the University, as well as with other schools of library and information science in the Caribbean, Latin America and the United States; what priorities should be given to this collaboration, what directions should be taken, represents an important challenge facing the School.

There is a need to expand and improve the opportunities for students to learn outside of classes, by providing seminars, workshops, lectures and other professional activities, in addition to regular course offerings. Innovative and creative strategies need to be developed to stimulate and motivate students to take advantage of these opportunities; to participate more actively in them.

Recruitment of a broader range of students from outside of Puerto Rico needs to be emphasized and undertaken. Effective strategies need to be developed to attract more students from both Spanish speaking countries and from the United States. How to successfully market the School in these countries presents an important challenge that needs to be addressed.

There is a need to explore creative ways to work together more closely with professionals in the field, particularly with those in the University Library System, in developing and providing continuing education activities. The School's commitment to continuing professional education needs to be more clearly defined. An updated continuing education

plan and program need to be developed. Resources, including personnel, need to commit toward accomplishing this end.

The School faces a challenge in planning future growth and development in terms of its physical resources and facilities; in deciding how to best utilize present physical facilities and/or plan for major changes in this area in the future.

#### ***E. Future planning and evaluation activities***

The ways in which the School is evaluating its Program and activities form the basis for future planning. Results of the evaluation processes provide data to help determine directions for planning. Each semester by means of questionnaires, exit interviews, focus groups and a portfolio, the level of student satisfaction with all aspects of the Program is determined. Specific instruments are used to gather this data, which is used in making needed changes and improving the Program. These changes and improvements become part of the planning process.

Student learning assessment is another aspect of the process. In addition to using rubrics to document and measure student learning, other strategies need to be developed in the future to provide feedback on student learning. As part of this process, providing workshops for students to improve both written and oral communication skills should be explored. The faculty evaluation instrument needs to be revised and simplified. Results of student evaluations of professors need to be systematically and consistently followed up, in order to bring about improvement in the quality of teaching and learning.

Future planning will focus on systematic evaluation of student learning; on identifying areas in which students need to gain knowledge and skills in order to function effectively as competent library and information professionals in today's changing global and technologically oriented society. New competencies needing to be developed; changes in the profile of the School's graduates will be identified and explored within the context of the curriculum revision process. This process will clearly connect the competencies and the elements of the graduate profile with the content of specific courses in the curriculum. The School will be redesigning its sequence of courses to respond to the results of planning and evaluation activities occurring at various levels with different constituencies. The future direction of the School in the field of distance education will be determined, including establishing guidelines and quality standards for online education. Decisions will be made about the role and responsibility of the School in the area of continuing education, and plans developed for serving the broader library and information science community, including the School's graduates, will be implemented. A revised and updated faculty development plan will identify areas that need to be emphasized in training faculty to effectively meet the needs and demands of the field, in terms of distance education and continuing education. Faculty lines of research will be more clearly identified and used to guide and strengthen the School's efforts. The School's research center, OERI, will continue to play an important role in this process.

The kinds of community and institutional collaboration projects that the School should become involved with will be explored within the context of strategic planning. Future research efforts and activities of the School will be considered within this context, as well as future recruitment and hiring of new faculty to replace those retiring. Areas of interest, expertise, skills and knowledge needed to effectively carry out the goals and objectives of the Program will be carefully explored and determined. How to increase the quality of all aspects of the Program with a renewed commitment to excellence on the part of faculty, students, administration and staff working together collaboratively will be the focus of future planning activities.

#### ***F. Final words, reflection on the self study process***

Undertaking an ALA reaccreditation, working together to evaluate all aspects of the School's program, and to produce a self study document, the Program Presentation, is a daunting experience. It presents challenges and difficulties, as well as gains and benefits. It has both positive and negative aspects. On reflection, it is clear that the positive aspects outweigh the negative ones.

On the positive side, the self study process:

- Provides a stimulus for self reflection and recommitment to change and improvement; to getting things done.
- Facilitates teamwork and close communication between faculty, administration and staff.
- Provides an opportunity to clarify values, issues, concerns, unresolved items, as well as to develop needed plans, policies, and procedures.
- Forces rethinking of the status quo, and stimulates creative thinking.
- Stimulates more cohesive support for the School among its constituency, and a greater understanding of actual and future needs and concerns.
- Provides an opportunity for showcasing or for promoting the School's achievements, its actual and future plans and projects.
- Facilitates institutional support for needed improvements in physical facilities, staff and other aspects of the Program.
- Provides an opportunity to gain valuable feedback, ideas and insight from colleagues in the field, including the External Review Panel, on all aspects of the Program.
- Opens a space for serious critical inquiry and individual reflection on setting or resetting priorities in teaching and research; as well as service to the field.
- Facilitates organization and access to key documents, reports, plans, policies, etc.

- Provides an opportunity for students to actively participate in supporting the School; to understand and learn more about its Program, plans and projects.
- Provides an opportunity for faculty to interact professionally with colleagues from different parts of the country and different institutions (as part of an External Review Panel).
- Provides an opportunity to use and improve management and communication skills, group dynamics and social interaction skills.

All in all, the self study process is a valuable learning experience, on many levels and in many dimensions. It is part of a basic academic responsibility to support standards of excellence in graduate professional education, and a reinforcement of the commitment to positively impact the field. The self study process has allowed the School to take advantage of these benefits, as well as to review and reassess its impact on the field.