

Transforming The College of Information Studies “Maryland’s iSchool”

A Strategic Plan 2009 – 2019

Approved and accepted by Members of the College of Information Studies Assembly by
unanimous vote on September 4, 2009

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The College of Information Studies faculty and staff met during the fall of 2006 to develop a strategic plan. On December 2, 2006, the College Assembly voted to approve and accept the version presented on the College website:

<http://ischool.umd.edu/pdf/StrategicPlan07.pdf>

During academic year 2008/09 the College systematically reviewed all components of its strategic plan in order to align it with the University of Maryland strategic plan. This document is the outcome of that review process. At the iSchool Assembly in September 2009, the Assembly voted to approve the new plan.

This ambitious strategic plan will guide development of the iSchool during the next ten years.

OVERVIEW AND BACKGROUND

The College of Information Studies – Maryland’s iSchool, located in the information capital of the world, is a top ten graduate school (top eight among public universities) with five teaching and research areas in the top ten, as rated by *US News and World Report*. (*US News & World Report* 2009: Overall 10th (8th among public universities). The research and teaching areas and their rankings are: Archives (5th), School Library Media (6th), Youth Services (6th), Digital Libraries (9th), Information Systems (10th)).

Created over forty years ago as a library school and grounded in the ethics, practice and scholarship of *library science*, the iSchool is proud of its history of interdisciplinary teaching and scholarship. The Master of Library Science (MLS) program is accredited by the American Libraries Association (ALA). During the past ten years the iSchool has broadened its scope further to a second major discipline - *information management*, which resides at the intersection of business administration, computer science, and information systems, and enables graduates to manage the key resource of today’s organizations--information. Many faculty teach and research across both disciplines, and interdisciplinary is valued, appreciated, and increasingly expected.

Topics that are taught and researched include: information access, information retrieval, social networking, information policy, e-government, ethics, human-computer interaction, community informatics, school and public library services, archives and records management, and more. This research covers diverse populations from children to older adults, and from public to private institutions and government. Increasingly the multicultural and global perspectives are becoming foci of interest.

The unifying feature of everyone’s work and all the courses that we teach is a focus on information users. The underlying philosophy is that the processes and technologies used in information communication and transfer must meet users’ needs.

Currently over 500 graduate students are registered across three programs: Master of Library Science (MLS), Master of Information Management (MIM), and the Doctoral Program in Information Studies. The iSchool also offers study abroad experiences within the Masters programs, and professional training through iSchool@ Federal Government.

The iSchool is home to top researchers who belong to: the Center for Advanced Study of Community and Information (CASCI), the Center for Cloud Computing, the Center for Information Policy and Electronic Government (CIPEG), the Center for Library and Information Innovation (CLII), and the Human Computer Interaction Lab (HCIL, which is associated jointly with University of Maryland Institute for Advanced Computer Studies (UMIACS) and the iSchool), the Center for Linguistic Information Processing (CLIP, which is part of UMIACS), and the Maryland Institute for Technology in the Humanities (MITH, which is part of the College of Arts and Humanities).

The iSchool is fortunate to have adjunct faculty from prestigious institutions that include the National Archives and Records Administration (NARA), the Library of Congress, the Smithsonian Institution, National Geographic, Discovery Channel, World Bank, federal government agencies, and corporations.

Vision, Mission, and Values

Vision

Driven by the pursuit of excellence, the College of Information Studies – Maryland’s iSchool -- transforms the ways individuals, organizations, and communities connect with information. The iSchool contributes to the University of Maryland’s reputation as a preeminent public research university by being one of the world’s best iSchools.

Currently ranked 8th among public universities, and 10th among all universities by *US News and World Report*, the overarching goal underpinning this strategic plan is to be in the top five iSchools in public universities and in the top eight in all universities within the next five to ten years.

Mission

The iSchool engages in collaborative, *interdisciplinary*, and innovative research, teaching, and service. We educate information professionals and scholars; and we create knowledge, systems, and processes to promote the effective management and use of information.

Values and Operating Norms

In order to achieve its vision and mission, the iSchool needs to respect everyone’s opinions, backgrounds, cultures, contributions, and perspectives. To this purpose we will:

- Be committed to each other's success by encouraging open sharing of knowledge, information, experience, and time.
- Achieve, reward, publicize, and celebrate excellence in all parts of our core activities.
- Make decisions according to authorized roles and responsibilities, with appropriate input, communication, and responsibility.
- Devote time and energy to innovative and creative thinking.
- Be open to taking risks while remaining sensitive to potential consequences.
- Model the best practices of the Information Studies field.

Strengths, Weaknesses, Opportunities, and Threats

Strengths

Faculty and staff:

The iSchool's talented faculty works at the nexus of knowledge, information, people, and technology. iSchool staff are committed to working with and supporting students and faculty.

Location:

Maryland's iSchool has unique opportunities that are not open to other iSchools due to its location in Maryland, close to Washington DC – the information capital of the world.

Partnership:

There are rich opportunities for collaboration across the University of Maryland campus, the State of Maryland, the national capital region, and internationally. Examples of the iSchool's partnerships (both formal and informal) include NARA; schools and public libraries throughout the State of Maryland and the national capital region, community development agencies in Prince George's County, and the Institute of Scientific and Technical Information in Beijing.

Momentum:

The University of Maryland is one of the nation's fastest rising universities, and the iSchool is undoubtedly moving up fast among peer institutions. It is rated a top ten iSchool by *US News and World Report* and top eight in public universities.

Quality of programs:

US News and World Report rated *five* specialty areas within the iSchool in the *top ten* – more than all but one other iSchool.

Weaknesses

Undersize:

The top five rated iSchools in the nation have more faculty than Maryland's iSchool. We need thirty to forty FTE tenured and tenure-track faculty to be truly competitive.

Facilities and resources:

The iSchool has refurbished its accommodation but to be competitive with top five iSchools and to fulfill its aspirations of growth, a dedicated building with leading edge ICT labs and classrooms is needed.

Lack of involvement in undergraduate education:

Full participation in the University requires the iSchool to participate in undergraduate education, which requires financial commitment from the University.

Opportunities

Further diversification of programs:

The iSchool has talented faculty who do interdisciplinary work and are eager to work with other colleges to develop programs that embrace leading edge information communication technologies (ICTs). Diversification of programs includes increasing access to our educational programs by diversifying the modes through which the programs are delivered. The iSchool at Shady Grove program, which opened in Fall 2008, is the first step in this effort.

Partnerships:

The iSchool has partners with several colleges and departments on campus, but our preeminent knowledge of information and proximity to key information institutions of national stature offer many more opportunities.

Diversity:

Librarianship has traditionally been a favored career of Caucasian women. We will contribute to the continuing diversification of the library-related work force through aggressive programs of recruitment, financial aid for minority students and increased access to the MLS program for library paraprofessional staff who are eager to move up the professional ranks. The iSchool is also diversifying into other information disciplines that provide a unique opportunity for increasing diversity among students and faculty; particularly through partnerships with other units that have a strong local presence in African and Hispanic American neighborhoods.

Global outreach:

iSchool faculty are skilled in ICT technology which provides unique opportunities for international outreach and collaboration. We offer study opportunities in Nicaragua and Germany and are pursuing partnerships in Africa and other parts of the world.

Threats

Unstable funding:

Building a great iSchool, like building a great university, requires sufficient funds to support innovation and growth.

iSCHOOL PRIORITIES

The iSchool strategic plan identifies specific priorities, goals and strategies for reaching those goals that it will pursue during the next *five to ten* years.

Graduate Education

Doctoral Program (Ph.D.) in Information Studies

The iSchool doctoral program is multidisciplinary, which is a strength. The knowledge and skills of the faculty range from those who are grounded in library science, to the application of digital technologies in social contexts (e.g., use by children, older adults, communities of practice), to information ethics and policy, to human computer interaction, to information retrieval, cloud computing and social networking. With this interdisciplinarity comes the ability of faculty to teach and mentor students in a wide range of quantitative, qualitative, and other research methods. What we all have in common is a focus on information, the users of that information, the information environment of use, and the technology that supports that use.

The doctoral program was created forty years ago, shortly after the college was founded. Three years ago the college embarked on creating a proposal for a new and completely revised program, which was offered in fall 2007 for the first time.

Goal 1:

By 2014 the doctoral program will have 35-40 funded full-time students. The mean time to degree completion (including obtaining a master's degree for students who enter without one) will be five years, plus or minus up to two years.

Goal 2:

By 2014 the credentials of students entering the program will be equivalent to those in the nation's top five iSchools. The majority of graduates will gain positions in peer academic institutions, and the others will become leaders in information institutions. This will ensure that Maryland's iSchool doctoral students are among the best in the nation.

Goal 3:

Maryland's iSchool will become known as a top-5 iSchool for doctoral research.

Strategies:

- (i) In fall 2009 there will be 29 well qualified doctoral students. By increasing faculty-sponsored research support we expect to support 35-40 registered doctoral students by 2014. The new program specifies milestones that are carefully monitored by the doctoral committee. Student stipends will equal or exceed those offered in top iSchools.
- (ii) Offer doctoral students innovative and high quality research opportunities and experience through the iSchool and iSchool affiliated research centers.

- (iii) The new doctoral program has put milestones in place for supporting students through their degree. These include training students to present their research at conferences and training for job interviews.
- (iv) In addition to Strategies (i)-(iii), we will improve marketing of the doctoral program to prospective students. We will hold focal events for students (e.g., NSF funded iSchool workshop hosted in Maryland May 2009).
- (v) We will monitor student satisfaction with their experience as a doctoral student and undertake efforts to improve as needed.
- (vi) We will increase stipends to be competitive with top ranking iSchools

Evaluative measures:

Number of students (29 in Fall 2009; increase to 35-40 by 2014)

Number graduated annually (2 in 2009; increase to 5 by 2014)

Equivalence of stipend (Quantitative monitoring of stipends offered by other iSchools).

Entrance qualifications of students (2008 GPA 3.47, GRE Verbal 573, GRE Quantitative 735)

Time to degree completion (current 5 +/- 2 years, improve to 5 +/- 1 year by 2014)

Student job placement (Qualitative monitoring)

Student satisfaction (Qualitative - questionnaire will be developed)

Master of Information Management (MIM) Program

The MIM program was introduced in 2003 to meet the growing need organizations have for information professionals who understand issues of information management, business management, and information systems. In fall 2008, 120 students were enrolled in the MIM, which has three concentrations:

- The Strategic Management of Information Concentration is intended for students who want to pursue a career path as Chief Information Officer (CIO) or other information management positions.
- The Socio-technical Information Systems Concentration is for students who want to pursue a career path as Chief Technology Officer (CTO) or other technology management positions.
- The Individual Program Plan is for students who need a general knowledge in management and information technology, customized to his/her particular circumstances, to advance within his/her profession and organization.

Goal 1:

By fall 2010 we will have a steady annual enrollment of at least 150 students, who graduate and gain employment or promotion in high-quality companies, non-profit organizations and government agencies.

Goal 2:

By 2014 this unique program will be recognized throughout the nation, and there will be strong competition for places in the program.

Strategies:

- (i) We will continue to market the program strongly and update it to meet the changing needs of the students and employers.
- (ii) We will monitor students' entry qualifications and record placement of graduates.
- (iii) We will build relationships with premier information institutions so that our students have the very best intern and project experiences.
- (iv) We will monitor student satisfaction with their experience as a Master's student and undertake efforts to improve as needed.

Evaluative measures:

Number of students who enroll and graduate from the program (120 in 2008, graduated 43)

Student entry qualifications (in 2008, ave. GPA 3.2, GRE at least 500 verbal, 500 quantitative)

Employment placement (Qualitative monitoring)

Student satisfaction (Qualitative monitoring)

Master of Library Science (MLS) Program

The Master of Library Science (MLS) was the first degree offered by the iSchool when it was founded in 1965, and it is the only American Library Association (ALA) accredited program in the State of Maryland. Over 5000 students have graduated from this program, and many hold senior positions in prestigious institutions (e.g., NARA, Library of Congress, World Bank, National Geographic, government agencies, etc.). Typical annual enrollments range between 300-320 students. Beginning in 2008, the program has expanded to offer courses at Shady Grove, in addition to College Park. Within the MLS there are two highly regarded specializations that are nationally ranked in the top six by *US News and World Report* :

- Archives and Records Management (ranked 5th), which includes HiLS (History/Library Science) – a dual degree program for the MLS and MA in History.
- School Library Media Program (ranked 6th), which is also accredited by the National Council for Accreditation of Teacher Education (NCATE).

The MLS program also includes the following concentrations:

- E-government, which focuses on the nature and potential impacts of e-government on citizens.
- Lifelong access, which focuses on the information behavior of individuals in defined groups (e.g., defined by age, life activities, profession, avocation, or other attributes).

Goals:

At least four area specializations will be ranked in the top five in the nation by *US News and World Report*. Students will continue to obtain prime jobs in prestigious institutions such as NARA, the Library of Congress, World Bank, the White House, National Geographic, Discovery Channel).

Strategies:

- (i) We will continue to review, evaluate, and improve the MLS academic program and monitor student performance.
- (ii) We will continue to support and strengthen the current specializations so that they will move up in the national rankings
- (iii) We will consider possible new specializations and concentrations as needed.
- (iv) We will thoroughly prepare for the next ALA accreditation visit in 2013 to assure that the program continues this vital professional endorsement.

Evaluative measures:

Number of students who enroll and graduate (298 enrolled, graduated 124 in 2009 – maintain the same targets unless advised by the Provost’s Office)
Qualification of students enrolled (GPA 3.5, Archives 3.7, GRE over 500 verbal and analytical in 2009, continue monitoring)
Employment placement (Qualitative and Quantitative monitoring)
Student satisfaction (Qualitative monitoring)
Renewal of accreditation by ALA in 2013

New Master’s Programs

As technological advances provide opportunities for more flexible and accessible modes of education, demand for online education is increasing. Work is underway to offer the MLS program online, followed by the MIM program and a new Masters program in human-computer interaction (HCI). The iSchool faculty is working on opportunities for entrepreneurial master’s programs to meet local, national and international needs.

Goal:

Within the next five years we will substantially increase the number, breadth and quality of entrepreneurial masters programs offered by the iSchool at Shady Grove and through distance education. These programs will attract top students locally, nationally and internationally.

Strategies:

- (i) Conduct market research to establish market potential. Engage faculty that have expressed interest in preparing program proposals for submission to University and Maryland Higher Education Commission (MHEC).
- (ii) Satisfy the demand for online education in library science from the Maryland library community, who prefer to work with the iSchool than with other distance education providers. Program launch is planned for fall 2010.
- (iii) Offer an innovative Masters in Human Computer Interaction (HCI). Program launch is planned for spring 2011.
- (iv) Once the MLS program is available online, offer the MIM program online. Program launch is still to be determined.
- (v) Partner with the Smith School of Business to offer a Masters in Information Systems at Shady Grove. Program launch is still to be determined.

Evaluative measures:

Response to market research (to go to next stage)

When operating, the same evaluative measures will be used as for current master's programs

Continuing Education Programs

The iSchool has offered certificate programs for the federal government through the iSchool@Federal Government program for nearly a decade. We have evidence that there is an un-met demand from other sectors to provide advanced instruction to information professionals in industry, consulting, libraries, and other information-intensive organizations. The i-School plans to meet that demand by providing high-quality continuing education in two formats: by offering two-day intensive workshops on topics of importance to active information professionals that builds upon their prior education or fills gaps in their knowledge and expertise, and by offering post-Masters certificates in advanced studies.

Goal:

Within the next five to ten years we will increase the number of and breadth of intensive workshops, and the number of post-Masters certificate programs offered by the iSchool at Shady Grove and through distance education. These offerings will attract top students locally, nationally and internationally.

Strategies:

- (i) Continue to offer iSchool@Federal Government Program as funding opportunities permit.
- (ii) Two advanced studies certificate programs in School Library Media and Youth Services Librarianship have been approved by the iSchool and will be presented for approval by the University in 2009.
- (iii) Establish the iSchool's Professional Development Institute to provide high-quality continuing education to address the needs of working professionals who require more specialized skills, courses to meet recertification requirements, and knowledge of new/emerging technologies.

Evaluative measures:

Response to market research to determine priorities for as yet unserved markets

Monitoring of enrollment and student satisfaction (Qualitative and Quantitative)

Once the certificate programs are in place, evaluative measures similar to those for the MLS and MIM will be employed.

Diversity

The iSchool has to improve diversity among its students, faculty, and staff. As of the Fall of 2008, the student body of the University as a whole was 11.7% African American, 5.2% Latino, and 0.3% Native American. In contrast, the student body of the iSchool was 4.3% African American, 2.1% Latino, and 0% Native American. Diversity among iSchool faculty and staff also lags behind the rest of the University. We also take a broad

view of diversity that includes creating physical and social environments in which persons with disabilities and people with different religious and sexual orientations can feel comfortable.

Goals:

The iSchool will achieve the same or greater diversity than the University of Maryland as a whole within the next five to ten years. The intellectual content of our courses and research will continue to be inclusive.

Strategies:

A specially formed Diversity Team has begun to develop initiatives for the iSchool that will help to bring it better in line with University objectives for diversity. These initiatives will include activities aimed at improving recruiting of students, faculty, and staff from underrepresented populations, researching effective strategies employed by other programs, drafting model approaches, working with external organizations, and developing proposals for scholarships to increase diversity, among other efforts. The iSchool will be working with community partners, alumni, and professional organizations in these efforts. Specifically, the iSchool will employ the following strategies:

- (i) The iSchool will develop and adopt an aggressive marketing campaign to attract a diverse set of applicants for student places and faculty and staff appointments.
- (ii) The iSchool will identify and pursue opportunities to obtain funding to promote diversity.
- (iii) The iSchool's Diversity Committee will monitor and advise on diversity issues, such as recruitment.
- (iv) The iSchool is reviewing courses to ensure that diversity is represented in all course content and materials reflective of our diverse society.
- (v) The iSchool will develop a new concentration in Inclusive Information Services for Diverse Populations in the MLS program that prepares graduates to serve diverse and changing populations.
- (vi) The iSchool will work with the College of Education to support and recruit ethnically diverse students particularly into the School Library Media specialization of the MLS. This is a STEM (Science, Technology, Engineering, and Mathematics Education Coalition) initiative that also has possibilities for acquiring external sponsorship.
- (v) The Diversity Team will hold seminars that address diversity issues within the field of information studies.

Evaluative measures:

University of Maryland measures of diversity (Baseline measure is as above and the target is to match the University of Maryland)

Focus groups and questionnaires to assess and address attitudes and sensitivities of students, faculty and staff (Qualitative monitoring)

Response to new concentration (Quantitative and Qualitative monitoring)

Undergraduate Education

The iSchool wishes to contribute to undergraduate education. A proposal for an Undergraduate Minor in Information Studies was approved by the iSchool Assembly in 2008, and two courses have been successfully offered on a trial basis: INFM 210: *Information Technology in Social Context* (enrollment 33) and INFM 220: *Information Users in Social Context* (enrollment 31). The proposal was not submitted to the

University because of the budget crisis. This proposal should be resurrected and converted from a minor into a major. The iSchool can bring together expertise in technology mediated social participation, community informatics, digital libraries and archives, information access, human-computer interaction, information retrieval, and information policy and ethics, etc. in addition to knowledge about the information needs of different demographic groups (e.g., children, older adults, students, persons with disabilities) that would engage undergraduate students.

Goal:

Obtain campus and MHEC approval and funding to develop an undergraduate major, minor or variant of the program (e.g., living learning program, Gemstone, etc.) in information studies, possibly with another college or department (e.g., English or Sociology).

Strategies:

- (i) Reevaluate the feasibility of the proposal for a minor and the potential of the minor to be converted into a major.
- (ii) Revise the proposal as determined in (i) and submit for campus and MHEC approval.

Evaluative measures:

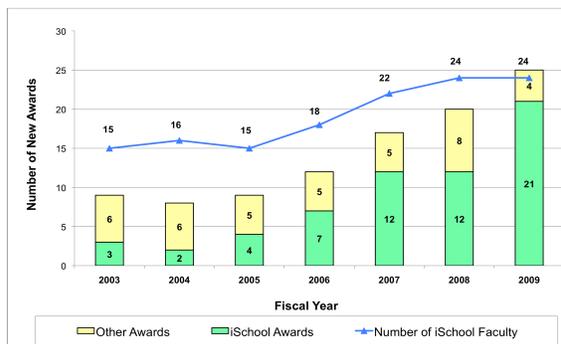
Assess feasibility within next five years.

If offered similar evaluative measures would be established as for other programs.

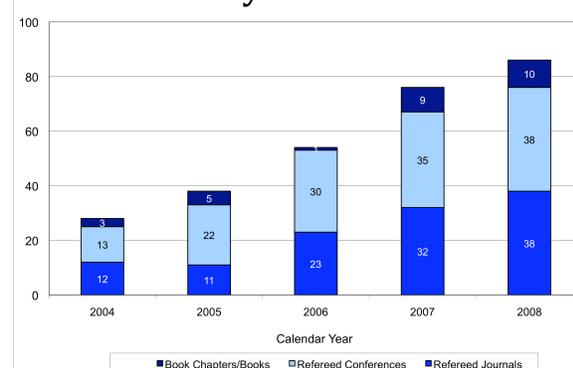
Research and Scholarship

iSchool research and scholarship has improved dramatically during the last four years as shown in the graphs below. The iSchool’s 2006 strategic plan focused on strongly enhancing its reputation in research and scholarship. The iSchool is in close alignment with the University’s strategic plan, but it is not yet focusing on gaining awards of \$1 million and above. We intend to keep this research momentum going, and as more faculty become experienced in writing grant proposals, we expect to succeed with large grants.

Sponsored Research



Faculty Publications



Goals:

Substantially increase publication of journal articles, highly selective conference papers, book chapters, and authored books so that the average number and quality of publications per faculty member will be equivalent to or better than the average for faculty members at the nation's top five iSchools.

Strategy:

Maintain a "can do" research climate in the iSchool. Faculty members report acceptance of publications by journals or conferences. This news is circulated on the iSchool research listserver so that the rest of the faculty knows about the success. This has created a cooperative environment, with a healthy amount of competition.

Evaluative measures:

Average number of refereed publications per faculty member (currently 4, target of 5 within 5 years and there after)
Quality of publications (Qualitative monitoring)

Goal:

Substantially increase externally sponsored research.

Strategy:

- (i) Continue to develop an infrastructure and culture that encourages and supports proposal submission.
- (ii) Appoint an Associate Dean of Research. Publicize and celebrate successes.

Evaluative measures:

Number of proposals submitted (Quantitative monitoring)
Number of awards gained (Quantitative monitoring)
Dollar amount of awards (Currently \$2.1M. Target of \$4M in 2010. If faculty remains the same size the target for 2014 is \$5M dollars per year. This works out at approximately \$200k-\$250k per year per faculty member.)

Goal:

Increase the number of prominent research centers

Strategy:

Within the last four years we have reinvigorated the Center for Information Policy, now the *Center for Information Policy and Electronic Government (CIPEG)*. We have created three new centers: the *Center of the Advanced Study of Communities and Information (CASCI)*, created in 2007, focuses on social uses of ICTs; the *Center for Library and Information Innovation (CLII)*, created in 2009, provide a focus for research in innovative library services and practices. In fall 2008, the iSchool was proud to be the joint host (with UMIACS) for the *Human Computer Interaction Laboratory*, a twenty-six year old-world class lab. iSchool faculty and students also contribute to the *Computational Linguistics and Information Processing Laboratory (CLIP)* a UMIACS lab, and to the *Maryland Institute for Technology in the Humanities (MITH)*, in the College of Arts and Humanities (ARHU). These centers provide a focus for activity and sense of ownership that boosts overall research activity. Members are now challenged to become financially independent and leaders in their fields by 2014.

Evaluative measures will be set by each research center:

Dollars earned through sponsored research (Quantitative)

Publications (Quantitative & Qualitative)
Reputation (Quantitative & Qualitative)

Goal:
Develop the *Cloud Computing Center (CCC)*

Strategy:
An associate professor in the iSchool is already known nationally for his work in cloud computing. He is partnering with IBM, Amazon and others and we will support him in developing a new center, possibly in collaboration with other colleges and departments in the University.

Evaluative measures:
Establishment of the center. Once established, the CCC will set its own evaluative measures.

Goal:
Increase the number of high-impact presentations at prestigious events.

Strategies:

- (i) Establish an expectation that faculty will present at major conferences or other research events each year.
- (ii) Tenured faculty and tenure-track faculty with three years of experience will serve on at least one prominent conference committee or advisory board (or the equivalent) each year.
- (iii) Celebrate and reward faculty, students, and staff for their scholarly achievements.
- (iv) Host an iSchool research symposium annually or biannually.
- (v) Host Library Research Seminar V, the premier conference on research about libraries in contemporary society, in October 2010.

Evaluative measures:
Number of faculty giving keynotes and other prestigious presentations (Quantitative)
Number of faculty serving on national and international committees (Quantitative)

STRATEGIC INITIATIVES

General Education

Information is a central commodity on which all disciplines rely. The iSchool addresses all aspects of information storage, search, retrieval, representation and communication via a range of media, and particularly digital technologies.

The General Education program task force will dramatically change undergraduate education at the University of Maryland through the year 2020. It will provide a model for undergraduate education across the nation for the next decade. Currently the iSchool is a graduate-only college but we welcome the opportunity to participate. Many iSchool faculty have taught undergraduates, and the faculty as a whole is eager to contribute.

Goal:
Investigate the feasibility of the iSchool contributing to General Education.

Strategy:

A member of the iSchool faculty will meet with the Chair of the General Education Committee to review ways to participate.

Evaluative measures:

Decision to participate or not.

iSchool in the World: Engaging the Global Community

In the world of the Internet, the iSchool is teaching students about the trustworthiness of electronically available information, the technologies that support user access, the benefits of fast, easy information transfer, and the threats to personal privacy and national security. In addition to learning about information online, it is important for students to develop a deep understanding of the information context in which the information was developed or will be used regardless of the medium used to carry the information. Both national and local cultures are important. For this reason the iSchool will develop partnerships throughout the world for student exchanges and visits. The iSchool will also use ICTs to promote online community and social networking among students.

Goals:

Promote and develop programs that offer students an international experience.

Strategies:

- (i) Currently library science students have an opportunity to go to Nicaragua and Germany in study abroad programs. We will work with the Office of International Programs to provide other opportunities that will include some of the following: Turkey, UK, India, Tanzania, China, and Mexico.
- (ii) We are also looking for externally funded opportunities and we are exploiting personal contacts (e.g., a doctoral alumna is on the faculty of Monterey Tech).
- (iii) We expect to arrange summer and winter study abroad programs to London and the surrounding area where there are many collections of interest to MLS students (e.g., British Library, British Museum, Bodlian Library in Oxford, etc.) These visits will be arranged in partnership with University of London (UCL) and will focus initially on school library media, and archives and records management.

Evaluative measures:

Student satisfaction (Qualitative: focus groups and survey)

iSchool in the Surrounding Community

The iSchool is eager to engage with the surrounding community in Maryland and the District of Columbia. Several different initiatives are currently underway to support users' access to information through libraries and the Internet.

Goal:

Increase interactions with local, state, and national institutions and associations. Foster existing relationships (e.g., with NARA, Smithsonian, Library of Congress, National Library of Medicine, National Institutes of Health, National Science Federation, National Geographic, Discovery Channel, local school districts).

Strategy:

Develop new relationships and partner on events

Evaluative measure:

Satisfaction of local institutions with the role of Maryland’s iSchool (Qualitative)

CRITICAL ENABLERS

Faculty and Staff

The iSchool is committed to developing and maintaining a strong human, financial, and technical infrastructure. Faculty and staff are the most important of all the critical enablers.

Goals:

Ensure that the number of iSchool faculty and staff is appropriate to carry out its mission and to catch up and be competitive with other top ten iSchools. (See table of data below for comparisons. Data collected informally in May 2009 and is approximate only.) By 2014 the number of tenured faculty, tenure-track faculty, professors of the practice, should be at least thirty with a corresponding increase in administrative staff in order to fulfill the mission of the College.

University	Assistant profs	Associate profs	Professors	Total faculty
Illinois Urbana-Champaign	8	11	8	27
UNC, Chapel Hill	3	9	15	27
Washington	4	16	7	27
Michigan	12	12	19	43
Rutgers	6	10	19	35
*Indiana, Bloomington	22	26	13	61
Texas, Austin	8	3	8	19
Maryland	12	3	3	18 (16.5 FTEs)
<i>Syracuse</i>	5	19	5	29
<i>Drexel</i>	9	17	12	38

Tenured and tenure-track faculty in US News and World Report top 10 ranked iSchools (Data collected May 2009: *indicates 2 Colleges, *Italic* indicates Private Universities)

Strategies:

- (i) Develop a model with the Provost that provides a process for reviewing the expectations and staffing needs for large established master's programs and ensures adequate resources.
- (ii) Selectively establish joint appointments in ways that build strategically important relationships with other units on campus (e.g., MITH/ARHU, UMIACS/CS, College of Education).
- (iii) Develop revenue-generating professional programs as an additional source of funding for faculty and staff positions.
- (iv) Employ sufficient staff to perform all administrative functions effectively.
- (v) Acquire development funds to support faculty positions and by 2019 offer two named chairs.
- (vi) Appoint a Board of Visitors to support and advise the iSchool.

Evaluative Measures:

Number of faculty at different ranks (2009, 22 faculty – 16.5 FTE, in increase to 30 by 2014)

Comparison with top ten peer iSchools (Quantitative monitoring)

Goal:

Continue to demonstrate a strong commitment to the academic and professional development of all faculty and staff.

Strategies:

- (i) Regularly review and improve the faculty mentoring program.
- (ii) Hold regular staff meetings. Ensure that the Performance Review and Development (PRD) system motivates staff and offers training that enables them to develop successful careers.
- (iii) Encourage a climate of openness and applaud successes.

Evaluative Measures:

Number of faculty and staff retained year-to-year (2009 none left)

Anonymous job satisfaction questionnaire (Qualitative monitoring)

Infrastructure and Academic Support

The iSchool refurbished its premises in 2007 but we are outgrowing the space. There is a particularly strong need for research labs for faculty and students. Technology infrastructure in Hornbake is weak compared with other parts of the University and this must be improved in order to attract and retain excellent faculty and students.

Goal:

Build a strong physical infrastructure. Within the next 5 years the iSchool must double its space in order to cater for the need for research labs. Within the next 5-10 years the iSchool needs its own building in order to remain a competitive top ten iSchool (i.e.,

Texas, Washington, and University of California Irvine have all announced new buildings this year).

Strategy:

The Dean will negotiate with the Provost. Obtaining funds for a new building will be an important development goal.

Evaluative measures:

Funds raised (Quantitative monitoring)
Date for ground breaking for new building

Goal:

Build a strong technical infrastructure in the iSchool. The iSchool's research and teaching require high bandwidth reliable Internet. Additional resources are required to support web-based research, learning, and administrative communication, information and decision-making processes. Within 3-5 years the technology infrastructure and resources in the iSchool will compare favorably with that in top five iSchools.

Strategies:

- (i) Dean and Technology Officer will negotiate with Office of Information Technology (OIT) for improved campus-based communications infrastructure.
- (ii) Additional technology resources will be added at the iSchool to support shared information and communications needs.
- (iii) Support from research grants will be sought to help defray costs of adding equipment and staff in these areas.

Evaluative measures:

Faculty, staff and student satisfaction (Qualitative and Quantitative monitoring)

Resource Allocation and Administrative Efficiency

The iSchool has to have resources to grow and achieve the goals that will make it a top-five iSchool. Obtaining these resources depends on the support of the Provost and successfully partnering with other units on campus. Faculty and staff play a large role in acquiring resources, and in sharing and using them efficiently. Support from alumni, alumna and those invested in our vision, mission and the products of our work (students and ideas) contribute to the iSchool's resources through donations of time and good will, as well as dollars. Members of the iSchool also believe in fairness and in the ethical use of resources in ways that include respect for the environment, the community and each other.

Goal:

iSchool faculty will work together to hire the very best faculty and staff and to enroll excellent students.

Strategy:

Searches and admission processes will involve considerable outreach to ensure that high caliber faculty, staff and students join the iSchool.

Evaluative measures:

Number of faculty, staff and students who join the iSchool (Quantitative monitoring)

Credentials of faculty, staff and students (Qualitative monitoring)

Goal:

iSchool resources are distributed fairly and members of the iSchool know the basis for decision-making and are involved in major decisions.

Strategy:

The iSchool Council, Associate Deans, Committees and Staff advise the Dean. Ad hoc committees are called as necessary.

Evaluative measures:

Faculty, staff and student satisfaction (Qualitative monitoring)

Goal:

Reward those who acquire funding or make extra contributions to teaching and service that directly benefit the iSchool.

Strategy:

Rewards will be developed by the faculty for rewarding faculty for contributing extra service, or teaching, similar to the annual staff award.

Evaluative measure:

Faculty satisfaction (Qualitative monitoring)

Goal:

Avoid waste and whenever possible adopt green and sustainable practices.

Strategy:

Deans and senior staff will be resource-conscious and promote good practices within the iSchool.

Evaluative measure:

Members of the iSchool are resource-conscious and work together to use resources wisely (Qualitative monitoring)

External Relations, Development, and Communications

In 2006 when the iSchool worked on its previous strategic plan we were acutely aware that our mission (and therefore our contribution to the University of Maryland) were not

well understood. Furthermore, as the iSchool broadened its scope beyond library science there seemed to be even more confusion inside and outside the university. In June 2007, the iSchool began the branding process with the aim of creating “a distinctive brand image for the College of Information Studies”. While the branding has been helpful, the iSchool is challenged to improve its development activity. We are challenged partly because we are a graduate-only college, and partly because librarianship is not a high-paying, entrepreneurial profession.

Goal:

The iSchool will create and communicate a strong identity with a strong interdisciplinary focus on innovative research, teaching, and service in order to: (i) increase cross-campus visibility; (ii) increase international, national, and state visibility, and (iii) emphasize the iSchool’s uniqueness and leadership in the national iSchool movement.

Strategies:

- (i) Promote the College through substantially improved publicity, through two or more annual newsletters, regular publicity announcements, an annual State of the College presentation, major annual events, and participation in key University affairs. We will make effective and rapid use of the iSchool website to publicize events and achievements, and disseminate information.
- (ii) Hold major events on campus and in DC.
- (iii) Bring well-known speakers to campus.
- (iv) Increase collaboration with other units on campus.
- (v) Maintain a ‘state-of-the-art’ website.

Evaluative measures:

Impact of our strategies on the campus community’s awareness of the iSchool (particularly senior administrators) using questionnaires and interviews (Quantitative & Qualitative)

Overall rankings in *US News and World Report*

Goal:

By the end of the University’s Great Expectations Campaign in 2014 the iSchool will have achieved its target of raising \$3 million.

Strategies:

- (i) Continue to place a high value on fostering alumni relationships
- (ii) Review potential development prospects.
- (iii) Revise the job description of the Development Coordinator to focus more strongly on the above.
- (iv) Continue to develop a Board of Visitors (BOV) to advise the iSchool on strategies for growth and success.

Evaluative measures:

Dollars earned (Quantitative monitoring)

Alumni activity and satisfaction (Qualitative and Quantitative monitoring)

Impressive BOV member list (Qualitative monitoring)

Goal:

Project the image of a leading iSchool by informed and creative use of ICTs.

Strategies:

- (i) Put in place a strong process to evaluate, maintain and redesign the iSchool website.
- (ii) Ensure rapid transmission of news, particularly hot topics.
- (iii) Develop a suite of publicity materials with a common look and feel to build identity.

Evaluative measures:

Evaluate the iSchool's use of ICTs in comparison with schools in peer universities

(Quantitative & Qualitative monitoring)

Record time to transmit news (Quantitative monitoring)

Request feedback from marketing and communications experts on brand effectiveness

(Quantitative & Qualitative monitoring)

Goal:

Increase the iSchool's visibility within the state, the national and internationally.

Strategies:

- (i) Make it possible for all faculty and doctoral students to participate in at least one national or international conference per year.
- (ii) Encourage and support masters students who wish to attend local, national, and international conferences.
- (iii) Encourage faculty, staff and students to attend local events (e.g., Maryland Library Association's (MLA) annual meeting).

Evaluative measures:

Number of faculty, doctoral and master's students who participate in conferences.

(Quantitative monitoring)

Number of "high profile events" involving members of iSchool (e.g., keynotes, invited panels) (Quantitative monitoring)

Goal:

Emphasize the College's uniqueness and leadership in the i-School movement.

Strategies:

- (i) Send at least 10% of faculty and doctoral students to the iConference each year.
- (ii) Host the i-conference within the next five years.

Evaluative measures:

Number of faculty that attend and contribute to the iConference (Quantitative monitoring)

Host a successful iConference (Qualitative monitoring)