December 2, 2013

Barbara B. Moran, Chair
ALA Committee on Accreditation


Dear Dr. Moran:

Enclosed is our biennial narrative report (2011-2013) as requested by ALA Committee on Accreditation.

We look forward to your evaluation.  We will be available to answer any questions you may have.

Sincerely yours,

Carlos Suárez-Balseiro, Ph.D.
Associate Professor / Acting Director
carlos.suarez5@upr.edu

cc. Prof.  Karen O'Brien, Director
ALA, Office of Accreditation

cc. Dr. Beatriz Rivera-Cruz
Dean of Academic Studies
beatriz.rivera6@upr.edu

**BIENNIAL NARRATIVE REPORT 2011-2013**

**INTRODUCTION**

In a letter dated April 14, 2012, in response to the 2011 annual statistical data and biennial narrative report, the COA accepted the annual statistical data part, but did not accept the biennial narrative report (See Appendix 1). More information was requested about the following matters:

1. How the mapping of the course competencies will be reflected in further curriculum development and all levels of learning outcome assessment.
2. The approval and implementation of the current curricular revision.
3. How and where the program publicly provide evidence of assessment and evaluation of student achievement.

A revised narrative report addressing the matters of concern was sent on October 1, 2012 and by November 17, 2012, based on analysis of the materials submitted, the Committee accepted the report. (See Appendix 2)

The 2012 annual statistical report was sent on December 1, 2012,   but in a letter of April 29, 2013 COA did not accept it because financial information about income from parent institution was not included. In a special report due September 30, 2013, an explanation for the delay was provided. The main reason for the delay in providing this information was caused by a series of institutional changes at the University of Puerto Rico, in which we lost the Administrative Officer assigned to the School. Although administrative support continued to be provided by the Office of the Dean for Academic Affairs, the changes in personnel during this transition, trying to recruit new personnel to be assigned for the specific position, prevented them from locating that particular data.  The information was

submitted to COA, in response to the 2011 annual statistical special report, in a letter dated November 22, 2013, and the COA accepted it. (See Appendix 3)

The present biennial report is submitted in response to the instructions and queries of COA and also following the specific instructions made for submission in the *Required reporting for accreditation*.  This document presents a narrative of our School's accomplishments from 2011-2013, observing the *Standards for accreditation 2008*.  It is important to note that, aside from the report presented in regard to the programs offerings and achievements, faculty teaching, research and service responsibilities, students learning outcomes, financial, technological and other areas of support, cognizant of the importance of the master's program reaccreditation in 2015, the faculty is immersed in the process since August 2013. Standards responsibilities are as follows:  Standard 1, Dr. José Sánchez-Lugo; Standard 2, Dr. Luisa Vigo-Cepeda; Standard 3, Dr. Betsaida Vélez-Natal; Standard 4, Dr. Sergio Chaparro-Univazo; Standard 5, Dr. Carlos Suarez-Balseiro; Standard 6, Dr. Eliut Flores-Caraballo.

I.    **STANDARD OF MISSION, VISION, GOALS AND OBJECTIVES**

The Graduate School of Information Sciences and Technologies (GSIST) continue using its Strategic Plan to guide its development efforts. The plan was also updated based on the UPR's systemic planning and priorities. The Strategic Plan was reviewed at the Faculty retreats of summer 2012 and 2013. The School continues to develop an assessment culture through a formal systematic program that oversees the administrative, teaching/learning process, infrastructure, equipment and resources. The School is integrated with the overall campus  assessment program of the Office of the Dean of Academic Studies  and the Office of the Dean of Graduate Studies and Research, and submits reports accordingly.   Past Acting director and the Curriculum Committee completed an analysis of the external factors influencing the field, identified new trends and opportunities. A special faculty committee is

working on a proposal to offer the MIS program online, to be submitted to the Office of Academic Affairs for their consideration. (See Summary in Appendix 4) Furthermore, the Archival and Document Management Certificate is being reviewed by the Curriculum Committee (to be offered in both modalities –on site and online) and will be also submitted to the Office of Academic Affairs for their consideration. The results of various assessment activities, conducted through the past two years have shown that the mission, goals and objectives of the School have been met and that we are moving ahead with a vision that guides our academic planning and activities.

## II.    CURRICULUM

The updated Master's program, launched on January 2011, has proven to solve the previous major weaknesses identified by:

- Providing a significant flexibility to students so that they can arrange their own program of study based on their interests and needs.

- Giving uniformity to all courses in terms of 3 credit hours.

- Strengthening the technology component of the curriculum by using information and communications technologies in all courses for the development of knowledge production and sharing.

- Substituting the thesis and project research requirements to a single integrated practical, research-seminar experience (Capstone), led by a faculty member, within his/her declared research line.

- Providing a greater variety of elective courses in LIS, the opportunity of a selecting a work-experience, and new courses in the field of KM (Knowledge management).

- Ensuring a greater quality and depth of courses through the revision of core courses and LIS required courses.

Courses within the Master's program in Information Sciences, the School Librarian Certificate, and the Archival and Document Management Certificate are continuously being enriched and strengthened with the latest trends in the fields. With demand from all over the Island, the School Librarian Certificate continues to be delivered successfully online. The teaching faculty in this program designed the online courses using Moodle Course Management System (CMS). Students graduating from the School Librarian Certificate work on their field work experiences in public schools around the Island enriching their knowledge and presenting evidence of their newly acquired professional skills.  Students from the Master's program have also selected the 45 hours experiential field work and are benefitting greatly from the exposure.

In terms of the research experience, with the updated curriculum in the Master's program, the new component in the program, the Capstone, substituting the thesis or research project, has also proven to be effective.  The Capstone is worked out as a Seminar to evidence knowledge application, with a 3 credit value. It was started on August 2011 with the curricular update.  The Capstone has been aligned to the faculty research lines in which students are exposed to a practical experience within a professor's-led research project. Students work as research assistants within one of the research lines developed by GSIST faculty. This approach allows students to participate in larger, broader, and even funded projects, than they could on their

own. The experience has shown that students' capabilities in collaborative research are strengthened and contribute significantly to the faculty research and productivity at the School. The minimum amount of time needed to complete the proposed Master's degree program update is only three terms – that is one and a half years!  And the introduction of the Capstone in the program is allowing students to accomplish the set goal.

The updated curriculum is also showing enrichment and innovation with the implementation of the following three pedagogical frameworks throughout the program: Problem-based learning, Evidence-based practice for the information professional, and Information and communications technologies for knowledge production and sharing.

During the past two years, the GSIST's Continuing Education Committee has planned and carried out continuing education activities updating the knowledge and skills of library and information science professionals working in the field. These activities have attracted librarians from all types information units island wide. The seminar-workshops provided have been the result of collaborative efforts between the GSIST, the Library System at UPR, the Virtual Library on Medicine of Puerto Rico, BIREME, the University of Tennessee, and the Library of Congress. In each case, the GSIST has taken the initiative in working together with colleagues from other institutions and associations to provide quality continuing educational experiences that are positively impacting the field.

In addition, the School was benefitted with special funding that allowed the invitation of Dr. Antonio Hernández-Pérez, from the Carlos III University, Madrid, Spain, as visiting professor, from February 22 to May 3.  He offered a special seminar workshop on digital libraries entitled: *Media and Digital Libraries: Journalism and*

*Documentation.* Students, faculty and alumni were able to attend. Also, the School received special funding to subsidize the participation Carol Koechlin and David Loetscher, two distinguished keynote speakers and workshop leaders at the ACURIL Conference in Puerto Rico in June 2013. Their conference was entitled: *Exploring the Commons Environments for Learning, Research, Creativity and Productivity*. The School was a major sponsor of this event.

### III.  FACULTY

The Faculty Personnel Committee reviewed the Faculty Development Plan to address the needs and priorities of the GSIST, according to the self-study prepared for the Middle States Association, the updated Curriculum and the Strategic Plan. The Faculty Development plan was accepted at the Summer Faculty retreats conducted on 2012 and 2013.

1. The opening for two new faculty positions was announced on the local newspaper, and on the ALISE and ACURIL web sites in 2011. The Acting Director and the President of the Personnel Committee interviewed potential candidates in 2011 ALISE's Annual Meeting.

2. On August 2013, the School recruited Dr. Noraida Domínguez-Flores, in a tenured-track position as Assistant Professor. She holds a Master in Information Science from the University of Puerto Rico and a Ph.D. in Information Sciences from Nova South Eastern University. She was recruited as a full-time faculty member with expertise in Librarianship and is conducting studies on Knowledge management.

3. On January 2012 the School recruited Dr. Sergio Chaparro-Univazo, who has a Ph. D. in Library and Information Science from Rutgers, The State University of NJ, New Brunswick, in a tenured-track position as Assistant Professor. His expertise is in digital libraries, library automation and information policies.

4. The school has a budget approval to recruit one new faculty member in Library and Information Sciences or Knowledge Management, to begin in August 2014. To this effect, two faculty members will attend the ALISE meeting in January 2014 to interview candidates.

5. The School continues to contract part-time faculty members due to the number of students demand, to ensure excellence in the curriculum, and to enrich the quality and diversity of the program. These part-time faculty members have to comply with the university's eligibility requirements and academic evaluation.

6. Some members of the part-time faculty are:

   ● Prof. Jorge Ortiz-Malavé, MIS, CAS, Director, Acquisitions Department, Library System, University of Puerto Rico, Río Piedras Campus.

   ● Prof. Snejanka Penkova, former Director of the Library System, University of Puerto Rico, Río Piedras Campus. Currently librarian at Business Administration School Library, University of Puerto Rico, Río Piedras Campus.

   ● Prof. Cindy Jiménez-Vera, current Director of the National Library of Puerto Rico and School Media Library specialist.

7. As previously requested by the Committee on Accreditation, the Faculty of the GSIST had requested the Chancellor the appointment of a tenured faculty member to the post of Director. The University of Puerto Rico Bylaws (*Reglamento General de la Universidad de Puerto Rico*), requires to follow the same procedures for faculty recruitment.

The School is committed to offer high quality levels in the teaching, research/creativity and service endeavors. The increment in the number of full-time faculty members will contribute to increase the outcomes, the productivity expected, in the high quality levels of teaching, research/creativity and service.

IV.     **STUDENTS**

The GSIST subsidized part of the funds needed by three students to participate at the annual conference of ACURIL (Association of Caribbean University, Research and Institutional Libraries), held in Florida, in 2011. On August 2011, 20 students participated as volunteers at the IFLA 2011 Puerto Rico Congress, held in San Juan.   On June 2013, four students presented their research endeavors at the ACURIL Conference held in Isla Verde, Puerto Rico.   In addition, five students were sponsored by the School to attend the annual conference of REFORMA (the National Association to Promote Library and Information Services to Latinos and Spanish Speaking), Puerto Rico Chapter. Several students worked as volunteers at the University of Puerto Rico, Rio Piedras Campus community project: Centro de Acción Urbana Comunitaria y Empresarial del Recinto de Río Piedras de la Universidad de Puerto Rico (CAUCE), in which the School also actively participates.

In terms of student learning outcomes, it is important to note that the assessment process with standard rubrics of student learning activities and strategies, initiated during the spring semester of 2012, has been continued[1]. The faculty has been applying the standard rubrics to evaluate learning outcomes in most common course activities. With the analysis of the data gathered, the School seeks to provide the evidence to identify levels of students learning achievement, strengths and weaknesses regarding our curriculum, and the ways our coursework can provide the means to develop competence in the areas identified by ALA and GSIST. This information has already helped us in planning and implementing various transforming actions in the curriculum.

---

[1] See Learning Assessment section on GSIST website: http://cort.as/6yC0

V.    **ADMINISTRATION AND FINANCIAL SUPPORT**

On August 2013, a new administrative officer was appointed. This action is contributing to ensure the effective and continuous administrative performance, and required accountability of the School.

In 2012-13 the institutional funds assigned to the GSIST were $1,162.080, showing an increment of 17.15%, over the previous period 2011-2012 ($991,933).  Although the University of Puerto Rico is facing significant budget constraints, the budget of the school has not been affected.  Even though the University of Puerto Rico is facing significant budget stringencies and travel budgets have been significantly reduced, financial assistance has been received from the Office of the Dean of Academic Studies and the Dean of Graduate Studies and Research,   allowing some faculty members to travel and participate actively in special conferences.  Examples of these have been the travelling financial support given to Dr. José Sánchez-Lugo and Dr. Carlos Suárez-Balseiro, from the Central Administration of the University and external funding, to attend special conferences in relation to information technologies in Spain and Latindex (the Regional Cooperative Online Information System for Scholarly Journals from Latin America, the Caribbean, Spain and Portugal) in México, respectively.  Furthermore, Dr. Luisa Vigo-Cepeda attended the annual conferences of ACURIL (Association of Caribbean University, Research and Institutional Libraries) held in Florida (USA) and Haiti.

The Office of the Dean of Graduate Studies and Research continues to provide the School with economic support assigning graduate students to serve as research assistants. Eleven (11) students have been assigned to the School, devoting 18 hours of work during the week.   This sponsorship gives the faculty and the administration the opportunity to engage in diverse research activities and creative work.

VI.     **PHYSICAL FACILITIES AND RESOURCES**

Institutional funds have been secured to update the GSIST's existing technological

resources.  Institutional funds assigned to technologies were $21,000.00 (2012-2013).

A new Digital Signage system has been installed at the main lobby of the José M. Lázaro

Library, in collaboration with the University Library System, Rio Piedras campus, and will

be used as a promotional channel of academics and research activities organized by the

School and the Library System. In addition, computers, printers and AV equipments have

been updated in the Computer Laboratory as well as in classrooms.

**FINAL REMARKS**

We appreciate the opportunity to submit this Biennial Narrative Report to the ALA

Committee on Accreditation (COA). It has given us the opportunity to share with you our

achievements from 2011 to 2013.  It is our interest to reassure ALA that our program is

fully compliant with accreditation standards and requirements.

Respectfully submitted,

Carlos Suárez-Balseiro, Ph.D.
Associate Professor / Acting Director
carlos.suarez5@upr.edu
December 2, 2013

c. Dr. Beatriz Rivera-Cruz          c. Dr. Aurora Lauzardo-Ugarte
Dean of Academic Studies            Acting Dean
beatriz.rivera6@upr.edu             Office of the Dean of Graduate Studies and Research
                                    aurora.lauzardo1@upr.edu

**APPENDICES**

Appendix 1. COA Letter responding to the 2011 annual statistical data and biennial narrative report, April 14, 2012.

Appendix 2. COA Letter responding to the 2012 revised narrative report, November 17, 2012.

Appendix 3. COA Letter responding to the 2013 special report, November 22, 2013.

Appendix 4. Summary for GSIST on line Program Conversion.

**Office for Accreditation**
50 East Huron Street
Chicago, Illinois 60611-2795 USA
Telephone 312.280.2432
Toll free 800.545.2433, x 2432

Fax 312.280.2433
TDD 312.944.7298
Toll free TDD 888.814.7692
www.ala.org/accreditation

**Committee on Accreditation**

Brian L. Andrew, Chair
MEMC Electronic Materials, Inc.
St. Louis, Missouri

James A. Benson
St. John's University
Queens, New York

Anthony Bernier
San Jose State University
San Jose, California

Lynne Howarth
University of Toronto
Toronto, Ontario

Ling Hwey Jeng
Texas Woman's University
Denton, TX

Mary Stansbury
University of Denver
Denver, Colorado

David Werner
Indiana University of Pennsylvania
Indiana, Pennsylvania

Arthuree Wright
Howard University Libraries
Washington, D.C.

Joyce C. Wright
University of Illinois Urbana-Champaign
Urbana, Ilinois

**Office for Accreditation**

Karen O'Brien, Director
Committee Staff Liaison

April 14, 2012

Luisa Vigo-Cepeda, Professor and Acting Director
Graduate School of Information Sciences and Technologies
University of Puerto Rico
P.O. Box 21906
San Juan, Puerto Rico 00931-1906

Dear Dr. Vigo-Cepeda:

The Committee on Accreditation (COA) reviewed and discussed the annual statistical data and biennial narrative report. Based on an analysis, the COA accepted the annual statistical data, but did not accept the biennial narrative report.

The COA continues to seek information about the following matters:
- Please explain how the mapping of the course competencies will be reflected in further curriculum development and all levels of learning outcome assessment.
- Please report on the approval and implementation of the current curricular revision.

Please provide a revised biennial narrative report by October 1, 2012. Please follow instructions provided by the Office for Accreditation regarding format and content of the biennial narrative report.

Protection of the public interest is a primary function of accreditation. Elements I.3 and IV.2 of the ALA Standards, as well as the Introduction, point to this. The Council for Higher Education Accreditation (CHEA) oversees this function and COA-ALA must clearly demonstrate that it has fully implemented "standards or policies that require institutions or programs routinely to provide reliable information to the public on their performance, including student achievement as determined by the institution or program" (2006 *CHEA Recognition Policy and Procedures*, 12B1).

With program performance and student achievement in mind, please identify in the next report due how and where the program publicly provides evidence of assessment and evaluation of student achievement, as mentioned in Standards II.7 and IV.6.

The schedule of next reporting is as follows:

| Report | Due date |
|---|---|
| Revised  biennial narrative report | October 1, 2012 |
| Annual statistics for 2011-2012 | December 1, 2012 |
| Annual statistics for 2012-2013 and  biennial narrative report addressing each Standard | December 1, 2013 |

Please use the attached sheet to acknowledge receipt of this letter no later than two weeks following the date of this letter.

The Committee on Accreditation appreciates this opportunity to remain apprised of developments in your program and extends best wishes for the remainder of the academic year.
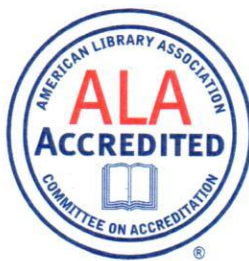
Sincerely yours,

Brian Andrew, Chair
ALA Committee on Accreditation

cc:     Sonia Balet, Dean of Academic Affairs, University of Puerto Rico
        Karen O'Brien, Director, ALA Office for Accreditation

enc:    Acknowledgement Form
        Trend Summary Sheet

**Office for Accreditation**
50 East Huron Street
Chicago, Illinois 60611-2795 USA
Telephone 312.280.2432
Toll free 800.545.2433, x 2432

Fax 312.280.2433
TDD 312.944.7298
Toll free TDD 888.814.7692
www.ala.org/accreditation

**Committee on Accreditation**

Brian L. Andrew, Chair
MEMC Electronic Materials, Inc.
St. Louis, Missouri

Elizabeth S. Aversa
University of Alabama
Tuscaloosa, AL

James A. Benson
St. John's University
Queens, New York

Anthony Bernier
San Jose State University
San Jose, California

Joan Giesecke
University of Nebraska-Lincoln
Lincoln, NE

Joan Howland
University of Minnesota Law
School
Minneapolis, MN

Ling Hwey Jeng
Texas Woman's University
Denton, TX

Barbara Moran
University of North Carolina
Chapel Hill
Chapel Hill, NC

Laura M. Neumann
El Cerrito, CA

Mary Stansbury
University of Denver
Denver, Colorado

Vicki Williamson
University of Saskatchewan
Saskatoon, Saskatchewan

Arthuree Wright
Howard University Libraries
Washington, D.C.

**Office for Accreditation**

Karen O'Brien, Director
Committee Staff Liaison

November 17, 2012

Mariano Maura Sardó, Acting Director
Graduate School of Information Sciences and Technologies
University of Puerto Rico
P.O. Box 21906
San Juan, Puerto Rico 00931-1906

Dear Dr. Sardó:

The Committee on Accreditation reviewed and discussed the October 2012 revised biennial narrative report. Based on analysis of the materials submitted, the Committee accepted the report.

The COA acknowledges that the program has satisfactorily responded to previous concerns regarding these issues, as cited in its letter of April 14, 2012:

- Curricular changes underway (Standard II)
- Student learning outcome assessment at the program level and assessment methodology.

The schedule of next reporting is as follows:

| Report | Due date |
|---|---|
| Annual statistics for 2011-2012 | December 1, 2012 |
| Annual statistics for 2012-2013 and biennial narrative report addressing each Standard | December 1, 2013 |

Please use the attached sheet to acknowledge receipt of this letter no later than two weeks following the date of this letter.

Page 1 of 2

November 22, 2013

Carlos A. Suárez Balseiro, Acting Director
Graduate School of Information Sciences and Technologies
University of Puerto Rico
Recinto de Río Piedras/Rio Piedras Campus
PO Box 21906
San Juan, Puerto Rico 00931-1906

Dear Dr. Suárez Balseiro:

The Committee on Accreditation (COA) reviewed the special report and appreciates the response to its inquiry.

The schedule of next reporting is as follows:

| Report | Due date |
| --- | --- |
| Annual statistics for 2012-2013 | December 2, 2013 |
| Biennial narrative report addressing each Standard | December 2, 2013 |

Please use the attached sheet to acknowledge receipt of this letter no later than two weeks following the date of this letter.

The Committee on Accreditation appreciates this opportunity to remain apprised of developments in the program and extends best wishes for the remainder of the academic year.

Sincerely yours,

Barbara B. Moran

Barbara B. Moran, Chair
ALA Committee on Accreditation

enc:    Acknowledgement Form

cc:    Beatriz Rivera, Dean of Academic Affairs, University of Puerto Rico
Karen O'Brien, Director, ALA Office for Accreditation

**Committee on Accreditation**

Barbara Moran, Chair
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina

Elizabeth S. Aversa
University of Alabama
Tuscaloosa, Alabama

Anthony Bernier
San Jose State University
San Jose, California

Jean Donham
University of Northern Iowa
Cedar Falls, Iowa

Joan Giesecke
University of Nebraska-Lincoln
Lincoln, Nebraska

Joan Howland
University of Minnesota Law School
Minneapolis, Minnesota

Ling Hwey Jeng
Texas Woman's University
Denton, Texas

Laura M. Neumann
El Cerrito, California

Mary Stansbury
University of Denver
Denver, Colorado

Candace Wells
Wichita State University
Wichita, Kansas

Vicki Williamson
University of Saskatchewan
Saskatoon, Saskatchewan

Arthuree Wright
Howard University Libraries
Washington, District of Columbia

**Office for Accreditation**

Karen O'Brien, Director
Committee Staff Liaison

## SUMMARY FOR GSIST ON LINE PROGRAM CONVERSION

For the past ten years, distance education at the college and university level has developed consistently. Within this modality, on line learning is at the present, recognized as a viable option to provide quality education for all interested regardless of geographic locations. It has also increasingly developed to include academic offer of undergraduate as well as graduate studies at many institutions. In the case of library and information science it is no different.

Over fifteen LIS programs in the United States and Canada offer online courses through the *Web-based Information Science Education* (WISE) http://www.wiseeducation.org/. In Latin America there are also initiatives following this trend.

The *American Library Association* (ALA) identifies over 20 accredited programs that offer the possibility of studying an LIS Masters degree online. There are also those that offer a combined program which allows a hybrid model providing increased flexibility in their offer.

Our School offers at the present a Post Baccalaureate Certificate for Teacher Librarian. This program is one of the most sought after programs at GSIST precisely because the possibility of completing the Program totally on line. It is clear that this trend is one considered beneficial to a growing number of accredited schools. Our look at ALA portal revealed that from the 63 programs 33% (21) offer the masters degree completely on line.

From an internal point of view, we have the benefit that the UPRRP is designing the implementation of a Distance Education Program as a campus wide initiative. This represents an opportunity for GSIST since there is no Program better suited to advance this modality than our School. We have the only program authorized to offer a degree completely on line since 2004. This allows us the experience and allows us to exercise leadership on this process. In fact two of GSIST faculty sit on the Chancellor appointed committee to develop this effort in an obvious recognition of our expertise. Furthermore, the institution is also developing efforts to the internationalization of its programs, something that reinforces our decision as well.

It is for these reasons that the GSIST have decided to affirmatively advance our efforts to develop a completely on line master program in its Masters in Information Science degree. We are confident that we will not only have the initial resources to do it but also the potential for growth in the Caribbean and the Latin American context. We are designing a flexible, agile and innovative program that will address the needs of our students in the Island as well as those of our colleagues in our geographic region.

This strategic venture is contemplated in our Strategic Plan since 2011 and is also aligned with the Chancellors Office Strategic Plan known as Vision 2016.

Our on line Program will not only broaden our presence in Puerto Rico but it will also provide a strategic positioning of the GSIST in South and Central America as well as the Caribbean. This, particularly due to the fact that we would be not only the sole ALA accredited program in the region, but also the only one which offers an online program at this level in Spanish. In this sense it also become an attractive possibility for Hispanic-Americans living in the United States mainland that would prefer to be taught in Spanish.


Carlos Suárez-Balseiro, Ph.D.
Associate Professor / Acting Director
carlos.suarez5@upr.edu


cc. Betsaida Vélez-Natal, Ph.D.
Associate Professor / Curriculum Committee

cc. José Sánchez-Lugo, Ph.D.
Professor / Coordinator, Distance Education Initiatives

Note: A complete version of the proposal to offer the MIS online is available upon request.