



University of Puerto Rico
Rio Piedras Campus
College of Communication and Information
Graduate Program in Information Science

Master in Information Science

Self-Study Report 2015-2023

American Library Association
November 26, 2023

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Required Information

Introduction

This document presents the outcomes of the Self-Study for the Master's in Information Science from the UPRRP of the UPR, covering the accreditation period of 2015-2023.

Unit

The Graduate Program in Information Science is a unit in the College of Communication and Information. The program has an Academic Coordinator, Dr. Noraida Dominguez-Flores, who reports to the Dean of Academic Affairs, Prof. Yomarie García-De Jesús and the Dean of the College, Dr. Julia Y. Vélez-González. The Academic Coordinator oversees the graduate degree and certificate programs, including curriculum development, student advising, and recruitment. Student services are handled in coordination with the Dean of Students Affairs, Dra. Jessica Morales-Torres. The budget and administrative procedures are managed by the Dean of Administrative Affairs, Prof. Nixzaliz Vega-Gutiérrez. The UPR Officials are Dr. Luis A. Ferrao-Delgado - President of the UPR System; Dr. Angélica Varela-Llavona - Chancellor of the UPRRP; Dr. Mirerza González-Vélez - Dean for Academic Affairs UPR-Rio Piedras; Dr. Reinaldo Berrios-Rivera - Dean of Graduate Studies and Research.

Degree Program

Master's in Information Science

Regional Accreditation

The Río Piedras Campus of the University of Puerto Rico has been accredited by the Middle States Commission on Higher Education since 1946 and the last reaffirmation was 2019. The next reaccreditation process will be held in the academic year 2024-2025.

Standards addressed in the Self-Study

Standards for Accreditation of Master's Programs in Library and Information Studies. Adopted by the Council of the American Library Association (the Council) February 2, 2015. Revision of standard element V.3 adopted by the Council, January 28, 2019, by request of the Committee on Accreditation.

Graduated Program of Science Information Staff

Name/Rank	
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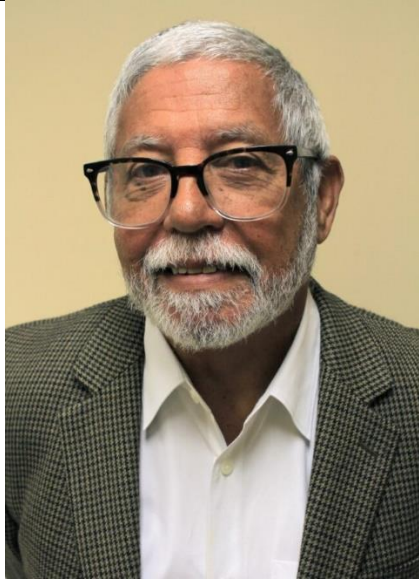
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José Sánchez-Lugo
Professor



Carlos Suárez-Balseiro
Professor



Betsaida Vélez-Natal
Associate Professor

Glossary of Terminology and Abbreviations

Abbreviation	Name
AALL	American Association of Law Libraries
AB	Administrative Board
ABESPRI	Association of School Library of Puerto Rico
ACCESO	ACCESO Journal
ACURIL	Association of Caribbean Universities, Research, and Institutional Libraries
ADAA	Assistant Dean for Administrative Affairs
ADSA	Assistant Dean for Student Affairs
AIIM	Association of Intelligent Information Management
ALA	American Library Association
ALISE	Association for Library and Information Science Education
ARCHIRED	Archives Network in Puerto Rico
ARMA	Association of Records Managers and Administrators.
AS	Academic Senate
ASEGRABCI	Asociación de Egresados de la Escuela Graduada de Bibliotecología y Ciencias de la Información
ASIST	The Association for Information Science and Technology
BPIPR	Board of Postsecondary Institutions of Puerto Rico
CALA	Certificate in Academic Library Administration
CCI	College of Communication and Information
CDFM	Certificate in Document and File Management

Abbreviation	Name
CDSC	Collective for the Study of the Digital Caribbean
CAE	Center for Academic Excellence
CEFaCI	College of Communication and Information Student Council
CIICOM	Centro de Investigación en Información y Comunicación
COA	Committee on Accreditation (ALA)
CSL	Certificate School Librarian (Discontinued)
CVs	Curriculum Vitae
DCODE	Department of Counseling for Student Development
DGSR	Dean of Graduate Studies and Research
<u>EBAM</u>	Encuentro Latinoamericano de Bibliotecarios, Archivistas y Museólogos Latin American meeting of librarians, archivists, and museologists
<u>EDICIC</u>	Association of Education and Research in Information Science of Iberoamerican and the Caribbean Asociación de Educación e Investigación en Ciencia de la Información de Iberoamérica y el Caribe
FAQ	Frequently Asked Questions
FLACSO	Facultad Latinoamericana de Ciencias Sociales
FOMB	Oversight Board
GPA	Grade Point Average
GPIS	Graduate Program of Information Science
GSRAC	Graduate Studies and Research Advisory Council
GSC	General Student Council

Abbreviation	Name
GSIST	Graduate School of Information Science and Technology
GSTI	Graduate School of Technology Information
IACS	International Accreditation of Counseling Services
<u>IFLA</u>	International Federation of Library Associations and Institutions
IMLS	Institute of Museums and Library Services
ISGP	Information Systems Graduate Programs
<u>ISTE</u>	International Society for Technology in Education
IT	Information Technology
<u>KCWS</u>	Knowledge Cities World Summit
<u>LANIC</u>	Latin American Network Information Center
LGBTQ+	Lesbian, gay, bisexual, transgender, queer/questioning (one's sexual or gender identity), and intersex
LIS	Library and Information Science
LISjobs.com	Library and Information Science Jobs
LISL	Library and Information Science Library
MIS	Master of Information Science
MOU	Memorandum of Understanding
ODFI	Oficina de Desarrollo Físico e Infraestructura
OERI	Observatorio de Estudios Relacionados con la Información
<u>OLAS</u>	Online Assessment System
OSEI	Office of Handicapped Students Services
PPS	Program Self-Study

Abbreviation	Name
PROMESA	Puerto Rico Oversight, Management, and Economic Stability Act
R&D	Research and Development
REFORMA	The National Association to Promote Library and Information Services to Latinos and the Spanish Speaking
SAO	Student Affairs Officer
SLPR	Society of Librarians of Puerto Rico
SLA	Special Library Association
TARE	Task Replacement Report
<u>UMAIPUR</u>	Unidad de Monitoreo y Análisis de la Investigación Científica en Puerto Rico Scientific Research Monitoring and Analysis Unit in Puerto Rico
UPR	University of Puerto Rico
UPRRP	University of Puerto Rico, Rio Piedras Campus
USA	United States of America
<u>WCI</u>	World Capital Institute
WIU	Western Illinois University

Goals and Objectives of The Self-Study Plan

The objectives of the Program Self-Study process from our perspective were:

To develop and implement an effective and efficient set of activities to successfully conduct the study and evaluate the requirements established by ALA Standards for Accreditation of master's programs in Library & Information Studies, 2015 and revised in 2019. We will strive for the program to achieve continued accreditation status through documentation demonstrating our compliance with these Standards.

1. To prepare a workable timeframe to carry out this process in accordance with the Accreditation Process, Policies, and Procedures (Second edition, Committee on Accreditation, 4th Edition, released 2015).
2. To facilitate a reflexive process allowing all sectors to creatively think about the needs and challenges ahead for our program, the LIS field in Puerto Rico, and the region.
3. To actively involve all sectors of our academic and professional community in this process through a collaborative team effort which will yield a renovated agenda for the program.
4. To identify, gather, create, organize, and provide access to documents and evidence needed to support the work related to the different sections of the Standards in the Program Self-Study. In this process, we will create a repository for these purposes using Microsoft Teams, the parent institution's platform. All evidence that needs to be available to the External Report Panel (ERP) will reside in this platform, allowing easy access to all ERP members and all those interested.
5. To create a flexible, positive working environment to accomplish the goals and objectives of the process successfully.
6. To produce the Program Self-Study as a final product, to serve as a clear and effective document demonstrating the program's compliance with the ALA's Standards for Accreditation of master's programs in Library & Information Studies.
7. To strategically chart our course for the continuing development of our Program as part of the CCI.
8. Move forward in updating our curriculum to integrate broader experiences in communication, librarianship, and information science.

Areas of Emphasis of the Program Self Study

The effort to seek continued accreditation status with ALA is to reinforce our commitment and support of 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 strengthens the importance our program places on evaluating the quality of the education it offers and the quality of its graduates. It demonstrates our commitment and the value we assign 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 we are seeking continuing accreditation indicates the importance placed by our institution in aligning itself with the traditions and practices of North American librarianship. The American Library Association's leadership in the field, which is recognized internationally, is reaffirmed by our program. The advantage for graduates of our program in being able to work in the United States and Canada with a master's degree from an ALA-accredited Program is highly significant to us and our constituencies.

While this relationship is valued by our program, we are also deeply rooted in our traditions and cultural belonging to our region. Caribbean and Latin American library and information science organizations and associations, like ACURIL, and the Latin American Encounter of Librarians, Archivists, and Museologists (EBAM) are examples of our integration into our geographic and cultural traditions and our resolve to strengthen those ties as well. We believe we have a responsibility to strengthen this connection and support the development of the field and the profession in our geographic area, which has strong historical, ethnic, and cultural ties. Our unique position allows us to serve as a bridge between the United States, the Caribbean, and Latin American issues, and areas of concern in library and information science education. This is an important factor for us to keep in mind as it contributes to the program's competitive advantage. More so, recognizing and valuing the considerable Hispanic population within the continental United States that still maintains their cultural roots as well as their language. The international relationship impacts many aspects of program planning, projects, and activities.

Our presence and collaboration extend beyond the Caribbean region as one of our colleagues, Dr. Suarez-Balseiro, received an appointment in 2022 to serve two years as Coordinator of the Regional Group of Mexico, Central America and the Caribbean of the Association of Education and Research in Information Science of Ibero-Americas and the Caribbean (EDICIC) by its Spanish acronym). This group is constituted by Mexico, Costa Rica, Cuba, El Salvador, Jamaica, Panamá, and Puerto Rico.

The preparation of this plan for our Self-Study offers a unique opportunity for self-assessment and planning. The continued efforts involved in identifying and creating relevant documents, 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, particularly at this time. The need to establish priorities for making decisions affecting different aspects of the program is an essential part of the process. Careful planning and effective communication have

become increasingly important. Examining our evolution since our last accreditation in 2015 is a focus of the process, reflected in current and future plans and projects, and in the program self-study itself. At this stage, our emphasis will be on developing our program's strategic development as an online program. Also, as part of the CCI, we will focus on strengthening and updating our curriculum through a process of reflection and decision-making to effectively phase out the face-to-face delivery program.

ORGANIZATION OF THE SELF STUDY

Standards Coordinators and Collaborators

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Background and Institutional Context

The Graduate Program in Information Sciences (GPIS) at UPRRP is characterized by being a multidisciplinary program that plays a fundamental role in the modern world, a catalyst for the evolution of society, technology, and communication in Puerto Rico and the Caribbean. This is one of the graduate programs of the University of Puerto Rico, Río Piedras Campus with a comprehensive approach to prepare professionals capable of managing information effectively through technology, research, and practice. The program structure is based on a systematic and participatory perspective of continuous strategic planning that achieves administrative and educational objectives. This process involves a continuous review of the mission, vision, and goals, as well as an analysis of strengths and weaknesses to establish measurable objectives with clear strategies and concrete actions. The Self-Study process provides the opportunity to explore and understand how a dynamic and ever-changing field drives the program to make modifications and transformations. Self-study results provide the tools necessary to understand, apply, and develop innovative solutions.

The program is part of the UPR, which since its founding in 1903 has been the only public institution of higher education in PR that contributes to the development of the island. It is made up of eleven campuses and several research facilities across the island. The Río Piedras Campus (UPRRP) is the largest of all the units and campuses of the UPR and is the only higher education institution in Puerto Rico that has been classified by the Carnegie Foundation for the Advancement of Learning as a Research Institution Intensive Doctoral. It stands out for its academic excellence and wide range of study programs, research, and community commitment, which is demonstrated by having a wide range of accredited programs in all disciplines.

UPRRP has 1,286 full-time faculty and approximately a student distribution of 11,00 undergraduates and 3,000 graduates. Its academic offerings include bachelor's degrees, master's degrees, doctorates, and professional certifications. It has seven faculties and three schools in the areas of Business Administration, Natural Sciences, Social Sciences, Communication and Information, General Studies, Education, Humanities, Law, Architecture and Planning. It has an infrastructure of more than 100 buildings with classrooms, laboratories, and 20 libraries. Many of its academic programs are well-recognized and attract students from Puerto Rico and around the world.

The GPIS has faced several transformations as a result of various circumstances related to the information age, the evolution of the profession, the administration of the UPR, and the social and financial conditions of Puerto Rico. It began in 1969 after offering a training institute for university librarians at the UPR (UPRRP, AS. Certification No. 2 (1967-1968)). This led to the Academic Senate and the Board of Higher Education officially recognizing the establishment of the Graduate School of Library Sciences (GSLs) of the UPRRP to confer the degree of Master of Library Science (MLS) (UPRRP, AS. Certification No. 22 (1968-1969)). The program obtained its first accreditation from the American Library Association in 1989.

Another significant change occurred in 1999, its name was changed to Graduate School of Library and Information Sciences and Technology (GSLIST), and the title of the degree was changed to Master of Library Science and Information Sciences (MLIS) (UPR, BT. Certification No. 99 (1999-2000)). In 2011, a curricular review process led to content changes of basic and required courses and to the introduction of two subject areas: Library and Information Science (LIS), and Knowledge Management (KM). Course content includes elements that contribute to the development of the basic competencies of information professionals. Students learn to identify the information needs of various user communities; to evaluate, acquire, and organize resources; to create new content, products, and services; to manage and preserve information in various formats; to implement a variety of tools and technologies; and to facilitate equal access to information and knowledge.

The establishment of an online program required a curricular review process that provided the opportunity to identify challenges, achievements, strengths, and areas for improvement. This significant change was approved at all levels of the UPR, The Middle States Commission on Higher Education (MSCHE), and the Board of Postsecondary Institutions of Puerto Rico (BPIPR) (UPR, GB. Certification No. 114 (2018-2019)). Implementation of the first online program of the UPR began during the second half of 2019-2020. This delivery method turned out as an advantage during the disruption caused by the pandemic in early 2020.

The 2021-2022 academic year presented a new scenario with challenges, and opportunities to transform the program. The school's administrative structure responded to the DAA until during 2021, was the merger between the GSLIST with the School of Communication to create the College of Communication and Information (CCI). UPR GB, Certification No. 125 (2020-2021), was approved to establish the College of Communication and Information (CCI). The process of merging both schools into a single college faced challenges in integrating administrative functions, staff, and students in a new environment. The consolidation allowed for a more efficient use of economic and human resources, broadened academic horizons, encouraged innovation, and prepared students to face interdisciplinary challenges. The collaboration of professors and students from both disciplines in research projects and innovative academic activities, which allow the expansion of thematic areas and promote coherence and relevance, is also an opportune aspect.

Program structure, transformation, and composition stand out as important issues in the Self-Study. These respond to changes in the field, the needs of society, and emerging trends. The changes arose in the context of the consequences and challenges generated by the hurricanes, the Covid pandemic and economic guidelines by the Government of Puerto Rico. This decision was aligned with our systematic planning process that sought the consolidation of both schools to strengthen academic capabilities and research efforts to reach a broader audience in Puerto Rico, the United States, and abroad. After the merger, the GPIS responds to the Dean of the CCI who responds to the Chancellor, just as all other nine Colleges on campus. Now the GPIS is one of the components of the CCI and in this new context we are working to maintain and strengthen the master's degree in information sciences.

Standard I: Systematic Planning

I.1 The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve. Elements of systematic planning include:

The vision, mission, goals and objectives were created in 2011 and were updated in 2016 to respond to changes in the discipline. The vision and mission statement of the program are as follows:

Mission

Foster an innovative and collaborative environment of excellence and commitment to teaching, learning, research, creative work, and service to transform the management of information and its access in society.

Prepare professional and leaders in the field with an ethical, multidisciplinary, multicultural, and global perspective.

Contribute to the development of policies and services that promote equitable access to information to build a knowledge society.

Vision

Encourage innovation in the field of Library and Information Science in Puerto Rico, the Caribbean, and the Americas, exercising Leadership in a Global and Technological world.

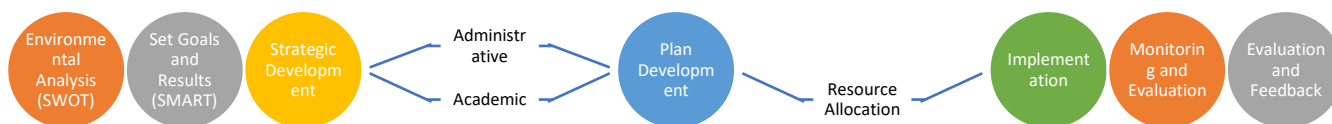
The Mission statement has six goals (See Appendix 1.1 - GPIS Statement of Goals and Objectives Aligned with GPIS's Standards of Excellence) from which twenty-nine objectives are derived and aligned to the Standards. Assessment and student learning outcomes derive from these objectives. The objectives are results-oriented and reflect the essential nature of the field of information and library science. The objectives are the starting point to reflect and study the actions and practices carried out in the GPIS that lead to continuous strategic planning in which students, alumni, interns, employers, and all those related to our field participate. In the evaluation of our objectives, we seek advice from all members, analyze their contributions, and integrate those ideas and elements that are compatible with our mission as a LIS graduate program. Evaluation and assessment have been carried out in several ways and involve students and other interest groups. Planning and evaluation conducted from the previous accreditation process reflect the program's compliance with all sections of Standard I. Through a process of self-reflection, the program has successfully identified the challenges and is effectively addressing them.

Since our last reaccreditation process in 2015, the GPIS has consistently developed and implemented an evaluation of its planning processes. All actions are based on the implementation of a development plan to ensure compliance of the mission and its objectives. The 2018-2023 GPIS Development Plans are

aligned with the institutional 2018-2023 Strategic Planning. The GPIS is one component of the CC that is committed to ensuring compliance with the program’s mission and objectives. This is achieved through a systematic, continuous, and broad-based planning process. All components and members of the program are involved in implementing the necessary actions, achieving compliance, and contributing to providing the best possible service to the community. Development and work plans are created based on the goals and objectives of the program. The close relationship they have is shown in Appendix 1.1 Statement of GPIS Goals and Objectives Aligned with the GPIS Standards of Excellence and Appendix 1.2 Priority Areas of the Academic-Administrative Plan versus Institutional Plans.

All administrative and educational actions of the GPIS are framed in the fulfillment of the mission, goals, and objectives of the program. Figure 1.1 shows the planning process as outlined in the GPIS working plan. All UPRRP programs create their strategic plans based on the institution’s Strategic Plan. Therefore, our Development Plan 2018-2023 is also aligned with the UPR strategic plan. Since the Strategic Plan Vision for the University 2016 (2016-2022) and UPRRP Strategic Plan: Commitment 2018-2023, the GPIS set out to create a development plan that covers the period 2018 to 2023. After Hurricane María in September 2017, the strategic plan was extended to campus and development plans for faculties, programs, and schools. The UPR System generated a new plan Strategic Plan at University of Puerto Rico: A cartography of creative actions and innovations 2023-2028. During the 2023-2024 academic year, UPRRP new strategic plan is being created, which is expected to be ready by May 2024, and the colleges must create development plans by October 2024.

Figure I.1 GPIS Planning Process



The development and implementation of working plans encompass strategies to involve diverse groups that the program serves. Administrative and teaching staff participate in the process through retreats each semester to review and update the strategic plan development, discuss achievements, and review the plan implementation process. Stakeholders that provide their input on the profession’s development include alumni and library professional associations like Association of Graduate School of Library and Information Sciences (ASEGRABCI), Puerto Rico Society of Library (PRSL), Association of School Librarians of Puerto Rico (ABESPRI), American Library Association (ALA), Puerto Rican chapters of REFORMA, Association of Universities, Research, and Institutional Libraries of the Caribbean (ACURIL), and Association of Education and Research in Information Science of Iberoamerican and the Caribbean (EDICIC), and Latin American Network Information Center (LANIC). All members of these organizations, many alumni of the program, regularly contribute ideas and suggestions for improvement through organized special committees.

In conclusion, the GPIS consistently conducts a systematic review of its development plan and its implementation. When developing the program's annual strategic plan, we take into consideration the evaluation of outcomes of the academic program and the learning assessments. The GPIS Annual Working Plan is aligned with the annual institutional budget allocation, the GPIS Development Plan, and the campus's Strategic Plan. These plans cover specific activities such as student, program, and faculty recruitment and evaluation, as well as research and technical support services. The creation of plans is based on discussions about the challenges and opportunities of a new scenario with the participation of faculty, students, and administrative staff.

I.1.1 Continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes;

The vision, mission, goals, and objectives of the GPSI were developed based on the strategic documents generated by CCI, the UPRRP, and the UPR system (see GPIS web site). They are reviewed periodically to adjust to changes in the environment or internal conditions of the organization. The review process is carried out Annually Faculty Retreats at the beginning of the semester. This involves evaluating the results and achievements obtained during the year to adapt to environmental changes so we can adapt them when necessary. The documentation in which the results of the implementation of the vision, mission, goals, and objectives are collected are through the student's evaluations of the courses, annual reports of the Student Learning Assessment Plan, Students Achieving Learning Outcome by Academic Session and Annual Achievement Reports. The continuous review process provides the opportunity for the GPSI to be aligned with latest trends, to insert effective ways to achieve results, and to maximize existing resources. This contributes to the effectiveness and relevance of the program.

When conducting the review process, a comprehensive review approach is taken to ensure relevance, effectiveness, and alignment with the needs of our students and community. This entails involving a variety of components:

- Students: Student feedback is received through surveys, and interviews (see UPRRP, AS Certification No. 114 (2020-2021), Certification No. 32 (2020-2023) and Certification No. 34 (2022-2023)).
- Faculty: faculty participate in the review through curricular committees and faculty meetings.
- Alumni: survey alumni to gather feedback about their experiences in the program and how well it prepared them for their careers.
- Employers: survey employers to gather feedback regarding the skills and knowledge they look for in new employees.

During the review process, areas of emphasis and relevance for topics of interest such as knowledge management, information for the community, and open science should be considered, using different forms or mechanisms so that the professional community can continue to contribute their ideas and advice to improve the program. The GPIS has its vision, mission, goals, objectives, and strategic plan in alignment with the GPSI Development Plan, the campus strategic plans, and the UPR System. In Appendix 1.2, the table demonstrates the relationship of these components that define the GPIS. Its annual review and monitoring of the implementation process are carried out. This is evidenced by the Annual Achievement Reports and the minutes of the Annual Faculty Retreats at the beginning of each semester.

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

The goals and objectives of the program are consistently evaluated. This is documented in the Annual Achievement Reports, whose structure is based on the indicators established in our campus's strategic plans and the GPSI Development Plan of the faculties or programs. This reflects progress towards the goals and objectives of the GPIS. Achievement reports present results with qualitative and quantitative data that measure the achievement of specific objectives. It is complemented by student input through course evaluation, providing feedback on impact and challenges. All of this is unified and presented at the Annual Faculty Retreat, where solutions are discussed and proposed to achieve compliance with the goals and objectives of GPIS. All of this is unified and presented at the Annual Faculty Retreat, where solutions are discussed and proposed to achieve compliance with the goals and objectives of GPIS.

I.1.3 Improvements to the program based on analysis of assessment data;

The GPSI is committed to continuous improvement processes based on evaluation data analysis. Evaluation processes provide valuable information on the program's effectiveness and help us identify areas for improvement. The process to analyze and use evaluation data to inform program improvements consists of the following:

- Compilation of a variety of data and information sources. Indirect, direct, formative, and summative evaluations are performed.
- Analysis of data collected through various qualitative and quantitative methods to identify patterns and trends.
- Interpretation of the results of our data analysis to understand the strengths and weaknesses of the program.
- Recommendations for improvement are made based on our interpretation of the data.

- Implementation of recommendations for improvement through various strategies, such as curriculum reviews, faculty development, and resource allocation.
- Monitoring the impact of the implemented improvements to ensure their effectiveness on student learning.

The systematic evaluation in all areas of performance contributes to identifying areas to improve. Annually, an evaluation plan is prepared and aligned with the strategic plan and institutional guidelines. For example, students evaluate faculty at the end of each session through a process that was carefully assessed by the Academic Senate, rendering a new instrument to be used by all colleges (See UPRRP, AS Certification No. 114 (2020-2021), Certification No. 32 (2020-2023) and Certification No. 34 (2022-2023)). Teaching staff committees receive the results for analysis, discussion and sharing with faculty members. Professors use these reports to improve their course teaching (See GPIS Professor Evaluation Manual).

The GPIS Student Assessment Coordinator develops annual plans and reports that are periodically examined in faculty meetings where relevant findings are discussed. The analysis has led to the development of a bank of rubrics which are consistently applied for curriculum improvement.

I.1.4 Communication of planning policies and processes to program constituents.

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

The GPIS mission, goals, objectives, and GPSI Development Plan constitute fundamental components that interconnect to form a solid foundation for the program. Effective communication of policies and planning processes is key to long-term success. The mission statement and the development plan are essential because they provide specific directions. Long-term objectives are established that guide the actions and decisions of the program. Communication must be clear and regular about planning policies and processes among all program members, including students, faculty, and administrative staff. This helps keep everyone aligned with the vision and goals of the program.

Support from the university administration is essential for the direction and objectives of the program. This demonstrates an institutional commitment to the mission and goals of the program. Consistency between the goals and objectives of the program and the value of the institution ensures that the program is aligned with the broader culture and mission of the university. This consistency that promotes quality education is crucial. This ensures that the program's mission is aligned with the institution's standards of academic excellence. A strategic plan should include mechanisms for continuous evaluation and results-based improvement to ensure program adaptation and progress. These combined elements ensure that the GPIS not only has a clear and coherent direction, but also an institutional commitment and vision to provide quality education that is consistent with the values and mission of the parent institution.

The GPIS has a mission, vision, goals, and objectives that are defined, publicly declared, and reviewed periodically. It is articulated with the fundamental purpose of being the central axis of the program and a guide to establish what the program seeks and allows for its development. Objectives are derived from the mission, which is specific, measurable, achievable, relevant, and specific. The mission is advertised on the Internet and through promotional materials. Alumni who participated in a survey stated that the Mission statement is clear, concise, and easy to understand. Promotional materials appropriately describe program goals and objectives. The new student orientation shows the mission, and it is reviewed in the Annual Faculty Retreat. Official documentation reports also highlight achievement of program objectives.

I.2 Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:

The GPIS goals and objectives clearly define student learning outcomes. The program established six (6) goals and twenty-nine (29) objectives in the professional development of students to be an information professional (see Appendix 1.1). The first eighteen objectives of the program relate to the skills students acquire as part of their training in the program. The program developed these objectives to guide students' educational expectations and provide them with the knowledge necessary for their professional performance. Its development involved consultation involving faculty, students, administrative staff, and others to obtain their perspectives on the needs and aspirations of the faculty. An analysis of strengths, opportunities, weaknesses, and threats was carried out to identify internal and external aspects that may affect its performance.

The GPIS mission and objectives aligned with those of the UPR. They were integrated into the entire curriculum and are related to the competencies that an information professional needs to function effectively in a diverse and changing environment. The courses included in the curriculum reflect these program objectives in several ways. GPIS objectives are grouped into categories that reflect the ALA Standards which are program objectives, faculty development, students, administration, facilities and physical resources, curriculum development, alumni and field services (see Appendix 1.2). In the appendix 1.2, demonstrate relation of the objectives directly related to the curriculum are the program objectives related to the curriculum design (#1-14, 16-19) and the program development objectives (#20, 22-23). The specific objective (#20) related to the Continuing Education and Professional Development Program and certificates is included in "Alumni Services in the Field." The objectives guide the design, implementation, and instruction of the curriculum.

The program curriculum is divided into six (6) elements where the objectives of the courses are focused, which are the following: 1. Information & Knowledge Creation; 2. Communication; 3. Identification, Selection, Acquisition, Organization and Description, Storage and Retrieval of Information; 4.

Organization & Dissemination of Information Organization & Description, Store & Retrieval; 5. Preservation and Conservation and 6. Analysis, Interpretation, Evaluation, Synthesis Dissemination, Use and Users, and Human and Information Resources Management. The essential components of Student Learning Outcomes are the basis of program planning. This is show when present the relationship with the program objectives, curricular elements, courses, UPRRP Assessment domains, and program learning objectives (see Appendix 1.3 - Relationship of Components of Student Learning Outcomes versus GPIS Objectives, Curriculum, and Learning Assessment). As clear evidence of how the work is carried out in response to the objectives of the program as an institution, examples of courses are presented where the stipulations are met. An example is the relationship of the student learning outcome objective with goal 1 and objectives 1-11; goal 2 and objectives 12-15; and goal 3 and objectives 16-19. These demonstrate how curricular sequence contributes to students' learning expectations after graduation. In Appendix 1.3, has examples of courses whose content meets the program objectives. The topics covered allow faculty members to come to understand student learning expectations to develop a coherent study plan. The activities and projects that are developed in the courses have rubrics to evaluate student learning that serve to document the student's learning achievements on the course objectives. Specific course objectives are linked to program objectives to enable students to include learning achievements in their professional e-portfolios.

Student feedback on learning outcomes, tools, and processes helps refine and strengthen program evaluation methods. The contributions are critical to ensuring that the program consistently meets the highest standards of excellence and remains aligned with the needs of the LIS field. Student participation in the Student Council and Academic Senate advocates for policies and strategies that align with the university's broader objectives, ensuring the program's contribution to institutional effectiveness. Their participation in CCI committees enables them to contribute with strategic planning, evaluation activities, and evidence-based decision-making, ensuring program responsiveness to university and community needs. GPIS information science students have the potential to become innovators and entrepreneurs that develop new information services and products to meet the needs of a wide range of users.

Student learning outcomes address:

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

In the Library and Information Studies program, students achieve core learning outcomes that embody the essence of the field. This is largely due to a thoughtfully structured curriculum in key areas such as Library and Information Science, and Knowledge Management. These areas are shaped by the foundational guidelines set by the GPIS. At the heart of this program are four pivotal courses, each playing a critical role in building a solid foundation in library and information science. These courses are: CINF 6705 - Information, Knowledge, and Society; CINF 6815 - Information and Technological Competencies; CINF 6706 - Research Methodology in Information Sciences; and CINF 6708 - Fundamentals of Information and Knowledge Organization (see appendix 1.3).

These courses provide students with a profound understanding of information management to develop the skills necessary for the effective selection, acquisition, and organization of information resources. Adhering to the highest professional standards, these courses also focus on enhancing students' abilities to evaluate information reliability, ensuring that the knowledge they share is not only accurate and credible but also ethically sound.

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

Further enriching the students' learning experience, courses like CINF 6705 - Information, Knowledge, and Society and CINF 6707 Information and Knowledge Technologies delve into the philosophical, theoretical, and ethical dimensions of information sciences. As students advance in their studies, they learn to seamlessly integrate these theories and ethical practices into their professional lives. This prepares them to become competent information professionals, equipped to navigate the dynamic challenges of the information sector. Courses such as CINF 6708 Foundations of Information and Knowledge Organization and CINF 6806 Organization and Retrieval of Information and Knowledge, reinforce this by providing an in-depth understanding of information management. They emphasize the importance of maintaining the integrity and reliability of information, in line with the ethical standards of the field (see appendix 1.3).

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

The Post-Bachelor Certificate in Records and Archives Management specifically focuses on electronic records management, aligning with the industry standards and competencies required for effective records management in both public and private sectors, or for archival work in historical collections. On the other hand, the Post-Master's Certificate in Academic, Public, and Specialized Library Administration enables information science professionals to enhance their theoretical and practical knowledge in managing information units. This program hones their leadership skills, preparing them to excel in various administrative roles. These certification programs are rooted in specific specialization principles, utilizing policy statements and relevant documents from professional organizations. Standards such as the Dublin Core, ISO Standards, ISAD (General International Standard Archival Description), among others, are integral to these courses.

In the 2022-2023 academic year, another significant initiative is the collaboration with the Western Illinois University Library System. This partnership aims to develop a proposal for a bilingual master's program, designed to enrich the training of Hispanic librarians in the United States.

Courses also play a vital role in engaging students with these professional standards and documents. For instance, the course CINF 6808 - User Studies and Information Needs, empowers students to identify and address diverse community information needs. Also, recognizing the significant number of GPIS students working as school librarians, research was developed, and the results were presented as poster presentation during ALISE 2015. Through this research, a collaboration was established with the Faculty of Education. This joint project underscored the importance of incorporating courses in educational curricula that highlight the role of school libraries in education.

Establishing partnerships with professional associations, information units, government agencies, and private sector organizations is crucial for addressing the diverse information needs of various communities and promoting public policies for the free flow of knowledge in society. As a result, we apply critical principles of specialization, as outlined in policy statements and documents from relevant professional bodies, in our actions. In several courses, field professionals are invited to share their experiences. For instance, in the course CINF 6807 - Reference Products and Services, students engage in practical projects and dialogues in real-world settings such as libraries, archives, and museums.

Another indicator of our students' learning success is their strong, consistent communication with professional information associations. Active participation in organizations like ASEGRABCI, PRSL, ABESPRI, ALA, REFORMA, ACURIL, EDICIC, and LANIC exposes students to the core principles of these groups. Our students demonstrate leadership and foster good relationships with these associations by participating in annual meetings as speakers or workshop facilitators, particularly in local and Caribbean organizations where our alumni often assume board leadership roles. Their contributions are further evident in publications like the Acceso: Puerto Rican Journal of Librarianship and Documentation.

At GPIS, students can receive scholarships, like the Dr. Luisa Vigo-Cepeda Scholarship, and participate in events like the ACURIL Annual Conference. Here, they showcase their learning through oral presentations, posters, and more. A notable example includes a scholarship to attend the ACURIL Annual Conference in Jamaica, where they presented "Evolving Alongside the Tides of Technology: Contemporizing Data Management Education."

I.2.4 The importance of research for advancing the knowledge base of the field;

Research is pivotal in advancing our field's knowledge base, informed by the students' experiences in courses like CINF 6808 - User Studies and Information Needs and CINF 6706 - Research Methodology. These courses develop necessary research and creative skills, with CINF 6808 focusing on different models for studying information behavior and developing research proposals. The CINF 6998 -

Knowledge Application Seminar (Capstone) also allows students to collaborate on research projects with professors, applying their acquired knowledge and skills (see appendix 1.3). This is supported by CIICOM/MEDIALAB, which offers advice and resources to enhance student research capabilities

1.2.5 The symbiotic relationship of library and information studies with other fields;

The learning experience of our students in information science is deeply intertwined with other disciplines, creating a dynamic and interdisciplinary educational environment. This diversity is mainly focused on the unique contexts of Puerto Rico, the Caribbean, and the Americas, fostering research that addresses these regions' specific information needs and challenges. Courses such as CINF 6705 - Information, Knowledge, and Society exemplify this approach by exploring the role of information professionals in various related fields (see appendix 1.3). We also encourage research that develops culturally sensitive and contextually relevant information solutions, empowering individuals and communities across these regions.

To further stimulate research efforts, our program includes several initiatives. Previously known as GSTI, the Observatory of Information-Related Studies (OERI) was transformed in 2021 into CIICOM, a new research unit. CIICOM provides crucial support and guidance for faculty and student research, focusing on identifying specific research avenues to strengthen the program's research portfolio. This unit generates a series of activities that contribute to the development of research in CCI students and faculty (see appendix 1.4).

Another key initiative is the CINF 6998 - Knowledge Application Seminar (Capstone) course, fostering a symbiotic relationship with other knowledge fields. This course has students delve into research that intersects information science with various disciplines. The impact of this approach over the past seven years is evident in the increased number of research projects and published works resulting from collaborations between faculty and students.

In addition to these academic offerings, our program also provides specialized training through two certificates: Post-Bachelor Certificate in Records and Archives Management and the Post-Master's Certificate in Academic, Public, and Specialized Library Administration. These certifications enhance the depth of library and information science studies and expand their reach into other fields, demonstrating the program's commitment to a holistic and interdisciplinary approach to information science education.

I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;

Our curriculum is designed to offer students a broad spectrum of experiences, immersing them in diverse environments that cater to the varied information and knowledge needs of different populations. The courses are structured to foster interdisciplinary collaboration, enhancing the integration of knowledge, skill development, and exposure to varied experiences for a well-rounded educational journey.

In particular, the CINF 6707 - Information and Knowledge Technologies course provides an in-depth understanding of how knowledge skills are applied in real-life scenarios. This interdisciplinary approach is a hallmark of our curriculum, drawing from a rich array of library and information science fields, including cognitive sciences, education, communication, and computing.

Courses such as CINF 6815 - Information and Technological Competencies and CINF 6808 - User Studies and Information Needs exemplify this interdisciplinary integration. They offer a mix of readings, case studies, and practical exercises that delve into cognitive science and incorporate educational methods and various media strategies. This diverse curriculum enables students to experience and understand the multifaceted nature of our discipline, equipping them with a comprehensive set of skills and knowledge to effectively engage with various interest groups.

Upon completing their studies, our graduates emerge as highly competent information professionals. They are well-prepared to play a pivotal role in the evolving landscape of information management, equipped with the skills and insights gained from a diverse and comprehensive educational experience

1.2.7 The role of library and information services in a rapidly changing technological society;

As students advance in their studies, they engage more deeply with the complexities of knowledge creation, gaining an understanding of how new information is generated and shared. They are trained to design and implement policies and procedures that ensure the secure storage, preservation, and accessibility of information resources, thus safeguarding humanity's collective wisdom for future generations. In our rapidly evolving technological society, the role of information science (IS) professionals is increasingly critical, with technology serving as an essential domain of knowledge and a fundamental tool for their role in society.

The course CINF 6707 - Information and Knowledge Technologies, in particular, equips students to engage in projects that utilize cutting-edge technologies for effective information management and dissemination. Beyond the classroom, students are involved in creating innovative administrative and

technological structures that encourage creativity and contribute to the growth of our program. At the GPIS, we are at the forefront of discussions in and out of the classroom about the information and knowledge society, exploring its significance for academia, the information professions, and its broader impact on society. Our curriculum includes courses that specifically address virtual communities, communities of practice, information technologies, digital libraries, and knowledge management, reflecting our commitment to the evolving role of libraries and information services in a fast-paced technological and global context (see [appendix 1.3](#)).

Our faculty and students played a significant role in organizing [The Knowledge Cities World Summit \(KCWS\) 2022](#), an international conference hosted by [The World Capital Institute](#). This event served as a platform for discussions on developing knowledge cities and knowledge-based urban areas. Complementing this, we also hosted [a series of online lectures on open science](#), a topic of great relevance to the work of academic libraries, in collaboration with [FLACSO \(recordings\)](#). These initiatives exposed our students to professional contexts and opportunities to extend their learning beyond the program's required courses.

I.2.8 The needs of the interest groups that the program seeks to serve.

The learning outcomes for students within our program exemplify several initiatives and projects led by GPIS faculty in which students actively participate. One notable initiative is the coordination of the [Librarian Communities of Practice within the UPR System](#). Spearheaded by a GPIS professor, this project is an innovative platform for professional development and fosters a collaborative knowledge management environment among librarians across the 11 UPR campuses. Other significant initiatives include developing and maintaining the [UPR Academic Online Journal Portal; Information, and Knowledge an Innovation Network \(Red ICI\); UMAIPUR](#), and creating a [Guide and Best Practices for using Information and Communication Technologies in Teaching, Research, and University Service at UPR- Río Piedras](#). These initiatives offer students practical applications of their classroom learning, enabling them to develop their skills and gain real-world experience.

In addition to these projects, continuing education activities and active involvement in events and conferences sponsored by professional associations play a crucial role in addressing the evolving needs, concerns, and interests of the library and information science field. GPIS professors and students significantly contribute to the advancement and impact of library and information science in Puerto Rico and the Caribbean. Furthermore, the program supports various interest groups through professional certificates that cater to specific needs in areas such as archives and the administration of special, academic, and public libraries. These certificates are designed to meet the professional demands in these specialized fields, enhancing our graduates' service capacity.

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

The value of teaching and service to the field is incorporated in the GPIS curriculum. In [appendix 1.2](#) and [1.3](#) present a relation of the objectives 1,5,6,7 in goal 1; objectives 13 and 14 in goal 2; and objectives 17-19 in goal 3 and show the incorporation of these concepts (see [appendix 1.2](#) and [1.3](#)). The implementation of specific course actions demonstrates compliance with the objectives of the CCI. Among these are, for example, topic discussions, projects, assignments, exercises, and extracurricular activities. These actions seek to lead students to integrating values of teaching and service to the field.

The course [CINF 6998- Knowledge Application Seminar \(Capstone\)](#), incorporates [community service projects](#) that deals with real and specific situations to be solved through information and technology actions. In the course [CINF 6807- Reference Products and Services](#), real context projects are developed and managed by integrating technology into reference services. The development of these activities promote collaboration with communities, external organizations, and government entities. The course [CINF 6998- Knowledge Application Seminar](#), inserts real problem-solving cases as students work directly with communities to identify solutions through data science skills.

Program goals and objectives provide teaching and service to the IS field through professional development activities that sustain an ongoing relationship with peers and the community. The relationships established with professional organizations, associations, and government agencies evidence faculty commitment with the value of teaching and service to the field.

I.4 Within the context of these Standards each program is judged on the extent to which it attains its objectives.

In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.

Information Sciences is a field in which educational and professional environment constantly evolves. Therefore, objectives need to be reviewed, adjusted, and updated to maintain relevance and effectiveness. Systemic and objective evaluation processes measure, assess, and analyze performance, skills, and knowledge. Program complexity requires the application of periodical internal and external evaluation methods. [ALA 2015 self-study](#) processes provided for adjustments that led to program improvement, maximizing objective alignment and effectiveness. Several evaluation activities are carried out on an ongoing basis. Among them are:

- [Faculty Retreats](#): CCI staff discusses and analyzes assessment results to establish strategies to follow.

- Faculty evaluations conducted by the faculty committees: Results are shared with professors and recommendations are submitted to the College dean for implementation and improvement purposes.
- GPIS annual plan and reports
- Student learning assessment
- Course reviews

1.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

The evaluation of program goals and objectives constitutes an inclusive process that seeks a complete and balanced perspective of different interests and points of view. Student feedback is essential. The Course Evaluation Instrument allows students to obtain input on whether the program objectives are aligned with their expectations on the effectiveness of teaching methods and the acquisition of necessary skills to practice the profession (see UPRRP, AS Certification No. 114 (2020-2021), Certification No. 32 (2020-2023) and Certification No. 34 (2022-2023)). Teaching staff provides a point of view on the effectiveness of objectives in relation to the curriculum and teaching methodology, which renders information about student performance and the relevance of objectives in the work environment. The mechanism for obtaining input from professors is through discussions in meetings and proposals for changes that arise in the Curriculum Committee. An example is the proposal to change the academic offering of the distance in-person program that was submitted, the Master's Degree in Information Sciences Distance Learning at the UPR Campus, JG. Certification No. 114 (2018 -2019).

Employer opinions are essential to obtain input on the preparation and skills of graduates. This can be obtained in various ways, such as surveys, interviews with current or potential employers, and focus groups, which provide valuable information about whether program objectives are effective and translate into necessary practical skills and job competencies. An example of how GPIS has obtained this information is the 2023 employer focus group.

GPIS alumni contribute significantly with input on how adequately the program prepared them to apply what they learned in their jobs. Alumni Survey held in 2023 provided this information. Contributions from other stakeholders include experts in the field, community members, and partner institutions.

1.5 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program's success in achieving its mission, goals and objectives.

Decision-making in the program is based on documentation that demonstrates the implementation of evaluation and assessment processes to achieve the mission, goals, and objectives. These are based on

the results of faculty meeting agreements and deliberations, annual reports, learning assessment reports, self-study reports, surveys, analysis of curricular sequence and courses, Faculty Retreats, and rubrics (see UPRRP, AS Certification No. 114 (2020-2021), Certification No. 32 (2020-2023) and Certification No. 34 (2022-2023)). The documentation is recorded in the GPIS files, but the learning assessment is published on the Online Assessment System (OLAS) platform.

Documentation records of all decisions made during program development and implementation include meeting minutes, official communications, and others. Thanks to this documentation, the effectiveness, capacity for adaptation, and transparency in the management of the program are demonstrated. An example of the results of evaluation and decision-making processes is the curricular review and change of the Master's Degree in Information Sciences Distance Learning at the UPR Campus, JG. Certification No. 114 (2018 -2019). Another sample is the Proposal to Create the College of Communication and Information (UPR, GB 2021. Certification No. 125 (June 28, 2021)).

<p>1.6 The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.</p>
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The continuous improvement cycle is essential to ensure the evolution and strengthening of the program. The results of the evaluation were analyzed critically and reflectively. This led to identifying areas of success or improvement using the evaluation findings to implement specific program changes and improvements. Goals and objectives are reviewed considering the results obtained to identify if they are met by monitoring the effectiveness of corrective actions. This activity is constantly based on feedback from participants, beneficiaries and other interested parties.

The planning process continues through periodic reviews to determine if any updates are necessary. At the time of writing, GPIS is in the process of generating a new development plan. This is complemented by continuous feedback from participants, beneficiaries and stakeholders to maintain constant improvement. Evaluation results drive tangible program improvements for future planning, showing a strong commitment to quality and continued program growth. Plans are reviewed periodically through meetings to update them if necessary due to changes in the environment. At the end of the cycle time in which the plan was established, the results are evaluated to begin the development of a new plan.

Currently, the evaluation of the results of the UPRRP Strategic Plan and GPSI Development Plan is being carried out.

Standard II: Curriculum

II.1 The curriculum is based on goals and objectives and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.

In 2015, GPIS submitted its revised curriculum, previously approved in 2011, to the Committee on Accreditation (COA). After this update, the Master's Degree in Information Science (MIS) encompassed two major areas: Library and Information Science and Knowledge Management. In addition to the Master's program, we offer one See Post-Baccalaureate Certificate of Document and Archives Administrator, aimed at training archives directors and those willing to serve in public and private institutions and a Postmaster's Certificate in Public and Special Academic Library Administration, focusing on leadership and management competencies for academic librarians. These certificates provide specialized knowledge and skills for working in libraries and archives.

The master's program curriculum is built upon a common set of 36 credit courses, including Core, Required, Highly Recommended, and Electives. Courses are offered in semester tracks, allowing for an intertwined constructivist sequence geared to the acquisition of new knowledge and the development of skills. The sequence introduces students to areas of information that they have not been previously exposed to, allowing incremental exposure to more complex issues and specific areas of study in one of the two areas of emphasis: Library and Information Sciences or Knowledge Management.

The development of an Electronic Professional Portfolio remains a prerequisite to demonstrating acquired competencies (see Examples of Electronic Professional Portfolios). The student in the GPIS program must elaborate, as a requirement, a Professional Portfolio in electronic format and submit it at the time of the completion of their degree. The purpose of the document is to demonstrate the level of knowledge acquisition and skill development achieved through the program.

The course CINF 6998- Seminar on Knowledge Application (Capstone) provides students with the opportunity to gain insights into current trends, issues, and concerns impacting the field. They can delve into these trends and issues during the course. Students can cultivate the necessary skills and abilities to confront and address the consequences of these trends and issues in libraries and other information agencies. The knowledge gained from their courses empowers them to propose alterations and enhancements in the operational procedures of contemporary libraries and information agencies. Completion of the Capstone experience allows students the experience to produce research posters, essays, and/or articles (See List of Capstones). The curricular sequence is presented in table II.1 and II.2

Table II.1 Area of Emphasis: Library and Information Science Curricular Sequence

Codification	Title	Credits
First Semester		
<u>CINF 6705</u>	<u>Information, Knowledge, and Society</u>	3
CINF 6706	Research Methods in Information Science	3
CINF 6707	Information and Knowledge Technologies	3
Second Semester		
CINF 6708	Foundations of Information and Knowledge Organization	3
<u>CINF 6806</u>	<u>Organization and Retrieval of Information and Knowledge (Basic)</u>	3
<u>CINF 6807</u>	<u>Reference Products and Services</u>	3
Third Semester (Choose 9 of 12 credits)		
<u>CINF 6808</u>	<u>User Studies and Information Needs</u>	3
<u>CINF 6809</u>	<u>Selection and Acquisition of Information and Knowledge Resources</u>	3
<u>CINF 6810</u>	<u>Organization and Retrieval of Information (Advanced)</u>	3
<u>CINF 6815</u>	<u>Information and Technological Competencies</u>	3
CINF 6816	Administration of Information Services	3
Fourth Semester		
<u>CINF 6998</u>	<u>Research Seminar on Knowledge Application (Capstone)</u>	3
CINF	Elective	3
CINF	Elective	3
	TOTAL:	36 crs

Electives

CINF 6017: The school library programs integrated to the curriculum (3 crs.)

CINF 6215: Introduction to the design of computerized databases (3 crs.)

CINF 6416: The school library (3 crs.)

CINF 6507: Document conservation and preservation (3 crs.)

- CINF 6800: Clinical experience in information services (1 cr.)
- CINF 6805: Clinical experience in school libraries (1 cr.)
- CINF 6419: Archives: Organization, Development and Legislation (3 crs)
- CINF 6019: Role of the Librarian in Higher Education Institutions (3 crs)
- CINF 6426: Library Management (3 crs)
- CINF 6996: Accessibility for Persons with Functional Diversity (3 crs)
- CINF 6415: Strategic Planning (1 cr)
- CINF 6417: Administrator of Documents (3 crs)
- CINF 6208: Computer Systems for Documents (3 crs)
- CINF 6418: Information Technologies Services in PR Higher Education (3crs)

Table II.2 *Area of Emphasis: Knowledge Management Curricular Sequence*

Codification	Title	Credits
First Semester		
<u>CINF 6705</u>	<u>Information, Knowledge, and Society</u>	3
<u>CINF 6706</u>	<u>Research Methods in Information Science</u>	3
CINF 6707	Information and Knowledge Technologies	3
Second Semester		
CINF 6708	Foundations of Information and Knowledge Organization	3
<u>CINF 6905</u>	<u>Foundations and Application of Knowledge Management</u>	3
<u>CINF 6906</u>	<u>Knowledge Management Strategies, Innovations and Techniques</u>	3
Third Semester		
<u>CINF 6907</u>	<u>Generation of Knowledge, Communication and Organizational Learning</u>	3
<u>CINF 6908</u>	<u>Innovation Management: From Ideas to Implementation</u>	3
CINF	Elective	3

Codification	Title	Credits
First Semester		
Forth Semester		
<u>CINF 6998</u>	<u>Research Seminar on Knowledge Application (Capstone)</u>	3
CINF	Elective	3
CINF	Elective	3
	TOTAL	36 crs

Topics for Elective Courses

- Web design and development
- Knowledge management in libraries
- Knowledge management in higher education
- Communities of practice
- Project management
- Systems for document and content management for business
- Processes management for business

All courses are currently offered through distance modality since all students apply for the online MIS program.

This part of the Self-Study describes how the MIS curriculum objectives have been met during the past nine years, 2015-2024, and the COA's curriculum standard has been addressed. Each section of the standard presents a summary of the program's compliance with that section of the standard, achievements, evidence, challenges, and steps that need to be taken.

The curriculum is designed to cultivate a versatile professional with fundamental skills in crafting and delivering information products and services across diverse settings. Its interdisciplinary nature revolves around two main areas of focus: Library and Information Science and Knowledge Management. These are further enriched by integrating three overarching topics throughout coursework: Evidence-based practices for information professionals, Problem-solving through experiential learning, and the Practical application of information technologies and communication methods. The curriculum offers a spectrum of educational encounters intended to delve into theories, principles, practices, and values within the realm of information resources and services, particularly within libraries and various information-oriented organizations.

Several key courses, including CINF 6705 - Information, Knowledge and Society, CINF 6708- Foundations of the Organization of Information and Knowledge, CINF 6706 - Research Methods in Information Science, and CINF 6707 - Information and Knowledge Technologies, hold particular significance in this context. The journey into theoretical underpinnings begins with CINF 6705 - Information, Knowledge and Society, which serves as an initiation for newcomers by acquainting them with essential competencies, ethical considerations, and professional values.

The program emphasizes practical exposure through recommended clinical experiences observed through fieldwork in the courses CINF 6800 - Clinical Experience in Information Services and CINF 6805 - Clinical Experience in School Libraries. Additionally, students have the flexibility to explore their interests by enrolling in elective courses from other departments, facilitated by independent studies, specialized topics, workshops, and cross-listed offerings. Notably, due to our integration into the CCI, we encourage our students to consider electives from the communications program, thus fostering the fundamental proficiencies required for effective performance as information professionals across diverse landscapes. Courses to be offered each semester are published on the website and emails are sent to students before the pre-enrollment period begins. This approach connects with the comprehensive and multidisciplinary nature of the curriculum. Courses like COPU 6517 - Media Cultures and Structures or COPU 6500 - Theories of Communication, provide the opportunity to develop new knowledge about communication and this can be a game-changer for any librarian. Understanding communication models helps to bridge the gap between information and understanding, tailoring instruction and guidance to diverse audiences. Communication strengthens a librarian's ability to connect, inform, and advocate, making them not just keepers of knowledge, but skilled facilitators of its flow.

Each course syllabus incorporates learning strategies and educational experiences tailored to course objectives, content, materials, resources, and evaluation processes (See Course Syllabi). Strategies such as collaborative teaching, experiential learning, value-added projects, site visits, case studies, reflective forums and group assignments are thoughtfully woven into course design.

The GPIS Faculty have identified 15 Standards of Excellence that guide the curriculum and educational experiences designed and implemented to develop the knowledge and skills our students need. In Appendix 1.1 presents the GPIS Statement of Goals and Objectives Aligned with GPIS's Standards of Excellence.

These Standards of Excellence are also aligned to the Competency Areas in the Library and Information Science Area of Emphasis and in the Competency Areas of Knowledge Management. In Appendix 2.1 – Alignment of Competence Areas with Standards of Excellence show distribution of competency with areas of the program. The areas of competencies in the emphasis area of Library and Information Science Information are Administration, Collection Development, Organization and Information and Knowledge Recovery, Development of Information Services and Knowledge, Informational and Technological Competencies, Customer Education, Technological Solutions for Information Systems and the Knowledge, and Research in the Field of Information and Knowledge.

The areas of competencies in emphasis of Knowledge Management are: Strategies and initiatives in Knowledge Management; Generation of Knowledge, Communication and Organizational Learning;

Organization and Retrieval of Information and Knowledge; Technological Solutions for Information Systems and the Knowledge, and Research in the Field of Information and Knowledge. This alignment facilitates the identification of educational experiences and assessment strategies for the student's learning process and the development of specific skills. Table 2.3 shows a sample of educational experiences used in different courses aligned with the Competence Areas.

Table II.3 *Sample of Educational Experiences in Courses Aligned with Competences Areas*

Competence Area	Course / Educational Experience
Administration	CINF 6426 Library Management <ul style="list-style-type: none"> • Development of a Promotional Campaign for a Library • Interview an Information Professional Leader • Case Study: Disaster Management in a Library Setting • Case Study: Conflict Resolution in Human Resources • Budget Planning
Collection Development	<u>CINF 6809 Selection and Acquisition of Information Resources</u> <ul style="list-style-type: none"> • Essay: Analysis of a Collection Development Policy • Development of Collection Development Manual
Organization and Information and Knowledge Recovery	<u>CINF 6806 Organization and Information Retrieval</u> <ul style="list-style-type: none"> • Creation of a Library webpage • Essay: Review of Library Visits • Development of a Policy and Procedures Manual for Organization of Information
Development of Information Services and Knowledge	<u>CINF 6807 Reference Services and Products</u> <ul style="list-style-type: none"> • Special Project: Integration of a Technology into Reference Service • Essay: Evaluation of Resources to Promote Reading • Essay: Evaluation of a Reference Resource
Customer Education	<u>CINF 6815 Information and Technological Competences</u> <ul style="list-style-type: none"> • Evaluation of a Course Syllabus to Integrate Information Literacy • Development of an Integration Plan to integrate Information Literacy to a Course
Technological Solutions for	CINF 6017 School Library Programs integrated into the Curriculum <ul style="list-style-type: none"> • Development of a Workshop for Library Users CINF 6707 Information and Knowledge Technologies <ul style="list-style-type: none"> • Special Project: Digital Transformation in an organization

Competence Area	Course / Educational Experience
Information Systems and the Knowledge	CINF 6706 Research Methodology
Research in the Field of Information and Knowledge	<ul style="list-style-type: none"> • Development of a Research Proposal • Literature Review • Essay about Research in Libraries • Research Poster Presentation

GPIS courses expose students to different situations that require the analysis of legal and ethical issues:

- CINF 6807 - Reference Services and Products: students analyze reference library policies and the ethical behavior of a reference librarian.
- CINF 6707 - Information and Knowledge Technologies: students analyze the proliferation of innovative technologies from an ethical and critical perspective.
- CINF 6426 - Library Management: students discuss different situations that require an analysis of conflicts in library settings.

The curriculum leads students toward an analysis and reflection of diverse topics derived from real-life settings that require the development of critical thinking skills. As evidenced, our educational program has been unwavering in its commitment to excellence, consistently upholding high standards that guide the development and implementation of enriching learning experiences in our courses. Faculty members have steadfastly maintained the integration of diverse class activities and educational tools, seamlessly aligning them with course objectives to foster the achievement of desired learning outcomes. Ensuring effective assessment of student learning, faculty members have diligently employed the Bank of Rubrics, and the curriculum is revised regularly to keep it current. The results of our Annual Assessment Plan are carefully considered, providing valuable input for syllabus revisions that further enhance the quality of our program (see Meeting Minutes). In 2020, a significant milestone was achieved with the approval of the change in modality for our MIS program, distance education as a new delivery method. This transition has expanded the reach of our program, making it accessible to a wider range of students while upholding our unwavering commitment to academic excellence.

Navigating the complexities of curriculum review processes often presents challenges as exemplified by delays in curriculum reviews due to institutional procedures and administrative changes. While we have successfully integrated with the Communication program, effectively merging both programs required continued discussions and the development of a comprehensive work plan that includes a thorough review of the GPIS curriculum. This task required continuous identification of the latest trends in the field, allowing us to offer specialized courses that align with industry demands and student interests and needs.

II.2 The curriculum is concerned with information resources and the services and technologies to facilitate their management and use.

Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources.

This section delineates the fundamental proficiencies essential for an information professional. These proficiencies are woven into various courses, spanning core, compulsory, and optional offerings, with the aim of nurturing and honing the required skills. Core and mandatory courses play a key role in ensuring that all students acquire these proficiencies. Moreover, specialized topic courses also contribute to the attainment of these essential skills.

The subsequent table 2.4 - Curriculum Elements and Identified Courses by Code, demonstrates that the revised curriculum, encompassing core, compulsory, highly recommended, and elective courses, effectively encompasses the domains of information knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management. Students undergo exposure to foundational and advanced levels of knowledge acquisition and the cultivation of fundamental competencies in these subject areas.

Table II.4 Curriculum Elements and Identified Courses by Code

Curriculum Elements	Number of Courses	Course Code
1. Information & Knowledge Creation	5	6705, 6706, 6810, 6815, 6908
2. Communication	6	6707, 6810, 6816, 6905, 6906, 6907
3. Identification, Selection, Acquisition, Organization and Description, Storage and Retrieval of Information	8	6808, 6706, 6708, 6806, 6815 6808, 6809, 6810
4. Organization & Dissemination of Information Organization & Description, Store & Retrieval	8	6708, 6806, 6807, 6815, 6810, 6905, 6906, 6907
5. Preservation and Curation	3	6809, 6507, 6800
6. Analysis, Interpretation, Evaluation, Synthesis Dissemination, Use and Users, and Management of Human and Information Resources	11	6706, 6708, 6808, 6809, 6810, 6815, 6816, 6905, 6906, 6998, 6816

The curriculum provides a thorough foundation in the field of library and information studies, encompassing the entire spectrum of information handling, from creation and communication to preservation and dissemination. Students gain a deep understanding of the processes involved in managing and organizing information, including identification, selection, acquisition, organization, description, storage, retrieval, analysis, interpretation, evaluation, synthesis, and dissemination. Recognizing the transformative impact of technology in the modern world, our curriculum places a strong emphasis on its role in the information profession, equipping students with the skills and knowledge necessary to navigate the ever-evolving digital landscape. Upon completion of the program, graduates are well-prepared for a diverse range of career opportunities in librarianship and information science, spanning academic, public, school, special, and corporate libraries. In addition, the curriculum cultivates strong research and critical thinking skills, empowering students to analyze information effectively, formulate sound judgments, and contribute meaningfully to the dynamic field of library and information science.

Keeping pace with the ever-evolving information profession presents a continuous challenge for LIS educators. The rapid emergence of new technologies and trends demands constant curriculum updates to ensure that graduates possess the skills and knowledge necessary for future success. Integrating emerging areas such as data science, digital humanities, artificial intelligence, and information security into core courses proves difficult due to the scarcity of faculty members with the required expertise.

Securing the resources, including qualified faculty and staff, up-to-date technology, and adequate facilities, to develop and implement a high-quality LIS curriculum remains an obstacle.

A comprehensive approach is necessary to effectively address these challenges. Initiating a thorough curriculum review process, including surveys of employers and practitioners, will provide valuable insights into the evolving needs of the information profession. This review should aim to strike a balance between the core areas of LIS and emerging areas of interest, ensuring that students gain a solid foundation while also exploring cutting-edge topics. Offering a variety of elective courses in emerging areas and integrating these topics into core courses will further enhance the curriculum's relevance.

Internships, practicums, and other experiential learning engagements are of critical importance to students. These hands-on experiences will bridge the gap between theoretical knowledge and real-world applications, preparing graduates for the demands of the workplace. Moreover, actively pursuing the resources needed to support the curriculum, including securing funding for faculty development and technology upgrades, is essential. As established in the GPSI Development Plan, the following profiles are areas closely linked to strategic development as graduate education and professional leadership, and efforts to strengthen and expand its academic offering, research, and creation and service projects. The following descriptions are consistent with the ALISE Research Taxonomy.

- a) Data management (e.g., data curation, information security, Knowledge management, intellectual property, record, and information management) in addition Information organization and retrieval (e.g., Archival arrangement and description, interactive information retrieval, multimedia information retrieval, taxonomy, semantic web)
- b) Human computer interaction and design (e.g., Artificial intelligence, mobile systems, machine learning, social computing)

LIS programs can effectively navigate the challenges of the ever-changing information profession, ensuring that graduates are equipped with the skills and knowledge necessary to thrive in the future by embracing a proactive approach to curriculum development, resource allocation, and faculty development.

II.2.1 Foster development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served.

The curriculum offers students avenues to acquire knowledge and cultivate skills essential for assuming leadership roles in providing services and collections appropriate for the communities that are served. Courses emphasize and nurture leadership, assertiveness, and a dedicated approach to the profession, with special emphasis placed on the following courses: CINF 6705- Information, Knowledge, and Society; CINF 6816- Management of Information Services; CINF 6425 - Library Management; and CINF 6808 - User Studies and Information Needs.

Engagement in additional activities, such as participation in the Student Council, involvement in committees, active membership in professional organizations, and the presentation of research findings (papers, posters) at conferences (see Table II.7). All of which are actively promoted by the GPIS contribute significantly to nurturing students' commitment to the profession and their role in delivering library and information services. Also, students could choose from a list of employers for volunteer work opportunities that can be linked to the practicum courses of the GPIS.

The Student's Electronic Portfolio serves as tangible proof of professional knowledge acquisition and the development of competencies. It showcases the student's involvement in various aspects of the Program and effectively underscores their dedication to the field.

A Survey Students and Alumni submitted in 2022 gathered provided information about how well the program prepared them to perform their jobs. Table 2.5 shows the results of 122 responses. The question asked was: To what extent did the GPIS contribute to your professional development considering the following objectives?

Table II.5 *Survey and Alumni Results of the Question: To What Extent the GPIS Contributed to Your Professional Development Considering the Following Objectives? N=122*

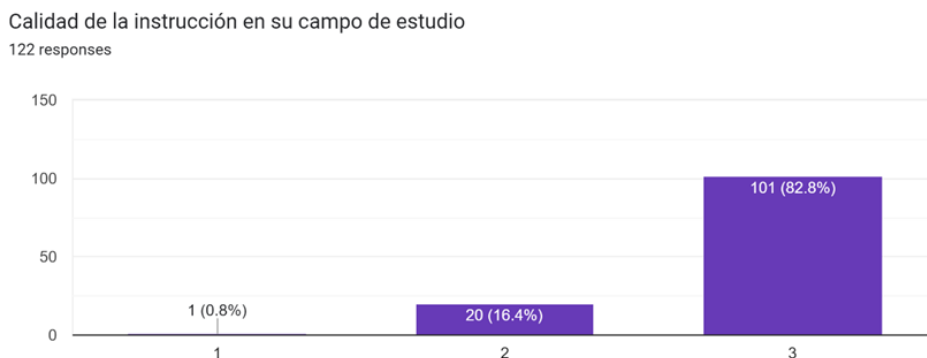
Objective	Did not contribute	Partially Contribute	Contributed Significantly
Write effectively	2.5%	32%	65.6%
Talk effectively	3.3%	35.2%	61.5%
Analyze the content of information resources	0.8%	9.8%	89.3%
Identify, define, and solve problems	1.6%	23%	75.4%
Work and study independently	0%	20.5%	79.5%
Work with groups	0%	27%	73%
Acquire knowledge and research skills	2.5%	19.7%	77.9%
Acquire knowledge and creation skills	1.6%	32%	66.4%
Know and use new trends in the information field	0.8%	17.2%	82%
Work efficiently with new technologies to design, manage and apply knowledge	1.6%	23%	75.4%
Develop skills for searching and effectively managing information	2.5%	14.8%	82.8%
Develop skills for ethical use of information	0.8%	16.4%	82.8%

Objective	Did not contribute	Partially Contribute	Contributed Significantly
Locate the information necessary for decision making and problem solving	1.6%	18%	80.3%
Developing services and products that facilitate equal accessibility to citizen information	2.5%	33.6%	63.9%
Use knowledge, ideas, and perspectives from the field to develop information services that meet the needs and interests of clients.	0.8%	19.7%	79.5%
Use a wide range of knowledge, ideas or perspectives acquired in research management within the framework of real experience	2.5%	28.7%	68.9%
Use management capabilities to provision information and service resources	3.5%	31.1%	65.6%

Table 2.5 provides evidence of a significant positive impact at GPIS. Notably, high contributions were recognized in Analyzing the content of information resources (89.3%), Working and studying independently (79.5%), Developing skills for searching and managing information (82.8%), and Developing skills for ethical use of information (82.8%). While still positive, there's room for improvement in areas such as Writing effectively (65.6%), Talking effectively (61.5%), Identifying, defining, and solving problems (75.4%), Working with groups (73%), and Acquiring knowledge and creation skills (66.4%). Few students (0% to 3.5%) felt the program did not contribute to any objective. The highest percentage of "partially contributed" responses was in writing effectively (32%), while the lowest percentage of "partially contributed" responses was in developing skills for ethical use of information (16.4%). These results require strategies for enhancing Writing and communication skills, problem-solving abilities, Teamwork and collaboration, Knowledge creation and application, and continuing to build on the program's strengths in information management, ethics, and independent learning.

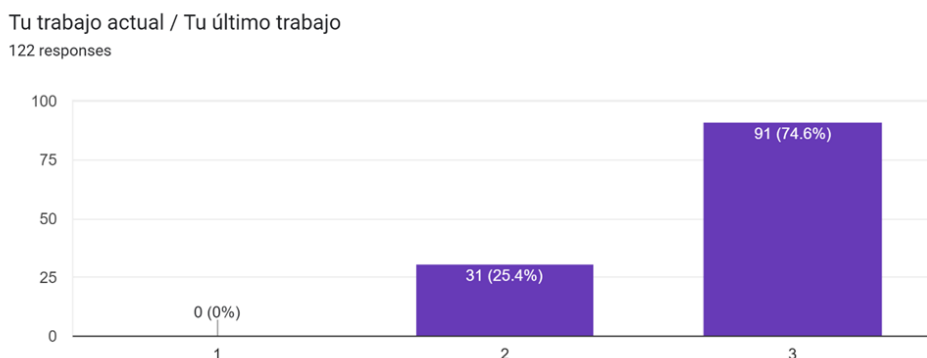
Participants were asked to classify their level of satisfaction with the education received using a scale of 1-3 where 1 is unsatisfied and 3 very satisfied. The results, as shown in Figure 2.1, reveal that 82.8% (N=122) were very satisfied with the quality of education they received (see Figure 2.1).

Figure II.1. *Satisfaction Level with the Quality of Instructions in Field of Study*



Another question of the survey asked to classify how well the program prepared them to perform in their current jobs. The results evidence that 74.6% (N=122) answered to be very satisfied.

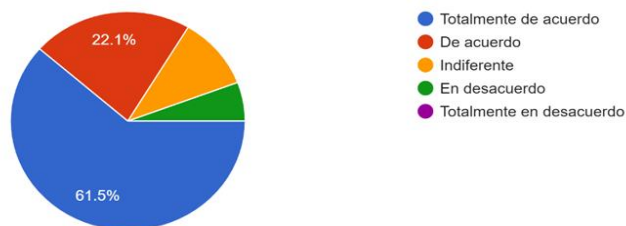
Figure II.2. *How Well the GPIS Prepared them for their Current Job/Former Job*



The survey also asked the participants to indicate if they would register again in the GPIS. The results show that a total of 83.6% would choose our program again, with 61.5%, and 22.1% that totally agreed, and agreed, respectively.

Figure II.3. *If Participants Would Register Again in GPIS Program*

14. Si tuviera que decidir nuevamente a qué universidad asistir, ¿escogería a la EGCTI?
122 responses



Our program has graduated many students who today stand out in the field of library science. Some hold leadership positions in libraries, as well as hold or have held leadership positions in professional organizations. Table 2.6 shows a sample of outstanding graduates in the field.

Table II.6 *Distinguish Graduates*

Name	Graduation Year	Description
Prof. Alejandro Escobar	2015	Director of the University of Sacred Heart Library
Prof. Carmen T. Pérez	2011	Director of the National Library of Puerto Rico
Prof. Cristina Larregui	2018	Vice President of Sociedad de Bibliotecarios de PR Librarian at Polytechnic University of PR
Prof. Gladys E. López	2002	Winner of I Love my Librarian Award 2023 Librarian at UPR Mayaguez
Prof. Hilda T. Ayala	2011	Director of the Puerto Rico National Archive
Dr. Jeannette Lebrón	2011	Chair of IFLA Latin American and Caribbean Regional Division Past President of ACURIL Librarian at UPR Río Piedras
Prof. José Robledo	2004	President of ASEGRABCI (MIS Alumni Association)
Prof. Karen Centeno	2009	Head of Research and Instruction Virginia Military Institute
Prof. Sylmarí Burgos	2015	President of Sociedad de Bibliotecarios de PR Director of Fort Buchanan Post Library

One of the main priorities of the new GPSI Development Plans to provide students with more opportunities to gain practical experience in the information profession. This involves expanding student

internship sites and establishing formal partnerships with experts who can mentor them. However, finding suitable places for practical learning that align with students' interests and career aspirations can be challenging. Addressing this situation encompasses partnerships with local organizations, businesses, and community groups to offer internships and hands-on experiences. Online platforms and technologies can also be leveraged to expand the scope and diversity of practical opportunities, allowing students to interact with mentors and participate in projects beyond geographical limitations. Enabling students to gain valuable knowledge from experienced professionals requires a proactive engagement with information professionals to create a support network. Mentors can provide career path guidance, offer career-specific insights, and help students navigate the career landscape.

It is crucial to identify and implement effective teaching strategies that help students develop leadership skills and become assertive professionals. This can be achieved by including leadership development modules in core courses, offering chances for students to take on leadership roles in student organizations or professional associations, and by promoting self-reflection and personal growth.

II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields.

Research stands as a foundational pillar within the philosophy of the GPIS, evident through the integration of special emphases such as the evidence-based practice of the information professional across various courses, along with a problem-solving approach that incorporates cutting-edge technologies. Research plays a pivotal role in enriching instructional strategies to help an integral driver for the future advancement of the profession. It not only aids in addressing challenges encountered by professionals but also offers solutions to significant queries and avenues to formulate policies and innovative products and services. The participation of students in the course CINF 6998-Seminar on Knowledge Application (Capstone) significantly contributes to showcasing their grasp of foundational research knowledge and the cultivation of skills within the realm of research pursuits.

As course syllabi are updated, faculty members will seamlessly integrate the results of both basic and applied research in the relevant fields. This integration is visible in course bibliographies, student assignments, and the subjects covered within courses. The CCI and the DGSR acknowledge how meaningful it is exposing students to research during the educational journey.

Research-oriented courses within the curriculum encompass the evaluation of research both within the field and in related domains. Such courses encompass CINF 6706 - Research Methods in the Information Field and CINF 6998 - Seminar on Knowledge Application (Capstone). Furthermore, the inclusion of evidence-based and problem-solving activities in all core courses ensure that activities are designed to empower learning through research.

Student research experiences have been aligned as part of the curricular revision. The course CINF 6998-Seminar on Knowledge Application (Capstone) delivers this practical experience. Table 2.6 show samples of student participation in research projects and conferences that took place as part of the capstone and additional courses.

Table II.7. *Sample of Students Participation in Research Projects and Presentations*

Professor	Publication or Presentation	Students
N. Domínguez	2023 Female Leadership in Higher Education Institutions in Puerto Rico: Voices of Today's Women Leaders Published in Academic Journal https://upcjbr.university/wp-content/uploads/2023/08/Numero-completo-Con-Evidencia.pdf	Amarilis González Vanessa Soto Elizabeth Rodríguez
	2018 Transforming spaces: the change of the CRA of the University of Puerto Rico in Carolina Presented at the XI Congress of Research and Academic Creation of the UPR Carolina, May 17, 2018	Alexis L. Pez Yomarilly Meléndez Jaime Rodríguez Ana Rodríguez
	Aspectos que consideran los estudiantes de nuevo ingreso para decidir su carrera universitaria: Las estrategias y recursos que utilizan para obtener la información que necesitan en la toma de decisiones Aspects that new students consider when deciding their university career: The strategies and resources they use to obtain the information they need in making decisions Published in the Journal: Educación de Puerto Rico https://revistas.upr.edu/index.php/educacion/article/view/19515 Presented as a paper at the XIV Puerto Rican Congress of Research in Education. PR, Rio Piedras Campus	CINF 6998 Capstone Yara Roldán Eduardo Colón
	2015 The school librarian as motivational agent and strategist of the reading appreciation Published in Journal of Librarianship & Information Science, 1-11. Doi.10.1177/0961000615591650	Idalisse García Jackeline Martínó Alejandra Méndez
J. Sánchez Lugo	Información para Empoderar Information to Empower Medellín, Colombia Encuentro Latinoamericano de Bibliotecarios, Archivistas y Museólogos	Ruben Cátala Valentín
	2019	

Professor	Publication or Presentation	Students
	<p>Conservando Capitales Comunitarios Recuperando Capitales Comunitarios en el Sureste de Puerto Rico Comunidades en Salinas, Puerto Rico</p> <p>Recovering Community Capitals in the Southeast of Puerto Rico Communities in Salinas, Puerto Rico</p> <p>Encuentro Latinoamericano de Bibliotecarios, Archivistas y Museólogos</p>	<p>Arturo Cartagena Aileen Díaz Wanda García Ivonne Vázquez</p>
C. De Souza	<p>2023 Adding humanities and social science publications to Wikidata: a contribution to the Open Science movement Presented at 27th International Conference on Science, Technology and Innovation Indicators (STI 2023) September 27-29, 2023 https://dapp.orvium.io/deposits/643c5781dc7d38a4a1546e27/view</p> <p>El movimiento de la Ciencia Abierta en la región del Caribe The Open Science movement in the Caribbean region Project financed by the Institutional Research Fund (FIPI)</p> <p>Organization of an online conference open to the entire community, to disseminate the results of the online survey aimed exclusively at the editors of the current peer-reviewed academic journals, edited or co-edited in the UPR system. The objective was to know if they were familiar with an important aspect of the Open Science movement, which is the process of open peer review in publications. We had the special participation of Dr. Riva Quiroga, Spanish editor of the magazine Programming Historian, who shared her experiences about the open peer review process. Presentation was on May 18, 2023 from 5:30 to 7:00 pm. (Puerto Rico, UTC-4).</p>	<p>Mazen El-Makkouk</p> <p>Cesia Ramos-Morales Zulma L Rivera-Lugo</p> <p>Dariana Liz Rodriguez-Badillo</p> <p>Joel Santiago-Santiago</p>
C. Suárez Balseiro	<p>Cátala Valentín, S., Díaz López, A., & Suárez Balseiro, C. (2022). El uso de fuentes primarias y colecciones especiales para el estudio de la actividad</p>	<p>Sol Cátala Valentín.</p>

Professor	Publication or Presentation	Students
	<p>de bibliotecas, librerías e imprentas en Puerto Rico. Actas de la 52 conferencia: ACURIL 2022. Resiliencia: Acciones Proactivas en Bibliotecas, Museos y Archivos del Caribe. Curacao Marriott Beach Resort, Curaçao, 5 al 9 de junio de 2022. ISBN: 979-8-218-10326-2 . https://revistas.upr.edu/index.php/acceso/article/view/20340 Cátala Valentín, S., Díaz López, A., & Suárez Balseiro, C.. (2022). The use of primary sources and special collections to study the activity of libraries, bookstores, and printing presses in Puerto Rico. Proceedings of the 52nd conference: ACURIL 2022. Resilience: Proactive Actions in Libraries, Museums and Archives of the Caribbean. Curacao Marriott Beach Resort, Curacao, June 5-9, 2022. ISBN: 979-8-218-10326-2. https://revistas.upr.edu/index.php/acceso/article/view/20340</p>	

GPIS innovation and commitment to excellence has led to significant strides in recent years undertaking a comprehensive revision of course syllabi, ensuring alignment with latest advances in the discipline and incorporating emerging technologies. This ongoing effort has modernized our curriculum and ensured that our students are equipped with the knowledge and skills they need to succeed in today's dynamic information landscape.

GPIS consistently invites professionals from diverse fields of specialization to offer special courses and workshops, enriching the teaching-learning experience. These industry experts have provided invaluable insights into real-world applications of information science concepts, bridging the gap between theory and practice. This exposure to the professional world has not only broadened our students' perspectives but also enhanced their preparedness for future careers. GPIS played an active role as a sponsor of EBAM 2019, The Latin American Meeting of Librarians, Archivists and Museologists. This is an open forum for the discussion and debate of problems inherent to the theoretical and practical development of libraries, archives, and museums in Latin America, with the purpose of enriching the work experiences of Latin American colleagues, strengthening regional collective actions, and formulating recommendations and conclusions to guide state operators in the formulation of public policies. This prestigious event provided an unparalleled platform for our students and faculty to showcase their research and expertise, fostering collaboration and exchange of knowledge with colleagues from across the region.

Positive feedback received from our Students Surveys further validates our efforts. A recent survey revealed that 77.9% of respondents agreed that our program significantly contributed to acquiring the knowledge and skills necessary for research. Similarly, 82.8% of respondents agreed that our program significantly contributed to developing skills on effective information search and management, with the same percentage expressing high satisfaction with this contribution (see UPRRP, AS Certification No. 114 (2020-2021), Certification No. 32 (2020-2023) and Certification No. 34 (2022-2023)). These

achievements reflect our unwavering dedication to providing our students with a world-class education in information studies. We remain committed to continuous improvement, striving to adapt our curriculum, teaching methods, and resources to meet the evolving needs of our students and the information profession.

Students have the opportunity to engage in research experiences as well as presenting their work at local and international conferences. Students are encouraged to conduct research through a study plan sequence that contains diverse courses to develop these skills, providing the opportunity to engage in practical research as well as presenting their work at local and international conferences. They can apply for financial support from the DGSR to conduct research or participate in conferences presenting research. The DGSR has Scholarship Program they are funds to help students participate in academic and cultural events so that they present their work and interact with the research community, sponsors the publication of research works and financial aid to students who travel to collect primary data for their research. An important aspect to reactivate is the Research Conferences event which offered the opportunity for students to share the findings of their research with their peers, professors, and the community in general. The works were presented in person and exhibited online on GPIS old home page. The event was held until May 2017 and due to various circumstances, it was stopped. For example, an important activity that will be held in April 2024 is an event entitled the Angel Ramos Communication and Information Conference in which students can share their research with peers, faculty members, and the community.

II.2.3 Integrates technology and the theories that underpin its design, application, and use.

GPIS has placed a significant emphasis on the utilization of technology as an essential tool within the curriculum. Technology has been designated as a fundamental element to be seamlessly integrated across the spectrum of courses offered. Alongside the foundational course on CINF 6707 - Information Technology, the curriculum encompasses specialized courses that delve into the practical implementation of technology for document management, database design, systems analysis, automation, and data networks. The incorporation of information technologies is a pervasive feature within all courses, both core and mandatory. Table 2.7 delineates specific courses that encompass technological components.

Table II.8 *Technological Components in Course*

Technological Components	Number of Courses	Courses (Core, Required)
Theory, Application and Use	7	6706, 6707, 6806, 6807, 6810, 6815, 6998
Information Products	6	6707, 6806, 6807, 6810, 6815, 6998
Applied Technologies and Working Tools	8	6707, 6806, 6807, 6809, 6810, 6815, 6816, 6998

Special topic courses are designed and offered to provide students the opportunity to take courses that examine and study emerging technologies related to the discipline. Some topics that have been offered are digital libraries, archives, curation, creation of a document repository with SharePoint, and metadata. Another example that encompasses technological components was offered during the first semester of 2023-2024. Dr. Eliut Flores designed and offered a special topic course CINF 6995 – Special Topic: Introduction, Opportunities and Experiences in the Informatic Industry in Artificial Intelligence. Through this course, students were introduced to AI, including aspects such as machine learning and analytics. Another example is the special topic course to be offered by Dr. Flores during the second semester 2023-2024. Manufacturing Ingenuity in Puerto Rico will study R&D and knowledge creation in the advanced medical devices manufacturing industry on the Island to highlight the capabilities and achievements of Puerto Ricans in advanced manufacturing, centered around medical device case studies and country wide KPIs. The online class will sponsor a series of webinars open to the public with guest speakers from leading medical devices manufacturing companies in Puerto Rico. Currently, Dr. Eliut Flores provides webinars on Microsoft 365 technologies and in artificial intelligence cycle at the Center of Academic Excellence at UPRRP (CAE) in which the academic community across the UPR system can register and freely participate. In sum, the focus on equipping students with the ability to manage emerging technology proficiently is evident in course contents and instructional and learning approaches.

GPIS has provided students throughout the years with many opportunities to learn about emerging technologies and develop specific skills. An Alumni Survey completed by 122 respondents, 97% indicated they had the opportunity to use a computer or internet while completing the program, and 77.9% indicated that this experience was very beneficial. Likewise, 75.4% indicated that our courses contributed significantly to working efficiently with the new technologies to design, manage and apply knowledge. Finally, 79.5% of the respondents indicated to be very satisfied with the contribution of our program when learning how to work efficiently with new technologies.

Striking a harmonious balance between theoretical underpinnings and practical applications in the curriculum presents a persistent challenge in education. Excessive emphasis on theory can alienate students, fostering the perception of impracticality, while overreliance on applications may hinder the

acquisition of foundational concepts. Incorporating real-world scenarios and case studies into coursework can bridge the gap between theory and practice, allowing students to grasp the relevance and applicability of concepts. This can be achieved through simulations, project-based learning, and guest speakers from the industry, providing students with opportunities to apply their knowledge in practical contexts.

Technology's rapid evolution poses a significant challenge to educators, demanding continuous adaptation to integrate the latest tools and resources effectively. The use of a systematic approach to evaluating emerging technologies and their potential integration into the curriculum is crucial. This involves identifying technologies that align with learning objectives, assessing their pedagogical value, and developing strategies for seamless integration.

Ensuring equitable access to technology is paramount to fostering an inclusive learning environment that addresses the digital divide to provide students with equal opportunities to access and use technology. This involves implementing device loan programs, establishing computer labs with accessible technology, and providing training and support for students from underserved communities. Faculty development plays a pivotal role in harnessing technology's potential in the online classroom. Providing ongoing training opportunities for faculty members, encompassing the effective use of technology for teaching, assessment, and student engagement, is essential. This training should address troubleshooting techniques, managing technology use in the online environment, and exploring innovative pedagogical approaches. In the UPRRP, the CAE provides this type of training on an ongoing basis.

The implementation of these initiatives will allow educational institutions to effectively navigate the challenges of balancing theory and application, integrating emerging technologies, ensuring equitable access, and fostering faculty development. These efforts will lay the foundation for a dynamic and engaging learning experience that prepares students for success in an increasingly technology-driven world.

II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups.
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Immigration to Puerto Rico comes mainly from Latin American countries, which comprises a multicultural community that GPIS is committed to serving. The Program offers courses and extracurricular activities that reflect the diversity of its students and faculty, and its curriculum includes fieldwork opportunities in disadvantaged locations.

Faculty members design and participate in different projects developed to represent and support underserved groups. For example, Dr. Noraida Domínguez was mentor for a Digital Humanities Project . The project was part of UPR Caribe Digital, an initiative of the Collective for the Study of the Digital Caribbean (CDSC), with financial support from the Mellon Foundation. The main objective of this project is to develop the academic infrastructure necessary to strengthen the digital humanities at the University of Puerto Rico. The project, selected by doctor Domínguez, was the development of a digital

archive for the Waves Ahead Organization. This organization offers support to the marginalized and vulnerable sectors of society.

Waves Ahead Puerto Rico and its Community Center provides advocacy and services for LGBT+ older adults. They offer supportive, free, and accessible services for all with particular an emphasis for LGBT+ people over 50. The Waves Ahead Digital Archive aims to provide access to the organization's history to make visible its efforts to provide psychological services and promote education, disease prevention, and public policy. The digital repository brings together materials such as photographs, promotions, recognitions, and additional digitized documentation of diverse initiatives that the community-based organization has developed since its founding in 2017.

This project was developed by university students and 2022-2023 Digital Humanities Scholars in Residence Mila Hellfyre and Juan José Roque-Giraud, under the mentorship of Dr. Noraida Dominguez-Flores. It responds to the collaboration between the community organization Waves Ahead and the UPR Caribe Digital project, an initiative affiliated with the Collective for the Study of the Digital Caribbean.

Faculty commitment to social responsibility extends beyond the classroom, as they actively engage in identifying and addressing the needs of underserved communities. Through a collaborative approach, faculty members work together to develop projects that directly address the challenges faced by these communities. Their efforts demonstrate a deep understanding of the complex issues faced by underserved populations and a genuine desire to make a positive impact.

Faculty members actively participate in multidisciplinary initiatives and collaborate with external organizations to further support underserved communities' endeavors (see appendix 3.3). This engagement fosters a broader understanding of the issues at hand and leads to more comprehensive and effective solutions. By leveraging their expertise and collaborating with diverse stakeholders, faculty members amplify their impact and contribute to a more equitable and just society.

Dedication to social responsibility is not merely an extension of faculty members' academic pursuits; it is an integral part of their identity as educators and community members. They recognize that their knowledge and skills can be used to address real-world problems to improve the lives of others. By actively engaging with underserved communities, faculty members not only contribute to positive change but also enrich their own understanding of the world around them. Heightening students' awareness and participation in fieldwork experiences and community projects related to multicultural and the underserved clientele constitutes a crucial challenge for educational institutions. A multi-pronged approach is necessary to address this challenge effectively.

Identifying compelling and effective strategies to increase student awareness and participation is paramount. This involves incorporating service-learning modules into core courses, providing opportunities for students to interact with multicultural and underserved communities through guest speakers, and organizing field trips to community organizations. Student contact with diverse community perspectives and experiences can foster a deeper understanding of social justice issues that could engage them in meaningful actions.

Developing targeted outreach efforts to bring representatives of community groups to exchange ideas with students can significantly enhance their interest and commitment to participating in fieldwork and community projects. These interactions provide students with firsthand insights into the needs and aspirations of underserved communities, fostering a sense of empathy and personal connection. Highlighting the positive impact of student engagement in community projects can serve as a powerful motivator, demonstrating the tangible benefits of their involvement.

II.2.5 Provides direction for future development of a rapidly changing field

GPIS stands out as a pioneer in the innovative use and application of technology within the university system. This leadership role is exemplified by the groundbreaking decision to offer the program online, the first one for the UPR system. This landmark decision reflects our commitment to harnessing the power of technology to enhance the learning experience, expand access to education and provide direction for future development. Distance education brings down geographical barriers and makes our program accessible to a wider audience, including students with busy schedules or those living in remote areas.

Faculty commitment to technological innovation extends beyond the online learning platform. The GPIS uses Moodle as a learning management platform (LMS) and Microsoft 365 as a collaboration and communication platform. Moodle is committed to open education as we know that everyone should have access to the highest quality education experiences and latest technologies and realize the true potential it carries in transforming our world (Moodle, 2023, <https://moodle.com/news/moodle-world-education-day>). The platform integrates an educational template for all the GPIS courses and brings the students structure and future vision of the learning process. Also, the platform integrates innovative applications, as diverse emerging technologies have actively been integrated into the curriculum to ensure that our students are equipped with the skills and knowledge needed to thrive in the digital age. This includes the use of virtual reality simulations, interactive online tools, and data analytics software. Providing students with hands-on experience with these cutting-edge technologies, we prepare them to navigate the rapidly changing world of information and communication.

GPIS reputation as a leader in technological innovation is further solidified by faculty's dedication to incorporating technology into their teaching and research practices. Faculty members have actively participated in workshops and training sessions to enhance their proficiency in using technology for effective instruction and research methodologies. This commitment to continuous learning ensures that our students are taught by faculty members who are at the forefront of technological innovation.

As we move forward, we remain committed to maintaining our position as a leader in the use and application of technology. We will continue to explore new and emerging technologies, evaluate their potential for enhancing the learning experience, and integrate them into our curriculum and teaching practices. Being at the forefront of technological innovation will ensure that the program continues to provide students with the skills and knowledge they need to succeed in the 21st century.

In the face of rapid societal changes and the persistent digital divide, faculty must play an assertive and proactive role in encouraging students to develop creative and innovative solutions to address these challenges. This requires fostering a learning environment that nurtures critical thinking, problem-solving, and a willingness to explore unconventional approaches. To effectively address this challenge, we must identify and implement a variety of colloquia, dialogues, and extracurricular activities that aim to continually expand and update students' knowledge and skills in relation to the application and use of technology (see [appendix 3.3](#) and [4.1](#)). These activities should provide students with opportunities to engage with experts in the field, explore emerging technologies, and apply their knowledge to real-world problems.

The Student Council must be actively involved in the planning and implementation of these activities. Incorporating their perspectives and insights will ensure that they remain relevant, engaging, and aligned with their interests. In addition, this collaboration can foster a sense of ownership and responsibility among students, encouraging them to take an active role in their own learning and professional development. Besides these extracurricular activities, the curriculum must be periodically reviewed and updated to reflect the latest technological advancements that meet industry needs.

Efficient implementation of these activities can empower students to become creative and innovative problem-solvers, equipped with the skills and knowledge necessary to navigate the ever-changing technological landscape and address the challenges posed by the digital divide. This commitment to continuous learning and innovation will prepare our graduates to become leaders in the field of information technology and contribute to a more equitable and inclusive digital society.

II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.
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Promoting continuous professional development and lifelong learning, including skills and competencies needed for a successful career is a pivotal principle within the GPIS's faculty, staff, students, and alumni community. The Program has actively encouraged faculty and staff members to benefit from workshops the university provides. Program graduates have participated in ongoing educational initiatives organized by the faculty in conjunction with local professional associations operating within the field. Furthermore, a subset of alumni extends their academic pursuits post-graduation, capitalizing on elective and specialized offerings. There is also an observable trend where alumni are pursuing doctoral degrees both within Puerto Rico (at the UPR Faculty of Education and the School Law), as well as in the United States and Spain (notably, Universidad Carlos III de Madrid and Universidad de Murcia) (see [Appendix 2.2](#)). Input from Alumni Surveys submitted professionals have contributed to topics for continuing education activities. Stakeholders have expressed an interest in advanced degrees and the establishment of a doctoral program, a discussion that will be considered in the work plan.

GPIS consistently identifies different topics of interest to offer conferences, webinars, and workshops for students, alumni, and information professionals. Examples are the virtual presentations that were offered as part of the Library Week 2023 celebration: Photographic Documentation of Cultural

Activities at the UPR; Telling the story about the LGBTQ+ community and the virtual archive of Waves Ahead; and Using Artificial Intelligence in the Classroom.

GPIS commitment to providing students and information professionals with access to the latest knowledge and trends in the field is evident in the ongoing series of talks and webinars on current and relevant topics. This initiative has garnered widespread acclaim for its ability to connect experts and practitioners, foster a culture of lifelong learning, and promote the exchange of ideas. Through these engaging and informative sessions, we have successfully brought together a diverse range of speakers, including renowned scholars, industry leaders, and experienced professionals. Their presentations have covered a wide spectrum of topics, from emerging technologies and data analytics to information literacy and ethical considerations in the information profession. Participants have consistently expressed their appreciation for the opportunity to learn from experts, gain insights into cutting-edge developments, and connect with peers who share their interests.

Some faculty (tenure and part-time) serve as Honorary Members of ASEGRABCI. They promote continuation of professional development through an association that unifies library members in Puerto Rico. For example, Luisa Vigo, Carlos Suarez, José Sánchez and Liz Pagán.

Activities and webinars play a significant role in enriching the professional development of students and professionals as they provide for the exchange of ideas and continuous learning. We remain committed to continuing these initiatives, ensuring that our community stays at the forefront of the information profession and contributes meaningfully to the advancement of knowledge and innovation in the field.

Cultivating a culture of professional development among faculty members and students demands addressing some challenges: balancing time constraints and evaluating the effectiveness of professional development initiatives. The Professional Development Program developed by CAE offers a variety of flexible options that can effectively accommodate diverse schedules. This program includes a mix of in-person workshops, online webinars, and self-paced learning modules, catering to different learning preferences and time constraints.

Establishing collaboration with information units and professional organizations can significantly expand the range of professional development opportunities available to students and faculty members. A special relationship with the organizations ASEGRABCI and ACURIL is maintained. These partnerships can provide access to expert speakers, specialized training programs, and networking events, enriching the professional development experience. Higher education institutions can effectively address time constraints by implementing these ideas. Professional development activities will become more accessible and cause a higher impact, fostering a culture of continuous learning and growth among faculty members and students.

II.3 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster the attainment of student learning outcomes.

The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

The revised curriculum presents opportunities for attaining proficiencies linked to various domains, including creating information and knowledge, identifying, and acquiring information, information organization, description, storage, and retrieval, as well as preservation and conservation. It also encompasses the analysis, interpretation, evaluation, synthesis, and dissemination of information and effective management.

Elective courses developed by GPIS over the past seven years cater to student's distinct interests and aims. Options are available under course CINF 6995 - Special topics, covering various subjects and concerns. Special topic courses evidence GPIS commitment with a well-rounded education. These courses give students the opportunity to delve into emerging trends, explore new areas of interest, and gain a deeper understanding of specialized topics in information studies. Furthermore, elective courses can be pursued within other academic departments or other accredited ALA LIS Schools in the United States. The possibilities for independent study, practicum, or fieldwork courses allow students to tailor their focus toward individual needs and aspirations.

The special topics courses offered cover a wide range of subjects, reflecting the dynamic and ever-evolving nature of the information profession. Students have the opportunity to explore topics such as data visualization, social media analytics, information ethics, artificial intelligence, R&D practices, and digital humanities. These courses have been taught by experts in their respective fields, ensuring that students receive the highest quality instruction and gain valuable insights from seasoned professionals.

The favorable reception of our special topics courses underscores their capacity to enhance students' learning journeys and equip graduates for success in the dynamic information industry. Students consistently convey their gratitude for the chance to engage with cutting-edge subjects, fostering specialized skills that bolster their marketability. By providing these specialized courses, we give students access to the latest knowledge and trends and foster a culture of curiosity, innovation, and lifelong learning. These courses train students to become well-rounded information professionals equipped with the skills and knowledge to navigate the complexities of the digital age and contribute significantly to the advancement of the information profession.

While our program continues to exhibit a growing impact, conducting thorough curricular reviews incorporating input from professors, students, and industry representatives is imperative to guarantee alignment with current trends. An essential facet of this process involves identifying high and low-demand areas for program enrollment, contributing significantly to establishing priorities in the curricular evaluation and review. This approach ensures that our offerings remain responsive to our stakeholders' evolving needs and enhances the overall effectiveness of our educational initiatives.

It's important to carefully analyze applications for post-master's certificates. Evaluating these programs in the context of curriculum updates can provide valuable information about their effectiveness and continued relevance. This evaluation should consider factors such as enrollment numbers and student feedback on employment outcomes. Based on this evaluation, decisions can be made to modify, eliminate, or introduce new certification programs that better align with student interests and industry demands.

The emphasis on knowledge management requires a comprehensive assessment of its relevance and potential demand. This assessment should involve examining current industry trends, seeking advice from experts in the field, and obtaining feedback from students and alumni. By doing so, we can develop a Certificate in Knowledge Management through the Department of Continuing Education, which will serve as a valuable resource for professionals who wish to specialize in this area.

II.4 Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.
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Specialized curricula at GPIS include the Post Bachelor's Certificate in Archive and Documents Administrator and the Post-Master's Certificate in Academic, Public, and Specialized Library Administration. The Master's program offers a comprehensive introduction to the broader scope, covering a variety of subjects and topics intrinsic to the library and information studies field. Students enrolled in the post-bachelor's certificate program have the flexibility to transition into the Master's program smoothly should they opt to do so.

The design of the certificate programs' learning experiences has been meticulously developed to align with established standards of knowledge and competencies endorsed by organizations such as ALA. Moreover, these designs consider the guidelines stipulated by professional archives organizations in Puerto Rico, including the Society of Archivists and Archives Network in Puerto Rico (ARCHIRED)

The program's effectiveness in preparing students for successful careers in the information profession is evidenced by the results of a recent Alumni Survey. This is evidenced by the results of a recent alumni survey. A resounding majority of respondents indicated that they gained specialized knowledge and skills that have made them highly competitive in the job market. This positive feedback demonstrates our commitment to providing students with a rigorous and up-to-date education that aligns with the demands of the ever-evolving information landscape. The GPIS follows the core competencies presented by ALA: Gateway Knowledge, Information Resources, Lifelong Learning and Continuing Education, Management and Administration, Organization of Recorded Knowledge and Information, Reference and User Services, Research and Evidence-Based Practice, Social Justice; and Technological Knowledge and Skills.

Alumni positive experiences go beyond their academic achievements. A significant number of respondents expressed satisfaction with the quality of instruction, the supportive learning environment, and the opportunities for professional development provided. These favorable comments show our dedication to fostering a holistic learning experience that prepares students not only for the technical aspects of their professions but also for the challenges and opportunities they will encounter in the workplace.

GPIS provides faculty with the opportunity to participate in different annual professional meetings such as [ALA](#), [ACURIL](#), [ISTE](#), [Faculty Resources Network \(N.Y.\)](#), and others (see [GPIS Professors Curriculum Vitae](#)). Providing faculty with the resources and opportunities to stay up to date on the latest developments in their field is essential for maintaining a high-quality curriculum. This may involve supporting faculty participation in conferences, workshops, and professional development programs. In addition, encouraging faculty engagement in research and industry collaborations can foster a culture of continuous learning and innovation within the department. By investing in faculty development, we can ensure that our students receive instruction from experts who are at the forefront of their respective fields.

II.5 Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served.

The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.

At the University of Puerto Rico at Río Piedras, we are dedicated to creating an environment that fosters student success. As part of this commitment, we take a proactive approach to evaluating and assessing student learning in both our undergraduate and graduate programs. We ensure that all stakeholders have a voice in the development and implementation of these procedures, following guidelines established by the DAA. Our program coordinators lead the integrated implementation of these procedures across courses, with the goal of optimizing the teaching and learning process. Our efforts are continuous, systematic, and sustainable, with a focus on assessing and improving student learning outcomes.

Within our organizational framework, the Río Piedras Campus systematically formulates annual and biennial plans for all units, adhering to established guidelines. Employing both quantitative and qualitative instruments, formative and summative evaluations are integral to the comprehensive program evaluation framework. To transparently showcase the outcomes of these evaluations, semiannual reports are meticulously crafted, with the resulting data seamlessly integrated into the [OLAS Platform](#) a centralized repository unifying all campus data. These learning assessment results are pivotal in evaluating our curriculum and driving enhancements in student achievements. This can be seen in the curricular reviews conducted within the Graduate School of Information Sciences (GPIS). A notable illustration of such revisions is exemplified by the inception of the [Distance Offering of the Master's](#)

Degree at the Graduate School of Information Sciences and Technologies, UPRRP, Academic Senate Certification No. 80 (May 24, 2018). Additionally, creating a Master's degree in Information Sciences Distance Modality at the UPRRP, Governing Board Certification No. 114 (2018-2019), shows a firm institutional commitment to innovation. Underpinning the GPIS learning assessment process are a series of instruments collaboratively shared across courses. Notably, the Bank of Rubrics is a comprehensive tool measuring the competencies defined within the program, ensuring a robust and well-rounded evaluation framework.

As part of the work structure, annual and two-year plans are generated that are based on the guidelines established for all units of the facility. There are quantitative and qualitative instruments that are used to carry out formative and summative evaluation strategies as an integral part of the program evaluation framework. Reports are created semiannually to demonstrate the results of the implementation of the instruments. These data are entered into the OLAS Platform, which is the mechanism where the data from the entire facility is unified. The learning assessment results are used to carry out curricular evaluation and make improvements where student achievements are shown. This is demonstrated in the curricular or specific course reviews carried out in the GPIS. A more significant example of revisions was the Proposal for Academic Change for the Establishment of the Distance Offering of the Master's Degree of the Graduate School of Information Sciences and Technologies, UPRRP, AS. Certification No. 80 (May 24, 2018) and the creation of the Master's degree in Information Sciences Distance Modality of the UPRRP of the UPR, GB. Certification No. 114 (2018 -2019). Another element that contributes to the GPIS learning assessment process is the development of a series of instruments that are shared in the courses. These are Bank of Rubrics that measure the competencies defined in the program.

At the end of each semester, a student questionnaire is administered to gather feedback from students about individual courses (UPRRP, AS Certification No. 32 (2020-2023)). In addition, complementary assessment tools such as interviews are conducted to delve deeper into different aspects of the curriculum. These inquiries include the content covered in core, required, and elective courses, instruction and academic guidance, opportunities for students to merge freshly acquired knowledge with clinical experiences, engage in community service, participate in extracurricular endeavors, and collaborate on research projects with faculty members.

Outcomes from these evaluations have been used to institute revisions or adjustments to the curriculum. These findings are shared with faculty during Annual Faculty Retreats and Meetings. The curriculum committee evaluates each report to identify pathways for integrating the recommendations into decisions regarding necessary curriculum modifications.

The updated curriculum now includes elective choices, which include a practical (fieldwork experience) and independent study. This curriculum provides a comprehensive understanding of the field's foundational theory, practice, and leadership. The courses are designed to equip students with the necessary knowledge, skills, and abilities the library and information sector requires.

The Student Learning Assessment Plan plays a pivotal role in the ongoing refinement and enhancement of the curriculum, seamlessly ensuring alignment with the Program's objectives and the ALA Standards. The program has maintained a strong focus on results from student course evaluations, surveys, and

other evaluation mechanisms (see UPRRP, AS Certification No. 114 (2020-2021), Certification No. 32 (2020-2023) and Certification No. 34 (2022-2023)). Throughout their coursework journey, students are required to document their experiences and accomplishments through electronic program portfolios. This approach Electronic Professional Portfolio proves instrumental for graduates during job interviews as they step into the realm of new professionals.

A pre-graduation exit interview or questionnaire also engages students, while additional focus groups and electronic surveys are periodically conducted with both students and alumni. An example of recent intervention results is outlined, providing valuable insights into student and alumni contentment levels across diverse facets of the Program. The input shared by both sectors is an integral component of the Program's planning and assessment continuum.

Based on student, alumni, and employer feedback through surveys and exit interviews, the Program's curriculum is designed to align with its objectives. These objectives are consistent with ALA standards, which demonstrates program adherence. Developing a comprehensive plan for curriculum review and evaluation is crucial to ensure regular and systematic assessment. This plan should establish a clear timeline for conducting reviews and evaluations and provide a framework for ongoing assessment and improvement. Furthermore, the plan should outline a process for collecting and analyzing data, ensuring that the evaluation process is guided by evidence-based decision-making.

The insight obtained from students, employers, and alumni for decision-making is paramount to making the curriculum relevant and effective. This process involves revising course content, incorporating new teaching methods, and developing specialized courses to address emerging trends in the field. Implementing findings enhances the curriculum quality and ensures it meets the needs of students and the profession.

II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.
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The program has an explicit, documented process for curriculum evaluation that is data-driven and ongoing. This process helps to ensure that the curriculum is meeting the needs of students and the program's mission. The Curriculum Committee at CCI meets periodically and collects data from student surveys, course evaluations, and faculty (See UPRRP, AS Certification No. 114 (2020-2021), Certification No. 32 (2020-2023) and Certification No. 34 (2022-2023)). The data obtained is used to identify areas for improvement. Data analysis decides program changes, including changes to course content, instructional methods, and assessment techniques. These outcomes are implemented in the following academic year.

The program then reviews the curriculum based on the data analysis. This review may include making changes to the content of the courses, the instructional methods used, or the assessment methods used. The program revises the curriculum based on the curriculum review. The curriculum committee

develops a structured working plan that includes input from faculty colleagues of the communication program. The work plan should outline a clear timeline for each stage of the curriculum revision process, from initial discussions and data gathering to final review and implementation. This timeline it's establishes in UPR, JB Certification No. 33 (220-221). They should be realistic and achievable, allowing for thorough consideration of all aspects of the curriculum while maintaining a sense of urgency. The UPR considers that five (5) years constitute a reasonable timeframe to conduct a comprehensive evaluation that includes stakeholders' engagement and final implementation.

Optimization for curriculum discussion and evaluation is achieved through establishing specific time slots within the faculty schedule. The implementation of a structured work plan ensures a smooth and expeditious process. This approach guarantees the development of a quality curriculum that reflects the latest advancements in the field and prepares students for success in the ever-evolving information profession.

II.7 The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.
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The proposal to switch from a face-to-face program to distance education was submitted to the COA in 2015. This decision was made at faculty meetings and served as the basis for planning the future of GPIS. The first step required the development of a work plan to present the proposal to the different instances within the venue. All faculty members participated in drafting the proposal in 2015. At the same time, the process required the training of professors on topics such as:

- Skills for the use of applications in distance education
- Interactions between students and professors in distance learning courses
- Instructional Design for Distance Education
- Legal Aspects in Distance Education
- Production of Learning Objects for Distance Learning Courses
- Evaluation for Distance Learning Courses

Each professor completed the training and received the necessary support for course design in the UPR Moodle platform. The institutional process took approximately four years to complete. In the Figure 2.4 shows the path to final approval.

Figure II.4 Path for Final Approval of Proposal for MIS Online



The proposal finally approves in 2018 in UPR GB, Certification No. 114 (2018 -2019), entailing a thorough curriculum review. The proposal included integrating instructional modules into the Moodle platform as required for approval by the Puerto Rico Board of Postsecondary Institutions. Distance education delivery transforms the learning experience, providing new opportunities to improve educational quality. Benefits include reaching a broader audience from diverse geographic locations that face mobility limitations. Student enrollment has been stable and consistent. This modality allows them to access course materials in their own time, which encourages the development of autonomous learning skills.

The changes that emerged contributed to changing how the educational program is taught, transforming the learning experience, and providing new opportunities to improve educational quality. One of the benefits is access and reach to a broader audience by being able to reach various geographic locations and giving access to people with mobility limitations. This shows that since the change in the program began, student enrollment has been stable and constant. Adapting to distance education provides flexibility for students to access course materials on their own time, allowing study time to be managed effectively. This benefits the student because it helps develop autonomous learning skills.

Another core aspect is the effective adoption of innovative educational tools by using online learning management platforms, collaboration software, and multimedia resources in the courses that optimize the educational experience. Teaching faculty must remain updated with state-of-the-art technological trends that contribute to developing teaching methods. The Moodle platform provides the option to quickly analyze data and monitor learning, which enables professors to identify when students master content and skills, adapting teaching strategies that meet learning needs more effectively.

As a result, professors must be updated with the latest educational and technological trends that contribute to expanding teaching methods. The Moodle LMS platform and Microsoft 365 offers the option to analyze data and quickly visualize and monitor student progress. This makes it easier for the professor to know if the students have mastered the content and skills, and to adapt the content to meet their learning needs. The use of digital tools allows for faster and more detailed feedback for both students and professors. This helps to identify areas for improvement and adjust the teaching approach more effectively.

Standard III: Faculty

III.1 The program has a faculty capable of accomplishing program objectives.

Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of the program.

GPIS faculty consists of six full-time members with doctoral degrees in diverse subject backgrounds that meet the academic requirements of the program (see Table 3.1). Full-time faculty is well-balanced and diverse, with an even split in gender representation and a wide range of age groups and fields of expertise. Faculty is committed to producing knowledge in the field through research, professional, and creative activities. The GPIS faculty is active in service to the profession, evidenced by their work in professional associations, not-for-profit organizations, and consulting activities evidenced by each faculty member's curriculum vitae (see Appendix 3.1). Adjunct faculty balance and complement the teaching competencies of full faculty, providing diversity and practical experience, enrich the quality and diversity of the program and complementing teaching in other specialty areas (see appendix 3.2). Dr. Noraida Domínguez is the Program Coordinator, and she has a half-time (6 credits) allowance for administrative duties. Table 3.1 shows the full-time professors, their ranks and academic preparation for-2024. These professors carry out most of the teaching, research, and service activities of the Program. All have doctoral degrees in the field or related fields from internationally accredited and prestigious universities.

Table III.1 GPIS Faculty Credentials

Name	Rank	UPR Work Start and End Date	Preparation and Institution
Claudia De Souza	Assistant Professor	2022 - present	Ph.D., Library & Information Science, Universidad Carlos III de Madrid
Noraida Domínguez-Flores	Associate Professor/ Program Coordinator	2013 - Present	Ph.D., Information Science, Nova Southeastern University
Eliut Flores-Caraballo	Professor	1991- Present	Ph.D. in International Communication, University of Texas, Austin
José Sánchez-Lugo	Professor	2000 - present	Ed.D., Higher Education Policy. The Pennsylvania State University
Carlos Suárez-Balseiro	Professor	2005- Present	Ph.D., Library & Information Science, Universidad Carlos III de Madrid
Betsaida Vélez-Natal	Associate Professor	1992- present	D.L.S., Library Science, Columbia University
Luisa Vigo Cepeda	Professor	1989-2020	University of Michigan, Library and Information Science Area of Specialization: Academic and Special Repositories
Joel Blanco	Assistant Professor	2015-2018	PhD., University of Pittsburg, School of Information Science
Sergio Chaparro Univazo	Assistant Professor		PhD., Rutgers University

Faculty members at the UPR are expected to meet high standards in their teaching, research, and service efforts. The Academic Policy for Graduate Studies UPRRP, AS. Certification No. 95 (May 14, 2020) establishes specific guidelines for professors of graduate programs on campus. All appointments of

professors are reviewed and approved by the Dean of Academic Affairs. Candidates considered for appointment as professors must possess a doctoral degree in a relevant field and show evidence of their potential for excellence in producing innovative teaching and research.

The Campus has been committed to the development of distance education and virtual learning environments, as stated in the Distance Education Policy of the UPR, Board of Trustees. Certification No. 73 (June 27, 2007) and UPR, BG. Certification No. 112 (March 16, 2014). Likewise, the Río Piedras Campus expresses its intention to make distance education viable as stated in UPRRP, AS Certification No. 125 (May 19, 2015), in accordance with the mission, vision and objectives described there. Which most recently is reaffirmed with UPRRP, AS. Certification No. 49 (December 17, 2015). In accordance with this regulation, the Distance Education Training Program of the UPRRP was established under the Center for Academic Excellence (CAE) attached to the DAA. All GPIS faculty members completed the Distance Education Training.

By December 2023 our program had 96 active students. Considering that we currently have six full-time professors, our faculty to student ratio is 16. This ratio is an acceptable one to meet the needs of our program. Specializations needed are related to the field of data science and management, human-computer interaction, design, and conservation. The Dean of the CCI requested 4 new teaching positions in the October 2023 petition. Of the 4, one is for GPIS. The response from the administration is expected before the end of the second semester of 2023-2024 if the request for places is approved.

Adjunct faculty provides balance, diversity, and practice experience. Recruitment addresses specialized information science related areas. The practical experiences that they bring to students expose them to real-life settings that enrich their learning. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. For example, basic and advanced cataloging courses have been offered by Librarians who engage in cataloging work in academic libraries or specialized information units. Likewise, the conservation and preservation course has been offered by librarians in charge of special collections. While the document and archive management courses have been offered by librarians in charge of archives or by archivists who currently direct archives, such as the National Archive of Puerto Rico. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of the program (See Appendix 3.1 and 3.2).

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

The appointment process is governed by the institutional regulations established by the UPR regulations and detailed in the Faculty Manual. The faculty evaluation form contains criteria reflecting high priority for teaching, research, and service (See Teaching Staff Evaluation Manual). Professor's participation in professional associations and consulting activities is also valued. The commitment of the UPRRP to

professional development of faculty is supported by the Center for Academic Excellence (CAE by its Spanish acronym). This center offers numerous opportunities for training on a variety of topics related to teaching, research, service, distance learning, technology, ethics, and many more. GPIS faculty members are often recognized for their publications, presentations, and contributions to academic initiatives.

The GPIS is involved in the process to sign a Memorandum of Understanding (MOU) with Western Illinois University (WIU) to collaborate in research proposals and expand academic offerings. For example, a joint proposal to establish a new bilingual master's program for Hispanic librarians in the United States, and guest faculty exchanges that foster additional research initiatives with WIU.

Innovative teaching strategies adopted by GPIS to stimulate learning and research include:

- a. **Flipped classroom:** Pre-recording lectures for students to watch in their own time, reserving synchronic sessions for interactive discussions and knowledge production activities.
- b. **Forum assignments:** Considered discussion of assigned readings in the Moodle/Microsoft Teams forums (chats/posts) allows each student to research the topic and carefully express their findings and opinions. This practice ensures individual student participation in the classroom, which is not often possible in a face-to-face or synchronous online environment.
- c. **Group work through online collaboration:** Learning online from many different places does not limit collaboration. We often assign group work to students. Students get a dedicated online meeting and collaboration space in the class's Teams site, allowing them to conduct and record online meetings and research interviews, upload and share documents, edit documents collaboratively, manage their project plan through online tasking and follow up platform (Tasks by Planner, a built-in component of Microsoft 365), conduct hybrid or remote field trips, using Teams on a mobile to showcase remote locations, codeveloping research instruments and conducting surveys or data collection using Microsoft Forms.
- d. **Guest Speakers** – each month a professional librarian from public, academic, specialized, private, and others is invited to share their current and past experiences and future with our students. Through these virtual talks, our students can learn about current work experiences and identify possible areas where they can focus their professional development.
- e. **Real-life research project assignments:** The design of research projects that require students to work with external organizations to conduct research and consulting, involving a “customer-service provider” relationship. Some examples are:
 - i. Digital Transformation Proposal for the Office of Physical Development and Infrastructure (OPDI) that oversees all permanent improvements and construction at UPR central administration). The final proposal was delivered in a live, hybrid event at the President's office in December 2022.
 - ii. Digital Transformation Proposal for the City of San Sebastián: Students analyzed in 2023 the operations of several offices in the city government and proposed policies and

business process automation projects to improve sustainability, efficiency, and productivity. The final proposal was delivered in a live, hybrid event at San Sebastián's City Hall in December 2023.

iii. Capstone students' work with the UPR Online Journals Portal: Evaluation and improvement of the UPR Online Academic Journals Portal. Capstone students imported records using XML schemas and reviewed the editorial quality of the electronic versions of the journals.

f. **International Guests Lectures:** Distance education provides for bringing international lecturers without incurring additional expenses. Faculty members coordinate with the CAE to make many of the lectures available to the public. Our students have been exposed to guest speakers from Europe, the USA, Latin America, and beyond.

The UPRRP requires its faculty to engage in high-quality teaching, research, and service as reflected in the faculty evaluation criteria. The CCI has a joint Personnel Committee composed of professors from both specialties- that deals with faculty appointments, promotions, and evaluations. This committee developed an assessment instrument and procedures that comply with university norms and regulations for faculty appointments and promotions. The Personnel Committee members are elected among college faculty according to university regulations. The Personnel Committee conducts evaluations of newly appointed faculty for formative, tenure, and promotion purposes. The CCI Associate Dean Academic Affairs holds meetings with each faculty member to discuss the results of student and peer evaluation. UPRRP, AS. Certification No. 113 (2014-2015), seeks to implement a continuous evaluation process for tenured faculty in the three areas of teaching, research, and service. GPIS has an online faculty evaluation form that students fill to evaluate professors (see UPRRP, AS Certification No. 32 (2020-2023))

The UPRRP CAE supports growth and innovation in faculty teaching, research, and service. The faculty at GPIS has ample access to CAE workshops to develop their teaching, research, and service skills. Attending CAE workshops, seminars, and conferences expand faculty perspectives, new knowledge, and skills to render more effective teaching to contribute with research and service.

- In 2023, GPIS adopted technological standards for online course delivery to provide a homogeneous experience for our students. Microsoft 365 and Teams are the standard communication/collaboration tools. Moodle is the learning management system for the UPRRP.
- All faculty members at GPIS are required to complete the Online Education Certification (CAVA, for its Spanish acronym) offered by the CAE. All GPIS faculty members are CAVA certified.
- Several members of the GPIS faculty serve as CAE instructors for UPRRP and the UPR System, teaching fellow faculty members, students, and administrative employees on campus (and throughout the UPR system and beyond) about various topics, including digital transformation, specialized research practices, and distance learning.

GPIS encourages the active participation of faculty members in professional associations, conferences, and congresses on the island and at regional, national, and international levels (see appendix 3.1). Faculty members are expected to actively participate in the presentation of papers, posters, and panel discussions (see faculty member's curriculum vitae). The faculty has been active in professional associations in Puerto Rico, appearing regularly in their programs.

Faculty regularly attends professional development activities in and outside of Puerto Rico to update their knowledge and skills. In the past years, faculty have participated in the annual conferences and meetings of ALA, ALISE, IFLA, and REFORMA and in national and international regional conferences, such as ACURIL, EDICIC and the Knowledge Cities World Summit (KCWS). Faculty members have recently attended, in-person or remotely, renowned international conferences in the United States, Spain, Brazil, Germany, Puerto Rico, Caribbean countries, and other venues.

The CIICOM, is the research unit of the program, provides a meeting space to promote and articulate research and creative work at CCI, offering resources and services that support the work of its entire community. In accordance with the institutional interest to foster research and creative work, CIICOM organizes activities with the participation of local and international professionals, in which topics of interest are presented and discussed in the fields of Communication and Information Sciences (see Appendix 4.1). In addition, it organizes annual research conferences, and academic events for faculty and students, along with participants from institutions in and off the Island to present and discuss research progress and results.

The CIICOM has taken a leadership role in fostering faculty research. The CIICOM Coordinator has successfully implemented an ALISE-aligned process through which faculty members declare their individual lines of research and projects each year, allowing students to enroll in the course CINF 6998- Research Seminar of Knowledge Application (Capstone) of their choice. Capstone is mutually beneficial to students and faculty as it helps professors to ensure graduate student participation in their research, and at the same time, engaging them in more widespread projects than they could tackle independently.

<p>III.3 The program has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.</p>
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All recruitment policies and regulations at the UPRRP are accessible in the institutional website and in print format in the UPR Faculty Handbook 2022-2023, p74-80. The UPRRP, AS. Certification 87 (2018-2019) offers the general standards for the implementation of the recruitment, appointment, and evaluation processes of the teaching staff of the Río Piedras Campus of the University of Puerto Rico. The document updates the current regulations related to the recruitment processes, appointment, and evaluation of teaching staff for purposes of tenure and promotions. Clear and specific guidelines are established for formative evaluation towards the integral and permanent development of the professor during all stages of their contractual relationship with the University. This contains a protocol to systematize the processes that consider the particularities of the faculties and schools of the Campus, in

a flexible way to meet their needs without undermining the rights and responsibilities of faculty members.

Federal equal employment opportunity regulations are ensured as part of the hiring process. Discrimination based on gender, race, religion and ethnicity is prohibited. The GPIS faculty is diverse in all aspects because it has professors from multiple places like geographic areas such as: Puerto Rico, Cuba and Brazil. Faculty members gender distribution is even at a 50-50 female male rate. Certification No. 58 (February 26, 2005) of the Board of Trustees decrees the UPR Antidiscrimination policy. The Board also enacted a procedure for employees and candidates to request reasonable accommodations for persons with special needs UPR, BG Certification No. 60 (November 30, 2017). Furthermore, the Board recently approved an institutional protocol to prevent and manage work harassment situations UPR, BG Certification No. 84 (December 22, 2022). The UPRRP also adopted Internal Regulations to Receive, Investigate, and Handle Complaints Related to Discriminatory Practices on the Job (2022) and published its own Affirmative Action Plan 2021-2025.

In accordance with the UPR policy, the CCI is committed to equal employment opportunity in employee and faculty recruitment and retention. We strive to recruit faculty members with multicultural, multiethnic, and multilingual backgrounds. Recruitment announcements for tenure-track positions are published in local print media, electronic lists, and websites of local, regional, and international professional associations, and distributed among different library and information science and knowledge management programs.

Faculty personnel issues and policies are regularly discussed at faculty meetings and in the Personnel Committee. Decisions are communicated to all faculty members. Written policies and procedures are distributed via email to facilitate discussion. Administrative staff and the human resources office can also provide access to these documents.

III.4 The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active participation in relevant organizations

All GPIS faculty members were hired to meet program needs in specific and complementary areas of expertise. All are evaluated through a rigorous selection process to ensure that the candidate with the best qualifications are hired to ensure satisfactory competencies in designated teaching areas. Student and peer evaluation of teaching are integral parts of GPIS's assessment activities. Faculty competence in teaching and their use of technology are evaluated in student surveys (see UPRRP, AS Certification No. 114 (2020-2021), Certification No. 32 (2020-2023) and Certification No. 34 (2022-2023). The instrument also measures faculty expertise, their teaching strategies, learning assessment practices, and other variables. Course load is assigned to faculty members based on their areas of specialization and their research and teaching interests.

The GPIS's online teaching environment has a world-class technological infrastructure, supporting our teaching effectiveness. Continuous access to faculty development activities through the CAE provides

additional resources to strengthen competence in teaching, research, and the use of new technologies. The faculty actively participates and serves in leadership roles in a variety of professional associations, both within and outside of Puerto Rico. Qualifications of faculty members include competency in designated teaching areas, technological skills, effectiveness in teaching, and active participation in relevant organizations.

The CVs of our faculty members attest to their solid credentials, both in formal education and work experience. GPIS records of courses taught between 2015 and 2023 show that properly qualified faculty were assigned to teach each offering. The GPIS curriculum integrates technology in all program areas, ensuring that faculty is not only technologically aware but also skillful in its educational use. All faculty members at GPIS have approved the CAE certification for teaching online (CAVA, in Spanish), and they continue expanding and updating their technological expertise through training provided by the CAE and other entities. Several faculty members at GPIS are regular training resources for the CAE and DECEP (the continued education and external services division on campus) evidencing their technological and specialized research expertise, which they, in turn, share with all other faculty members (staff and students) at UPR through CAE webinars.

Active participation in local, national, and international organizations is evidenced in faculty attendance at meetings and conferences. The faculty is active in professional associations, such as ASEGRABCI, RPRSL, ABESPRI, ALA, REFORMA, ACURIL, EDICIC, LANIC, ASIST, ARMA, AIIM, AALL, Latin American Encounter of Librarians, Archivists and Museologists EBAM, Puerto Rico IT Cluster, Puerto Rico Sustainable Development Council, Echar Pa'Lante, World Capital Institute, and the Knowledge Cities World Summit. Most faculty members have been or are members of the boards of local and international-regional professional associations.

GPSI Development Plan activities include workshops and seminars on new information technologies to ensure the acquisition of knowledge and skills in this area. In addition, faculty members attend various 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 has participated and continue to participate.

III.5 For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.

Full-time faculty recruitment requirements for candidates include a peer-reviewed publishing record along with their accomplishments in other creative and professional activities. During the five-year tenure track process, junior faculty are required by a contractual letter of agreement to meet specific research and publication targets (UPRRP, Faculty Manual 2022-2023, p 68, 78, 79). Once tenured, faculty are evaluated for their scholarly production as a requirement to be promoted to associate professor and eventually to full professor (UPRRP, AS, Certification No. 87 (2018-2019)). This endeavor

takes, on average, an additional ten years. Therefore, the hiring and promotion commitments to which all full-time faculty members must adhere require a sustained record of accomplishment in research and publications. Faculty curriculum vitae demonstrate that teaching staff remains involved in research, creative and professional activities after attaining full professor status. The CIICOM, contributes to enhancing the GPIS research culture (see Appendix 4.1). The UPR provides competitive seed money research funding opportunities for junior faculty on campus through DGSR. The Dean of Graduate Studies is also in charge of supporting external funding initiatives to compete in federal foundations and other calls for proposals. Several faculty members have submitted successful proposals and received support for research from DGSR.

Faculty CVs and Personnel Committee records show that full-time faculty members at the GPIS were hired after demonstrating their peer-reviewed publishing record along with accomplishments in other creative and professional activities. Records also show that the Personnel Committee enforces the contractual agreement letters during the five-year tenure track process. While each contractual letter is customized for each faculty member; on average, new tenure track hires are assigned six to nine credits teaching load and at least three credits of research time allowance per semester. They are required to, at least, publish three high-quality articles during their probation period. GPIS Personnel Committee records also show that the promotion evaluation instrument gives a high score to scholarly production, encouraging faculty to continue researching and publishing to attain higher ranks. Our internal, peer-evaluated processes ensure academic accomplishments among full-time faculty members.

A collaboration with the University of Western Illinois University's Library and School of Information Sciences has provided additional opportunities for faculty to become involved in seeking external funding and joining research projects. One such proposal was already submitted to the Institute for Library and Museum Services (IMLS) Laura Bush Fund.

During the past seven years, faculty generated a several research and publications. There has been a sustained effort to strengthen this area. Dr. José Sánchez submitted a successful proposal to the Institute of Museum and Library Services during the Spring of 2020 for a \$100,000 planning grant. The project Information for Empowerment, strengthened the community engagement that the program has consistently maintained over the years. This project ended last year.

III.6 The faculty hold advanced degrees from a variety of academic institutions.

The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives.

Faculty academic preparation nurture the GPIS program with diverse academic backgrounds, subject expertise, professional experience, and individual abilities (Table 3.1). Professors stand out for their involvement in leadership roles, professional associations, and multidisciplinary activities with other

colleges on and off-campus, thus enriching the intellectual environment of the program (see Faculty Curriculum Vitaes).

Every year, GPIS faculty members meet in a faculty retreat at the beginning of the academic year to evaluate how to improve the program and to assess personal and institutional performance. This process continues at faculty meetings conducted during the term. Faculty members lead course assessment processes and discuss results in faculty meetings.

The GPIS's six full-time teaching faculty hold doctorate degrees from the following institutions: Columbia University, The University of Michigan (Ann Arbor), University of Texas (Austin), Pennsylvania State University, Rutgers University, Nova Southeastern University, and Universidad Carlos III de Madrid (See Table 3.1 GPIS Faculty Credentials). Currently four out of six GPIS faculty members have master's and doctoral degrees in LIS (See Table 3.1 GPIS Faculty Credentials). Two faculty members have doctoral specializations in International Communications and Educational Technology. Each faculty member 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.

The faculty is committed to working together to create an intellectual environment that facilitates the achievement of program objectives and institutional policies. They have collaborated with colleagues from other university programs and offices in joint projects, such as the Faculty/University Digital Transformation Webinar Cycles and Community of Practice sponsored by the CAE, the UPR Academic Vice-President's Office Committee on Institutional Transformation, and UPR President's Committee on Digital Transformation, and the UPRRP Chancellor's Committee on Technological Innovation.

GPIS faculty members serve as consultants and offer technical assistance to business, industry, and government agencies, as well as to schools, public, and special libraries. They interact with colleagues from other disciplines working with university-wide accreditation efforts, University Senate projects and activities, and special GPIS community projects and activities.

III.7 Faculty assignments relate to the needs of the program and to the competencies of individual faculty members.

These assignments assure that the quality of instruction is maintained throughout the year and consider the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.

The General Standards for the Implementation of the Recruitment, Appointment, and Evaluation Processes of UPRRP Teaching Staff, regulates the hiring of faculty members is in UPRRP AS Certification No. 35 (2016-2017), Professor's responsibilities are established in articles 64-66 of the UPR General Regulations, and Certification 160 (2014-2015) of the UPR GB. This documentation establishes faculty assignments according to program and institutional needs.

The regular academic load consists of thirty-seven hours and a half (37 ½) per week, equivalent to twelve teaching credits per semester. This distribution considers faculty time for student advising, research, professional development, and service. The equivalence between the elements of academic tasks and working hours is delineated explicitly in UPR GB, Certification No. 60 (2016-2017), include a Table of Academic Task Equivalencies for the Teaching Staff of the University of Puerto Rico, and the UPR Presidency Serial R-2122-65 (May 12, 2022).

The hiring of teaching staff is based on the description and needs established by the program and the individual competencies of the professor. UPRRP AS, Certification No. 35 (2016-2017), General Standards for the Implementation of the Recruitment, Appointment, and Evaluation Processes of UPRRP Teaching Staff, regulates the hiring of faculty members. Professor's responsibilities are established in articles 64-66 of the UPR General Regulations, and UPR GB, Certification No. 160 (2014-2015). This documentation establishes faculty assignments according to program and institutional needs.

The Guide for Academic Planning: Design of the Course Offering for an Annual Academic Session Dean of Academic Affairs Río Piedras Campus (2023, February 17) delimits the distribution of loads following the planning of the academic offerings. Designing academic offerings considers levels of teaching, profiles of new and graduation candidates, enrolled students, cohorts, and teaching resources it's in UPRRP, DDA Circular No. 24 (2021-2022), Optimization of Academic Offerings-Fist Semester 2022-2023. The persons responsible for this task are the CCI Associate Dean of Academic Affairs, the GPIS Coordinator responding to the CCI Dean, and the DAA Campus Office. The distribution of the workload of each full-time faculty member is discussed to identify their interests in lines of research, necessary support, participation in committees, and initiatives to contribute to the program.

GPIS planning ensures that faculty assignments are related to program needs and faculty experience, thereby facilitating quality instruction. The competencies and interests of individual faculty members are considered when carrying out teaching tasks. Much of this planning stems from discussions at the GPIS Annual Retreat and Faculty Meetings. This facilitates close interaction and shared decision-making regarding faculty assignments to appropriately allocate the time needed for teaching, academic advising to students, professional development, research, and service to the university and the community.

The GPIS environment is flexible in balancing teaching tasks, research projects, professional development activities, and service responsibilities. Professors teach courses in areas related to their competencies, specialization, and interests according to the program's needs. The course CINF 6995 - Special Topics provides for the offering of, adding current content that addresses problems and trends in the field. Programmatic needs may require delegating special tasks to faculty members, considering specific faculty competencies and interests.

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

The faculty evaluation instrument includes criteria relating to teaching quality, research, and service. Students evaluate faculty members' delivery of course. Course assessment surveys provide useful information on faculty performance. There is peer evaluation of faculty, handled by the Personnel Committee, as part of the tenure-track and rank promotion processes. Students completed online evaluations developed by GPIS during every term until 2020. In academic year 2021-2022, the UPRRP AS prepared a new instrument for the entire campus (see UPRRP, AS Certification No. 114 (2020-2021), Certification No. 32 (2020-2023) and Certification No. 34 (2022-2023)).

Faculty members also incorporate several course strategy assessments during the term to obtain student input to continually improve course design and delivery. Other assessment instruments used in the program include reflective journals and electronic professional portfolios. Tenure-track and rank promotion candidate faculty are also subject to synchronous online class session visits by the Personnel Committee members. Faculty performance is also evaluated in the student exit questioner. The results of all these assessment strategies provide input to CCI leadership for a systematic evaluation of teaching, research, and service.

Students and GPIS Personnel Committee peers evaluate teaching competence, documenting the faculty's technological awareness and teaching effectiveness. Formative evaluation is conducted to validate persistent competence and effectiveness in teaching and the effective integration of technology in class. Virtual classroom visits by members of the Personnel Committee are part of tenure-track faculty evaluation. Adjunct colleagues are also visited and evaluated. To carry out visits to the synchronous sessions, the coordinator of the Personnel Committee contacts the professor to be evaluated and they coordinate the date and time to carry out the visit. For this visit, an evaluation rubric is used, which is part of the faculty evaluation manual. After the visit, a meeting is coordinated to discuss the results of the evaluation with the evaluated professor. If necessary, recommendations are shared to improve the teaching-learning process. Technological literacy in our Moodle LMS, Microsoft 365, and other specialized software -as dictated per discipline- is required from all faculty members. UPRRP provides support to faculty in online teaching through Distance Teaching Unit. They provide resources, support, and video tutorials for teaching faculty.

III.9 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty.

The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty. The GPIS Personnel Committee conducts formal processes in line with UPR and legal requirements to guarantee unbiased and non-discriminatory hiring and evaluation practices. This Committee's work is subjected to supervision by the CCI Dean's office, the Dean of Academic Affairs, the UPRRP Administration Board, the Chancellor's Office, and ultimately by the UPR President's Office. Faculty evaluation is a process that is susceptible to legal actions if conducted inappropriately (UPR Faculty Handbook 2022-2023, p77-80). GPIS handles these procedures in strict accordance with institutional regulations and applicable laws.

When faculty members are recruited for a tenure-track position, they are required to comply with specific research, teaching, and service targets during the UPR bylaws specified tenure track period of 5 years. These new faculty members are evaluated every year during that period by the Personnel Committee and by students. The Personnel Committee audits/visits the online courses taught by tenure track faculty every year. They use a form to document their findings and a few weeks later meet with the evaluated faculty members to discuss the evaluation. Tenure track faculty members are provided with mentoring and constructive criticism to help them meet their contractual letter commitments. If a tenure track hire consistently fails to comply with his/her obligations or corrective actions, the Personnel Committee can advise the CCI to rescind the contract or to deny tenure. Such a decision must be ratified by the Dean of Academic Affairs and the Chancellor.

Once a tenure track faculty member completes his evaluation period, the Committee performs a formal evaluation of the candidate and makes a tenure recommendation to the Dean of the CCI. The Dean may endorse or challenge this recommendation and both assessments are sent to the Campus Academic Dean for final evaluation and tenure endorsement (or challenge), to be ratified by the Administrative Board and the Chancellor.

After earning tenure, faculty members are required to continue advancing their research, teaching, and service activities and to meet competitive production targets that will enable them to advance from Assistant to Associate, and eventually to Professor rank. Tenured professors qualify to apply for rank advancement optionally three years or regularly four years after hiring or receiving their previous promotion. Faculty members and the Personnel Committee are notified by the Human Resources Department when they qualify for assessment and each eligible faculty member must notify the Personnel Committee if they intend to apply for advancement evaluation that year. The Personnel Committee provides instructions and a copy of the current faculty evaluation instrument. Advancement candidates must collect all their supporting documentation and fill in a self-assessment using the instrument, assigning points to their execution in each area. The self-assessment instrument and supporting evidence must be turned in to the Personnel Committee before the deadline. The Committee will evaluate the instrument and evidence and render its own points to each item to determine if the candidate was able to reach the minimum threshold required to merit advancement. The Committee meets with the candidate after completing the evaluation to discuss it, and candidates must sign a document to certify that the evaluation was performed with them.

Afterwards, the Committee writes a report to the Dean, informing the points attained by each advancement candidate and making a recommendation to advance or not the rank of the faculty member. The Dean has the authority to endorse or challenge the assessment conducted by the Committee in their own evaluation of the candidate's record. The Personnel Committee and the Dean's recommendations along with the supporting documentation are sent to the Campus Dean of Academic Affairs who review and endorse or challenge the advancement recommendations. Once all parties agree on advancement, the record is presented to the Administrative Board on campus which makes the final decision on advancement based on the recommendations and the competitive ranking of all candidates for each specific rank and the number of advancement slots approved by the UPR budget. This caveat means that; for example, 10 people may be recommended for Associate Professor on campus but only the 5 candidates with the highest points may get to advance that year. Those recommended candidates that don't advance are required to repeat the whole process again the following year.

All of these processes, activities, evaluations, and recommendations are documented in the confidential records of the Personnel Committee, the CCI Dean's office, the Campus Dean of Academic Affairs, the Campus Administrative Board, the Chancellor's Office, and the Department of Human Resources. Student evaluations are currently run by the campus administration and copied to the CCI and the faculty. When conflicts arise, the Chancellor's Legal Advisor Office gets involved. The case may be resolved internally or brought to arbitration or the courts, as warranted by the specific instance.

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

CCI Dean's office (and before we were CCI the GSIST director) considers student evaluations of adjunct faculty to determine if they should continue to teach on the program. Student evaluations are shared with the faculty to encourage them to improve course offerings and address recommendations. The Personnel Committee and the Dean's Office also provide formative evaluations to tenure-track faculty members to help them improve their performance and meet expectations as agreed upon in their contract agreements. Tenured faculty are also evaluated every semester by students. When warranted, students' concerns and petitions to improve the program are addressed in Annual Faculty Meetings and Retreats.

Most student evaluation forms show satisfaction with regular and adjunct faculty. However, when a professor is poorly evaluated on a consistent basis, the CCI Dean meets with the faculty members to analyze the situation and identify improvement measures. If the expected results are not achieved, a final decision on rescinding the faculty member services is made.

Every semester, many students write to faculty members, the program coordinator or the CCI Dean, to share concerns or make recommendations to improve the program. This input, along with the lessons learned from the analysis of student evaluations, are discussed in GPIS Faculty Meetings to address how to improve the program. One example of the GPIS responsiveness to student feedback stems from students' inconformity with the multiple tools used by some faculty members to conduct online

meetings. Although the UPR has implemented Microsoft 365 for all members of the academic community, the University has not declared the platform as the required standard. Therefore, some faculty members use Zoom, Google Meet, or Big Blue Button instead of Microsoft Teams to conduct online sessions. This inconsistency forces students to create accounts in several systems and complicated the management of their online calendar. A number of students brought this concern to several faculty members and to the CCI Dean and the issue was discussed in a GPIS faculty retreat in 2023. As a result, the faculty took a vote to standardize on Microsoft 365 as the communication and collaboration standard of the program, complementing ours Moodle LMS. The CAE provides training for the faculty on how to maximize this platform for academic use. In fact, that training is provided by a GPIS faculty member.

In previous years, student complaints against the performance and absenteeism of a tenure track professor led to action by the Personnel Committee and to the eventual termination of the contract, after the faculty member failed to comply with the corrective plan. The evidence of these actions is contained in the confidential files of the Personnel Committee and of the Campus Legal Advisor.

Standard IV: Students

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

The institutional graduate catalog provides information about admissions, retention, and time for degree completion (See Graduate Catalog p 686 -757). All policies meet requirements as established in UPRRP, AS, Certification No. 95 (2019-2020) The Dean for Graduate Studies and Research (DGSR) and the Dean of Academic Affairs advise graduate programs on the development of admission requirements and procedures. The DGSR oversees the admission process in coordination with CCI staff. Specific DGSR policies apply to all graduate students on campus regardless of the program. Guidelines are contained in the previously mentioned certification. All graduate students on campus connect to the Electronic Graduate Admission System of the UPR. Financial aid information for graduate students is available in the DGSR admissions portal.

The CCI Dean of Student Affairs provides information regarding career services, special scholarships, and student identification in DGSR Portal. These policies are published in the campus DGSR portal and the admissions section of CCI. Graduate studies at the UPRRP do not require the Graduate Admissions Examination Test because the exam provider, the Educational Testing Service, no longer administers the test in Puerto Rico. A Student Affairs Officer (SAO) appointed at CCI provides orientation to prospective students. She works with the College Assistant Dean of Student Affairs to offer support on topics related to admission, financial aid, and graduation requirements.

The student body is mostly comprised by Puerto Rican applicants. In addition, GPIS has admitted Hispanic background persons from the mainland USA and Latin American countries. Currently, there are eight students who live in the continental USA as well as five from Colombia. GPIS will prepare more bilingual promotional materials to enhance communication with non-Spanish speaking students. The next faculty retreat will consider the reactivation of a Joint Faculty Student Committee to increase participation of registered students in committee initiatives that include, for example, activities with alumni who live outside Puerto Rico to increase awareness about GPIS beyond the island.

IV.2 Current, accurate, and easily accessible information about the program is available to students and the general public.

This information includes documentation of progress toward achievement 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 program demonstrates that it has procedures to support these policies.

Students and the public have access to current information about the MIS program through various brochures, publications, and the web portal for the CCI, which is revised regularly. The portal offers clear and precise information about all the GPIS educational offerings and the necessary procedures for admission, as well as requirements for graduation. Information related to the Program goals and objectives is also included. Description of location and physical facilities, curriculum, faculty, financial assistance, housing, and international students can also be found. The Financial Assistance Program, a unit of the Dean of Students Affairs, describes procedures related to financial aid. This information can also be obtained through the administrative offices of the Program at CCI.

Students receive notification through email from the academic advising services about courses to be offered each semester and dates for pre-registration. They can process their course selection through Mi IUPI, an application specifically for students where they receive information and can perform different transactions with UPRRP offices. This information is also available on the students' section of CCI web portal. Program information is available at annual conferences of professional associations and higher education institutions in the field. An example is the Program Coordinator, Dr. Noraida Domínguez, had the opportunity to share updated information of GPIS to the public in the XV Profesional Development Annual Meeting at UPR-Humacao. As speaker of the following online conference - Challenges and Opportunities of Online Programs, the experience of GPIS at UPRRP.

In addition, information is available during Graduate Studies Fairs held in the Student Center of the UPRRP, as well as in other educational fairs held at different UPR campuses and at other locations on the Island. The campus radio station also provides program information. Another means of publishing information accessible to students is through CCI Facebook. The GPSI publishes events, links, and important information about the program to the whole community

IV.3 Standards for admission are applied consistently.

Students admitted to the program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently.

Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by the program, the program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.

The admission standards are consistently applied by the Dean of Graduate Studies and Research (DGSR) and the Program Admissions Committee. The general admission requirements are: Bachelor's degree, or equivalent, from a recognized university or college; minimum general academic index of 3.00 on the 4.00 scale; knowledge of Spanish and English languages; and critical analysis capacity. The DGSR has a set of requirements that are mandatory for all graduate programs at the institutional level. The Program's admissions committee is comprised of two program faculty and the Assistant Dean for Students Affairs. This committee ensures that all documents, evidence, and requirements are met by all applicants. Each candidate's credentials are carefully examined, and final recommendations are made. All students

Students admitted to the Program must have a bachelor's degree with 3.00 GPA and three recommendation letters. These requirements for admission are established by the DGSR. Cases in which admission is denied because of a lack of basic requirements are considered on an individual basis. Students that do not meet all requirements may be admitted under certain conditions. In most cases, the candidate must demonstrate that he/she has satisfactorily approved one semester session. In such cases conditions are removed.

Admissions policies and procedures are clearly stated and applied consistently. Students admitted since 2015 show a consistent academic profile. The Division of Institutional Research and Assessment (DIIA) assists in gathering data. Table 4.1 shows the total number of active students per semester and as evidenced, showing an increase of 82%.

Table IV.1. *Enrollment increase from 2016-2022*

	2016-2017		2017-2018		2018-2019		2019 – 2020		2020-2021		2021-2022		Growth
Semester	1	2	1	2	1	2	1	2	1	2	1	2	
MIS	84	87	62	60	61	62	64	58	76	63	85	83	82%
CDFM	5	10	8	14	11	13	9	8	8	1	6	3	-27%
CSL	19	4	3	3	5	7	10	6	1	0	0	0	-100%
CALA	6	7	2	1	0	2	1	0	1	1	3	1	-14%

Legend: MIS - Master of Information Science

CDFM - Certificate in Document and File Management

CSL - Certificate School Librarian (Discontinued)

CALA - Certificate in Academic Library Administration

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

The CCI Student Affairs Officer (SAO) and the Program Coordinator play a crucial role in guiding new and registered students towards constructing coherent programs of study. This process begins with the initial orientation, where the SAO and the Program Coordinator get to know the interests of students. During this day, students receive information about the online portals available with comprehensive information on the program, courses and additional resources they may need. Ongoing support is key, for this reason, the SAO shares information through email throughout the semesters and the Program Coordinator provides individual attention to answer specific questions about course selection, research or practicum interests and requirements for certifications.

The GPIS program curricular structure related to the number of cores, as well as required and elective courses facilitates the construction of coherent study sequences of study. It also enables part-time students to register in a systematic planned fashion. A sequence is established in offering these courses so that students, particularly part-time students, take them in a systematic, planned fashion. The SAO focuses on ensuring that students select courses in a coherent, systematic manner in accordance with curriculum guidelines.

During the past seven years, the program has considered the needs of students to take advanced specialized courses reflecting new issues, trends, and developments of the field. The new curricular

sequence of studies identifies core classes and tracks. Colleagues from Spain have visited us as invited professors and delivered some of the courses on digital curation and metadata. Others have been taught by full-time faculty from the program. In course CINF 6995 - Special Topics, faculty and students can devise an elective in information science that deals with a new area and innovative content, providing students flexibility to pursue specific interests. In recent years, a faculty member has been involved in working internationally with the Knowledge Cities Summit as director and host in 2022. Guest speakers from universities like the Universidad Complutense de Madrid, Universidad de Salamanca, and Universidad de León, provided lectures on topics not included in our curriculum. Students have also contributed important suggestions regarding technological changes for the development of CINF 6707: Knowledge and Information Technologies. These activities show that students are exposed to diverse experiences and field experts, reinforcing coursework, and broadening the learning experience. Students receive systematic, multifaceted evaluation of their achievements in the online courses. The assignments, course work and projects are submitted exclusively through the Moodle LMS so that there is evidence on the platform of student compliance.

Faculty members, the SAO, and the Assistant Dean of Student Affairs provide informal and formal students evaluation. Evaluations of student work are provided in each course, and students can evaluate content discussion and faculty performance. One initiative the program developed was the approval of standard rubrics for diverse types of academic tasks, which are used by all faculty in the program to evaluate several types of students' work. All faculty participated in the development of the rubrics, which were submitted and approved by the Online Assessment System within the DAA.

The Online Assessment System (OLAS) is part of the Institutional Research Office located within the DAA. OLAS was developed on campus and is regularly upgraded. Every program must have an assessment coordinator who develops three-year assessment plans to measure six domains of student learning: information competencies, effective communication, disciplinary content, research and creation, critical thinking, and social responsibility. Courses in each program use various methods to assess student learning. These data are reported yearly to the Assessment Office (AO) and discussed at faculty meetings. Coordinators receive feedback from the AO with recommendations for additional research if necessary. If needed, transformative actions are devised and included in the next round of assessment activities. The use of standard rubrics in our program have provided consistency in faculty evaluation of students' work and has also provided information as to what additional rubrics are necessary as faculty develops different and new evaluations' techniques depending on the task under evaluation.

Assessment results are discussed with the Assessment Office and the program receives recommendations based on their experience. These results are also presented at faculty meetings and transformative measures are discussed to address any negative aspect that is identified

IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:

Graduating students in the June 2023 cohort took an online alumni survey on a trial basis to assess student perceptions of their experience in the program. The survey was conducted in September 2023 and its results will be discussed in our next Annual Faculty Retreat in 2024. Changes might be made to the survey after this discussion and starting in June 2024 it will be carried out annually. We expect this initiative to allow us to gather alumni's point of view about the program and their experience in it. This will also substitute the exit interviews the program had previously while the program was not completely online.

The GPIS fosters student participation to achieve the best possible environment for learning. Opportunities to provide their input are available through meetings and in the planning of activities related to topics of interest to them. Activities sponsored by professional associations provide a path for student involvement in specialized knowledge and communities. Students participate in diverse student associations that allow them to channel their claims needs and always participate in university life consistent with the stipulations in articles 2.21-2.24 of the UPR Students General Bylaws.

Students are actively involved in the Puerto Rico chapter of ACURIL. Several students have attended ACURIL conferences in different Caribbean countries and have presented the results of their research and projects, in Appendix 4.1. There are others active with SLPR as officials or in a support role for their activities and development. Many students are also actively involved in the ASEGRABCI, SLPR, ABESPRI, and REFORMA PR. After graduation, first-year membership is waived. Table 4.2 shows alumni leadership roles in professional associations.

Table IV.2 Alumni Association Officials

Positions	ASEGRABCI	SLPR	ABESPRI	REFORMA PR
President	José A. Robledo González (2019, 2023)	Sylmarí Burgos (2015) Juan R. Soto Rosa, (2018)	Gilberto Rodríguez (2018) Matio Vázquez (2016)	Pedro del Valle (2019) Elizabeth Borges (2017)
VicePresident	Rosadel Santos Flores (2018, 2019)	Cristina Larregui (2018)		Pedro del Valle (2017)
Secretary	Alleya Rodríguez Vázquez (2020)	Taira Rivera (2019)	Eneidy Rivera (2018)	
Treasurer	Pablo Marrero Rivera (2016)	Luis Joel Crespo (2019)	María Lourdes Márquez (2018)	David Castro (2017)
Vocal	Maribel Caballero Plaza (2015)	Mariangeli Luzo Zayas (2023)		Carlos Crespo (2019)

Positions	ASEGRABCI	SLPR	ABESPRI	REFORMA PR
	Iveliz Cruz Irizarry (2015)	Pablo Marrero (2019) Dinah Wilson (2019)		

IV.5.1 Participate in the formulation, modification, and implementations of policies affecting academic and student affairs

UPR Students bylaws provide students the opportunity to elect representatives to diverse forums, committees, and institutional regulations. Examples are the Advisory Graduate Studies Council (AGSC), the Academic Senate and others. (See UPR Students bylaws Article 2.01, 2.04, 2.08, 2.12, 3.08, 4.03, 4.09, 4.10, 4.11). The AGSC is the representative body for all graduate programs and receives student input. The Senate has the authority to approve certifications related to student issues and topics.

Program students have taken an active role as representatives in the campus AS and the DGSR Council, and well as in the campus Student Council. In addition, the CCI has its own student council constituted by a president, vice president, secretary, treasurer and three representatives. Students from our program have demonstrated leadership and participate fully in the CCI student council in different positions. Students have representation in all the GPIS committees, except for the Personnel Committee. Table 4.3 shows elected students to the CCI Student Council.

Table IV.3. *Student from the Graduate Program in Information Science elected to the CCI Student Council*

Name	Position	Academic Year
Javier Rodriguez Rivas	Representative to the Graduate Studies Council	2022-2023
Ashleyan Reyes Arroyo	Executive Secretary	2023-2024
Raquel López Rosario	Vocal	2023-2024
Stephanie S. Santiago Díaz	Library Committee Representative	2023-2024

IV.5.2 Participate in research.

Research opportunities available include courses and practical experiences. Students are advised to register in the course CINF 6706- Research Methods during the first semester in the program. They are eligible to participate in the Training Academic Experience Program (PEAF) administered by the Dean of Graduate Studies and Research, which provides tuition and stipends. Researchers from other campus colleges recruit GPIS students to assist them in different research activities. The knowledge acquired by our graduates in these practical experiences benefits their learning and allows them to relate to research activities in real settings.

Students may opt to participate in research while enrolled in their course CINF 6998- Knowledge Application Seminar (Capstone), or to do an internship modality at libraries, archives, or other information units. In the internship they also conduct research tasks. The program maintains a list of entities that have participated in our internship program and are open to inviting or accepting interested students to benefit from working experiences. The students can decide to publish their research in annual meetings. One example is ACURIL at Curacao 2022, where one student published a poster with the collaboration with one of the GPIS faculty member in which they identified and described the primary sources and special collections, belonging to Puerto Rican institutions, used to carry out a study on the activity and role played by libraries, bookstores and printing presses in Puerto Rico. In a first stage, the research focuses on the libraries, bookstores and printing presses that were in the historic district of San Juan (Old San Juan), from the sixteenth century to the mid-twentieth century (See <https://revistas.upr.edu/index.php/acceso/article/view/20340>).

The GPIS Annual Research Conferences are an activity where professors and students of the program present their research work. Faculty are encouraged to develop at least one new research project annually in which students can participate and publish together. This encourages student participation in the annual graduate student research activity sponsored by the DGSR UPRRP. This activity stopped being carried out in 2017 after Hurricane María and will be resumed in the second semester 2023-2024 to be carried out in May 2024 virtually.

IV.5.3 Receive academic and career advisement and consultation;

The Assistant Dean of Students Affairs and the SAO offer guidance and help in academic and career advisement. Faculty are also available to discuss academic, research and further study opportunities with students, as well as providing informal. The SAO provides information about grants, fellowships, internships, and job opportunities. In addition, she helps to connect students with faculty for mentorship. One formal group orientation is offered at the beginning of each semester for new students, focusing on the GPIS, faculty, student activities and participation, and physical facilities, online resources, including computer labs and library resources available for students on-site and online. Students registering for their course CINF 6998- Knowledge Application Seminar (Capstone), receive an orientation about the extent of work and opportunities for internship or research.

Students participate in different forms of academic and career guidance. These can be group or individual orientations in person and virtually. Academic advising is provided by SAO staff with GPIS coordinator and faculty. All faculty members are available to assist and advise students in relation to

their academic interests. The SAO encourages students to seek academic advising with faculty members that best match their interests. At this time, online academic advisement is being restructured and will be provided promptly. We will work this semester with the SAO to distribute students among full-time faculty to reinstate the advisement of students consistently.

IV.5.4 Receive support services as needed;

The institution offers support services to help students complete the requirements of the program. The CCI SAO provides several support services on campus. There are bulletin boards and posters with emergency phone numbers and information to contact these offices. General orientation materials are included on CCI the SAO portal. Another service to support students is the SOA provides orientation to faculty as to the appropriate protocol's students need support services or office to be referred students.

The Office of Handicapped Students Services (OSEI by its Spanish acronym) offers support that allows many students with special conditions to successfully perform in graduate. This office facilitates the integration and inclusion of people with disabilities to the rest of the university community. Among the services offered to students is the coordination of reasonable accommodations or modifications in the classroom; intercede in conflict situations regarding reasonable accommodations or modifications; coordination in the early registration process for students with disabilities and coordinate services of note-readers and sign language interpreters.

Another service to support students needed it's offer in the Counseling Office for Student Development (DCODE for its Spanish acronym) provides psychological, social work, and counseling services. This office is accredited by the International Accreditation of Counseling Services (IACS). All students are made aware of the existence of these services. An appointment is requested by email to dcode.consejeria@upr.edu and is attended to by telephone or through the Google Meet application, Microsoft Teams or institutional Zoom. Applications are used that are official UPR online communication tools that allow audio or video conferences.

Finally, there is the Title IX Office, which serves all students and provides information about the policies against sexual harassment and discrimination on campus. This office responds directly to the Chancellor's Office, and implements the policies established by the Title IX regulations to combat discrimination at the University.

Students are made aware of their rights and the services available for their support and protection UPR GB, Certification No.119, (2014-2015), regulates the Students Ombudsman Office, which provides mediation to student grievances. The Office responds to the Chancellor's Office. CCI's Auxiliary Dean for Student Affairs and the GPIS collaborate with these offices and have direct communication with their staff.

IV.5.5 Form student organizations;

UPR Students bylaws establish the right of students to organize and pursue activities that complement their academic studies. See UPR Students bylaws Article 2.01, 2.04, 2.08, 2.12, 3.08, 4.03, 4.09, 4.10, 4.11) describe the process of establish formal organizations in the institution. At CCI, students exercise their rights at the undergraduate and graduate levels. Campus institutional governance allows students in the program to participate in the General Student Council (GSC) which allows them to be elected to represent all students at the Academic Senate (AS), the Administrative Board (AB), and the Graduate Studies and Research Advisory Council (GSRAC). As part of the structure of student organizations, CCI students constitute a faculty-level council called CEFaCI.

GPIS students actively participate in student council elections, and some have been elected to various positions. These positions are mostly related to the tasks which deal with student rights and academic policy and issues at the campus level, especially important for the graduate student community. Within the GPIS, before the creation of the CCI, students' main participation was through the program's Student Council where student elected a representative of the program to the GSRAC.

IV.5.6 Participate in professional organizations.

Collaboration between LIS professional organizations and GPIS is constant and recent graduates have integrated successfully as leaders at the various organizations like REFORMA, ASEGRABCI, RPRSL, ABESPRI. There is a Puerto Rico chapter of the ACURIL in which GPIS students actively participate. There is also a strong relationship between the program and its alumni association, the Association of Alumni of the Graduate School of Library and Information Science (ASEGRABCI by its Spanish acronym). A strong collaboration exists between faculty and ASEGRABCI related to social, professional, community, and academic activities that provide ample participation opportunities to students. Many of these activities have a significant impact on student professional development.

IV.6 The program applies the results of evaluation of student achievement to program development.

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

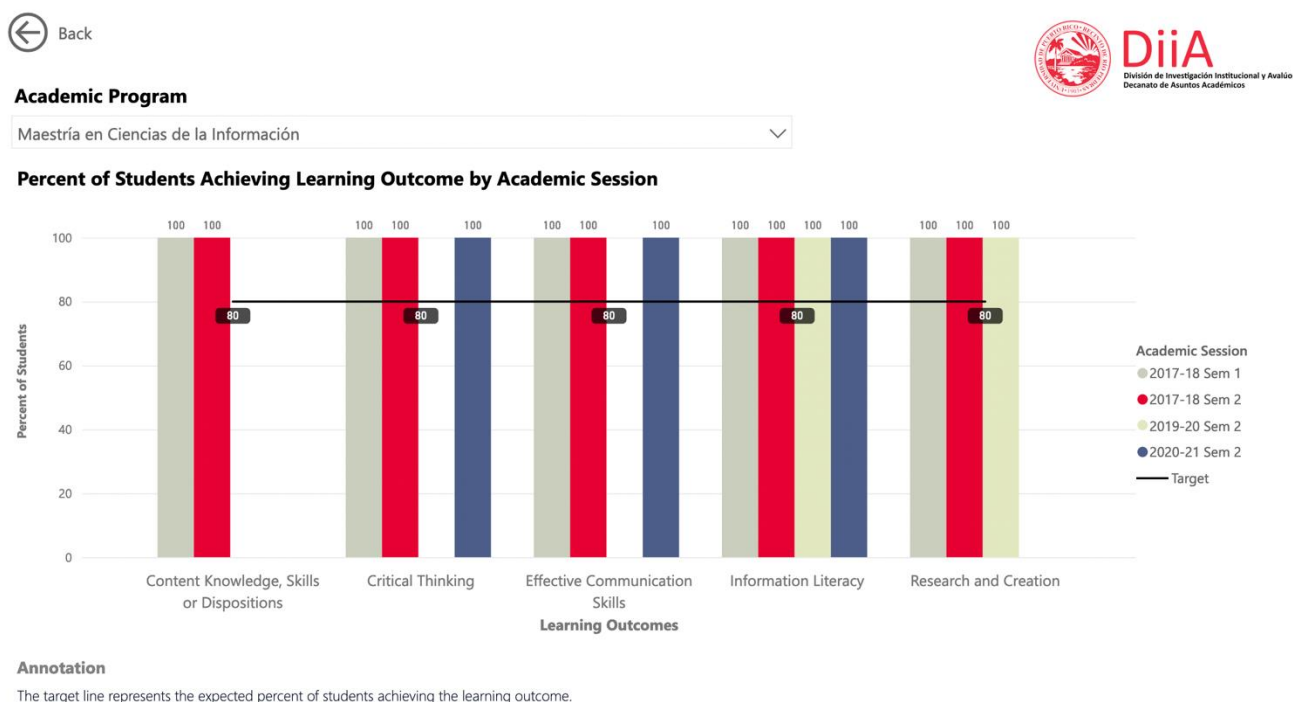
GPIS designs and implements a three-year assessment plan in alignment with institutional policies that includes strategies administered every semester and some by the end of December to students next to graduation. A major component of this Student Learning Assessment Plan consists of formative and summative evaluations.

All assessment results are discussed in meetings by both GPIS and communication faculty. The assessment process provides elements to improve our program and identify potential problems revealed in specific areas. Assessment allows the program a constant monitoring of the curricula and student’s performance.

At the end of each academic year, a questionnaire was submitted to students, along with other evaluation instruments, such as exit interviews or surveys. Feedback from students has been used not only for curriculum revision purposes but also to improve the opportunities available integrate their learning into their clinical experiences, offer community services, participate in extracurricular activities, and work on research projects with professors. Input from students and assessment results are also considered when planning continuing education activities.

The Students Learning Assessment Plan has been developed and implemented involving students and faculty. Three-year assessment plans (2019-2022, 2022-2025) have been designed as our parent institution implements new assessment actions. The feedback obtained has been used to review and plan new courses, programs, and activities. Assessment results have been presented and discussed in faculty meetings. The following figure 4.1 shows student learning outcomes achievement from academic session 2017-2018 through 2020-2021.

Figure IV.1 Student Achieving Learning Outcome



GPIS submitted student exit interview or surveys using Microsoft Forms in June 2023. These will be delivered every summer beginning in June 2024, to assess student satisfaction with online courses design and experience.

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

The campus unified all initiatives to assess student learning in the Dean of Academic Affairs' Office of Institutional Research. All undergraduate and graduate programs must develop evaluation plans and annual reports that are delivered online through OLAS Platform. The program appoints a faculty member to coordinate this task and develop a three-year plan for the evaluation of six focus areas: information competencies, effective communication, content of the discipline, research and creation, critical thinking, and social responsibility. Upon receipt of the results, corrective actions are planned to address the findings. The GPSI actively participates in the workshops and activities generated by the Evaluation Office within the Dean of Academic Affairs.

IV.8 The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future.

GPIS implements a systematic evaluation process to produce data and reports on student learning progress entailing strategies and instruments that validate learning. Student evaluation in assignments and projects is analyzed by means of a rubric developed at GPIS that establishes clear and specific criteria about student expected learning outcomes. Results provide for faculty and student self-evaluation and the identification of areas for further development and future planning. Faculty integrate all necessary changes in syllabi and course teaching plans.

GPIS developed additional input retrieval tools that include student portfolios, an Student Learning Assessment Plan, and a Student Exit Questionnaire. The data collected identifies specific areas where students face challenges or program adjustments are needed for improvement. Faculty addresses these findings in meetings and integrates recommendations into study plans. Changes range from adjustments in content delivery, course structure, clarity of learning objectives, updating of materials, expansion of learning strategies, and reorganization of the learning sequence. These results constitute the basis for long-term planning. The approval of the distance learning delivery mode constitutes an example of implemented changes.

From the results obtained from learning after the change of modality, the need to evaluate the implementation of the use of the distance modality was identified. This will begin in August 2024 because the program would already have been implemented for four years. It seeks to identify its effectiveness and areas to improve in curricular aspects, teaching strategies, and student services.

Because it would be the first distance program at the UPR to be evaluated during the second semester of 2023-2024, work would be done on the creation of instruments and procedures to be able to carry out the evaluation that is by the characteristics of the distance modality.

Standard V: Administration, Finances, and Resources

V.1 The program is an integral yet distinctive academic unit within the institution.

As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

The UPRRP is one of the eleven units that make up the state system of the UPR. (See figure 5.1 - Geographical Location of the 11 UPR Campuses). Among the 448 UPR academic programs, the GPIS is unique to Puerto Rico. Also, is the only program accredited by American Library Association.

Figure V.1. *Geographical location of the 11 UPR Campuses*



The UPR is administered by a Governing Board, composed of thirteen (13) members from diverse backgrounds. Four (4) members are elected by the university community and nine (9) members are selected by the state Governor with the approval of the Puerto Rico Senate. These nine (9) members must satisfy requirements such as: having knowledge and experience in finances, being a social and community leader, and having a link to an external Puerto Rican community. Five (5) of these members must be residents of PR and excel in the arts, the sciences, and professions.

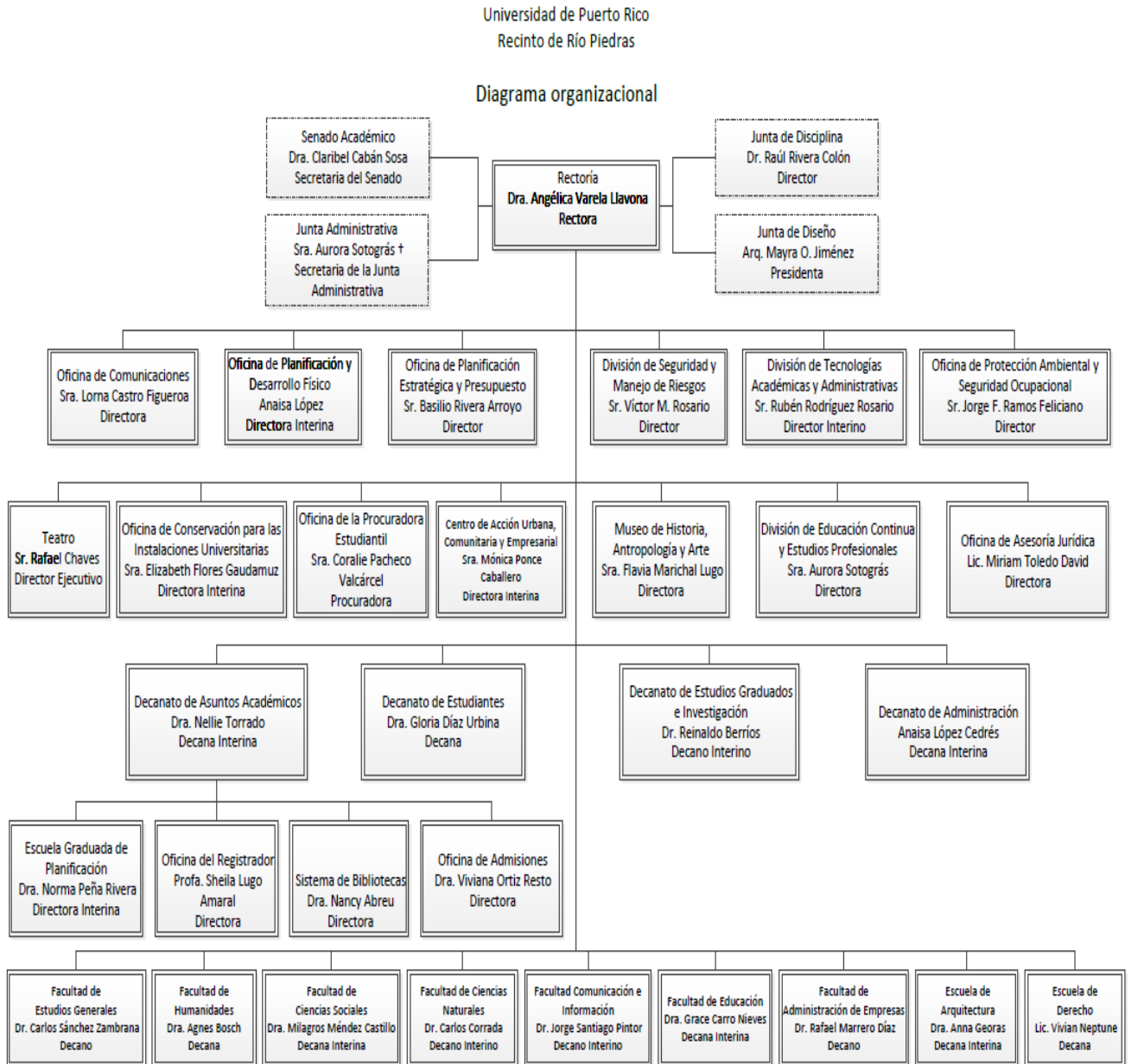
The Chancellor is the highest academic and administrative official in the UPRRP governing structure. The campus Administrative Board advises the Chancellor. The role of this Board is to evaluate the annual operational budget, to create procedures needed for the proper operation of UPRRP, and tenure and staff promotions, among others. This Board is also responsible for ensuring compliance with the statutes expressed on the UPRRP Mission and Vision and representing all constituencies in other academic and administrative forums.

The Academic Senate is the official forum of the academic community. Faculty and student representatives participate in institutional processes, cooperating and collaborating closely in setting

academic standards within the prerogatives established by UPR regulations. It is also responsible for revising curricular policies, faculty evaluation standards and procedures, and student admissions standards created or revised. The Senate approves certifications that constitute official campus regulations. The Chancellor, in coordination with the Dean of Academic Affairs, the Dean of Student Affairs, the Dean of Administrative Affairs, Deans of Colleges, academic department heads, office directors, and student body representatives, is responsible to guide and oversee compliance with regulations and administrative decisions.

The UPRRP is a public land-grant research university in San Juan, Puerto Rico. It is the largest campus in the UPR system in student population and Puerto Rico's first public university campus. Figure 5.2 shows the Organizational chart of the UPRRP.

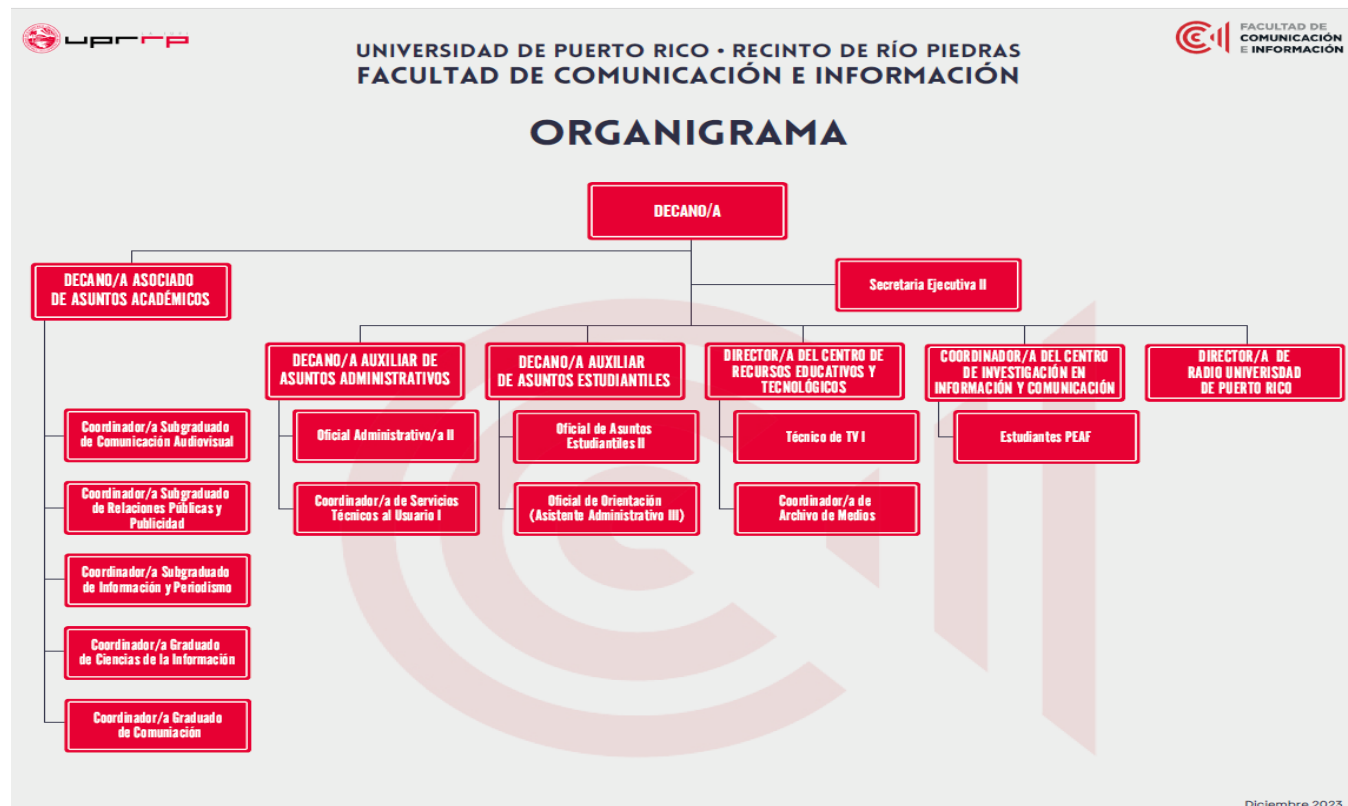
Figure V.2 Organizational chart of the UPRRP



The program provides an education accredited by United States agencies with Spanish as the language of instruction. The GPIS, founded in 1969, is one of the Professional Postgraduate Programs available at the UPRRP. The program was established as the Graduate School of Library Science responded directly to the chancellor and 1981 change to DAA. Since the last visit of the COA in 2015, important administrative

changes have been implemented. The GPIS responded to the DAA. However, academics issues were overseen by the Office of the DGR until 2021. Figure 5.3 shows the GSIST organizational chart in effect until 2021.

Figure V.3 GSIST Organization Chart in Effect Until 2021



GPIS 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 GPIS 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 on campus. This includes representation in the Council of the Dean of Graduate Studies and Research, representation in the Academic Senate, and student representation in the General Student Council.

In 2018, at the request of the Dean of Academic Affairs, the directors of the School of Communications (SC) and the Graduate School of Information Sciences and Technology (GSIST) submitted a proposal to consolidate both schools into one college on campus. In June 2021, the proposal was approved by the UPR, GB 2021. Certification No. 125 (2020 - 2021) to create College of Communication and Information (CCI). System and was put into effect immediately (see Figure 5.3 CCI Organizational

Chart). The new college is made up of three undergraduate and two graduate programs. The Audiovisual Communication, Information and Journalism, Public Relations and Advertising programs offer courses at the undergraduate level. The two graduate programs are: Master's Degree in Art in Communication, with majors in Theory and Research and Journalism; and Master's Degree in Information Sciences (MIS). Two additional certificates are offered: a post-baccalaureate in Document and Archive Administration, and a Post-Master's degree in Administration of Academic, Public, and Special Libraries.

The GPIS was the former Graduate School of Librarianship of the UPR, founded in 1969. Throughout its history, the transformations of the program are evident. It obtained its first accreditation by the ALA in 1989. In 1990, it changed its name to the Graduate School of Library and Information Science (ERGBCI for its Spanish acronym), and in the year 2000 it became de Graduate School of Information Science and Technologies (GSIST). It responded to the Dean of Academic Affairs until the approval of the College of Communication and Information in June 2021, which now responds to the Dean of the College of Communication and Information, who responds to the campus chancellor.

The degree conferred is Master of Information Sciences (MIS), which is offered online to full- and part-time students. Its curricular structure is made up of two tracks, one in Library and Information Sciences (LIS) and in Knowledge Management (KM). The graduate program contains information, technology, and knowledge management-related areas. It provides a solid base in theory, practice and relevant methodologies in the management, handling, organization, access, and use of information in various contexts. The program develops professionals in information and technology, promoting research, collaboration, and commitment to address community challenges.

It stands out for graduating highly trained professionals in information science. Its interdisciplinary approach allows students to explore topics ranging from data science to emerging technologies, preparing them for current and future challenges in this ever-evolving field. The program trains its students to adapt to rapid technological changes in the information field, encourages the creation of professional networks and promotes the innovative use of emerging technologies in information management and the creation of solutions adapted to current needs. The program emphasizes the integration of technology and the adoption of innovative practices, as students and faculty participate in research projects that generate collaborations and alliances with local and international institutions. These opportunities enrich the academic experience and professional development of students and faculty.

Development opportunities for students include internships in libraries, information centers, companies, government agencies or other relevant institutions. These practical experiences allow students to apply their knowledge in real professional settings. In the last 15 years, over 400 graduates have played key roles in information management, technology, library science, archiving and related disciplines in Puerto Rico and internationally.

The Dean of Graduate Studies and Research provides guidance on institutional policies and quality standards, the GPIS has an administrative infrastructure with financial support and resources to ensure

that its goals and objectives can be achieved. The CCI has the human, informational, technological, financial resources, and physical facilities necessary to offer its services.

According to the CCI organizational chart presented in the Figure 5.3, the composition of the administrative infrastructure consists of a Dean, Associate Dean of Academic Affairs, Assistant Dean of Administrative Affairs, Assistant Dean of Student Affairs, Program Coordinators and all the staff necessary for daily operations. The Dean is the central figure responsible for leading the college in decision-making and generating strategic direction to comply with institutional guidelines and policies. She is responsible for administrating and CCI resources, including budgets, teaching and non-teaching staff, facilities, and equipment. In addition, she participates in developing and reviewing academic programs, ensuring that they are current and relevant to educational and professional needs.

The Associate Dean of Academic Affairs is responsible for guaranteeing the quality and development of academic programs. She provides support to students and professors to achieve educational objectives, review and update study plans, introduce new educational initiatives, establish strategies and programs, and for continuous improvement of educational quality in the institution. The Assistant Dean of Administrative Affairs supervises and coordinates key administrative aspects to guarantee satisfactory operational performance at CCI to support faculty. In addition, he/she is responsible for the supervision of non-faculty staff, recruitment, labor issues, and supporting administrative work teams. Her supervision also accounts for staff services like maintenance, technology, security, and other infrastructure-related areas.

The Assistant Dean of Student Affairs is responsible for establishing conditions that support student academic development. Services observed by the deanship include academic advising, vocational guidance, tutoring, and peer tutoring programs, among others. Disciplinary issues also fall under Dean's responsibilities. The Office must ensure that these processes are carried out in compliance with university regulations, policies, and codes of conduct to guarantee a fair, safe, and respectful environment to all students. The GPIS has the autonomy to determine the intellectual content of its program, make recruitment recommendations, promote its teaching staff, and select its students.

The program can propose new courses, modify existing ones, and revise its entire curriculum. Changes in the curriculum go through an approval process at different levels on campus and prior to implementation. This affects the program, which works as a group to develop a proposal to change or create a new program and submit it to the Faculty Curriculum Committee to discuss, recommend, and approve. It is submitted to the faculty for approval and referred to the different bodies that approve the changes. These are the Council of Postgraduate Studies and Research, Dean of Academic Affairs, Academic Senate, Vice Presidency of Academic Affairs and Research, and finally, the Governing Board of the UPR University System. The approved documentation is submitted to the Puerto Rico Board of Secondary Institutions for certification.

GPIS regulations provided for six faculty committees: Admissions, Personnel, Evaluation of Student Learning, Continuing Education, Professional Development, and Joint Student-Faculty. Ad hoc committees are appointed as needed to deal with transitory issues. The Program Coordinator serves as an ex-officio member. Members are elected for a two-year period and may be reelected.

Committee members are elected or appointed at a faculty meeting each academic year. In most of these committees, there is student participation, except in the Personnel Committee. Committees keep records of their work and report on their activities at faculty meetings, retreats, and development plan sessions by the end of each semester. This provides valuable information for the overall evaluation process.

CCI approval and implementation brought about a restructuring of faculty committees which are currently active: Personnel, Curriculum and Assessment, ALA Accreditation, ACJMC Accreditation, Resources and Equipment, Activities, Physical Facilities and Students, and Admissions. There is a representative of the Information Sciences faculty on all committees except for the ACJMC Accreditation Committee (See appendix 5.1 – Faculty Committees members).

The CCI personnel committee reviews all faculty recruitment, promotion, tenure, and sabbatical requests. Decisions are submitted to the Dean, who sends them to the Chancellor. Final approval is completed by the Administrative Board (See UPR, GB, Certification No. 55 (2022-2023), p34-35, 67-71, 76-79, 111-112). This committee's members participate in the annual institutional workshops organized by the Dean of Academic Affairs for the recruitment and evaluation of professors.

The program designs and articulates promotion strategies to recruit students who meet program admission requirements. The application for admission is available in the platform available on the Office of the Dean of Graduate Studies and Research website. The Admissions Committee is made up of a faculty member who chairs it, a member of the Student Council, and the Student Affairs Officer. These establish and review entry criteria in accordance with institutional requirements for postgraduate admission.

V.2 The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution.

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. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.

Faculty, staff, and students in the program have equal opportunities for representation on campus-wide institutional advisory and policy-making bodies. These include GPIS faculty and student representatives on the Graduate Studies and Research Advisory Council (GSRAC), representation of two faculty academic senators and one student representative on the Academic Senate, and student representation on the CCI Student Council and in the General Student Council. Assemblies for nominations 2022-2023 College of Communication and Information Student Council (CEFaCI) occurred on April 16, 2022. (UPR Students bylaws Article 2.01, 2.04, 2.08, 2.12, 3.08, 4.03, 4.09, 4.10, 4.11). Representation in parent institutional decision-making bodies is available and implemented, some examples are Technology Fee Committee, the MSCHE Accreditation Committee, the Institutional Assessment Committee, and the Strategic Plan Committee. The CCI Dean is part of the UPRRP AB and participates

in meetings with Chancellor's Office staff and with deans of other colleges. The CCI Dean is a member of the AS.

Relationships with other campus academic units support interdisciplinary interaction, enrich the educational experience, and promote collaborative research. For example, GPIS students benefit from courses at the Graduate Program of the College of Education. These courses are taken as electives to complement knowledge in research in areas such as statistics, qualitative and quantitative research methods, and research instruments development.

The exchange of knowledge and innovation involves faculty members and students from different areas of specialization. One example is the ICI Network Project of the Vice Presidency of Research provided for participation and interaction with personnel from all UPR units. The project was led by UPRRP professors from different faculties: Julia Vélez (College of Natural Science), José Sanchez (GPIS), Mariano Maura (GPIS), Carlos Suarez (GPIS) and Jordi Maura (College of Business Administration) (See ICI Network Project proposal). Another example is the integration of all UPRRP journals into one portal was developed by Carlos Suárez, a faculty member at GPIS and the creation UPR Digital Repository lead by Julia Vélez. These interdisciplinary and collaborative relationships between academic units can strengthen the intellectual and academic environment providing students and professors with opportunities to explore diverse perspectives, approaches, and knowledge that enrich educational training and the development of new ideas.

The decisions regarding funding and resource allocation for individual programs, such as the GPIS, follow guidelines and processes like those of other comparable academic units within the same institution. These financial decisions may be subject to criteria, academic merit, and program growth. Criteria considered include academic performance, program demand, strategic priorities, size, needs, achievements, alignment with institutional objectives and the campus Mission statement. The process of allocating funds is carried out by the presidency and governing board of the UPR. The UPR campuses and units generate a budget request that culminates with a request from the entire UPR to the government of Puerto Rico. An example is the Budget Memorial Fiscal Year 2023-2024. When approving the budget, the Budget Office, together with the rector, distributes it to the Colleges.

V.3 The administrative head of the program has authority to ensure that students are supported in their academic program of study.

In addition to academic qualifications comparable to those required of the faculty, the administrative head 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.

Dr. Julia Vélez-González is currently serving as the interim Dean at CCI (see Julia Vélez curriculum vitae). Her experience and academic preparation fulfill all requirements for the position. Her leadership includes diverse roles within the UPRRP and the UPR Central Administration. Among these, are serving

as system coordinator for the evaluation visit of ACRL to all 14 campus UPR libraries during the 2004-2007 period. Dr. Vélez performance and experience in research, education, and information science highly qualifies her for the responsibilities of the position. She works in an interdisciplinary manner by offering courses and research in the areas of natural sciences, education, and information sciences. In addition, Dr. Vélez has published in academic publications and has taught several courses in GPIS. She also coordinates the UPR Digital Repository. The administrative head of the program has leadership skills, administrative ability, and experience in the field. In the faculty meetings, all the participants show respect and disposition to cooperate in the GPIS activities such as professional development workshops, committees, and assessment process. This demonstrates leadership in teamwork.

V.4 The program's administrative head nurtures an environment that enhances the pursuit of the 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.

Past directors of GPIS and current deans of CCI as administrative heads of GPIS play a key role in creating a stimulating academic environment that promotes collaboration, academic growth, and integration of students in the field of Information Science. The program's mission statement and objectives encourage and support faculty and students in their academic activities, research, continuing education, and professional development.

The administration is receptive and supportive of the ideas and initiatives that professors and students generate to contribute to their academic growth. Therefore, various research projects, curricular updates, and alliances with other departments and institutions were generated (see appendix 3.3 and 4.1). GPIS administrative head fosters an environment where creativity, innovation, and new ideas are valued highly. Previously mentioned collaboration projects across the Self-Study with colleagues from other campus units that involve student participation is characteristic of GPIS. The program administrative head provides mechanisms to enable faculty and student participation in local, national and international conferences, and continuing education. Funding is allocated to support these activities. This promotes the socialization of students with other academic units and faculty.

A collaborative initiative that stands out is the integration of library collections of the communication faculty and the GPIS. In 2017, hurricane María destroyed the library building of the faculty of communication. Recovered information resources in print format were transferred to the Library of Information Science, administered by the campus Library System. The final decision, beneficial for the CCI, was to transfer both collections into the Circulation Department in the General Library building.

The aim is to create an environment that allows socialization to generate learning, intellectual exploration, and professional growth of students and professors. This is promoted through the development of activities, events, and programs that facilitate integration, the creation of professional development activities, and the involvement of faculty members in practical experiences. The program administrative head consistently promotes collaboration that nurtures learning, research, professional improvement, and practical experiences for GPIS students and faculty (See Standard IV section IV.5.2)

participate in research. This course of action guarantees an environment that leads to the achievement of the program mission, fosters faculty and student interaction with other academic units, and promotes the socialization of students into information science.

V.5 The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities.

The staff contributes to the fulfillment of the program's mission, goals, and objectives.

Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.

Administrative and support staff are essential to assist the dean and the faculty (See Figure 5.3). Their work facilitates the program's overall operation and contributes to students' academic success. The administrative staff is responsible for administrative management, student services, coordination and logistics of activities, technical support, and communications. Before 2021, the program had three administrative positions such as secretary, administrative officer, and student affair officer. Technical assistant positions included a graphic artist, a laboratory technician, and a telecommunications specialist (see Figure 5.3). Two part-time students from the Work-study Program helped the Administrative Officer and the Student Affairs Officer. There were three technical support people: a graphic artist, a laboratory technician, and a telecommunications specialist technician (see Figure 5.3 with the GSIST organizational chart). Others were complemented by two part-time undergraduate students from the Work-Study Program to assist the Administrative Officer and the Student Affairs Officer.

The new CCI structure is composed of a Dean, an Associate Dean of Academic Affairs, an Assistant Dean of Administrative Affairs, and an Assistant Dean of Student Affairs (see Figure 5.4). In addition, an executive secretary reports directly to the Dean. The CCI Dean responds to the UPRRP DAA who oversees study plans, new educational initiatives, program strategies, and continuous educational improvement.

The Assistant Dean of Administrative Affairs supervises and coordinates administrative work to guarantee satisfactory operational processes that impact faculty and the program budget. Responsibilities include supervising non-faculty staff, coordinating recruitment, dealing with labor issues, maintenance of buildings, technology, and security, among others. An Administrative Assistant and a technical Services Coordinator support these processes.

The Assistant Dean of Student Affairs offers comprehensive support and development services to students through academic advising career counseling and guidance, tutoring, and peer tutoring programs, among others. This is complemented by the supervision of extracurricular student programs and activities, including clubs, student organizations, cultural events, sports, and community service activities. Other Support Staff are a Student Affairs Officer and a Student Guidance Officer.

Decision-making processes are mutually determined by the Dean of CCI and the GPIS faculty. One of the mechanisms for submitting specific program requests is through the Program Coordinator or through direct requests from a faculty member. These requests are taken into consideration depending on the urgency and need and whether they contribute to the CCI working plan. Decision-making processes are evaluated periodically, and results are integrated in program working plans.

The GPIS Coordinator holds regular meetings with faculty to plan, monitor, and evaluate the work required at all levels to achieve program objectives. The participative management style goes beyond regular meetings; it includes talking and emailing. Likewise, the CCI Dean frequently discusses issues with members of the GPIS. This communication encourages decision-making processes arising from consensus. The participation of professors in most committees contributes to better communication at CCI. They consider aspects of CCI's operation in the areas of academic, administrative, student affairs, program evaluation, student recruitment, activities, physical facilities, and others. This affects the decision-making processes because actions are generated in which the administration, teachers, and students participate. Another mechanism that allows the administration to have the opinions and feelings of the teaching staff and students is through the program coordinators. This is complemented by faculty meetings where all CCI teachers are informed of the operation and can express their recommendations.

V.6 The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards.

The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service.

The UPR provides GPIS with adequate financial resources to support its operational processes according to the size of faculty and non-faculty staff, the educational resources, and the facilities. The budget distribution is divided into two stages from 2015 to 2021. The program was part of the GSIST where requests were submitted to the DAA of the UPRRP and since 2021 the allocation part of the CCI budget. The level of support provided has a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, educational resources, and facilities necessary to provide teaching, research, and program services. The UPR provides GPIS with adequate financial resources to support its operational processes according to the size of faculty and non-faculty staff, the educational resources, and the facilities.

The attendance of teachers and students at conferences or other curricular activities that entail costs not stipulated in the budget is carried out through shared financial aid from the CCI and the DGSR. Research grants require submitting proposals for external funds. An example is Dr. Sanchez's IMLS-funded proposal, Dr. Souza's NEH proposal (National Endowment for the Humanities) and Dr. Flores funded by Industries. The campus technology fee provides funds for the purchase of classroom broadcast equipment, desktop and laptop computers, audiovisual equipment, video cameras, and

programming software. The campus Library System supports the acquisition of information resources in all formats. Every year they allocate a certain amount of funds for the acquisition of information resources.

V.7 Compensation for the program's faculty and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

The financial remuneration of teaching and non-teaching staff is established equitably according to the parameters established in the UPR Regulations and the UPRRP Faculty Handbook 202-2023, (p 70 – 103), and as established in the UPR Classification Plan (See UPR GP Certification 37 (2015-2016) and (See UPR GP Certification No. 53 (2012-2013))). The Classification Plan considers criteria such as training, academic degree, ranking level, and years of service, among others.

The Governing Board review the salary scales of professors to make periodic increases based on increases in the cost of living (See UPR GP Certification No. 53 (2012-2013)). Although there are significant differences with the continental United States, the UPR still has the best salary scale among higher education institutions in Puerto Rico. This can be seen in the document Salaries of University System Employees Remuneration of teaching staff. The salaries of administrative and technical staff are governed by the scale system for the entire UPR, which is complemented by additional benefits of a health plan and retirement plan. Faculty receive salary increases through periodic promotions based on an evaluation by the personnel committee. Faculty ranks at the UPR are: Instructor, Assistant Professor, Associate Professor, and Full Professor.

V.8 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

UPRRP, Certification No. 95 (2019-2020) of the campus AS assigns the Dean of Graduate Studies and Research (DGSR) the administrative management of available funding for research, professional development, travel, and paid leave. Likewise, UPR, GB Certifications No. 55, (2016-2017); 108, (2018-2019), uniformly apply this regulation in other UPR units with graduate studies. The DGSR office administers a Scholarship Program to encourage and support student participation in academic events and sponsor the publication of their research in recognized peer-reviewed journals. The program also includes financial aid for travel. The application process is evaluated by a funding committee composed of the DGRS dean, the Associate Dean of Research, and the Coordinator of Student Affairs. Another option to obtain financial aid for students is through applying for external funds at the DGSR, Auxiliary Dean of External Funds. This is where external financing opportunities are identified; the development and presentation of proposals; and the allocation and management of funds to receive grants.

The institution provides professional development workshops developed by the CCI and published in its list of annual activities. The campus CAE offers these services to faculty, administrative staff, and students using face-to-face or distance delivery modalities, including seminars, workshops, discussions, and training programs. These activities have led to developing a learning community that includes all other UPR System units.

V.9 The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service.
The program provides support services for teaching and learning regardless of instructional delivery modality.

The GPIS provides a series of services with physical and technological resources to support the areas of teaching, research, and service. The campus Library System provides a collection of information resources that includes books, specialized journals, and 192 databases related to the information sciences. CCI classroom facilities are equipped with modern audiovisual tools that support class streaming. Technological tools were updated in 2023.

The Communication and Information Research Center (CIICOM for its Spanish Acronym), and the Academic Computing Laboratory (LAC for its Spanish Acronym) are also equipped with state-of-the-art technology that support student and faculty academic needs and research. Their computer stations provide access to all the institutional software needed to conduct daily work such as Office 365 and Microsoft Teams.

The Graduate Network (RG for its Spanish Acronym) project provides facilities and services to students, faculty, student organizations, and professional associations linked to the UPRRP. The RG aspires to be a space to support and enrich the academic life of the student community. It also aims to serve as an ally to the processes of scientific production and other educational and cultural activities on campus. This project is based on a collaborative management model between three units: Library System UPRRP, the DGSR and the GSIST.” (See https://www.upr.edu/gradnet/?page_id=21).

The GPIS online program is offered using Moodle LMS used by the UPR System. LMS support is provided to all professors and students. Access to the LMS is provided automatically at registration. The Campus' Academic and Administrative Technology Division Office oversees the creation of course space and gives access to the professors and students. The program provides support services (See Standard IV Section IV.5.4) for teaching and learning regardless of the teaching modality through academic advising, seminars and workshops, internship programs, and research support. The students have support to solve technical problems related to their institutional e-mail accounts or other technological services through the Division of Academic and Administrative Technologies (DTAA) by contacting: Portal Mesa de Ayuda DTAA.”

V.10 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the program.

The current physical facilities of the CCI are temporarily located in Plaza Universitaria, North Tower, Fourth Floor pending the remodeling of the facilities assigned to CCI. GPIS members considered that the physical resources and facilities are satisfactory for academic activities, research and socialization of students and teachers. The classrooms have the equipment, furniture and technology (projectors, screens, computers) to provide a supportive environment for teaching and learning, where online, hybrid and in-person courses are carried out. Faculty offices are equipped with computers, printers and scanners. Description of ADA compliance for all facilities where the program holds face-to-face instruction, student professional organization meetings, in-person orientations, and program social events

From 2015 to 2018, the GPIS was on the third floor of the José M. Lázaro Building, which is managed by the LISL. This space provided the necessary environment to carry out the goals and objectives of the Program. As a result of the extensive damage caused by Hurricane María in 2017, the physical plant of the entire UPRRP underwent many changes and adaptations. Several teaching and administrative areas had to be relocated, including GPIS facilities. The UPR GB approved the MUPR204 project for the rehabilitation of facilities to relocate CCI. The expected time for completion is approximately five years

V.11 Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

The acquisition of electronic information resources has been strengthened since the implementation of distance education. Print material requests have decreased, which are purchased only if not available electronically. Table 5.3 shows the campus Library System synchronous and asynchronous virtual reference service statistics from 2019-2023.

Table V.1. *Virtual Reference Service Statistics (2019-2023)*

Service type	2019-2020	2020-2021	2021-2022	2022-2023
Synchronous (Chat)	22	86	44	14
Asynchronous (by Form)	8	20	15	12
Total	30	106	59	26

Four group study rooms are available on the second floor of the José M. Lázaro general library for group study, rehearse presentations, and meetings. Each year, the Library System allocates an amount of funds for the acquisition of library and information science books in electronic format. In the 2023-2024 academic year, \$5,000 was allocated for the acquisition of information resources on information science. In addition, a significant amount of funds is allocated to purchase databases that contain information science resources. Table 5.4 summarizes the budget allocated to library resources and table 5.5 shows the types of resources acquired from 2015 to 2023.

Table V.2. *Summary of Investment in Bibliographic Resources (2015-2023), Library and Information Science Library (BCBI)*

Academic Years	Print Subscriptions	Electronic Subscriptions (Journals and Databases)	Print Books	E-Books	Continuaciones	Total
2015-2016	\$60,905.00	Included in Print Subs	\$969.29	\$-	\$596.48	\$62,470.77
2016-2017	\$11,680.11	\$48,869.89	\$34,759.03	\$12,959.54	\$683.07	\$108,951.64
2017-2018	\$8,178.26	\$29,164.70	\$4,143.92	\$1,932.82	\$1,986.77	\$45,406.47
2018-2019	\$9,234.66	\$25,736.00	\$5,759.22	\$4,593.56	\$1,562.61	\$46,886.05
2019-2020	\$8,524.62	\$30,479.06	\$1,013.60	\$2,059.76	\$609.53	\$42,686.57
2020-2021	\$8,892.13	\$33,574.24	\$483.68	\$4,785.15	\$707.53	\$48,442.73
2021-2022	\$6,173.27	\$35,913.65	\$73.60	\$4,116.59	\$299.73	\$46,576.84
2022-2023	\$6,539.05	\$32,015.97	\$252.23	\$554.43	\$579.73	\$39,941.41
	\$120,127.10	\$235,753.51	\$47,454.57	\$31,001.85	\$7,025.45	\$441,362.48

Table V.3...... *Quantity and Type of Resources, Library and Information Science Library (BCBI)*

Academic Years	Print Subscriptions	Electronic Subscriptions (Journals and Databases)	Print Books	E-Books	Continuaciones	Total
2015-2016	122	Included in Print Subs	14	0	6	142
2016-2017	65	45	504	133	6	708
2017-2018	54	41	53	28	12	147
2018-2019	53	30	92	56	10	211

Academic Years	Print Subscriptions	Electronic Subscriptions (Journals and Databases)	Print Books	E-Books	Continuaciones	Total
2019-2020	47	32	18	23	3	123
2020-2021	44	31	16	50	4	145
2021-2022	28	34	1	38	1	102
2022-2023	28	32	5	6	3	74
	441	129	703	334	45	1652

V.12 The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.

Available staff and facility services are fully aligned with program needs. Since 2019, GPIS courses have been offered online and students use online information resources that provide off-campus access. Requests for information resources in print format students should contact staff via email or through the [LISL website](#). If you wish to contact specific personnel, there is a [directory on the page](#). The Library System has trained personnel who have a Master's degree in Information Sciences. Students access online information resources through remote access where they validate their student identity. The [Virtual Reference Service](#) was strengthened after the start of our online program to provide excellent services.

V.13 The program's systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

The systematic planning process is carried out periodically by conducting reviews of administrative, fiscal, support policies, and resource needs following institutional guidelines. Faculties and programs prepare development plans based on the campus strategic plan in alignment with the [UPR System strategic plan](#). Due to hurricane María in September 2017, the campus strategic plan was extended until 2018. The GPIS prepared its Development Plan for 2018-2023, and the campus is developing a new strategic plan.

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The suitability of access to physical resources, facilities, technologies, and support services for distance education undergo constant reviews to identify their functionality and replacement needs. This responsibility falls to the CCI Assistant Dean of Administrative Affairs, who carries out physical evaluations of the areas every three months. The course evaluation questionnaire provided to students constitutes an additional method to obtain input about the physical infrastructure, such as classrooms, laboratories, and other relevant spaces to deliver classes. The establishment of the CCI also provided a thorough evaluation of physical and technological resources that led to significant updates in equipment and software. Focus groups with the participation of employers are part of the ALA 2024 self-study process. Results obtained show satisfaction with facilities, which were considered as good, adequate, and up to date. The evaluation considered physical and technological needs for online delivery. Since the academic year 2022-2023, the Senate delivers a new revised form to all students on campus.

V.14 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources.

Decision-making processes at GPIS are documented with evidence in the program working plans. The strategies used provide the data that informs decisions for implementation after the corresponding assessment. Among the strategies used are development of electronic professional portfolios, rubrics, surveys, and focus groups, among others. Criteria for evaluation are organized into six categories: 1) Informational competencies, 2) Effective communication, 3) Content of the discipline, 4) Research and creation, 5) Critical thinking, and 6) Social responsibility.

The GPIS will continue its efforts in the systematic evaluation of student learning considering the critical indicators established by the University. Changes in the profile of GPIS graduates will be identified and addressed as GPIS embarks on its curriculum review, and new competencies will need to be developed. With the start of the distance program, it is the right time to analyze the contents, where we are, and where we want to go and assess the available resources.

V.15 The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the program and to plan for the future.

GPIS history demonstrates a culture of continuous evaluation and assessment in accordance with accrediting agencies. Program regular operation includes procedures to carry out continuous all-year assessment initiatives that achieve the established objectives. The implementation focuses on finding ways to contribute to making informed decisions, adjusting established strategies and making improvements to the program in order to meet objectives effectively and efficiently. During the evaluation processes, there is active participation of those interested in the program. Surveys and focus groups are carried out periodically with students, alumni and employers.

The implementation of student learning and program development measures ensure excellence and quality through planning processes and strategies that achieve program goals and objectives. Evidence of these activities and procedures are included in annual working plan, and Student Learning Assessment Plans. Instruments, tools, and methodologies provide the data necessary to document evaluation processes which are developed following institutional and accrediting agencies guidelines. The DAA is responsible for the establishment of planning processes and reporting mechanisms which are available on the DAA portal. Program accountability is provided in annual or five-year working plans included in achievement reports and the OLAS platform. The CCI personnel committee prepares faculty evaluation processes that are deemed as confidential, and determine promotion of professors. Students participation in faculty evaluations through an online questionnaire. Since 1989, ALA standards and guidelines are included within GPIS evaluation processes. The mechanism for obtaining the information needed to document the evaluation processes is the use of instruments, tools, and methods. These are developed following the guidelines of the institution and accrediting agencies.

The institutional planning processes and reporting mechanisms are established by the Dean of Academic Affairs. Its portal has the regulations to follow to carry out the planning and evaluation processes of the program, courses, professors and students. The execution of the program is based on annual work plans or a five-year development plan. The results of the implementation of the planning are communicated through achievement reports. This is complemented by the reports of the student's learning outcome submitted through the OLAS platform. The professor evaluation processes are carried out summative by the CCI Personnel Committee. This is evidenced by the minutes of meetings and the report on the results of the process, which is confidential. The evaluation of the professors is carried out to obtain a higher rank and a report of the result of the process is generated. Students evaluate the courses semiannually through an online questionnaire. The GPIS completes the institutional evaluation processes with the application of ALA standards and guidelines in order to obtain its accreditation. Since 1989, a self-study exercise has been carried out to demonstrate the development of the program to the accrediting agency.

Results of GPIS evaluations generate changes and improvements. For example, the ALA 2015 visit resulted in the transformation of the program into distance education delivery as stated in the Academic UPRRP, SA. Certification No. 80 (2017 - 2018), and the Governing Board Certification No. 114 (2018-2019).80 (May 24, 2018), and the UPR, GB, Certification No. 114 (2018-2019). The process required a significant review of the curriculum. Students' course evaluations carry a significant weight on the consideration of teaching strategy adjustments. For example, new strategies to increase student recruitment were implemented as the result of these evaluations. Another action taken constituted the recruitment of more faculty with specialized technological skills within information science, as shown in the 2020 faculty recruitment process.

Summary and Overview

Standard 1: Systematic Planning

The outlined planning, review, and revision processes within this standard provide a practical and inclusive framework to propel the GPIS forward while ensuring alignment with the 2011 vision, mission, values, and goals subsequently updated in 2016. The GPIS development plan aligns seamlessly with the University of Puerto Rico's strategic plan, enriched by continuous feedback from participants, beneficiaries, and stakeholders, fostering constant improvement. Faculty's hands-on engagement in systematic planning is evident through active participation in governance and program advisory committees, influencing programmatic and curricular changes driven by ongoing evaluations of student success and stakeholder input. Evaluation results fuel concrete program improvements, underscoring a robust commitment to quality and sustained program growth.

The ongoing evaluation of the UPRRP Strategic Plan and GPSI Development Plan is currently underway. Despite the disruptive impact of COVID-19 on higher education, the GPIS, with its resilient 100% online model, weathered academic challenges effectively. However, the pandemic's aftermath is apparent in the enduring mental health, employment, and family challenges faced by students, faculty, and staff. Dr. Julia Vélez González assumed the role of Director in November 2023, bringing valuable input and leadership to uphold GPIS's commitment to excellence and infuse fresh perspectives into its planning and evaluation processes.

Standard II: Curriculum

The GPIS offers two areas of study: Library and Information Science and Knowledge Management. The program consists of 36 credit courses and requires the completion of an Electronic Professional Portfolio and a Capstone course. The comprehensive curriculum covering various topics, from information creation to retrieval, communication, management, analysis, and emphasizes the use of technology and ethical practices. Students benefit from strong alumni connections, research opportunities, and exposure to emerging trends. The program is designed to help students develop the skills and knowledge they need to succeed in the information profession. Some of the strengths of the program include its focus on critical thinking, leadership, and research skills, as well as its commitment to incorporating emerging technologies and trends. However, challenges lie in keeping pace with rapid changes, securing resources, and providing practical experience. The program actively addresses these by integrating new areas, expanding partnerships, and fostering research engagement. Overall, the GPIS MIS program is committed to excellence and continuous improvement, preparing students for diverse careers in the evolving information landscape.

Standard III: Faculty

The faculty of the CCI's Graduate Program in Information Science (GPIS) maintains high levels of excellence based on their training, experience, and areas of expertise, which align closely with program subject matter requirements. GPIS faculty is involved in multiple projects and research initiatives to enrich the curriculum, contribute to knowledge production, and serve the community at large. The CCI conducts faculty hiring per UPRRP policies, procedures, and recruitment allowances. The GPIS is committed to hiring and retaining diverse faculty representing a variety of educational backgrounds, skills, and experiences. Our faculty members evidence competence and effectiveness in their teaching areas and are adept at integrating information technologies in the distance-learning environment that defines current offerings at the GPIS. Active participation in local, national, and international professional organizations is strong among the faculty at GPIS. Based on the results of student and alumni satisfaction surveys and exit interviews, the University of Puerto Rico's GPIS faculty complies with all sections of the standard relating to faculty and the stated Program objectives in this area.

Standard IV: Students

In this section, we discuss the Program's policies and procedures regarding recruitment, financial aid, and admissions criteria in the context and in support of our values, goals, and objectives. They are also sustained by policies and procedures established by our parent institution. We also discuss external decisions that bear over our revision of the policies, procedures, and by-laws that reflect our students' needs and the professional scenario in which they will eventually perform.

Criteria for admissions, as well as our retention efforts and policies developed over the years, are directed to guarantee, to the best of our abilities, the successful transition of all our students to the professional community in the field. We intend to graduate every student we admit and make every effort to accomplish this goal. Students can construct a coherent and efficient program of study, which enables them to take advantage of our offer both in the sense of courses as well as other opportunities to learn and practice. Our Program environment, although completely online, provides students with continuous communication with faculty and student affairs officials, so any need they have, there is someone they can talk to try and solve it as quickly as possible. Participation in student council, program committees, academic advising, and grievance procedures are all available for students. Academic and administrative policies and procedures involving students are systematically evaluated with student, faculty, and staff involvement. That is why we are confident of having achieved compliance with this standard.

Information regarding policies, procedures, and requirements is always available at the Program site within the Faculty of Communication and Information web portal. Issues concerning students and concerns they might have or have raised are of the utmost importance for Program faculty and staff. In this chapter, we described our student body composition, academic profile, and the environment they experience.

Standard V: Administration, Finances, and Resources

The Graduate Program in Information Science (GPIS) is an integral yet distinctive academic unit within the University of Puerto Rico. Within the University's general policies and guidelines, it has the autonomy to determine the intellectual content of its program, recruit and promote its faculty, and select its students. The GPIS is part of the newly created College of Communication and Information (CCI), which provides an administrative structure with financial support, human, technological, and informational resources, and physical facilities to ensure its goals and objectives can be achieved. The GPIS faculty, staff, and students have the same opportunities for representation in Campus-wide institutional advisory and policy-making bodies as those of comparable graduate schools and programs throughout the Campus. This includes faculty representation on the Graduate Studies and Research Advisory Council (GSRAC), the Academic Senate, and student representation in the General Student Council. Relationships with other campus academic units support interdisciplinary interaction, enrich the educational experience, and promote collaborative research. For example, GPIS students benefit from elective courses in the College of Education Graduate Program.

Decisions regarding funding and resource allocation for the GPIS, follow guidelines and processes like those of comparable academic units within the institution. Financial decisions for funds allocation at UPR are made by considering academic merit, program growth, and specific criteria determined by the university's Governing Board and Presidency. All campuses and units prepare their budget request. Once the Puerto Rico government approves, UPR's Budget Office distributes it to the campuses and units in conjunction with the Chancellor. UPR's Regulations determine the financial compensation for both teaching and non-teaching staff. While there are notable distinctions between Puerto Rico and the continental United States, UPR still provides the most competitive salary scale among higher education institutions in Puerto Rico.

The GPIS provides services with physical and technological resources to support teaching, research, and service. The campus Library System offers numerous and diverse resources such as books, e-books, specialized journals, and 192 databases related to the information sciences that are accessible off-campus. The GPIS online program has been offered using Moodle LMS since 2019. CCI is currently located in Plaza Universitaria, pending the remodeling of the facilities assigned after Hurricane Maria caused extensive physical destruction and damage in 2017. Classrooms, updated in 2023, are equipped with modern audiovisual tools that support class streaming. Planning is carried out periodically by reviewing fiscal, administrative, and required resources. The GPIS is long-standing committed to continuous evaluation and assessment and using the results to generate changes and improvements. As has been shown, the GPIS complies with Standard V: Administration, Finances, and Resources.

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