**REQUIRED INFORMATION**

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<th><strong>Unit</strong></th>
<th>School of Library and Information Studies</th>
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<tr>
<td><strong>Chief Administrator of the Unit</strong></td>
<td>Kristin Eschenfelder, Director</td>
</tr>
<tr>
<td><strong>Parent Institution</strong></td>
<td>University of Wisconsin-Madison</td>
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<tr>
<td><strong>Institutional Accrediting Body</strong></td>
<td>North Central Association of Colleges and Schools</td>
</tr>
<tr>
<td><strong>Chief Executive Officer</strong></td>
<td>Rebecca M. Blank, Chancellor</td>
</tr>
<tr>
<td><strong>Chief Academic Officer</strong></td>
<td>Paul M. DeLuca, Provost</td>
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**SLIS reports to:**

- John Karl Scholz, Dean of the College of Letters and Science
- Greg Downey, Associate Dean for the Social Sciences, College of Letters and Science

**Program Seeking Reaccreditation**

- Master of Arts (in library and information studies)

**Brief Program Description**

The Master of Arts in library and information studies is a 42-credit degree program delivered on campus and online. All students must complete three required courses, another three courses chosen from nine options, a 120-hour practicum, and a portfolio. Full-time on-campus students normally complete requirements in two calendar years (studying during the intervening summer); online students normally complete requirements in two and a half to three calendar years.

Courses are recommended for a variety of specializations; only the School Media Specialist specialization has additional requirements (to meet Wisconsin licensing requirements).

**Contact Information**

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Standard I.1 A school’s mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education................................................................................................................................. 19

 I.1 cont’d... Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education......................................................... 19

 I.1 cont’d... A school’s mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve................................................................. 27

Standard I.2 Program objectives are stated in terms of student learning outcomes to be achieved and reflect........................................................................................................................................ 53

 I.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management ........................................... 55

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I.2.5 the importance of research to the advancement of the field’s knowledge base

I.2.6 the importance of contributions of library and information studies to other fields of knowledge and

I.2.7 the importance of contributions of other fields of knowledge to library and information studies

I.2.8 the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups

I.2.9 the role of library and information services in a rapidly changing technological society

I.2.10 the needs of the constituencies that a program seeks to serve

Standard I.3 Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

STANDARD II. CURRICULUM

Standard II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.

Standard II.2 The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.

Standard II.3 The curriculum

II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services

II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields

II.3.3 integrates the theory, application, and use of technology

II.3.4 Responds to the needs of a diverse society including the needs of underserved groups

II.3.5 The curriculum “Responds to the needs of a rapidly changing technological and global society.”
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Standard III.1 The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered................................................................. 116

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III.8.1 Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service.

III.8.2 Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

STANDARD IV: STUDENTS

Standard IV.1 The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school 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 school's mission and program goals and objectives.

IV.1.1 The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program.

IV.1.2 The school 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 school's mission and program goals and objectives.

Standard IV.2 Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.

Standard IV.3 Standards for admission are applied consistently. Students admitted to a 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 a program, a program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.
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V.2.1 The school’s faculty, staff, and students have the same opportunity for representation on the institution’s advisory or policy-making bodies as do those of comparable units throughout the institution. ........................................................................................................................................ 196

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V.4.1 The school’s administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school’s mission and program goals and objectives.

V.4.2 Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

Standard V.5 The parent institution provides continuing financial support sufficient to develop and maintain 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 school’s program of teaching, research, and service.

V.5.1 The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards.

V.5.2 The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school’s program of teaching, research, and service.

Standard V.6 Compensation for a program’s executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

V.6.1 Compensation for a program’s executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

Standard V.7 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.

V.7.1 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.

V.7.2 Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

Standard V.8 The school’s systematic planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.
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<td>Job-posting assignment for LIS 450 &quot;Information Agencies and Their Environment&quot;</td>
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<td>Skills-inventory assignment for LIS 450 &quot;Information Agencies and Their Environment&quot;</td>
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<td>&quot;Writing an effective cover letter&quot; handout</td>
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<td>Appendix IV-9</td>
<td>Screenshot from the SLIS weblog for just-admitted students</td>
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<td>Appendix IV-10</td>
<td>Screenshot from the SLIS weblog for current students</td>
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</table>
Appendix IV-11  Agenda for on-campus SLIS orientation, 2013
Appendix IV-12  Master’s application assessment form

- SLIS Career Services: http://www.slis.wisc.edu/Careerserv.htm
- SLIS New Students Wiki (requires login): https://uwslis.wordpress.com/
- Publicly-available SLIS portfolios: http://portfolio.slis.wisc.edu/

Student records will be made available onsite.

### Standard V

| Appendix V-1 | SLIS organization chart as of April 2013 |
| Appendix V-2 | SLIS Director CV |
| Appendix V-3 | SLIS operating budget summary, 2010-2014 |
| Appendix V-4 | SLIS GRP 101 budget |
| Appendix V-5 | GPR 101 budget expenses, 2010-2014 |
| Appendix V-6 | Revenue program 131 revenues and expenditures |
| Appendix V-7 | SLIS grants by year |
| Appendix V-8 | SLIS Continuing Education revenue and end of fiscal year balances |
| Appendix V-9 | Budget status report for the College of Letters and Science |
| Appendix V-10 | Promotions and raises |

Public State Budget for SLIS “RedBook Budget”
http://www.uwsha.edu/budplan/redbook/?one=1&two=1205&three=1654

Other SLIS budget material will be made available onsite.

### Standard VI

| Appendix VI-1 | Modernization grant proposals for rooms 4191F and 4246 |
| Appendix VI-2 | SLIS floor plan |
| Appendix VI-3 | Call for proposals, instructional and research remodeling |
| Appendix VI-4 | Example of small grant proposal: server-room security upgrade |
| Appendix VI-5 | SLIS Library workshop and outreach report |
| Appendix VI-6 | ADA Accessibility Inventory |
SLIS’s mission, goals and objectives are pursued and achieved through a broad based systematic planning process that involves constituencies that SLIS seeks to serve. The results of planning and assessment are publicly posted on the SLIS website.

Reading about SLIS’s compliance with Standard I, reviewers will learn about:

- SLIS’s strategic plan, which includes six long term strategic goals and shorter term operational strategic priorities related to each strategic goal.
- The alignment of the SLIS strategic plan to the strategic frameworks of the College of Letters and Sciences and the University of Wisconsin–Madison.
- The shared governance process through which SLIS faculty and staff discuss strategic priorities and changes to strategic priorities through once a semester SLIS Plenaries, the annual August day-long SLIS retreat, and the regular monthly meetings of standing committees.
- SLIS’s program level learning outcomes, which guide the SLIS curriculum and which provide a framework for assessment of the program.
- The SLIS assessment toolkit, which includes direct measures (e.g., student portfolio, practicum supervisor assessment of student performance) as well as indirect measures (e.g., annual survey of graduates, exit interviews) of the degree to which students achieve program outcomes.
- SLIS’s inclusion of key stakeholders in its program planning and evaluation processes through membership on standing committees, regular consultation with the Alumni Board and Advisory Council, interviews with practicum site supervisors, an annual student leaders lunch, and an annual SLIS Town Hall.
- The publicly posted SLIS Annual Assessment Report which summarizes data describing SLIS achievements and challenges in relation to program level learning outcomes.

This chapter demonstrates how SLIS uses continuous planning and evaluation to ensure a quality education and excellent student services.
Standard I.1 A school’s mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

I.1 cont’d... Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

University Context

The University of Wisconsin–Madison, founded in 1848, is the flagship research campus of the University of Wisconsin System. Madison has an annual enrollment of 42,820, of which approximately 9,183 are graduate students and 2,774 are professional students in law or medicine.

The University of Wisconsin–Madison was last reaccredited by the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, in 2009. Madison’s strategic framework “For Wisconsin and the World 2009–2014” outlines five priorities that have driven strategic planning at SLIS:

- Provide an exemplary undergraduate experience.
- Reinvigorate the Wisconsin Idea and renew our commitment to our public mission.
- Invest in scholarly domains in which we have existing or potential strength and impact
- Recruit and retain the best faculty and staff, and reward merit. Enhance diversity to ensure excellence in education and research.
- Be responsible stewards of our resources

In addition to the UW–Madison strategic framework, SLIS planning is also influenced by university-level constraints and opportunities. Described fully at the end of section I.1, these include:

- Decreasing state support for the university budget (constraint)
- University level strategic pay increase initiatives (opportunity)
- Madison Initiative for Undergraduates (MIU), a program to increase faculty hiring in support of undergraduate teaching (opportunity)
- Educational Innovation Program (EI), a program to address fiscal challenges created by decreasing state support through curricular reforms and the establishment of new revenue-generating programs.

At the university level, SLIS’s planning and evaluation are most influenced by two offices, the Secretary of the Faculty and the Graduate School. The Secretary of the Faculty’s Office facilitates shared governance of the UW–Madison curriculum, cross-college program issues, personnel rules and other matters. It mediates the university-level tenure process through four divisional committees: social sciences, arts and humanities, physical sciences and bio-

The Wisconsin Idea

The Wisconsin Idea is the principle that the university should improve people’s lives beyond the classroom. It is infused in SLIS’s teaching, research, and outreach activities.
logical sciences. In addition it manages university-level governance committees such as the Faculty Senate, the University Committee, and others. Within UW–Madison, the Graduate School has jurisdiction over all graduate programs. Its mission is to “foster excellence in research and graduate education.” Its research-related responsibilities include administering internal grant competitions to support faculty and student research and travel. Its education-related responsibilities include setting minimal admissions, graduation, and degree requirements, as well as approving new programs. It delegates responsibility for administering programs to colleges and their academic units.

**College of Letters and Science (L&S) Strategic Plan**

SLIS has been a department within the College of Letters and Science (L&S) since 1938. L&S was one of the first colleges of the university, created to provide a liberal arts education in conjunction with applied colleges such as Agriculture, Engineering and Law. SLIS’s location in L&S lends it a distinctive liberal arts intellectual flavor. L&S is also the largest college at UW–Madison: It is made up of 39 departments, 22 non-departmental academic programs, 70 interdisciplinary research centers and institutes, and five professional schools (including SLIS) across three broad areas: arts and humanities, natural and mathematical sciences, and social sciences. In 2012 L&S was home to 20,836 students including 4,191 graduate students.

L&S is led by Dean John Karl Scholz and three associate deans representing the arts and humanities, natural and mathematical sciences, and social sciences. SLIS reports directly to L&S Associate Dean for the Social Sciences Greg Downey, a SLIS and School of Journalism faculty member. Downey began serving in this position in May 2014; it was formerly held by Professor Maria Cancian. All associate deans in L&S, as well as all L&S department chairs and directors, are scholar-administrators who are tenured faculty members at the university.

The mission of L&S is to provide “foundational teaching and research that form the heart of the university’s efforts to meet its mission of creating, integrating, transmitting, and applying knowledge.” L&S adopts the university-level strategic plan described above, and highlights three strategic priorities that also drive SLIS planning:

- Provide an exemplary undergraduate education and enrich the Wisconsin Experience
- Reinvigorate the Wisconsin Idea and renew our commitment to our public mission, and
- Recruit and retain the best faculty, staff and graduate students, and enhance diversity to ensure excellence in education and research.

**2013 SLIS Vision and Mission and their Relation to College and University Strategic Plans**

SLIS adopts the vision of L&S to provide “foundational teaching and research that form the heart of the university’s efforts to meet its mission of creating, integrating, transmitting, and applying knowledge.”

SLIS updated its mission statement in 2013 to adapt to changing needs and priorities in the field while staying true to such core values as educational excellence, superior professional preparation, production of new knowledge, and the Wisconsin Idea. All faculty and staff were directly involved in the update through retreats and plenary meetings.
The mission of SLIS, the iSchool of the University of Wisconsin–Madison, is to:

- educate responsible leaders, critical thinkers, and creative innovators in the information professions who are adept in the creation, retrieval, use, and curation of information in all its forms, who are able to provide access to and understanding of information for all those who need or seek it, and who contribute to individual and collective knowledge, productivity, and well-being;
- create and disseminate research about past, present, and future information users and uses, the processes and technologies vital for information management and use, and the economies, cultures, and policies that affect information and access to it;
- contribute to the development of the faculties of information schools through a doctoral program built on interdisciplinary research and teaching excellence; and
- provide useful service to information professionals, the people of Wisconsin, and all information users.

SLIS Strategic Plan

The SLIS strategic plan is listed below and publicly posted on the SLIS website.

Provide an exemplary, versatile graduate and professional education

- SLIS produces innovative managers and leaders of technological, rapidly changing, diverse environments.
- SLIS reflexively responds to the shifting needs of the information professions while also maintaining a distinctive scholarly/theoretical orientation.
- SLIS is widely known for superior recruitment and retention, career preparation and professional placement.
- SLIS leverages strengths of the UW–Madison campus via double degrees or other shared programs.
- SLIS maintains a balanced student body that includes students with a diversity of background and interests and a targeted mix of distance students and on-campus students.

Reinvigorate the Wisconsin Idea and renew our commitment to our public mission

- Be recognized as an iSchool that prepares professionals to leverage information and information technologies for the public good.
- SLIS provides lifelong learning opportunities and builds community for working information professionals at all career stages.
- SLIS informs library and information management practices and debates through scholarship.
- SLIS collaborates with local, state, national and international organizations through curricular and noncurricular programming.

Invest in scholarly domains in which we have existing or potential strength and impact

- SLIS leverages its current strengths, and the resources of the UW–Madison campus, to re-emphasize its superior research reputation in current and emerging research domains.
- SLIS scholars will increase collaborations with affiliated departments and research centers to extend their influence.
SLIS PhD students are valued in the market as potential interdisciplinary faculty with strong preparation in theoretical thinking, scholarly writing, teaching methodologies and departmental citizenship.

- Recruit and retain the best faculty and staff, and reward merit. Enhance diversity to ensure excellence in education and research
- Strategize for growth.
- Fully leverage opportunities for recognition, awards and other forms of remuneration and promotion for SLIS faculty and staff.
- Support projects that address diversity.

Be responsible stewards of our resources

- SLIS staff work collaboratively across organizational lines.
- Promote an inclusive and equitable community in SLIS.
- Generate new resources through Educational Innovation.
- Ensure adequate technology infrastructure and promote responsible management of technology equipment.
- Participate in campus sustainability efforts.
- Ensure innovative, effective and sustainable use of SLIS physical space and resources.

Provide an exemplary undergraduate experience

- SLIS fields an undergraduate curriculum that is highly valued by the College of Letters and Science.
- SLIS creates an undergraduate curricular pipeline that attracts high performing UW undergraduates to apply to the master’s program or consider information careers.

SLIS updated its Strategic Plan in 2012–2013. It revised the plan to reflect the changing needs and priorities of the information professions, accommodate changing interests and priorities of the faculty and staff, and take advantage of changing opportunities and constraints in SLIS’s institutional environment while again staying true to such core values as educational excellence, superior professional preparation, production of new knowledge and the Wisconsin Idea.

The strategic plan update process involved input from faculty and staff. Additional input was obtained from the SLIS Alumni Board at quarterly meetings, the SLIS Advisory Board at the 2012 and 2013 meetings, and students at the Student Leaders Lunch and SLIS Town Hall meetings in 2012 and 2013.
**SLIS Strategic Priorities**

Within the broad scope of the above strategic goals, SLIS focused on certain strategic priorities for 2012–2015. Priorities most related to the master’s program’s strategic goal are listed first, and then priorities indirectly related to the master’s program.

Table I-1: Strategic Priorities

<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>Priority Action Items (Completed, Ongoing, or Future Projects)</th>
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</thead>
</table>
| SLIS produces innovative managers and leaders of technological, rapidly changing, diverse environments. |  • Change LIS 654 Management to emphasize change management. (Action completed 2013)  
  • Add course in leadership. (Action completed; first offered summer 2014)  
  • Add technology courses in systems analysis/project management. (Action completed; first offered spring 2014)  
  • Allow Metadata Standards and Applications to count as a Tier 2 class (Action completed 2014)  
  • Change learning outcome 4a to emphasize critical thinking and problem solving. “4a. Students evaluate, problem solve and think critically, both individually and in teams.” (Action completed; approved in 2012)  
  • Change learning outcome 4d to emphasize leadership, “Students demonstrate innovation and skills necessary for leadership”. (Action completed; approved in 2013)  
  • Expand web coding class to 3 credits in conjunction with the Department of Computer Science curriculum (Project ongoing)  
  • Develop relationship with campus Center for Leadership and Involvement to provide more opportunities for students (Appendix I-4; project ongoing) |
| SLIS leverages strengths of the UW–Madison campus via double degrees or other shared programs to benefit MA. |  • Develop master’s certificate in *Information Innovation and Organization Change* with Business School. (Action completed; finalized 2013)  
  • Complete double degree with Art History. (Action completed; finalized in 2014)  
  • Develop partnerships to benefit master’s program with computer science, public affairs and communications departments. (Projects ongoing) |
| SLIS is widely known for superior recruitment and retention, career preparation and professional placement for MA program. |  • Increase interaction with admitted master’s students. “New Students Blog” created. (Action completed 2012)  
  • Improved recruitment of master’s students with direct contact from Student Services and SLIS Director. Direct contact recruitment emails used during recruitment in 2013, 2014. (Action completed 2013)  
  • Incorporate career services materials into master’s curriculum. Career services material presented in LIS 620 (starting 2011) and LIS 450 (starting 2013). (Action completed 2011–2013) |
- Improve streaming/recorded coverage of master’s program career services events for distance students. Beginning in 2010, all SLIS career services events recorded for distance viewing; beginning in 2012, all events are recorded and streamed live. (Action completed 2010–2012)
- Leverage portfolio to assist MA students in finding professional employment. SLIS began collecting data on students’ perceptions of the portfolio for job-hunting in 2014. (Project ongoing)
- Clarify pathways and increase placement support for master’s students seeking corporate information management jobs. (Project ongoing)
- Test strategies to increase student awareness of the variety of SLIS career services resources available to them. (Project ongoing; first data collected in 2014)

SLIS reflexively responds to the shifting needs of the information professions, while also maintaining a distinctive scholarly/theoretical orientation.

- Emphasize critical thinking in learning outcomes. “Critical thinking” added to learning outcome 4a in 2012 to emphasize the program’s intellectual, scholarly character. “4a. Students evaluate, problem solve and think critically, both individually and in teams.” (Action completed 2012)
- STEM libraries track started and recruiting of STEM students prioritized. (Project ongoing since 2012)
- Investigate MA tracks in collaboration with other academic units in the areas of digital humanities (Project ongoing)

Recruit and retain the best faculty and staff, and reward merit


Fully leverage opportunities for recognition, awards and other forms of remuneration and promotion for SLIS faculty and staff

- Nominate faculty and staff for awards: Salo nominated for and received campus award in 2013; Kaplan nominated for and received campus award in 2012 (Action completed 2012, 2013)
- Nominate Willett for university teaching award in 2014–2015 (Project ongoing)
- Use distance education revenue to enhance faculty teaching and research. Funds used to increase faculty and staff travel budget by $1,000 per person. (Action completed 2013–2014)

Enhance diversity to ensure excellence in education and research.

- Establish scholarship fund targeted to recruit master’s students from underrepresented groups. SLIS is currently talking with donors about establishing this fund. (Project ongoing)
- Leverage campus resources and opportunities to hire diverse faculty and staff. SLIS is in negotiations to recruit woman of color as potential co-hire with Computer Science. (Project ongoing)

SLIS collaborates with local, state, national and international partners

- Obtain grants in collaboration with community organizations to increase student and faculty interaction with those organiz-
ternational organizations through MA curricular and non-curricular programming.

SLIS leverages its current strengths, and the resources of the UW-Madison campus, to re-emphasize its superior research reputation in current and emerging research domains.

SLIS provides lifelong learning opportunities and build community for working information professionals at all career stages.

SLIS staff work collaboratively across organizational lines.

Ensure adequate technology infrastructure and promote responsible management of technology equipment

Ensure innovative, effective and sustainable use of SLIS physical space and resources

<table>
<thead>
<tr>
<th>SLIS PROGRAM PRESENTATION</th>
<th>STANDARD I: MISSION, GOALS, AND OBJECTIVES</th>
</tr>
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<tbody>
<tr>
<td>International organizations through MA curricular and non-curricular programming.</td>
<td>Establish greater cooperation between SLIS and the Madison Public Library via the Makerspace program “Bubbler.” (Project ongoing) Increase cooperation with Wisconsin Library Association to increase student involvement and membership. (Project ongoing) Establish fund to provide small grants to support SLIS faculty in starting new research projects. Sarah Pritchard Fund to support faculty research established. (Action completed 2014) Provide greater support for SLIS faculty grant activities. SLIS Department Administrator began providing grant budget support in 2012. (Action completed) Increase mentoring for grants, especially for SLIS pre-tenure faculty. (Project ongoing) Investigate possibility of sharing more grant-development resources with other units to make this service more affordable. (Future project)</td>
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<td>SLIS leverages its current strengths, and the resources of the UW-Madison campus, to re-emphasize its superior research reputation in current and emerging research domains.</td>
<td>Establish fund to provide small grants to support SLIS faculty in starting new research projects. Sarah Pritchard Fund to support faculty research established. (Action completed 2014) Provide greater support for SLIS faculty grant activities. SLIS Department Administrator began providing grant budget support in 2012. (Action completed) Increase mentoring for grants, especially for SLIS pre-tenure faculty. (Project ongoing) Investigate possibility of sharing more grant-development resources with other units to make this service more affordable. (Future project)</td>
</tr>
<tr>
<td>SLIS provides lifelong learning opportunities and build community for working information professionals at all career stages.</td>
<td>Increase appeal of SLIS Continuing Education services to diverse information professional audiences and broaden marketing reach. (Project ongoing) New SLIS logo rollout in fall 2014 (Action completed)</td>
</tr>
<tr>
<td>SLIS staff work collaboratively across organizational lines.</td>
<td>Move senior administrative staff to team management style with weekly status meetings. (Action completed 2012) Cross train SLIS front office staff. Cross training has begun and is continuing. (Project ongoing)</td>
</tr>
<tr>
<td>Ensure adequate technology infrastructure and promote responsible management of technology equipment</td>
<td>Establish SLIS IT plan. (Action completed) Make progress toward SLIS IT equipment upgrades as the plan suggests, including personal computers, server room equipment and instructional equipment in all classrooms. (Project largely completed) Obtain and install new instructional equipment for room 4290. (Project ongoing) Develop new server services to support web coding classes. (Project ongoing)</td>
</tr>
<tr>
<td>Ensure innovative, effective and sustainable use of SLIS physical space and resources</td>
<td>Establish fund to support ongoing refurbishment of SLIS teaching and research infrastructure. Bunge SLIS Facilities Support Fund established. (Action completed 2014) Room 4207 redesign project under way; estimated completion</td>
</tr>
</tbody>
</table>
SLIS Program Presentation

Standard I: Mission, Goals, and Objectives

date October 2014 (Project ongoing)
- Plan fundraising and design process to support refurbishment of room 4290 (Will begin in fall 2014; see section VI.5 for more detail).

Generate new resources through Educational Innovation
- Consider shared post bachelors certificate program with Communication Arts Department. (Project ongoing; more information provided later in discussion of this standard)

SLIS Program-Level Learning Outcomes

SLIS maintains publicly posted program-level learning outcomes. These represent the skills and competencies students should obtain as part of their SLIS total educational experience. SLIS considers the total educational experience to include coursework, information-related jobs held while a student in the program, volunteer work, and student group and other community activities.

The purpose of the goals and measurable outcomes is to foster quality education through an excellent and innovative learning experience. They do so by providing a benchmark against which SLIS can measure its program via the work of students, the perceptions of students and their experiences after graduation. The purpose of the goals and outcomes is intended to be long-term—to produce “responsible leaders, critical thinkers, and creative innovators in the information professions who are adept in the creation, retrieval, use, and curation of information in all its forms, who are able to provide access to and understanding of information for all those who need or seek it, and who contribute to individual and collective knowledge, productivity, and well-being” (SLIS Mission Statement).

The program-level learning outcomes are influenced by input from stakeholders including the SLIS Advisory Council, SLIS alumni, current students, employers and faculty and staff. The outcomes are also tied to the SLIS strategic goals and priorities outlined above and in Table I-1. For example, faculty suggested addition of an innovation and leadership outcome (4d) after discussions with the Advisory Board and in order to draw attention to the SLIS strategic goal of “produces innovative managers and leaders of technological, rapidly-changing, diverse environments.” In another example, faculty voted to add critical thinking to learning outcome 4a in order to better reflect the SLIS strategic goal of “maintaining a distinctive scholarly/theoretical orientation.”

The outcomes are also influenced by assessment data collection. For example, one outcome of data collection is recognition that certain outcomes (e.g., 1a) are worded in a way that makes them difficult to measure, and the faculty should reword them to better facilitate assessment (see SLIS Assessment Report 2014).

Ideas for new or revised learning outcomes generated from stakeholders or data collection are discussed at the faculty plenary meetings and voted on each year in August during the SLIS retreat.

The program-level learning outcomes are organized into four categories that have introductory statements: theory and history, information ethics and policy, techniques and technologies and professionalism and leadership. SLIS's presentation of these groups include introductory statements that provide context for the actual outcomes associated with each group. The outcomes are listed below and are numbered as 1a, 1b, and so on.
Table I-2: Program-Level Learning Outcomes

**Goal 1 Theory and history** Students have a critical grounding in theoretical and historical perspectives that draw on research in other fields of knowledge as well as on LIS, and that inform their professional practices, including research, with respect to the organization and management of information and providing access to information.

1a. Students apply key concepts with respect to the relationship between power, knowledge, and information.

1b. Students apply key concepts with respect to theories and practices of literacies, reading, and information use.

**Goal 2 Information ethics and policy** Students acquire a strong and informed service ethic grounded in knowledge of local, national, and global information policies and processes, including scholarly processes.

2a. Students evaluate and debate information policy and ethics issues applicable in local, national or global contexts.

2b. Students apply core ethical principles to professional practice.

**Goal 3 Techniques and technologies** Students are competent and knowledgeable in the core skills of the innovative information professional, and in any chosen area of specialization.

3a. Students organize and describe print and digital information resources.

3b. Students select and evaluate print and digital information resources.

3c. Students analyze information needs of diverse individuals and communities.

3d. Students understand and use appropriate information technologies.

**Goal 4 Professionalism and leadership** Students are reflective, creative, problem-solving leaders, able to communicate, collaborate, and instruct effectively.

4a. Students evaluate, problem solve and think critically, both individually and in teams.

4b. Students demonstrate good oral and written communication skills.

4c. Students participate in extracurricular activities in the field.

4d. Students demonstrate innovation and skills necessary for leadership.

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1.1 cont’d... A school’s mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve...

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**SLIS Systematic Planning and Evaluation Process and its Institutional Context**

SLIS’s systematic planning and evaluation process is implemented through an inclusive, shared governance structure involving all SLIS faculty, staff, students, alumni and employers though nu-
merous SLIS standing committees (see appendix III-1 for assignments and appendix I-19 for minutes). The assessment process is driven by the SLIS Assessment committee.

The section that follows describes the major stakeholders involved in the SLIS planning process and mechanisms through which they have input. It then describes the SLIS planning process in terms of (1) a set of tools SLIS currently employs to generate data for planning, (2) a cycle of interlinked activities, and (3) a schedule of activities within semesters. The section concludes by summarizing examples of program changes (curricular and administrative) made as part of the planning and evaluation process.

**LIS Constituencies Involved in the SLIS Systematic Planning Process**

Four SLIS-specific constituencies are regularly part of the SLIS planning and evaluation process: the SLIS Assessment Committee, the SLIS Advisory Board, the SLIS Alumni Board and SLIS student organization leaders. In addition, the SLIS Director holds a “SLIS Town Hall” each spring in which the entire student body is invited to attend and provide input into current decision-making processes.

**The SLIS Assessment Committee**

The Assessment Committee takes primary responsibility for the design and constant improvement of data-collection tools and measures, the implementation of assessment tools and the analysis of data. All output of the Assessment Committee is reported to the full faculty for decision making at the SLIS retreat or plenary meetings. The committee is composed of both faculty and students, and students are actively involved in all the committee’s activities.

*Examples*

- **Graduate Survey:** Each year the committee reviews the prior year’s survey and suggests addition or subtraction of questions. The committee also reviews the preliminary results of the survey, discusses the results and suggests changes to measures or processes to improve data quality. In past years students have suggested questions in the areas of years of experience before beginning the program, and the perceived utility of the portfolio.

- **Portfolio:** Student members were partners in the creation of the portfolio rubrics, designing the assessment process, and actually evaluating portfolios. A student member was the source of one of the major measurement scales, and three master’s students participated in the twelve-member portfolio assessment team in 2014.

- **Exit Interviews:** Each year SLIS conducts exit interviews with students who volunteer to participate by responding to an invitation posted on the student listserv. In 2014, the student members of the Assessment Committee conducted additional exit interviews with a random sample of students. Students provided input into the exit interview questions (see 2014 Assessment Report).

**The SLIS Advisory Board**

The **SLIS Advisory Board** is composed of leaders in the field, distinguished alumni and financial supporters of SLIS (see appendix I-12 for history). The Advisory Board meets formally once a year and the Director may communicate with the board informally throughout the year. The Director asks the board for input on key decisions and strategic directions. In addition, the Board gave feedback on the SLIS strategic plan, provided important input to SLIS’s program-level learning outcomes, and made suggestions about growth areas for SLIS’s continuing-education program.
Through its input on the strategic plan and the learning outcomes, the Advisory Board influences the SLIS curriculum.

- **Examples:** In 2012 and 2013 the Board members strongly emphasized the importance of leadership skill development. Consequently, SLIS faculty voted to adopt a new learning outcome 4d. “Students demonstrate innovation and skills necessary for leadership.” The adoption of this new learning outcome has led to several curricular changes, such as the inclusion of more leadership-skills material in the core course LIS 450, increased emphasis on taking initiative in practicum placement materials, and the development of a one-credit short course on leadership. Other examples of input can be seen in the board meeting minutes (see appendix I-5).

The SLIS Alumni Board

All SLIS graduates are automatically members of the SLIS Alumni Association. Alumni Board members are elected by the alumni and provide advocacy as well as financial and professional support to SLIS. They manage the Distinguished Alumni Award given out each year at graduation. The Alumni Board meets quarterly. During those meetings, the Director seeks input from board members on key decisions.

- **Examples**

  - Alumni Board members provided input into the revision of the SLIS strategic plan and made suggestions about the program-level learning outcomes.
  - In 2012, the Alumni Board suggested that younger alumni may perceive that the continuing-education (CE) curriculum focuses only on public libraries, and not on technology. While CE had been developing many new technology courses, and courses for both the academic library and archives market, this input helped SLIS understand that CE needed to work to change alumni perceptions of its offerings. SLIS began a CE rebranding effort in 2013.

Students

Students are involved with SLIS planning and evaluation in numerous ways, both formal and informal, regularized and ad hoc. This section describes four formal regularized mechanisms through which students provide input into and participate in planning and evaluation at SLIS. In addition, students provide input by providing data for assessment via the tools outlined in the previous section and via ad-hoc conversations with faculty and staff in and outside of class.

Student Committee Membership

The SLIS master’s student body has representatives on the two committees most involved in the SLIS planning process: the Curriculum Committee and the Assessment Committee. Through their work on these committees, students have direct input into program planning, the design of assessment data collection tools and the collection of data.

- **Examples**

  - Student members of the Curriculum Committee asked for increased access to coursework in gaming, social media and web scripting. SLIS has developed courses in each of these areas.
  - Students on the Assessment Committee provide input into the design of the Upcoming Graduates survey and exit interview questions to collect data that is meaningful to students.
Student Leaders Lunch

Beginning in 2010, the SLIS Director and SLIS Librarian have held a business lunch once a year with leaders of SLIS student organizations. At this lunch, the Director seeks input from the student leaders on ongoing decisions and issues.

Examples

- During the fall 2012 lunch, the student leaders provided comments on drafts of the SLIS Strategic Plan.
- During the fall 2013 lunch, the student leaders provided input on the SLIS Plan for Program Review.

SLIS Town Hall

Beginning in 2011, the SLIS Director has held a once-yearly open forum to get input from and engage in direct conversation with students about ongoing issues. The Town Hall event is held in the spring semester.

Examples

- At the spring 2011 event, then-Director Christine Pawley explained the relationship of the distance program to the campus program to attendees.
- In 2012, Pawley presented the university budget to the attendees and answered questions about state budget cuts.
- At the spring 2013 event, attendees were invited to provide input into the SLIS strategic plan.
- The spring 2014 event provided information and gathered student input on SLIS building renovations and gathered student input on the proposed redesign of the Bunge Room space.

Representation on Curriculum Redesign Committees

In 2013/2014 SLIS began the process of reconsidering the master’s curriculum. The project began with a focus on the archives specialization and the youth specialization, but it will encompass the entire curriculum in 2015. Stakeholders (students, alumni, employers) are invited to serve on curriculum redesign committees and provide input via web surveys. See section II.7 for more information.

Interaction with Professionals in the Community

SLIS informally receives ideas and feedback from information professionals in the community through interaction with professionals serving as instructors, from practicum supervisors who work closely with students, through faculty and staff membership on professional association committees, and through attendance at events shared with the professional community.

Examples of Planning Involving Stakeholder Input

This section describes examples of planning and changes made to the program with an emphasis on how stakeholder inputs occurred and what changes were made.

Example 1: Revision to the Curriculum, 2007–2008

SLIS revised the curriculum in 2007–2008, reducing the number of core, required courses from four to three (LIS 450 “Information Agencies and Their Environment,” LIS 451 “Online Searching for Information Professionals,” 551 “Organization of Information”) (SLIS Biennial Narrative, 2009).
These core courses were designated as Tier 1 of the curriculum, courses that must be completed by all students. A set of upper-level electives was designated as Tier 2, from which all students must complete at least nine credits (three courses).

**Stakeholder input:** The curriculum revision was influenced by feedback from SLIS’s last accreditation self-study and report, and input from alumni and employer representatives on the SLIS Advisory Board and the Curriculum Committee student and employer representatives, who urged SLIS to allow students more room for specialization, especially in the areas of technology and management.

**Impacts:** The revision brought more flexibility to the program. Only three courses are required for all students (Tier 1). Further, students may choose courses from a list to fulfill their Tier 2 requirements, allowing greater flexibility.

**Example 2: Archives curriculum revision**

In 2013–2014, as part of a larger curriculum revision, SLIS began a revision of its archives specialization curriculum with an eye toward reducing repetition of content across courses to make room for new material.

**Stakeholder input:** The curriculum revision was led by a subcommittee composed of stakeholders including SLIS faculty, archives instructors, archives students and archives/records-management employers. The committee solicited input from archives alumni via a web form (see appendix I-6).

**Impacts:** The subcommittee recommended a complete redesign of the introductory archives class to reduce repetition of material across archives courses, include more public service and outreach material, and include more archives technology material. The new course will be implemented in spring 2015.

**Example 3: 4207 Redesign**

SLIS Room 4207 had been designed in the 1960s as a Commons Space to host public events as well as casual student activities. In recent years, SLIS found the room underutilized during business hours. At the same time, SLIS needed more classroom space. A redesign project was begun to develop a new space that would accommodate both classroom and public event needs.

**Stakeholder input:** A team led by the SLIS Librarian and Student Services Coordinator collected input from faculty, staff and students. A Town Hall meeting was held to discuss design ideas and review furniture options. The biannual Library user survey included focused questions on 4207 current and desired uses.

**Impacts:** The stakeholder input improved the design and construction is underway in summer 2014.

**SLIS Assessment Tools**

SLIS’s assessment process is implemented with a slate of assessment tools, the output of which feed into SLIS assessment and planning processes. The tools that collect data related to program-level learning outcomes include both direct measures that involve assessment of a work product and indirect measures that involve opinion and perception data. Other tools collect data related to other elements of the program. The table below summarizes the assessment tools, and the section that follows provides details on each tool.
### Table I-3: Assessment Tools Overview

<table>
<thead>
<tr>
<th>Tool</th>
<th>Short Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student portfolios</td>
<td><strong>Direct measure</strong> of program-level learning outcomes. Required for all students in the 2012 entering class and later. (See section II.1 for an extensive description of the portfolio and examples.)</td>
</tr>
<tr>
<td>Graduates survey</td>
<td><strong>Indirect measure</strong> of program-level learning outcomes. The entire graduating class (December, May, August) is invited to complete a survey in April regarding their perceptions of how well the program has prepared them for professional activities related to each program-level learning outcome and overall program satisfaction. Campus and distance students are included and compared.</td>
</tr>
<tr>
<td>Practicum supervisor feedback/evaluation form</td>
<td><strong>Direct measure</strong> of program-level learning outcomes. All SLIS students must complete a practicum and receive this feedback. Beginning in 2009, SLIS asked each practicum supervisor to complete a standardized quantitative questionnaire to provide feedback about their student in relation to certain program-level learning outcomes (see appendix I-2). Before that date, SLIS conducted less standardized feedback interviews with supervisors.</td>
</tr>
<tr>
<td>Exit interview</td>
<td><strong>Indirect measure</strong> that collects qualitative data on <strong>program quality, learning and student experiences</strong>. Before every graduation period, SLIS faculty and staff conduct volunteer exit interviews with students. The questions are open-ended.</td>
</tr>
<tr>
<td>Core course common assignment</td>
<td><strong>Direct measure</strong> of program-level learning outcomes. Each required (Tier 1) course shares at least one assignment across instructors that addresses one or more program-level learning outcomes. The success of student performance on the common assignments is assessed at the class level.</td>
</tr>
<tr>
<td>Library/computer lab survey</td>
<td>Collects data on satisfaction and use of SLIS library and IT services every other year.</td>
</tr>
<tr>
<td>Syllabus grid-curriculum mapping exercise</td>
<td><strong>Structured assessment</strong> of program against other criteria such as program-level learning outcomes, ALA competencies, etc.</td>
</tr>
<tr>
<td>Placement survey</td>
<td><strong>Indirect measure</strong> of program-level learning outcomes. Each summer, SLIS collects data on placement rates of the graduating class via a web survey. It employs Library Journal questions and adds a few additional questions.</td>
</tr>
<tr>
<td>Alumni tracking exercise</td>
<td>SLIS gathers information on graduates' current jobs from 2008 to 2014. This represents a <strong>direct measure</strong> of program quality as it provides evidence of long term outcomes of the program.</td>
</tr>
<tr>
<td>Course evaluations</td>
<td>Measures student satisfaction with courses and instructors. Some <strong>indirect measures</strong> of perceived learning. Conducted at the end of each course.</td>
</tr>
</tbody>
</table>
This section continues by providing more detail about each assessment tool.

**Portfolios**

The SLIS portfolio is SLIS’s primary direct measure of achievement of program-level learning outcomes. All students admitted after 2012 must complete the basic portfolio requirements in order to graduate. For a complete description see section II.1.

The minimum portfolio requirements for graduation are:

- an opening statement of purpose
- presentation of at least 5 artifacts
- use of each SLIS program-level learning outcome tag in association with at least one artifact (one artifact may exemplify more than one learning outcome and any one learning outcome may be associated with many tags)
- a justification statement for each artifact and
- a final reflective statement.

The May 2014 graduating class was the first class for which the portfolio was required. Therefore this report will present one set of portfolio data.

**Assessment of Portfolios**

**Objective Assessment:** One and a half months before graduation, SLIS conducts an objective evaluation. This assessment ensures that all students have met minimum requirements for the portfolio outline as described above. It also provides a numerical summary of which learning outcomes are most and least referenced and a numerical summary of which SLIS courses are most and least referenced in the portfolio. Data analysis is conducted by a PhD student project assistant and reviewed by two members of the Assessment Committee. It is then reported to the full Assessment Committee.

**Subjective Assessment:** Around each graduation period, a portfolio assessment committee composed of faculty, staff and students subjectively reviews each graduating class's set of portfolios. The purpose of the assessment is to determine the degree to which the student body as a whole demonstrates successful achievement of each of the 12 program-level learning outcomes. Students are assured that this portion of the assessment is for internal assessment purposes only and does not impact their graduation, as they would already have met the minimum portfolio graduation requirements outlined above.

The portfolio requires that students upload artifacts (e.g., papers, video presentations) and justification statements in which they explain how the artifact demonstrates learning outcomes. Reviewers examine the artifacts and the justification statements associated with each artifact. In scoring the portfolios, the assessors consider the degree to which evidence demonstrates achievement of the learning outcome and the degree to which each justification statement demonstrates the learning outcome.

The learning outcome scoring sheet and scoring instructions are in appendix I-18.

**Summary data from 2014**

This section includes summary data from the 2014 portfolio assessment; for more detail see the 2014 assessment report in appendix I-20. SLIS stated an initial goal that 90% of SLIS graduates
should provide satisfactory evidence of each learning outcome. Results of the subjective assessment of the degree to which students provided evidence of each learning outcome can be grouped into three categories (for more detail, see the 2014 assessment report):

- Scores that were very strong: Analysis showed two learning outcomes with scores over 90%
- Scores that were good: Analysis showed seven learning outcomes with scores over 80% but under 90%
- Scores that need attention: Analysis showed two learning outcomes with scores under 80%

The two learning outcomes where reviewers believed SLIS graduates showed the weakest evidence were as follows:

- Learning outcome 1a: Students apply key concepts with respect to the relationship between power, knowledge, and information. (79% showed satisfactory evidence)
- Learning outcome 2a: Students evaluate and debate information policy and ethics issues applicable in local, national or global contexts. (74% showed satisfactory evidence)

The reviewer scoring for these outcomes found this a surprise, because learning outcomes 1a and 2a have assignments associated with them in two courses (LIS 450 “Information Agencies and Their Environment” and the popular LIS 661 “Information Policy and Ethics”). The committee hypothesized that a mismatch exists between the wording of the learning outcomes and the instructions for the assignments. SLIS will focus attention on these two weakest learning outcomes in the coming year. Solutions will be considered at the faculty retreat and by the Curriculum Committee.

The portfolio review committee was also unsatisfied with student justification statements provided for the artifacts. The committee brainstormed ways that SLIS could help students write satisfactory justification statements. These ideas will be discussed further at the faculty retreat and by the Curriculum Committee.

In 2014, SLIS also assessed the degree to which students felt SLIS had provided sufficient support for completing the portfolio, and the degree to which students found the portfolio helpful in preparing for their job hunt.

**Sufficient support provided:** As reported in the Graduates Survey, the majority of students (61%) believed SLIS did not provide sufficient support for completion of the portfolio. In exit interviews, students made numerous suggestions for improving the process (e.g., tying the portfolio more closely to classes). Further, SLIS faculty already have ideas to improve the process (e.g., improved instructions, more “good examples” to model) that they will enact this coming year.

**Helpful for job hunting:** As reported in the Graduates Survey, students were undecided (50%) about whether the portfolio was helpful in their job hunt preparation. Some (35%) felt it was not helpful, and 15% said it was helpful. In exit interviews, some students explained it was helpful for remembering past accomplishments, for putting their work into perspective within the whole program experience, and for thinking about the importance of their work in preparation for interviews. On the other hand, many students believed the portfolio would not be helpful in their job hunt.
Graduate survey

The graduate survey, begun with the graduating class of 2012, collects numerical data about the degree to which students feel confident that they have achieved each learning outcome. While the majority of questions remain the same from year to year to show trend data, some questions vary to enable a focus on certain issues. Student members of the Assessment Committee are encouraged to suggest questions to capture data on student interests.

SLIS’s goal is to have 90% of students be “confident” or “very confident” about each learning outcome. Analysis highlights where this goal is not being achieved so that action can be taken to help students master the relevant learning outcomes. This data is summarized at the class level and reported to the faculty in the SLIS assessment report (see appendix I-20).

In the vast majority of cases, graduating students rate themselves as confident in relation to each of the SLIS program-level learning outcomes. The data however typically point to some areas where SLIS needs to better focus its efforts. Examples of data collected, issues uncovered and actions taken based on this data appear later in this chapter in the section titled “Examples of Changes to Program Based on Feedback from Planning”

Practicum supervisor questionnaire

Data consist of numerical scores that describe the degree to which student workers demonstrated key learning outcomes as part of their practicum. The questions have remained the same from year to year to show trend data.

SLIS’s goal is to have 90% of supervisors report that their students demonstrated the learning outcome. This data is summarized and reported in the SLIS Assessment Report. Campus and distance students are included and compared (see appendix I-2).

Trend data showing weaker reports for students’ professional communications skills and the need to take initiative have led instructors of the LIS 620 class to emphasize these “soft skills” more in class discussions on professionalism.

Exit Interviews

Each year, SLIS faculty and staff conduct volunteer exit interviews. From 2008 to 2014, the Student Services Coordinator invited students to participate in the interview process through the student listserv. Students could sign up to speak with one of several staff, typically including the Director, Associate Director, Librarian, Student Services Coordinator, and one or more faculty members. The number of students participating in exit interviews varied from 10 to 15 in a given year.

In 2014, the Assessment Committee elected to conduct additional interviews of randomly selected graduating SLIS students. Because of this, and because of a more active campaign to get students to participate in the exit interviews, the total number of interviewees was 28, nearly twice as many as in previous years.

Exit interview questions include a common core of questions and then a set of questions that vary from year to year to investigate particular questions of interest or pursue questions suggested by student members of the Assessment Committee (see 2014 SLIS Assessment Report). The core questions focus on student satisfaction with characteristics of the SLIS program such as online courses, required courses, advising, student services, and the portfolio. Campus and online students are in-
cluded and compared. Dominant themes are summarized and reported in the SLIS annual assessment report (see appendix I-20).

Exit interview data have led to numerous program changes. Examples of data collected, issues uncovered and actions taken based on this data can be found later in this chapter in the section “Examples of Changes to Program Based on Feedback from Planning”

Core course common assignments

In each Tier 1 course, different instructors all use the same assignment that is tied to one or more SLIS program-level learning outcomes. The distribution of grades at the class level is reported in the SLIS assessment report (see appendix I-20). The most valuable element of the common assignment is that it provides an anchor that encourages greater coordination between different sections of the core classes. Campus and online student grades are included and compared.

Library/computer lab survey

Once every other year the SLIS Library staff, in consultation with the SLIS Lab/Library Committee, fields a user survey to collect data on student, faculty, and staff needs and desires for library/computer lab space, resources, and services.

Data from the survey have improved the program by supporting evidence-based decision making about how to schedule workshops that best support SLIS classes and student group activities. This year the survey was used to gather student needs data related to the Room 4207 redesign project (see appendix I-15). For more information on action taken from library survey data see section VI.5.

Syllabus mapping

About every two years, the SLIS curriculum committee maps the current curriculum to various sources of guidance including SLIS program-level learning outcomes (appendixes I-7, II-1, and II-2), model curricula presented in the profession (e.g., ALA Competencies; see appendixes I-8 and II-5) or through specialization groups (e.g., archives and SAA Educational Guidelines; see appendixes I-24, I-16, and II-4), and the curricula of peer programs. Adoption of a syllabus grid that links program-level learning outcomes to assignments in 2011 has greatly facilitated curriculum mapping analysis to SLIS program-level learning outcomes.

Mapping the curriculum to ALA competencies (2009, 2014): For example, in 2009, SLIS mapped syllabi to ALA competencies to identify gaps and prioritize areas of change (see appendix I-8). The analysis led the faculty to strengthen the curriculum in the areas of technology and multiculturalism, including the addition of LIS 652 “XML, Document Structures, and Metadata” and LIS 853 “Metadata Standards and Applications.” In addition, LIS 820 “Community Engagement,” LIS 640 “Tribal Libraries, Archives, and Museums,” and LIS 665 “Topics in Race and Ethnicity in the Information Society” have been taught repeatedly to support student opportunity to work with diverse communities.

In spring 2014, the committee assessed program syllabi against the ALA Learning Outcomes. Analysis showed that most ALA competencies are covered well across the Tier 1 and Tier 2 courses at SLIS (see appendix II-5).

Mapping the curriculum to program level goals (2011, 2013): In 2011, just before the adoption of formal program-level learning outcomes, the SLIS Curriculum Committee mapped syllabi to “high-level objectives” stated for the program (see appendix I-7). First the committee stated which cours-
es they thought ought to address the objective, developing a table of courses and related objectives. They then analyzed these courses’ syllabi to determine to what degree each one mentioned the objective. Analysis found that: (a) existing course objectives needed to be more clearly articulated in syllabi, (b) the relationship between program and course objectives was not always clear or compatible, (c) courses did not always produce measurable evidence of the objectives being met, (d) objectives were better documented in Tier 1 and Tier 2 courses and less well documented in electives, and (e) objectives related to technology and ability to work with diverse people were most likely to be missing from syllabi.

This analysis led SLIS to do two things. First, SLIS clarified its program-level learning outcomes to make them more measurable. Second, to encourage faculty to redesign course assignments to produce measurable evidence of the objectives being met, SLIS instituted a syllabus template that includes a grid that explicitly links program-level learning outcomes and assignments (see section I.2 below). Finally, SLIS held a syllabus workshop for faculty and instructional staff to explain the need for the change. Inclusion of the grid directly facilitated the analysis described next.

In 2013, the Curriculum Committee again assessed the degree to which SLIS course syllabi reflect program-level learning outcomes (see appendixes II-1 and II-2). The main goal of the analysis was to identify gaps, or learning outcomes not well addressed in Tier 1 and Tier 2 courses using the syllabus grid. The analysis found that no required course was referring to learning outcome 1b. Analysis also found modest coverage of the new learning outcome 4d, relating to leadership. It is currently listed in the syllabi grids of two Tier 2 classes. The team of LIS 450 instructors discussed the lack of reference to 1b in their syllabi grid. That course covers relevant material in that course, but does not currently have a measurable outcome related to 1b. The team is considering modifying an assignment such that a related course learning objective will be more explicit and measurable. In addition they will bring a proposal for modification of the language of 1b to the August 2014 retreat. To increase student opportunities related to 4d, SLIS added a one-credit leadership course in summer 2014, and the Curriculum Committee began the process of coordinating with the campus Leadership Certificate Program so that SLIS students could earn the certificate as part of their master’s. (For more information see section II.6.)

Placement surveys

SLIS tracks the placement and achievements of its graduates in the profession. SLIS collects both short term, medium term and long-term data on SLIS alumni professional activities.

**Short-term data:** Each year, SLIS surveys members of each graduating class six months after graduation about their employment activities. It uses the Library Journal questions, and adds a few additional questions that collect data of local interest. It reports these statistics to Library Journal and also produces an internal report (see appendix I-1) that feeds into planning. SLIS publicly posts a report describing and contextualizing the results on the SLIS website (see [http://www.slis.wisc.edu/empdata.htm](http://www.slis.wisc.edu/empdata.htm)).

As reported later in this chapter, SLIS placement data is strong when compared to peer programs; throughout the time covered by these surveys, 59–81% of SLIS graduates were employed within six months of graduation. For more information, see section IV.4.3.

SLIS uses the placement Survey to review the types of jobs students take in order to make sure SLIS continues to offer classes in and keep close placement and internship connections with those areas
of the profession. SLIS also draws on larger job market data provided by the Bureau of Labor Statistics to consider where the SLIS program needs to grow and offer more courses and services to increase placement in areas of anticipated growth (e.g., digital library and archives, corporate information management, analytics).

Alumni tracking

Medium-term data: A source of data about the medium-term outcomes of the SLIS program is jobs data from the Alumni Tracking database provided by the Wisconsin Alumni Association. Alumni register with this database to receive the SLIS newsletter, the UW newsletter and other materials. SLIS obtained information on registered alumni from 2007 to 2013 and then cleaned and supplemented the data with information from staff-maintained social networking tools such as Facebook and LinkedIn. The result was placement information on 454 alumni from 2007 to 2013; this represents approximately 75% of possible SLIS alumni (604 total possible graduates). A complete copy of the data is available in appendix I-16.

Table I-4: Employment Settings Graduates 2007–2013

<table>
<thead>
<tr>
<th>Employment Setting</th>
<th>Percentage of placements (n=454)</th>
<th>Number of known placements (n=454)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public libraries</td>
<td>30%</td>
<td>135</td>
</tr>
<tr>
<td>Academic libraries</td>
<td>26%</td>
<td>118</td>
</tr>
<tr>
<td>Other information professional (e.g., corporate, nonprofit, IT, other)</td>
<td>15%</td>
<td>66</td>
</tr>
<tr>
<td>Archives/records</td>
<td>11%</td>
<td>50</td>
</tr>
<tr>
<td>K-12 schools</td>
<td>7%</td>
<td>32</td>
</tr>
<tr>
<td>Other (student, other work, homemaker)</td>
<td>4%</td>
<td>16</td>
</tr>
<tr>
<td>STEM libraries (academic, medical center)</td>
<td>3%</td>
<td>15</td>
</tr>
<tr>
<td>Law (firms or libraries)</td>
<td>2%</td>
<td>9</td>
</tr>
<tr>
<td>Government</td>
<td>2%</td>
<td>9</td>
</tr>
<tr>
<td>PhD pursuit</td>
<td>&lt;1%</td>
<td>4</td>
</tr>
</tbody>
</table>

Analysis of the data shows that SLIS alumni tend to be employed in public (30%) and academic (26%) libraries, followed by archives (11%) and corporate (8%), other professional (7%) and K-12 educational environments (7%).

Also of note, 15 students have gone on to STEM-related jobs in either academic settings or medical/research centers. Four students from the accreditation period have gone on to pursue PhDs in various fields (LIS, Communications).

SLIS has succeeded in increasing the number of students who obtain jobs in technology-oriented jobs in the LIS and commercial sectors. While most professional information jobs require knowledge about, the ability to apply, and skills to manage, changing technologies, analysis of SLIS’s
alumni job data show many examples of SLIS alumni job titles that point to cutting edge technology roles. Examples include: digital archivist, Ruby on Rails developer, database manager, software developer, UX designer, and “Discovery and Integrated Systems Librarian.”

**Long-term data:** A source of longer-term data about the success of the SLIS program is the WILIS 2 (Workforce Issues in Library and Information Science) comparative research project funded by the Institute for Museum and Library Services (IMLS). The goal of WILIS 2 was to track the job placement and continuing professional development activities of LIS graduates within the United States. SLIS’s participation in WILIS 2 allowed SLIS to benchmark its achievements against the field of LIS programs. Notable SLIS achievements include the following:

- (WILIS p. 11) Eighty-five percent of SLIS respondents worked “in a library or information center using LIS skills/knowledge” compared to 78% in all programs; only 4% of SLIS respondents reported not using LIS skills/knowledge, compared to 6% in all programs.
- (WILIS p. 16) SLIS respondents are consistently more likely to exhibit professional development activity than respondents from all programs: most notable is that 45% have presented at a conference (28% in all programs), 24% have held office in a professional association (17% in all programs), and 27% have had papers accepted for publication (21% in all programs).
- (WILIS p. 20) SLIS respondents are more likely keep in touch with SLIS through other students (69% of SLIS grads compared to 64% in all programs), through ongoing relationships with SLIS faculty (32% of SLIS grads compared to 29% in all programs), and through the SLIS newsletter (51% of SLIS grads compared to 41% in all programs). Only 5% of SLIS respondents reported no connection to SLIS at all, half the percentage of all programs.
- (WILIS pp. 28, 29, 32) SLIS respondents were more likely to agree or strongly agree that SLIS provided them with organization of information skills (93% of SLIS grads compared to 87% in all programs), public service skills (84% of SLIS grads compared to 79% in all programs), instructional skills (67% of SLIS grads compared to 64% in all programs), and advocacy skills (71% of SLIS grads compared to 66% in all programs).

The WILIS data also pointed to areas where SLIS should improve its program: collaboration skills, leadership skills, and problem-solving skills. This WILIS data is corroborated by results from SLIS exit interviews and graduate surveys and has led to previously described changes in the SLIS program-level learning outcomes and curriculum.

While WILIS data show SLIS graduates cluster heavily in academic (38% of SLIS respondents compared to 24% in all programs) and public (25% of SLIS respondents compared to 24% in all programs) libraries, they can also be found in law, health, and corporate libraries, as well as school library media centers, archives, and museums. The 8% of SLIS respondents choosing “other” suggests that SLIS graduates are entrepreneurial enough to take advantage of opportunities outside traditional information organizations. As noted above however, this is an area of placement that SLIS seeks to strengthen.

**Course evaluations**

SLIS regularly collects course evaluation data at the end of each class (see appendix III-11). In-person classes employ a scantron form; online classes employ an online survey. The data are analyzed by the UW Testing and Evaluation Office and a summary report for each class is returned to SLIS. Course evaluations are reported in Annual Reports. Faculty reports are reviewed by a faculty review committee. Academic staff annual reports are reviewed by supervisors. Adjunct reports are
reviewed by the Associate Director and Director. (See section III.8 for more detail about personnel evaluation.)

The results of course evaluations are used in rehire decisions for adjunct faculty. For full-time faculty, course evaluations play into promotion and raise decisions through the annual review process. Poor evaluations may lead to SLIS channeling mentoring and support to help the faculty member improve the class, or to a change in teaching assignments.

**SLIS planning and evaluation as a cycle**

As depicted in Figure 1, the planning process is best understood as a cycle with feedback loops, such that each stage in process informs and draws on each other stage in the process. All stages of the process are influenced by stakeholder input and also by the SLIS strategic plan and strategic priorities.
STEP 1: Review program-level learning outcomes

SLIS faculty review program-level learning outcomes each August at the SLIS retreat. Any modifications of outcomes or additions of new outcomes are voted on at the retreat. For example, in 2013, the faculty voted to adopt new learning outcome 4d, "Students demonstrate innovation and skills necessary for leadership."

Program-level learning outcomes directly impact the curriculum of SLIS in many ways. First, learning outcomes drive development of new courses or new course modules in SLIS. For example:

- Adoption of learning outcome 4d, “Students demonstrate innovation and skills necessary for leadership.” This led SLIS to develop a one-credit course focusing on leadership.

Program-level outcomes drive the Curriculum Committee to consider partnerships to better support learning outcomes. For example:

- In support of learning outcome 4d, in 2013–2014 the Curriculum Committee considered a formal affiliation with the campus Center for Leadership and Involvement and its Leadership Certificate to encourage SLIS students to complete the certificate as part of their master’s program. The center is currently revising the certificate, but the Curriculum Committee plans to approve an affiliation when the new certificate requirements are completed.

Program-level learning outcomes drive teams of instructors for the three SLIS core courses and the practicum courses to work together to address the learning outcomes. The Distance Education Committee brings focused attention to online classes and online student issues. For example, the LIS 450 instruction team has agreed to incorporate basic leadership elements into the course.
Program-level learning outcomes guide instructors to ensure their course content addresses targeted learning outcomes. This alignment of courses to learning outcomes was supported and encouraged by formal adoption of the “learning objective-assignment grid” now required in each SLIS syllabus (see section I.2).

Continuous assessment of SLIS activities has also led to changes in administrative protocols and rules. For example, SLIS adopted one-credit courses to attract expert instructors who were too busy to commit to a fifteen-week class.

**STEP 2: Collect data**

The SLIS Assessment Committee oversees a suite of assessment tools (described above) applied each year at SLIS. Each year it reviews assessment tools for changes, implements the tools, analyzes the results and suggests changes to processes. The chair of the Assessment Committee is responsible for collecting data and preparing an annual assessment report. Members of the committee review the report and suggest changes. The committee presents it to the faculty in August at the SLIS retreat.

**STEP 3: Communicate results**

The Assessment Committee prepares an annual report for the faculty that summarizes the above data. Faculty and staff discuss the report at the SLIS retreat and brainstorm changes to the program to improve desired outcomes. The faculty may delegate ideas to specific standing committees.

**STEP 4 Reflect and act**

Changes continue to be discussed throughout the year at SLIS standing committees (see appendixes I-19 and III-1). These committees investigate options and suggest solutions to the full faculty. The main venues for consideration and voting on major changes include the SLIS retreat each August and SLIS plenary meetings held once each fall and spring semester.

Based on data provided in the SLIS assessment report, the SLIS faculty discusses possible changes. Three types of changes are possible:

- **Changes to the program:** The faculty may decide a core course is not fully addressing a student learning outcome and vote to devote more time to that outcome in the core course. For example, faculty voted to move more career development preparation into required courses taken during the first year to better support students in thinking about professionalization throughout their program.

- **Changes to the assessment methodology:** Each year the faculty reviews measurements and data-collection tools to improve the validity and reliability of the resulting data, and improves its assessment tools based on this review.

- **Changes to the learning outcomes:** Based on input from stakeholders as well as data from assessment and observation of students’ experiences in the program, faculty members propose and vote on potential new learning outcomes, or suggest changes to wording of current outcomes. All changes are voted on at the August retreat. Recent years saw the addition of outcome 4d and revisions to 4a.

**SLIS planning and evaluation schedule**

The SLIS planning process can also be depicted in terms of a regular schedule of annual events:
Summer

- Placement survey fielded
- Annual assessment report data compiled and report written for August retreat; online program compared with campus program in all datasets
- Summer practicum supervisor surveys completed
- Faculty and staff retreat occurs during last week in August and includes:
  - Presentation of SLIS assessment report which includes portfolio review data, upcoming-graduates survey data, practicum-supervisor data from the prior year, exit interview themes
  - Reconsideration of program-level learning outcomes
  - Reconsideration of course content in light of the above
  - Charges for Curriculum Committee and Assessment Committee action

Fall

- Placement survey data reported to faculty and posted on website
- Approved assessment report posted on website
- Fall practicum site supervisor surveys completed
- Technology Gateway completed
- SLIS Alumni Board meetings
- Student group leaders lunch with Director
- Assessment Committee reviews activities from last year and works on adjustments as needed
- Curriculum Committee reviews syllabi and course proposals in light of assessment data
- Advisory Board consulted ad hoc via email
- Director and Associate Director review adjunct teaching evaluations
- SLIS plenary meeting (all faculty and staff)

Spring

- Spring practicum supervisor surveys completed
- Director and Associate Director review adjunct teaching evaluations
- SLIS Town Hall occurs (Director invites input from all students)
- SLIS Alumni Board meetings
- Assessment Committee prepares and fields spring assessment tools
- Advisory Board meeting (February)
- Upcoming graduates survey fielded by Assessment Committee (April)
- Exit interviews with graduates scheduled (May)
- Faculty Review Committee reviews faculty annual reports
- Director and Associate Director review academic staff annual reports
- Director and Associate Director review adjunct teaching evaluations
- SLIS plenary meeting (all faculty and staff)
- Curriculum Committee reviews syllabi and course proposals in light of assessment data
- Portfolio Review special committee meets to review portfolios (May)

In many areas of the above-described assessment cycle, data from the online program and the campus program are compared to highlight any potential issues. In addition, the SLIS Distance Education Committee meets two to three times each semester to monitor the quality of the online program and discuss issues related to it. Examples of action taken by the committee to improve quality include:
• Creation of a SLIS intellectual-property policy for online course materials (see appendix I-10). This reduced confusion among teaching faculty and staff about these issues and also facilitated SLIS’s participation in the WISE consortium.

• Development of a SLIS online teaching best practices statement (see appendix I-13). This has made expectations clearer for adjuncts and allowed SLIS to more effectively train and mentor adjuncts, as well as providing criteria for rehire decisions. Creating a “SLIS style” of online teaching has promoted a more uniform experience across courses.

• Development of an advising best practices document (adopted for campus students as well; see appendix I-6). This has improved advising by creating minimum expectations and facilitated training of new faculty and staff in advising.

• Fielding a feedback survey to online-program bootcamp participants each summer and brainstorming of changes to the bootcamp experience based on the data. Bootcamp instructors shifted the due date for assignments based on feedback from students.

• Development of online-specific material for the SLIS instructor handbook (appendix I-13). Creating a “SLIS style” of online teaching has promoted a more uniform experience across courses.

• Review of portfolio system options and recommendation of the current solution. Reconsideration of other options is ongoing; there has been no change at present.

• Continuous review of and reconsideration of SLIS’s online learning platform, which is supported by the university, and continuous reconsideration of other options (e.g. Moodle). There has been no change at present.

• Direction of the SLIS Distance Education Teaching Assistant to develop training materials for new and continuing online instructors and to work with instructors to enhance teaching quality. This has provided a more uniform student experience across courses.

• Organization and sponsorship of SLIS training workshops related to online pedagogies. This sharing of best practices has improved online teaching.

Examples of changes to program based on evaluation and planning

Examples of program change based on evaluation and planning include the following:

2009 Examples

Issue raised by assessment: Student feedback expressed frustration with paperwork required to change a course (source: exit interviews).

Change: The course registration process was changed to give students greater flexibility in the add/drop period.

Desired outcome: Greater student satisfaction with registration.

Achieved outcome: Graduate surveys and exit interviews from 2012-2014 did not include complaints about the course registration process.

Issue raised by assessment: Faculty complained that some students were not being adequately oriented to campus system technology tools necessary to succeed in the SLIS program (source: faculty meetings).

Change: SLIS created the “Technology Gateway” program that new students undertake during, or shortly after orientation. This skills requirement is described in section I.2.8.

Desired outcome: Less time taken in class to cover basic campus system technology
Achieved outcome: Faculty members reported less frustration with students not being familiar with basic campus systems.

2010 Examples

Issue raised by assessment: Archives students required a greater range of practicum options. Previously all students had fulfilled their practicum at the State Historical Society (source: exit interviews, student representatives).

Change: The archives practicum expanded to include a more diverse set of placement sites.

Achieved outcome: Practicum data showed a variety of archives placements including the State Veterans Museum, corporate archives, University Archives, and the Center for Film and Theatre Research.

Issue raised by assessment: Syllabi from some instructors did not include elements required by SLIS or at the campus level (e.g., office hours; source: curriculum committee syllabus review).

Action taken: SLIS developed syllabus guidelines.

Achieved outcome: Greater consistency in inclusion of required syllabus elements by instructors; Associate Director reports easier communication process with instructors.

Issue raised by assessment: A small number of students were completing the program without taking any technology courses (source: Curriculum Committee review of enrollment data).

Action taken: SLIS faculty voted to add “Tier T” to ensure that all students take at least one technology course.

Achieved outcome: All graduating students have taken at least one technology course and SLIS has seen an increase in technology courses taken overall; analysis shows that students currently take two or three technology classes.

Desired outcome: That all students appreciate the importance of information technology skills to the profession and make good decisions to enroll for technology courses

2011 Examples

Issue raised by assessment: Stakeholders emphasized the value of the 120-hour practicum (source: Advisory Council, practicum supervisors).

Action taken: The program was modified to require a 120-hour practicum from all students, instead of allowing students a 40-hour practicum option.

Desired outcome: Strong job placement rates after graduation.

Achieved outcome: Students reported high satisfaction with the 120-hour practicum experience in exit interviews and in the free text section of the graduate survey.

Issue raised by assessment: Students and faculty in technology areas reported frustration in not being able to set up certain technology-oriented practicum experiences because of the practicum requirement that supervisors work in libraries or archives (source: exit interviews, student representatives).

Action taken: Practicum guidelines were modified to allow for supervisors with a broader range of experiences and backgrounds while maintaining the integrity of the experience.
Desired outcome: An expanded range of types of practicum placements, especially for students seeking non-library/archives experiences

Achieved outcome: Students were placed in corporate information management and IT management settings for their practicum experiences.

Issue raised by assessment: The syllabus mapping exercise showed (a) unclear learning objectives and (b) that course syllabi did not always demonstrate measurable evidence of the objectives being met (source: Curriculum Committee mapping exercise).

Action taken: (a) Program-level learning outcomes were modified to be measurable, and (b) the syllabus template was modified to include a program-level learning outcome-assignment grid (see section I.2).

Achieved outcome: Instructors adopted the grid requirement. This has facilitated later syllabus analyses in 2013 and 2014.

Unexpected outcome: Exit interview data from 2014 suggests that students liked the grid because it helped clarify the learning objectives they should achieve from each assignment. As one student noted, it was “nice to see what you are supposed to learn... it made me feel good about the [assignment] to know the goal for it.”

2012 Examples

Issue raised by assessment: Students desired greater career services integration into coursework (source: exit interviews).

Action taken: Career services introduction built into LIS 450 “Information Agencies and Their Environment” in fall 2013, adding to resume module built into LIS 620 “Field Placement in Information Agencies” in 2011.

Desired outcome: Continued strong placement rate; higher levels of awareness and use of SLIS career services programs.

Achieved outcome: Data collection is ongoing, but the Student Services Coordinator reports higher attendance at career-services events and more individual appointments with students.

Issue raised by assessment: Students complained about divergent experiences in different sections of Tier 1 courses (source: graduates survey).

Action taken: SLIS established the core-course teams which consist of the instructors for the three SLIS core courses. The teams have the explicit mission of increasing harmonization across sections. Teams from 450, 451, 551 have developed syllabi in collaboration with one another, ensured courses address targeted learning outcomes, increased cross-guest lecturing among instructors, and sharing of assignments and other best practices. See appendix I-14 for examples of core-course team reports on actions taken.

Desired outcome: Greater student satisfaction with required courses.

Achieved outcome: Complaints about divergent experiences in core courses were not prevalent in the 2014 graduates survey.

Issue raised by assessment: Student feedback indicated a need for portfolio training (source: graduates survey, student representatives).
Action taken: Portfolio training was built into Tech Gateway, 450, 620, advising processes, with a fall 2013 rollout.

 Desired outcome: 80% of students believe SLIS provides sufficient support for portfolio preparation.

 Outcome: 2014 Graduates Survey results indicate more work is needed, students did not perceive sufficient support for portfolio.

2013 Examples

Issue raised by assessment: Change management and innovation skills needed to be higher among graduates (source: Advisory Board).

 Action taken: SLIS developed the Information Innovation and Organizational Change certificate partnership with the UW–Madison Business School; added an innovation learning outcome; and revised LIS 654 “Management of Information Agencies” to better prepare students to manage continual change across four theme areas: demographics, government support, technology, and environment.

 Desired outcome: Students rate their ability to innovate highly on Graduates Survey (future data collection) and portfolios show direct evidence of innovation.

 Achieved outcome: Three students began the certificate as part of their SLIS program in fall 2013; a revised 654 syllabus was piloted in 2014.

 Issue raised by assessment: Coursework in web programming was needed to better prepare students (source: Advisory Board, informal student feedback, student representatives).

 Action taken: SLIS developed a one-credit web programming class and a three-credit digital-humanities projects class, and is encouraging development of a “programming for non-majors” class in the Computer Science department.

 Desired outcome: A regular web programming class coordinated with computer science curriculum.

 Achieved outcome: A one-credit web programming course was offered in spring 2014.

 Issue raised by assessment: The program should emphasize leadership skills (source: Advisory Board).

 Action taken: SLIS added the “leadership” program-level learning outcome (4d) in August 2013.

 Desired outcome: Students show increased evidence of leadership capacities through Graduates Survey and Portfolio in future data collection.

 Achieved outcome: A one-credit leadership course was offered face-to-face in summer 2014. An online version is under development; the Curriculum Committee is currently coordinating with the campus-level Leadership Certificate Program to give students additional opportunities to develop leadership skills.

 Issue raised by assessment: Students reported that they do not have sufficient time to complete the Technology Gateway requirements (source: exit survey from the online program bootcamp)

 Action taken: The bootcamp schedule was changed to allow more time.
Desired outcome: Increased student learning and satisfaction in summer 2014 bootcamp.

Achieved outcome: Data collection is ongoing.

2014 Examples

Issue raised by assessment: Syllabus analysis shows insufficient coverage of learning outcome 1b in Tier 1 and Tier 2 courses (source: Curriculum Committee mapping exercise)

Action taken: The LIS 450 instructor team is considering modifying an assignment to better engage with 1b, making that learning outcome more explicit and measurable. In addition, they will propose modifying the wording of 1b at the August retreat.

Desired outcome: Increasing the number of Tier 1 and Tier 2 courses that address 1b.

Issues raised by assessment: Analysis of portfolio data showed that students perceived insufficient support for completion of their portfolios.

Action to be taken: Director and Associate Director will work to improve portfolio directions; faculty will discuss other ideas at the August retreat.

Desired outcome: The majority of SLIS graduates perceive that SLIS provides sufficient support for preparation of the portfolio.

Issues raised by assessment: Portfolio data show below target outcomes for 2a, 2b.

Actions to be taken: Ideas will be discussed at the August faculty retreat.

Desired outcome: Ninety percent of SLIS graduates will show satisfactory evidence for learning outcomes 2a and 2b in the portfolio review.

Creation of SLIS program-level learning outcomes and direct measures

SLIS’s development of measurable program-level learning outcomes and direct measures of student achievement spanned 2007-2011. SLIS’s first mapping of syllabi to program-level learning outcomes occurred in January 2011. SLIS had developed and collected new data using direct measures by March 2012. (Note: These new measures complemented other measures long used by SLIS for assessment.)

The timeline below outlines this process of misunderstanding, feedback, clarification, progress, and ultimate compliance with Standard I.

Fall 2007: SLIS receives full accreditation on the pre-2008 standards.

2009 Biennial Narrative (BNR): SLIS submits its 2009 BNR in December 2009. At this time, Christine Pawley had just become Director of SLIS and was not familiar with the assessment expectations of the new standards. Former Director Louise Robbins was not available to assist due to a family crisis. At this point, the SLIS program goals were not amenable to direct measurement. Further, SLIS interpreted the Committee on Accreditation’s (COA) call for measurement of learning objectives to mean comparison of the SLIS curriculum to ALA standards and professional competencies. Thus, in an attempt to comport with Standard I, SLIS had conducted a fall 2009 mapping of the curriculum to ALA core competencies.

In April 2010, SLIS learned that COA did not accept the 2009 BNR.
From April 2010, when it learned that COA did not accept the 2009 BNR, to acceptance of the 2011 BNR in March 2012, SLIS went through a process of learning, taking action, making corrections, and improving.

SLIS sought more information and help to better understand program-level learning outcomes and direct measures. For example, SLIS Director Pawley had phone conferences with Karen O’Brien from the ALA to get assistance, SLIS sent two staff to a training session on direct measures at the ALA conference, and SLIS faculty reviewed and discussed COA direct-measure training materials. SLIS hired Professor Emeritus Doug Zweizig as a direct-measure assessment consultant to assist SLIS. Further, in November 2011, a team of SLIS faculty and staff visited the COA committee in Chicago to develop a fuller understanding of program-level learning outcomes and direct measures. SLIS took action and implemented the measurable program goals and direct measures required by Standard I.

**2011 BNR:** COA accepted SLIS’s December 2011 BNR and a related special report describing SLIS’s implementation of program-level learning outcomes and direct measures in April 2012.

**2013 BNR:** SLIS’s December 2013 BNR was accepted without revision.

In summary, while SLIS initially had difficulties with Standard I due to misunderstandings about the new assessment expectations, it took the process seriously, took action to improve, and succeeded in bringing itself into compliance, as evidenced by COA’s acceptance of SLIS’s 2011 and 2013 BNRs.

**Institutional context of SLIS systematic planning and evaluation**

This section includes a description of major campus-level activities that influence the SLIS process. It then summarizes major opportunities and challenges SLIS has seen at the institutional and environmental levels that have influenced SLIS planning.

The SLIS planning process takes place in the (above described) larger context of planning and change at the University of Wisconsin and within the College of L&S. Three regular meetings facilitate coordination between SLIS planning and campus-level changes.

**College of Letters and Science Chairs and Directors meetings:** As a Director in the College of L&S, the SLIS Director attends twice-monthly meetings of all program chairs and directors. At these meetings, the L&S Deans distribute information and invite discussion of college-level issues. In recent years these topics have included changes in L&S priorities and resource distribution methodologies, budget information, new procedures for merit evaluation and consideration of pay raises, and changes in minimum requirements for graduate programs. Decisions made at the college level have a significant impact on SLIS activities, and the Director reports back on all important changes or issues discussed at the Chairs and Directors meeting to the SLIS Executive Committee and other relevant committees.

**Digital Studies Executive Committee meetings:** SLIS is a partner in a cooperative undergraduate certificate (minor) called Digital Studies. Digital Studies is governed by an executive committee made up of representatives from each participating unit. Currently the SLIS Director represents SLIS. The Digital Studies Executive Committee decides on program requirements and learning outcomes for the program. Decisions this committee makes influence the SLIS undergraduate curriculum, although final decisions about all SLIS courses are made by the SLIS Curriculum Committee. The Digital Studies representative reports needed information to the SLIS Curriculum Committee.
All Campus Chairs meetings: Meetings for all campus academic department chairs and directors are held at the start of each semester and monthly throughout the academic year to distribute information, provide updates on campus-level initiatives and explain major changes. The SLIS Director attends these meetings and reports back to the SLIS Executive Committee and faculty as needed.

Environmental opportunities and challenges in planning

National- and state-level economic challenges have required campus budget cuts; however, campus leadership has strategically reallocated funding during this period to retain talented faculty and staff through targeted pay raises.

National and state level economic context

December 2007 began the period of the US financial crisis known as the “Great Recession.” The crisis began to impact the University of Wisconsin in February 2009 when the Doyle administration announced a budget cut that mandated eight furlough days (without pay) per year for all state employees. May 2009 saw a second university budget cut, but with a special fund for faculty retention and the creation of domestic partnership benefits. The election of Governor Scott Walker in 2010 saw increased attention to closing state budget deficits, and in spring 2011 Governor Walker signed the Budget Repair Bill, which impacted collective bargaining for all state employees (including university staff), health insurance premiums, and sick leave conversion. The collective bargaining elements of the law led to weeks of public protests that received international news coverage. Also in spring 2011, then Chancellor Biddy Martin proposed controversial new flexibilities for UW–Madison campus dubbed the “New Badger Partnership (NBP).” The NBP would have created human-resources flexibilities, tuition flexibilities, and a greater degree of independence from the University of Wisconsin System. Campus stakeholders debated the NBP vigorously for several months. In October 2011, the Wisconsin legislature rejected the NBP, and made an additional one-time cut to the UW System budget ($25 million to UW–Madison) requiring further campus budget cuts. The College of Letters and Science required an 8% budget cut from each academic unit and L&S chose to apply the replacement salaries of recently retired SLIS faculty to the SLIS portion of the budget cut. SLIS avoided additional cuts to staff or services by shifting some costs to revenue from the online master’s program. L&S considers all faculty lines to revert to the college when a faculty member leaves, and it does not guarantee replacements for opened lines.

Strategic Pay Increases

Cognizant of the danger of losing talented faculty due to trailing salaries stemming the above-described contractions to the University budget, the UW–Madison campus reallocated funds to provide targeted salary increases for high-demand faculty and academic staff. In winter 2013, L&S instructed departments to begin a “Critical Compensation Fund” raise exercise, which led to long-overdue pay raises for many in SLIS (http://news.wisc.edu/22297; see section V.6 for an overview of pay increases for faculty and staff). Further, in June 2013, the legislature approved a 1% pay raise for all state employees, including UW–Madison faculty and staff (http://www.news.wisc.edu/21904).

This period saw the creation of important campus-level initiatives that have created opportunities for SLIS. SLIS is committed to involvement in initiatives that may benefit SLIS students and provide opportunities to collaborate across campus. Potential benefits may include:

- New staff and faculty for teaching and mentoring
- Teaching assistantship funding and teaching experience for master’s students
- Access to innovative new courses (e.g., data visualization and data analytics)
- Raising the profile of SLIS on campus
- Wider campus recruiting opportunities for the LIS professions

**Madison Initiative for Undergraduates**

Former Chancellor Biddy Martin began the Madison Initiative for Undergraduates (MIU) program in 2009. As part of this program, the state legislature allowed for an increase in tuition if new revenues were used to hire faculty who would teach in areas of the undergraduate curriculum with high student demand or teach undergraduate bottleneck courses, with the overall goal of decreasing undergraduate time to degree. A campus-wide call for proposals was initiated. SLIS submitted a proposal with partners from Communication Arts, Journalism and Mass Communications, English and Art to develop a cooperative undergraduate Digital Studies certificate (i.e., minor). This degree is not accredited by ALA, so this report will not address its curriculum in any depth. This report will explain how the Digital Studies program brings benefits to the core master's program at SLIS. The Digital Studies program was highlighted in the 2012–2013 L&S Annual Report as a means of preparing students for “digital citizenship.”

**Digital Studies benefits to SLIS’s accredited master’s program**

The SLIS master’s program has benefited from the Digital Studies program in many ways. Most importantly, the MIU funding allowed SLIS to hire Assistant Professor Rebekah Willett. (Accepting the MIU funding for Willett’s position obligates SLIS to teach two undergraduate courses per year.) Second, Digital Studies classes have provided funding (including tuition) for two to four SLIS master’s students each year who work as teaching assistants. Serving as a teaching assistant (TA) provides invaluable teaching experience for those SLIS master’s students. Also, students who are TAs must learn the content of the classes, and many develop a high expertise with content that will be valuable in future careers: information literacy, diverse populations, information technologies, writing, and multimedia production. For example, one LIS 202 “Digital Divides and Differences” TA developed a toolkit of multicultural training materials that she shared with the other TAs and the instructor. Third, participation in the Digital Studies program has raised SLIS’s profile on campus, making campus decision makers more aware of SLIS’s value. Fourth, the Digital Studies program has helped SLIS recruit strong UW–Madison undergraduates to the accredited master’s program and the LIS professions. Since its inception in 2011, at least four current master’s students became aware of the SLIS graduate program through Digital Studies courses they took as undergraduates at UW–Madison.

SLIS does not need to provide any undergraduate advising or career-placement services to undergraduates as part of the program. Student services resources at SLIS remain focused on the accredited master’s program.

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**Digital Studies Courses Fielded by SLIS:**

- **LIS 201: The Information Society**
- **LIS 202: Information Divides and Differences in a Multicultural Society**
- **LIS 301: Information Literacy in Online Spaces**
- **LIS 304: What is the Book?**
- **LIS 351: Introduction to Digital Information, Building Virtual Collections**
Educational Innovation Initiative

The Educational Innovation (EI) Initiative calls on faculty and staff to be agents of change to support Madison’s continued excellence in instruction and research in light of likely continued reductions in state support. The program provides resources and support to encourage “course, curricular and co-curricular reforms; departmental restructuring; the establishment of new revenue-generating programs; and overhauling outdated academic structures” (http://edinnovation.wisc.edu/why-innovate/).

SLIS is exploring new partnerships and resources available through EI to strengthen and expand the master’s program. SLIS is currently in planning stages of three collaborations. This section describes the three EI programs SLIS is participating in, and how these programs will benefit the SLIS master’s program:

Wisconsin Information and Communication Initiative (WICI): WICI is a shared governance driven project to investigate potential areas of collaboration between SLIS and the Department of Communication Arts. The project involved both faculty and staff from the participating departments. The project has largely centered on investigating the market for a post-bachelors certificate shared between the participating departments. The new certificate would not be accredited and would not compete with SLIS’s accredited master’s program. The accredited master’s would benefit from the new program by expanding the pool of courses potentially available to SLIS master’s students, potentially increasing the number of faculty and staff at SLIS and possibly increasing curricular coordination between the participating departments’ existing curriculum. At the same time, the cooperative nature of the program limits the resources that SLIS would have to devote to it.

Measures to assess the degree to which a potential WICI program would benefit the SLIS master’s include the following:

- Does the potential program expand curricular choices for SLIS master’s students?
- Do new revenues created by the program add SLIS faculty and staff who also teach or support SLIS master’s students?
- Does the potential program generate greater curricular coordination between the participating departments, such as crosslisted or team-taught courses, expanding interdisciplinary opportunities for SLIS master’s students?

Computational social-scientific and data-visualization tools for journalists and communication researchers: This proposal created a shared master’s-level course in data visualization housed in Journalism but providing open seats to SLIS master’s students. This new course will prepare SLIS students to manage data and analyze it to create data visualizations. The course will be offered in fall 2014, and at least two SLIS students have registered for it.

SLIS is also a supporting signatory to an approved Big Data Analytics initiative put forward by the Department of Statistics. In this proposal, the Department of Statistics will create a revenue-generating master’s program. SLIS will stay involved in this program to facilitate a pathway for interested students between the SLIS master’s program and the data-analytics program. This could lead to the creation of a certificate in analytics that could be completed as part of the SLIS master’s, producing master’s students with specializations in data analysis for decision making.

In summary, SLIS is pursuing campus opportunities that can be leveraged to strengthen the master’s program.
Learning Outcomes Grid

In 2011, as an outcome of a larger curricular review process described earlier, SLIS voted to require all instructors to include a “learning outcomes grid” in their syllabi. The purpose of the grid is to clearly indicate what program-level learning outcomes students should expect to achieve in the class, and what assignments will allow them to demonstrate the outcome. The grid also allows the Curriculum Committee to better track the degree to which the program addresses its learning outcomes.

As described earlier in this chapter, inclusion of the grids has had several positive outcomes for the SLIS program:

- Students anecdotally report that they better understand how class assignments relate to program-level learning outcomes and can therefore better focus their learning and choose courses to meet certain learning outcomes.
- Instructors can more easily identify gaps in their course plan where assignments do not clearly line up with desired program-level learning outcomes. They can focus energy on developing materials that will help students achieve the learning outcome.
- Instructors report that tying courses to explicit program-level learning outcomes generates new ideas for assignments and course content.
- The Curriculum Committee can more easily identify learning outcomes that do not have adequate coverage in Tier 1 and Tier 2 courses in curriculum-mapping exercises.

An example of the grid from a recent offering of LIS 644 “Digital Trends, Tools, and Debates” is given below:

Table I-5: Example of a Required Learning Outcomes Grid

<table>
<thead>
<tr>
<th>Course learning objective</th>
<th>Related to SLIS Program-Level Outcome(s)</th>
<th>Assignments providing evidence of Program-Level Outcome(s)</th>
<th>How mastery of Program-Level Outcome(s) will be assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary and knowledge of conventions needed to communicate with technical staff.</td>
<td>3d. Students understand and use appropriate information technologies.</td>
<td>Bug report assignment. Short webinar.</td>
<td>Graded on clarity and comprehensibility of expression, correctness of terminology use.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Ability to evaluate, plan for, select, and safely and securely work with digital technologies.</td>
<td>3d. Students understand and use appropriate information technologies.</td>
<td>Security reflection. Project plan.</td>
<td>Reflection graded on honesty and improvement plans; project plan graded on ability to discover and gauge alternatives, select those fit for purpose.</td>
</tr>
<tr>
<td>Awareness of the social and legal forces that impact digital technologies; controversies surrounding them; and the complex relationship between digital technologies and the future of information agencies.</td>
<td>1a. Students apply key concepts with respect to the relationship between power, knowledge, and information.</td>
<td>Learning-network assignment. Privacy-policy assignment. Short webinar assignment on a technology standard. Emerging-technology assignment.</td>
<td>Graded on depth of consideration, ethical quality of responses, breadth of awareness, willingness to experiment and make considered judgments.</td>
</tr>
<tr>
<td>Ability to contribute appreciably to a team working on a defined project; awareness of project-management tools and techniques.</td>
<td>4a. Students participate effectively as team members to solve problems.</td>
<td>Project plan, technology implementation.</td>
<td>360 peer evaluation feeds into final-project grade. For project managers, communication quality with instructor affects grade.</td>
</tr>
</tbody>
</table>
Sufficient courage, self-awareness, and skill for self-sufficiency in acquiring technical knowledge.

3d. Students understand and use appropriate information technologies.

Short webinar assignment, technology implementation.

See assignment rubrics.

Development of ethical and principled approaches to technology adoption and education.

1a. Students apply key concepts with respect to the relationship between power, knowledge, and information.

2b. Students apply core ethical principles to professional practice.

Project plan, technology implementation, privacy-policy assignment.

See assignment rubric, particularly considerations of audience, intellectual-property rights, privacy, and security.

I.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management

Mission statement: The SLIS mission statement explicitly addresses the goals of the program to prepare students’ knowledge and skills in the core areas of the profession. The mission states the program will “educate responsible leaders, critical thinkers, and creative innovators in the information professions who are adept in the creation, retrieval, use, and curation of information in all its forms, who are able to provide access to and understanding of information for all those who need or seek it, and who contribute to individual and collective knowledge, productivity, and well-being.”

Program-level learning outcomes: The entire set of SLIS program-level learning outcomes direct course content and student activities toward standard I.2.1, “the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use.”

The entirety of the SLIS curriculum is developed and maintained to prepare students to work with recordable information and knowledge and the services and technologies to facilitate management and use.

This standard is regularly addressed via ongoing curriculum revisions driven by the planning process described in Figure 1. For example, in 2009 and 2014, SLIS conducted a curriculum-mapping project where current courses were mapped to ALA competencies to identify gaps (described earlier in this section).
I.2.2 the philosophy, principles, and ethics of the field,

Mission statement: Standard I.2.2 is reflected in the SLIS Mission Statement’s call to prepare “responsible leaders, critical thinkers” who “contribute to individual and collective knowledge, productivity, and well-being.”

Program-level learning outcomes: Standard I.2.2 is directly addressed in student learning outcomes:

- 2a. Students evaluate and debate information policy and ethics issues applicable in local, national or global contexts.
- 2b. Students apply core ethical principles to professional practice.
- 4d. Students demonstrate innovation and skills necessary for leadership.

Examples of Tier 1 courses that address this standard

- LIS 450 “Information Agencies and Their Environment” has a major unit covering ethical practices in libraries. Students read and discuss the ALA Code of Ethics, the Library Bill of Rights, and Freedom to Read statements.
- LIS 551 “Organization of Information” aims to familiarize students with how societal judgments and prejudices become embedded in organizational systems.

Examples of Tier 2 courses that address this standard

- LIS 661 “Information Ethics and Policy” presents the various philosophical theories, issues, and ideas that SLIS addresses, and students learn to apply those theories, issues, and ideas to problems in information policy and ethics.
- LIS 710 “Research Methods in Library and Information Studies” develops students’ understanding of research and evaluation ethics, including human-subjects protection principles.

Examples of electives that address this standard

- LIS 645 “Intellectual Freedom” covers the history and rationale of the First Amendment, censorship, minors’ First Amendment rights, libraries and the Internet, privacy, and copyright.
- LIS 517 “Consumer Health Information” requires students to write a research paper on a specific topic of their choice drawn from two broad areas where ethical issues arise: a controversial topic regarding providers of healthcare information, and healthcare reform.
- LIS 653 “Government Information Sources” requires students to read about and discuss the ethics of equitable access to government information.

Other requirements that address this standard

- LIS 620 “Field Practicum in Library and Information Studies” addresses professional best practices and the ethics and principles of employment policies.

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

SLIS has two areas of specialization specifically guided by policy statements from professional organizations: school library media and archives.
School library media certification is regulated by the state Department of Public Instruction. Dr. Allison Kaplan advises all School Library students and maintains a webpage with information about certification.

The archives curriculum adheres to guidelines established by the Society of American Archivists (SAA) (2011) and the recommendations of the SLIS Archives Advisory Committee, which includes practitioners and stakeholders. Students are advised that if they wish their program to meet SAA guidelines, they should complete all the courses in the archives series.

In addition, courses addressing particular areas of the profession make use of policy statements of numerous professional organizations. For example, LIS 755 “Electronic Resources Management and Licensing” introduces students to the NASIG Core Competencies for Electronic Resources Librarians. For a more extensive description of how policy statements and documents from professional organizations are employed in the curriculum see section II.5.

**I.2.4 the value of teaching and service to the advancement of the field**

*Mission Statement:* Standard I.2.4 is reflected in the SLIS mission statement’s call to create professionals who can “provide access to and understanding of information for all those who need or seek it.” Teaching and service are a primary means of providing access to and understanding of information and cultural materials. Further, if one interprets “service” to include leadership and innovation within the profession, I.2.4 can also be seen in the SLIS strategic-plan call to produce “innovative managers and leaders of technological, rapidly-changing, diverse environments.”

Program-level learning outcomes that address this standard

- 4b. Students demonstrate good oral and written communication skills.
- 4c. Students participate in extracurricular activities in the field.
- 4d. Students demonstrate innovation and skills necessary for leadership.

SLIS’s learning outcomes seek to prepare students to teach (4b) and to provide service to information professions through participation in associations (4c), and leadership and innovation for the field (4d).

Examples of core courses that address this standard

- LIS 450 “Information Agencies and Their Environment” introduces students to the profession and the role of professional associations in creating best practices and standards, and advocating for the profession and its constituencies. Small groups of students open class sessions by presenting on the reading material for that week and lead discussion that makes connections to other reading, broader issues in the field, or current events.
- LIS 451 “Online Searching for Information Professionals” requires students to design a library instruction session where they must demonstrate databases useful for a specific course or present search strategies and resources to a specific user group with a specific information need.
- LIS 551 “Organization of Information” requires students to present a critique of an organizational information system to the rest of the class.
Examples of Tier 2 courses that address this standard

- LIS 639 “Information Literacy Pedagogy” aims to increase students’ capacities to teach and increase their knowledge about learning styles and theories of pedagogy and instruction.
- LIS 644 “Digital Trends, Tools, and Debates” introduces students to the process of making technological standards and how professional groups can lead or influence standards. The course encourages students to get involved in technology issues through these groups. Students must complete a presentation assignment (framed in terms of a “mini-job talk” or “technology evangelist talk”) in which students introduce a technology-related standard or new technology to each other.
- LIS 654 “Management of Information Agencies” requires students to give a 15-minute presentation of their class project.
- LIS 661 “Information Policy and Ethics” requires students to give group presentations, as well as to present the basic background and argument of their research projects to the class.

Other requirements that address this standard

- LIS 620 “Field Project in Library and Information Agencies” requires students to create a poster or video presentation of their field placement project and exhibit it at a public event that the entire campus community is invited to attend. In their talk they must explain how they met their learning objectives via their field experience.
- LIS 826 “Field Project in Library and Information Literacy Instruction (LILI)” is the only alternative to LIS 620 “Field Project in Library and Information Agencies.” It provides a focused instruction field experience. In this course SLIS students pair with experienced instruction librarians to provide instruction for incoming first-year undergraduates.

Examples of electives that address this standard

- LIS 570 “Book and Print Culture History” requires students to present a 15-minute summary of their ongoing original research project, including describing the object they are working with and outlining their draft argumentative claim.
- LIS 640 “Tribal Libraries, Archives, and Museums” is a service learning class that involves students in partnership projects with tribal communities across the state of Wisconsin.
- LIS 818 “Appraisal and Description” requires students to prepare a 15-minute presentation on an appraisal topic of their choice. The presentation should be of the same quality as a presentation given at a professional meeting or a job interview.

Other activities that address this standard

SLIS emphasizes the importance of becoming involved in the profession and community organizations even before students formally begin their program; it is a strong theme in the fall master’s program information session, the June incoming students online orientation archived on the New Students Blog, and during student orientation which always showcases student groups to encourage new students to join professional associations. Standard IV includes more information about student involvement in professional associations and service activities, but the text below highlights three projects through which students can become involved in service to the profession and their community. See section I.2.8 for more detail about each group:

- The Jail Library Group (JLG), operated by SLIS students since 1992 provides educational, recreational, and community resource reading materials to inmates of Dane County jails and
operates Kids Connection, a program through which inmates record themselves reading a book for their children.

- The Tribal Libraries, Archives, and Museums (TLAM) student group partners with tribal groups in Wisconsin on community information and cultural resource projects.
- The Allied Drive Literacy Time student group provides book-based programming to kindergarten and first-grade children in the ethnically diverse Allied Drive neighborhood in south Madison.

**I.2.5 the importance of research to the advancement of the field’s knowledge base**

SLIS’s location in the College of Letters and Science lends it a distinctive liberal arts intellectual flavor. The value placed on scholarship and production of new knowledge is reflected in SLIS’s adoption of the college-level vision to provide “foundational teaching and research that form the heart of the university’s efforts to meet its mission of creating, integrating, transmitting, and applying knowledge.”

**Mission Statement:** Standard I.2.5 is reflected in the statement’s call to “educate responsible leaders, critical thinkers, and creative innovators in the information professions...” and “create and disseminate research about past, present, and future information users and uses, the processes and technologies vital for information management and use, and the economies, cultures, and policies that affect information and access to it” as well as “contribute to the development of the faculties of information schools through a doctoral program built on interdisciplinary research and teaching excellence.” It is also seen in the SLIS strategic plan call to respond to the needs of the information professions, while “also maintaining a distinctive scholarly/theoretical orientation.”

**Program-level learning outcomes**

SLIS program-level learning goals and student learning outcomes place high value on critical thinking, innovation, and leadership. SLIS understands student research as part of a process of learning and reshaping the field’s knowledge and practice. Achieving these goals requires engagement with research to understand the state of knowledge and best practices in the field, to generate data to create new knowledge and best practices, and to critique and extend research through application of critical reasoning and intellectual leadership. Research, in this broad three-part sense, is required for the completion of coursework (outcomes 1a, 1b, and 2a), for generation of facts to create new knowledge within courses (3c) and for students to critique and innovate practices in the field (outcomes 2b, 4d).

Program-level learning outcomes related to this standard include the following:

- 1a. Students apply key concepts with respect to the relationship between power, knowledge, and information.
- 1b. Students apply key concepts with respect to theories and practices of literacies, reading, and information use.
- 2a. Students evaluate and debate information policy and ethics issues applicable in local, national or global contexts.
- 2b. Students apply core ethical principles to professional practice.
- 3c. Students analyze information needs of diverse individuals and communities.
- 4a. Students evaluate, problem solve and think critically, both individually and in teams.
- 4d. Students demonstrate innovation and skills necessary for leadership.
Examples of core courses that address this standard

- LIS 450 “Information Agencies and Their Environment” includes an assessment component that introduces students to approaches and methods for evaluation and assessment studies.

Examples of Tier 2 courses that address this standard

- LIS 661 “Information Ethics and Policy” requires students to generate a major paper exploring an ethical issue in the profession.
- LIS 710 “Research and Evaluation Methods for Library and Information Studies” requires students to create a literature review of a particular research question. In many semesters, they collect and analyze data as part of a service learning project with a campus client (e.g., ebooks study with College Library, nonusers study with campus Research Data Services). In some semesters students develop a new research proposal.
- LIS 734 “Introduction to Archives” requires students to complete a major paper on a current area of debate in the archives profession.

Examples of electives that address this standard

- In LIS 569 “History of American Librarianship,” students create short documentary films working with primary source materials.
- In LIS 670 “History of Books and Print Culture,” students generate a major paper working with primary sources at the Wisconsin Historical Society.

Other activities that address this standard

SLIS students can participate in ongoing research projects with SLIS faculty as part of an independent study or as an hourly research assistant (faculty research projects are described in section III.1). Working with faculty on research projects provides master’s students hands-on experience with collecting and analyzing data and evaluating the quality of data for making claims. This prepares them to become better professionals as they will be more familiar with how to collect and analyze data as well as issues concerning the quality of data when using data in making decisions.

- Two master’s students assisted with Smith and Eschenfelder’s study of financial literacy and public libraries.
- Three master’s students assisted with Eschenfelder’s study of data archives.
- Two master’s students worked with Eschenfelder on her project to study digital library technological protection measures.
- Three master’s students worked as coders for different Smith research projects on public libraries and health information.
- Master’s students working in the SLIS library assisted Willett, Eschenfelder, and Smith in literature searches related to their research.
- During spring 2013, master’s students helped Kaplan with a review of books published on early literacy from multiple academic perspectives.
- During fall 2013, master’s students helped Kaplan identify authoritative websites on early literacy apps.

SLIS provides opportunities for master’s students to present their research. SLIS uses endowment funds to provide financial support to students who are presenting their scholarship at regional, national, and even international conferences. Further, for many years, SLIS and the SOIS program at the University of Wisconsin-Milwaukee held a joint “research forum” in which students could present research. More recently, SLIS has cooperated with a UW-Madison graduate-student conference...
“Crossroads,” and SLIS master’s and PhD students have shared their research with graduate students from Journalism, Communications Studies, Political Science, and other units. These experiences increase student capacity to communicate complex information effectively to audiences.

I.2.6 the importance of contributions of library and information studies to other fields of knowledge and
I.2.7 the importance of contributions of other fields of knowledge to library and information studies

Mission Statement: Standards I.2.6 and I.2.7 are reflected in the mission’s call to “create and disseminate research about past, present, and future information users and uses, the processes and technologies vital for information management and use, and the economies, cultures, and policies that affect information and access to it.” The importance of interdisciplinary and interaction with other fields is also reflected in the SLIS strategic plan, which calls on SLIS to “leverage strengths of the UW–Madison campus via double degrees or other shared programs” and “increase collaborations with affiliated departments and research centers to extend their influence.”

Standard I.2.6 is reflected in the introduction to Goal 1 of the SLIS program-level learning outcomes, which states “Students have a critical grounding in theoretical and historical perspectives that draw on research in other fields of knowledge as well as on LIS…” Standard I.2.7 is reflected in the LIS courses that are crosslisted with other departments. These crosslistings reflect the contribution of the course content to the other programs.

Examples of Tier 2 courses that address these standards

- LIS 734 “Introduction to Archives” (crosslisted with History)

Examples of electives that address these standards

SLIS electives crosslisted by other departments include:

- LIS 569 “History of American Librarianship” (crosslisted with History)
- LIS 650 “History of Books and Print Culture in Europe and North America” (crosslisted with History, Journalism, Art History)
- LIS 663 “Introduction to Cyberlaw” (crosslisted with Legal Studies)
- LIS 645 “Intellectual Freedom” (crosslisted with Legal Studies)

Examples of SLIS electives that are crosslisted from other departments include:

- LIS 319 “Scandinavian Children’s Literature” (home: Scandinavian Studies)
- LIS 490 “Field Methods in Folklore” (home: Folklore)
- LIS 617 “Health Information Systems” (home: Industrial Engineering)

Both the Tier 2 and elective LIS courses listed above reflect standards I.2.6 and I.2.7 by demonstrating either SLIS’s contributions to other academic department’s curricula (e.g., LIS 650 “History of Books and Print Culture in Europe and North America” which Journalism, History and Art History all accept), or the value SLIS places on contributions from other fields of study (e.g., LIS 617 “Health Information Systems”).

The list of crosslisted courses is just one source of evidence for these standards. Cross-listed courses are not as extensive as they might be because of administrative requirements: Cross-listed
courses must use the same course number in both departments, carry identical curricular breadth
and level attributes, have identical catalog descriptions in each listing, and have identical course
prerequisites (see L&S Administrative Gateway). These limitations sometimes deter interest in a
crosslisted courses due to number or requirements conflicts. Moreover new courses run under top-
ics numbers cannot be crosslisted until they get a permanent number (typically 1–2 years), delay-
ing efforts to crosslist innovative new technology courses of particular interest to SLIS (e.g., Jour-
nalism’s new “Visualization” course is currently run under a topics number and thus cannot be
crosslisted).

Other activities that address this standard

The more common means of encouraging students to take advantage of other fields of knowledge
is the lists of recommended external courses provided on the SLIS web page. SLIS specialization
web pages often list relevant coursework from other departments related to that specialization,
specifically to encourage students to take those external courses. For example, the Digital Librar-
ies and Resources specialization page suggests the following external electives:

- Computer Science 301 “Introduction to Programming for Non CS Majors” (strongly recom-
  mended)
- Journalism 670 “Community Service Learning: Technology for Social Change” (strongly rec-
  ommended)
- Computer Science 367 “Introduction to Data Structures”
- Industrial Systems Engineering 349 “Introduction to Human Factors”
- Industrial Systems Engineering 652 “Sociotechnical Systems”
- Life Science Communication 532 “Web Design for the Sciences”
- Life Science Communication 530 “Print and Electronic Media Design”
- Communication Arts 472 “Rhetoric and Technology”
- Sociology 611 “Gender, Science, and Technology”
- Journalism and Mass Communication 676 “New Media and Society” (if specific course topic
  approved by advisor)

Formal cross-program degrees and certificates

SLIS currently has double-degree programs with Law, Music, and Art History that allow students
to double count some credits toward both degrees.

In fall 2013, SLIS became a cooperative partner with the UW–Madison School of Business Weinert
Center for Entrepreneurship. SLIS students can now complete a School of Business graduate certifi-
cate in innovation or entrepreneurship as part of their SLIS master’s degree. Students take two or
three approved courses from the School of Business to complete the certificate
(http://www.slis.wisc.edu/InfoInno.htm).

Making use of the rich UW–Madison campus environment, SLIS has drawn on the expertise of the
Games, Learning, and Society group in UW–Madison’s School of Education to run a one-credit short
course on gaming in libraries. In spring 2014 this course was taught in SLIS by a researcher from
the School of Education research group.
I.2.8 the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups

Program-level learning outcomes that address this standard

- 1a. Students apply key concepts with respect to the relationship between power, knowledge, and information.
- 2a. Students evaluate and debate information policy and ethics applicable in local, national, or global contexts.
- 2b. Students apply core ethical principles to professional practice.
- 3c. Students analyze information needs of diverse individuals and communities.

Required courses that address this standard

- LIS 450 “Information Agencies and Their Environment” requires students to do a collection-development assignment centered on a community of recent immigrants.
- LIS 451 “Introduction to Online Searching” requires students to complete semester-long projects that frequently center on underrepresented racial/ethnic, gender, sexual, and socio-economic diversity. Some of these projects are chosen from actual dissertations in LIS published in the previous two years; others are suggested by members of the SLIS, the greater university, and Madison communities. Topics from the past two years have included: “How well do the collections found in public libraries meet the needs of minority multicultural youth?” “What are special intellectual freedom problems of prison librarianship?” “The City of Madison is attempting to expand the reach of high-speed Internet to more citizens. What has been done in other similar communities to understand the infrastructure challenges and issues of expanding Internet connectivity?” “How does the media present information about personal essentials pantries that serve the needy?”
- LIS 551 “Organization of Information” informs students how information organization standards may disadvantage certain cultural groups and discusses challenges in harmonizing information organization standards internationally. Students become familiar with how societal judgments and prejudices become embedded in organizational systems and discuss social justice issues surrounding well-known classification and subject vocabularies, with a view toward increasing student awareness of the social impact of language and empowering them to work for inclusivity in services.

Examples of Tier 2 courses that address this standard

- LIS 661 “Information Policy and Ethics” includes a unit on cultural property, which introduces many students to issues involving concepts of group ownership and cultural privacy important in non-Western societies.
- LIS 654 “Management of Information Agencies” is a redesigned courses that uses “changing populations” as one of four central threads of the course and continuously considers how demographic changes (e.g., immigration) impact information agency management.

Examples of electives that address this standard

- LIS 640 “Tribal Libraries, Archives, and Museums” is a service learning class that involves students in partnership projects with tribal communities across the state of Wisconsin.
SLIS 629 “Multicultural Literature for Children and Young Adults” focuses on literature written or illustrated by US citizens or residents that depicts people of color both within and outside the US.

SLIS 640 “Information Services in Diverse Communities” is a special-topics class created to help fulfill the university-level ethnic-studies requirement for courses that “better prepare students for life and careers in an increasingly multicultural U.S. environment” (L&S Administrative Gateway).

SLIS 517 “Consumer Health Resources, Users, and Services” in part explores the relationship of underrepresented groups to health information disparities and also investigates groups with health conditions as an example of an underrepresented group.

Other activities that address this standard

SLIS has secured grants and other support to extend training and other services to diverse individuals and groups, at the same time strengthening ties between these groups and SLIS students, faculty, and staff. Examples of these projects include:

- The Jail Library Group (JLG), operated by SLIS students since 1992 and under the supervision of SLIS Associate Director Dr. Michele Besant since 2003, which provides educational, recreational and community resource reading materials to inmates of the Dane County jails. The JLG also operates Kids Connection, a program through which inmates record themselves reading books for their children; the children receive the recording along with a copy of the book. The JLG received special notice from the Dane County Sheriff’s office in 2012. More information about JLG is available at http://slisweb.lis.wisc.edu/~jail.

- The Tribal Libraries, Archives, and Museums (TLAM) student group grew from students from the TLAM course SLIS began teaching in 2009 who wished to continue connecting with tribal information agencies in Wisconsin. This group has partnered with the Red Cliff Band of the Lake Superior Chippewa to reestablish library service to tribes in northwestern Wisconsin, with the Baraboo Ho–Chunk Wellness and Learning Center to catalog children’s books, and with the Langlade County Historical Society to digitize a collection of historical photographs. More information about TLAM is available at http://tlamproject.org/.

- The Allied Drive Literacy Time student group, supervised by Allison Kaplan, sends SLIS students interested in youth services to the ethnically diverse Allied Drive neighborhood in south Madison to provide book-based programming to kindergarten and first-grade children. More information is available at http://slisallied.wordpress.com/.

- SLIS received LAMP funding for two project assistants during the 2012-13 academic year for diversity-related programming. The PAs created three display cases representing Asian American, Latino, and African American librarianship, hosted social events, and showed several diversity-related documentaries.

- Two successive groups of SLIS students, led by Ethelene Whitmire, visited Botswana in 2009 and 2010 to work with the Botswana National Library Service, supported by the University of Botswana Department of Library and Information Studies. Students helped establish new public-library services and assess existing ones in rural areas.

- SLIS has hosted groups of librarians starting a library in the new Nazarbayev University in Kazakhstan. Faculty and staff, particularly director emeritus Louise Robbins, have helped the new library think through policy, collection development, automation/systems, and service-development decisions.

- SLIS hosts several international scholars each year in conjunction with the University of Wisconsin visiting scholars program.
I.2.9 the role of library and information services in a rapidly changing technological society

Mission statement: SLIS’s mission refers to “the creation, retrieval, use, and curation of information in all its forms,” demonstrating SLIS’s commitment to preparing future professionals for a field in which the production, presentation and storage formats of information and cultural works will continuously change.

Program-level learning outcomes that address this standard

- 3a. Students organize and describe print and digital information resources.
- 3b. Students search, select, and evaluate print and digital information resources.
- 3d. Students understand and use appropriate information technologies.

These outcomes focus students’ learning on organizing, describing, searching, selecting and evaluating information and cultural content regardless of past, present, or future form. Further, the outcomes commit SLIS to preparing students to not only use appropriate information technologies to solve information problems and provide services, but also to understand those technologies so that students can become involved in standards-making processes and the development of new technologies.

Requirements that address this standard

SLIS fully integrates technology across the curriculum so that all students, regardless of specialization, are technologically prepared. The example Tier 1 and Tier 2 courses listed below demonstrate this integration.

In 2013, upon finding that a small but persistent (i.e., one to three) number of students per class were graduating without taking a three-credit course focused on technology, SLIS introduced a new “Tier T” requirement for all students. It requires that all students take at least one three-credit technology course from a faculty-approved list. This requirement supplements the technology preparation integrated into other courses. Further, the Tier T requirement sets a minimum; analysis of student record data show that students take on average two or three technology courses.

The “choose from a list” aspect of this requirement creates flexibility so that already technology-savvy students as well as those needing more basic instruction can choose courses that meet their needs.

In 2012, SLIS also responded to archives stakeholders’ suggestions that new archivists require significant technology skills by requiring two technology-related courses as part of the revision of the SLIS archives specialization. Most other SLIS specialization-area web pages already recommended multiple technology courses to students.

Since fall 2010, all entering students have been required to pass a gateway test of technologies related to their future graduate work including the LearnUW course management system, campus file storage systems, searching the campus library catalog and major subscription databases. Students complete the “Tech Gateway” test during new student orientation or by the end of their first semester. The Tech Gateway:

- helps students assess their basic computer skills through a survey, encouraging them to remediate on their own where necessary;
• introduces them to basic search skills needed in graduate coursework;
• familiarizes them with the local LearnUW course-management system, and other campus software tools commonly used in courses; and
• introduces them to basic HTML and CSS.

All students must complete the gateway requirements within their first semester. Students with significant technology skills can quickly complete it and still benefit from introductions to campus-specific systems. Students requiring more orientation benefit from help videos, scheduled workshops and drop-in assistance from the SLIS Computer Lab project assistant.

The new SLIS portfolio requirement (described in section II.1) requires that all students build an electronic portfolio, which familiarizes them with WordPress, a blogging platform and content-management system in widespread use in information agencies.

Examples of Tier 1 courses that address this standard

• LIS 450 “Information Agencies and Their Environments” emphasizes technology and the need to keep pace with technological change at a conceptual level through career-planning exercises and review of industry trend reports. Students employ spreadsheets for class exercises.
• LIS 451 “Online Searching for Information Professionals” addresses basics of how search engines work, digital indexes, and information retrieval systems as well as extensive coverage of web and licensed database searching.
• LIS 551 “Organization of Information” introduces students to metadata, relational databases, FRBR, digital indexing issues, and cataloging and indexing.

Examples of Tier 2 courses that address this standard

• LIS 639 “Information Literacy Pedagogy” prepares students to teach with technologies such as video tutorials.
• LIS 644 “Digital Tools Trends and Debates” gives an overview of information and communications technologies (ICT), digital media, and technology standards. It promotes technical knowledge of ICT and critical analysis of controversies surrounding ICT development, use and modification, and addresses technological trends of the day (e.g., social media).
• LIS 710 “Research and Evaluation Methods” helps students master basic statistical functions in Excel or other statistical software.
• LIS 853 “Metadata Standards and Applications” is an overview of major metadata schemas used in digital environments and evaluates existing standards and metadata software applications. Students also address issues in metadata interoperability and vocabulary control.

Examples of electives that address this standard

SLIS has grown an array of technology electives in the past seven years. Most students take two or three technology courses during their program (see appendix I-11). This information is also described in sections II.3.3 and II.3.5.

• LIS 652 “Document Structure and Metadata” covers XML markup, transformation and query languages used to create document structures for online environments as well as linked data initiatives and their infrastructures and protocols.
• LIS 668 “Digital Curation” prepares information professionals to assist with research-data management, electronic records, personal digital archiving, web archiving, and digital preservation. Topics include concepts, theory, and economics of digital preservation;
metadata; research-data management as a technological and social phenomenon; teaching digital curation and research-data management; intellectual-property issues; and the current state of digital-preservation and digital-forensics systems.

- LIS 751 “Database Design and Management” provides an introduction to database management systems, the database design process and database management issues, and current trends and developments in the database field with a focus on library database systems.
- LIS 755 “Electronic Resource Management and Licensing” addresses technological, managerial and contract problems associated with licensed digital library resources such as e-journals, ebooks, full text and citation databases, digital audio and video collections, and e-reference resources.
- LIS 658 “Publishing, Knowledge Institutions, and Society” examines the shift from print to electronic publishing in global publishing industries.
- “Designing Information Services:” Beginning in spring 2014 SLIS offers a systems analysis and design/project-management course. This course will be offered once per year.
- “Web Programming:” Beginning in spring 2014, SLIS offers a one-credit course on web scripting. This course will be expanded into a three-credit course in coordination with the Computer Science curriculum.

SLIS has also fielded a suite of one-credit technology courses:

- “Technology for Managers” in summers 2012 and 2013
- “Social Media and Libraries” in summers 2013 and 2014
- “Audio-visual Archiving” in fall 2013
- “Social Media Archiving” in summer 2014

Other activities that address this standard

SLIS has developed a number of technology related practicum placements including, but not limited to the following:

- University of Wisconsin Digital Collections (digitizing and describing cultural materials)
- Internet Scout project (describing digital educational materials and managing an extensive digital library)
- Research-data management with campus Research Data Services, the Laboratory of Optical and Computational Instrumentation, and the US Forest Products Service

To aid in the inclusion of technology issues in the curriculum, SLIS has actively recruited advisory board and alumni board members with expertise in technology and technology-related information services:

- Jonathan Broad, Vice President for Application Development, Getty Images
- Greg Mickells, Director, Madison Public Library
- Bruce Maas, CIO, University of Wisconsin–Madison
- Joshua Ranger, Archivist, University of Wisconsin-Oshkosh
- Bonnie Tijerina, Head of Electronic Resources and Serials, Harvard University Library

I.2.10 the needs of the constituencies that a program seeks to serve.

Analysis of the characteristics and needs of diverse constituencies is built into the SLIS mission statement, in which SLIS states a goal to “educate responsible leaders, critical thinkers, and crea-
tive innovators in the information professions” and “provide useful service to information professionals, the people of Wisconsin, and all information users.”

Numerous SLIS program-level learning outcomes encourage students to develop competencies in assessing and addressing the needs of constituencies:

**Program-Level Learning Outcomes that address this standard**

- 1a. Students apply key concepts with respect to the relationship between power, knowledge, and information.
- 1b. Students apply key concepts with respect to theories and practices of literacies, reading, and information use.
- 2a. Students evaluate and debate information policy and ethics issues applicable in local, national, or global contexts.
- 2b. Students apply core ethical principles to professional practice.
- 3c. Students analyze information needs of diverse individuals and communities.

**Examples of Tier 1 courses that address this standard**

- LIS 450 “Information Agencies and Their Environments”
- LIS 451 “Online Searching for Information Professionals:”
- LIS 551 “Organization of Information”

**Examples of Tier 2 courses that address this standard**

- LIS 639 “Information Literacy Pedagogy”
- LIS 644 “Digital Tools Trends and Debates”
- LIS 654 “Management for Information Professionals”
- LIS 661 “Information Policy and Ethics”
- LIS 710 “Research and Evaluation Methods”

**Examples of Electives that address this standard**

- LIS 712 “Public Libraries”
- LIS 722 “College and University Libraries”
- LIS 772 “Library Services for Children and Young Adults”

**Standard I.3 Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.**

As described in section I.1 “SLIS Systematic Planning Process,” SLIS engages in a continuous cycle of assessment and planning. This cycle involves regular review of SLIS’s program-level learning outcomes and consideration of strategic goals and how best to implement them.

SLIS draws on a variety of interactions with and input from stakeholders to evaluate the degree to which it is meeting its program goals and objectives as part of a systematic planning and evaluation processes. Key parties involved in the evaluation of program goals and objectives include:
SLIS Advisory Board provides input to strategic plan, reviews assessment reports, and suggests program-level learning outcomes.

SLIS Alumni Board provides input to strategic plan, reviews assessment reports, and suggests program-level learning outcomes.

Student representatives serve on shared governance committees (especially Curriculum and Assessment) and help to shape assessment activities and collect and analyze data.

Student leaders provide input to the strategic plan and the program-level learning outcomes.

In addition, as described above, SLIS receives informal feedback from stakeholders at conferences, meetings, and other venues.

SLIS provides publicly posted information about the degree to which it is obtaining its stated program objectives. These documents summarize the results of SLIS’s ongoing assessment and planning progresses:

- SLIS Assessment Reports (2012, 2013, August 2014; see appendix I-20)
- SLIS mission statement
- Program-level learning outcomes
- SLIS strategic goals
- Student employment/placement data
- Time to degree data
- Admissions and enrollment data

In summary, SLIS has established a robust process for evaluation of student achievement of learning outcomes managed by the Assessment Committee, which includes faculty and student members. Data the committee generates is used in planning by the faculty and staff at the faculty/staff retreat and SLIS plenary meetings, and by faculty, stakeholders and students at meetings of the Curriculum Committee and the SLIS Executive Committee. In addition, to foster input from stakeholders, SLIS will continue to nurture its connections to the profession through

- outreach
- collaboration with information agencies
- partnerships with practicum supervisors and professionals who teach for SLIS, and
- involvement in local, state and national professional organizations.
SLIS’s curriculum is based on its stated program goals and a strategic plan that evolves in response to a continuous, systematic planning and evaluation process as well as the needs of the profession. As described in its mission statement, SLIS aims to provide a curriculum that prepares “responsible leaders, critical thinkers, and creative innovators in the information professions who are adept in the creation, retrieval, use, and curation of information in all its forms, who are able to provide access to and understanding of information for all those who need or seek it, and who contribute to individual and collective knowledge, productivity, and well-being.”

Reading about SLIS’s compliance with Standard II, reviewers will learn about:

- A curricular structure that allows students to construct coherent programs of study while fostering development of competencies needed in the information fields.
- Shared governance of the curriculum through the SLIS Curriculum Committee’s processes to review and approve courses, processes to evaluate the curriculum to accreditation standards, ALA competencies and the SLIS program-level learning outcomes.
- How the SLIS Distance Education committee develops policy related to the online program, reviews new technologies for the program, and promotes online-teaching best practices among faculty and adjuncts.
- Inclusion of key stakeholders in curriculum and program decisions via membership on standing committees, regular consultation with the Alumni Board and Advisory Council, interviews with practicum site supervisors, an annual student-leaders lunch, and an annual SLIS Town Hall.
- How SLIS has responded to the needs of the profession and the requests of stakeholders through curricular changes such as revamping and adding courses in the leadership, budgeting, management and technology areas.
- How SLIS increases technological preparation of all students through a technology requirement (Tier T) as well as integration of technology into a wide variety of SLIS courses across all specialization areas. Assessment shows that most SLIS students take two or more technology courses.
- The required SLIS practicum courses, which ensure that all students have professional experience prior to graduating.
- The three SLIS required courses that lay a foundation for higher level courses and provide a base of learning opportunities towards mastery of program level learning outcomes.
- SLIS’s flexible “Tier 2” composed of ten highly recommended courses, of which students must take at least three. These courses represent common professional competency areas. Data collection shows over 50% of students take four or more Tier 2 courses.
- New one-credit courses that allow SLIS to experiment with new content areas and attract expert instructors who cannot commit to a 15 week course.

This chapter demonstrates how SLIS uses continuous planning and evaluation, which includes direct measures of student’s achievement and assessment of subsequent accomplishments, to improve the curriculum.
Standard II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.

The SLIS mission is to:

educate responsible leaders, critical thinkers, and creative innovators in the information professions who are adept in the creation, retrieval, use, and curation of information in all its forms, who are able to provide access to and understanding of information for all those who need or seek it, and who contribute to individual and collective knowledge, productivity, and well-being.

The curriculum, a key component of SLIS’s fulfillment of its mission, is influenced by SLIS’s program-level learning outcomes, and SLIS’s strategic goals, both of which are listed and discussed in detail in section I.1. The curriculum is divided into four tiers:

- Tier 1,
- Tier 2,
- Tier T (technology), and
- electives.

In addition, all students must complete the SLIS Technology Gateway requirement, complete a practicum, and fulfill the SLIS portfolio requirement. (There are no exceptions to these last three requirements.) All Tier 1, Tier 2, Tier T and practicum courses are three-credit courses. Tier 1 and 2 courses are further described in section II.2.

SLIS’s systematic curriculum-planning, assessment, and redesign processes are integrated into the larger programmatic systematic planning and evaluation process described in section I.1. To avoid repetition, all discussion of curricular planning assessment can be found in section II.7.

Tier 1

The required Tier 1 courses, which all students must take within their first year (full-time students) or first six courses (part-time students), provide students with a broad base-level knowledge and shared context to allow them to progress to the more advanced and difficult Tier 2 courses and electives. Further, these courses directly address most of the SLIS program-level learning outcomes. All students must take the following three courses:

Table II-1: Tier 1 Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 450 “Information Agencies and Their Environment”</td>
<td>Basic communication theories and models; information users as individuals and as members of groups; production and transmission of information; nature and roles of libraries and other information agencies; the profession of librarianship.</td>
</tr>
</tbody>
</table>
LIS 451 “Online Searching for Information Professionals” | Use of databases for library and other information services; development and use of search protocols and search strategies; information resource evaluation; understanding information retrieval systems; comparison and contrast of systems and strategies for web searching.

LIS 551 “Organization of Information” | Introduction to the core principles, standards, systems, practices, and tools of information organization. Covers bibliographic control and metadata creation, including bibliographic description, subject analysis, vocabulary control, metadata schemas, and markup languages.

**Credit transfer:** As explained in the MA Program Planning Guide, “Students who have previously received a B or better in courses which they believe are equivalent to the School's Tier 1 courses may ask the SLIS Student Services Coordinator for referral to the appropriate faculty member to determine course equivalencies and recommend exemptions to the student's advisor. The student may be asked to meet with the School's director in order to make a final determination. Students who have taken other graduate LIS courses from another program should ask the School whether their courses will transfer before they formally enroll in the program. Supply the request, a copy of the syllabus or course description, and grade earned to the Student Services Coordinator” (p. 9).

**Tier 2**

Students must choose at least three courses for a minimum of nine credits. All these courses are strongly recommended because they contain content used across many types of jobs or information agencies. The majority of SLIS students take four or more Tier 2 classes (see appendix II-7). To support SLIS's strategic goal of producing managers and leaders in highly technological environments, and in response to the changing needs of the profession, from the graduating class of 2014 onward, students may count either LIS 853 “Metadata Standards and Applications” or LIS 651 “Cataloging and Classification” toward their Tier 2 requirements (approved by Curriculum Committee February 2014).

**Table II-2: Tier 2 Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 635</td>
<td>“Reference and Information Services”</td>
<td>Theories, principles, and practices in selected aspects of reference and information services.</td>
</tr>
<tr>
<td>LIS 639</td>
<td>“Information Literacy Pedagogy”</td>
<td>Introduction to the concept of information literacy and its significance for the practice of librarianship in school, public, and academic library settings. Students gain expertise and practice in conducting research and in teaching information literacy competencies.</td>
</tr>
<tr>
<td>LIS 644</td>
<td>“Digital Tools, Trends, and Debates”</td>
<td>Overview of information and communications technologies, digital media, and standards in relationship to information agencies, within the context of current societal controversies. Promotes technical knowledge of information and communication technology (ICT) and critical analysis of controversies surrounding ICT development, use and deployment.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>LIS 853</td>
<td>Metadata Standards and Applications</td>
<td>Provides an overview of major metadata schemas used in digital environments, principles of metadata development, evaluation of existing standards and applications, design and applications of existing metadata schemas for distinct domains and information communities, issues in metadata interoperability, and vocabulary control.</td>
</tr>
<tr>
<td>LIS 651</td>
<td>Cataloging and Classification</td>
<td>Approaches and systems currently used for organizing library materials including practical knowledge of rules, standards, and tools used for bibliographic description and control, classification, and subject/content access.</td>
</tr>
<tr>
<td>LIS 654</td>
<td>Management of Information Agencies</td>
<td>Survey of concepts and skills necessary to manage a variety of areas in information services organizations. Service needs assessment, goal and objective setting, staffing and evaluation, grants, leadership and budgeting are among the topics covered.</td>
</tr>
<tr>
<td>LIS 655</td>
<td>Collection Management</td>
<td>The study of collection management in all types of libraries and information centers. Includes analysis of information needs, criteria for selection, sources for reviews, collection use evaluation, weeding, preservation, and contemporary changes in access and ownership.</td>
</tr>
<tr>
<td>LIS 661</td>
<td>Information Ethics and Policy</td>
<td>Overview of modern ethical theories and how they inform information agency policies and practices; examines selected policy issues relating to information and communications; includes topics such as intellectual property, privacy, censorship, equity of access.</td>
</tr>
<tr>
<td>LIS 710</td>
<td>Research and Evaluation Methods</td>
<td>Fundamental purposes and principles of research. Introduction to research design and methodologies. Distinctive characteristics of problems in librarianship and information studies and methods of research best adapted to solution of these kinds of problems.</td>
</tr>
<tr>
<td>LIS 734</td>
<td>Archives Administration</td>
<td>An introduction to the archives profession and basic theory and practice of archives and records administration, including the uses of primary sources in research, appraisal, access, and preservation.</td>
</tr>
</tbody>
</table>

**Tier T**

The Tier T (technology) requirement is designed to ensure that all SLIS students graduate with enhanced technology skills, regardless of their level of skill on entry. Students who matriculate with significant technology skill can take a specialized technology course that adds to their skills, while students with lower skill levels on entry are advised to take the Tier 2 course LIS 644 “Digital Tools, Trends, and Debates.” Although only one three-credit technology course is required, SLIS advisors usually recommend that students take additional technology courses. Analysis of
registration data (see appendix I-11) show that SLIS students, on average, take two or three Tier T courses:

**Table II-3: Tier T Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 644</td>
<td>“Digital Tools, Trends, and Debates”</td>
<td>(also counts as Tier 2) Overview of information and communication technologies, digital media, and standards in relationship to information agencies within the context of current societal controversies.</td>
</tr>
<tr>
<td>LIS 652</td>
<td>“XML, Document Structures, and Metadata”</td>
<td>XML-based markup languages and RDF-based linked-data structures used to create metadata and document structures for digital libraries, institutional repositories, and similar online environments.</td>
</tr>
<tr>
<td>LIS 668</td>
<td>“Digital Curation”</td>
<td>Prepares information professionals to assist with research-data management and digital preservation. Topics include: concepts, theory, and economics of digital preservation; metadata; research-data management as a technological and social phenomenon; teaching digital curation and research-data management; intellectual-property issues; and the current state of digital-preservation and digital-forensics systems.</td>
</tr>
<tr>
<td>LIS 751</td>
<td>“Database Design in Information Agencies”</td>
<td>Introduction to the database design process and database management issues; covers current trends and developments in the database field.</td>
</tr>
<tr>
<td>LIS 861</td>
<td>“Information Architecture”</td>
<td>Covers how traditional library science concepts such as organization of information and users and uses apply to web design, and examines the basics of usability, navigation, project planning, project management, web evaluation, and ongoing web information system management.</td>
</tr>
<tr>
<td>LIS 879</td>
<td>“Digital Libraries”</td>
<td>Technologies and other related topics/issues in developing and maintaining digital libraries. Topics covered include digitization and organization of information, user-centered systems design and evaluation, public services, and funding. Project-based course.</td>
</tr>
</tbody>
</table>

**Electives**

All courses not in Tier 1, Tier 2, or Tier T are classified as electives. SLIS offers one-credit short-course electives as well as three-credit electives. Students may apply up to nine credits of non-SLIS courses or approved transfer credits to their electives; all non-SLIS electives must be approved by the student’s advisor. Certain non-SLIS electives are strongly recommended for certain specialization areas (see “Specializations” section below for details).

**Practicum**

To ensure that SLIS students have real-world experience at graduation, they are required to complete a 120-hour, three-credit field placement/practicum. Students matriculating prior to the incoming class of 2011 had been required to participate in at least 40 hours of a supervised practicum experience. Due to the perceived benefits to students’ professional development, students starting in fall 2011 and onward are required to complete a longer practicum of at least 120 hours
(with no exceptions). Students are encouraged to complete more than one practicum. Students in the on-campus program may fulfill their field placement or practicum requirement by taking LIS 620 “Field Project in Information Agencies,” LIS 826 “Field Project in Library Information Literacy Instruction,” or C&I 620 “School Library Media.”

All practicum placements meet criteria outlined in the SLIS practicum guidelines including supervision and feedback from an information professional and professional-level work and projects. A SLIS practicum supervisor contacts the potential site supervisor to review the setting and projects for appropriateness. In arranging the practicum, the student and site supervisor outline learning objectives that correspond to the SLIS program-level learning outcomes on a Field Project Agreement Form. This encourages students to use their practicum experiences to help achieve learning outcomes.

LIS/Curriculum and Instruction 620 “Field Project in Library and Information Agencies” is a general class that accommodates a wide range of field placement experiences. The majority of SLIS students complete their practicum requirement with LIS 620. All online students take LIS 620. The practicum combines the 120-hour field experience with classroom meetings in which students reflect on field experiences in light of professional issues presented through lecturers or readings; practice and apply professional presentation skills, including self-presentation through their portfolio; and share experiences, accomplishments and concerns.

LIS 620 placements span the range of institutions where SLIS students gain employment (as illustrated in the directory of institutions offering practicum placements). Online students are accommodated in agencies near their geographic location, or with a remote practicum (e.g. chat reference and other “virtual branch” work). Practicum projects include a range of professional skill-development experiences including development and management of programs, collection development and assessment, cataloging and metadata work, grant writing, technology projects and outreach work. Technology-related opportunities include working on administrative information-organization problems, database construction, and metadata design or cross walking. From fall 2008 to fall 2013, 340 students participated in practicum experiences.

LIS 826 “Field Project in Library and Information Literacy Instruction” or “LILI Practicum” is a specialized practicum experience taught in collaboration with the campus instruction librarians. (Online students can do an academic library instruction practicum as part of LIS 620.) LIS 826 provides students guided practice in the development and implementation of information literacy curriculum at the university level. To enhance quality supervision, course enrollment is limited each fall and spring term to sites where the instruction librarians are able to use the students and have time to supervise and mentor. Between fall 2008 and fall 2013, 89 students participated in this practicum experience.

Curriculum and Instruction (C&I) 620 “School Library Media” is a practicum for school-media specialists (campus program only), which is designed to fulfill Wisconsin Department of Public Instruction requirements and the SLIS practicum requirement. In C&I 620, School Library Media students complete 210 hours of a practicum experience at both the elementary and secondary grade levels. The time is split such that 70 hours are spent in one type of school and 140 hours in the other. Students register through the Curriculum and Instruction department of the School of Education, but the course is supervised by a SLIS faculty member.
Portfolio

Students starting in fall 2012 and onward are required to complete a portfolio in which they demonstrate achievement of the SLIS program-level learning outcomes. The portfolio consists of the following:

- An initial statement of purpose, in which students explain their reasons for attending SLIS and their professional goals for their program.
- A current resume or CV.
- A minimum of five “artifacts” in the form of in-class assignments or extracurricular products that collectively demonstrate all SLIS program-level learning outcomes. Students may also choose artifacts to provide evidence of their professional skills to present to prospective employers.
- A justification statement for each artifact in which the student explains how the artifact demonstrates program-level learning outcomes.
- A final reflective statement that describes students’ newly acquired skills; discusses how their thoughts, beliefs, and goals have changed during their time at SLIS; and addresses their continuous professional growth.

Artifacts: Artifacts posted to date include research papers, videos of presentations, hand-coded websites and mobile web design plans. Students have also included work output created as part of a practicum. The following are examples of student artifacts (note that an assessor login is required for access):

- Several months of social media postings advertising the activities of a public radio audio archive,
- A video presentation on how the MARC standard applies to public libraries,
- A mock National Endowment for the Arts grant application,
- A YouTube video of a digital storytelling exercise,
- Reflections on experiences and lessons learned volunteering to provide Dane County Jail library services as part of the Jail Library Group.

Justification Statement: The following examples illustrate how students have justified artifacts in relation to learning outcomes. In explaining how her database final report was evidence of learning outcomes 3a and 3d a student explained, “Through this project I was able to demonstrate a working knowledge of a variety of technologies, such as MySQL, as a way to organize and manage a variety of data. With this project I used critical reasoning, problem solving skills, and creativity to create a unique database. And finally, I demonstrated high-level written communication skills by detailing my project in the final report.”

The portfolios are currently hosted on a SLIS WordPress weblog. SLIS chose WordPress (1) to give students hands-on experience with this common software platform, (2) to support the type of analysis the faculty wished to perform, and (3) to make the portfolios easily transferable to a private weblog after graduation. Students must learn the WordPress content management system to upload their artifacts and personal statement.

Portfolios are assessed on a pass/fail basis. SLIS’s assessment of the portfolios in terms of basic graduation requirements and also for internal program evaluation purposes is fully described in section I.1 and in section IV.4.2.
Technology Gateway

Approved by the faculty in 2009, the Technology Gateway is not a credit class, but it is a required part of the program. All SLIS students must complete gateway requirements within the first semester of their program. They are not permitted to register for spring classes until they have completed the requirement.

The purpose of the gateway is twofold. First, it exposes all students to key technologies employed in SLIS program instruction. Second, through the gateway exercises, students self-assess their core computer skills necessary to succeed in the SLIS graduate program. The gateway identifies knowledge gaps and encourages students to remediate on their own where necessary.

Training via face-to-face workshops and online recorded tutorials supports students' completion of the gateway, giving them support and just-in-time feedback on their tasks. The SLIS technology project assistant checks that all students have completed the gateway. Students are encouraged to identify tasks that proved more challenging to them, and then to determine strategies for building their competence in those areas through coursework, workshops, and other methods. Skills included in the gateway include:

- basic search skills in the University of Wisconsin OPAC and commonly used LIS specific databases (e.g., the LISTA database),
- common functions in the local Learn@UW course-management system,
- digital file management and transfer across media and platforms, and
- basic HTML and CSS.

Specializations

To provide students guidance in course selection, SLIS maintains a website of “suggested specializations” and also prepares a handout for orientation and advising. This specialization information suggests SLIS and other UW–Madison coursework most appropriate for students seeking to develop specialized knowledge in certain areas. These course lists are merely recommendations, and most students combine coursework from two or more areas (e.g., youth and technology, innovation and organizational change, and public librarianship).

Current listed specializations include academic librarianship, archives and records management for a digital age; art librarianship; book, print and media studies; digital libraries and resources; consumer health librarianship; information innovation and organizational change; law librarianship; music librarianship; public librarianship; reference and public services; school library media centers; science librarianship/applied informatics; special librarianship; cataloging, metadata, and e-resource management; and youth services.
Standard II.2 The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.

SLIS’s Tier 1, Tier 2, and Tier T courses in combination with SLIS electives and practicum experiences acquaint students with recorded knowledge in analog and digital forms throughout its varied lifecycles.

Table II-4: Courses That Address Recorded Knowledge in Analog and Digital Forms

<table>
<thead>
<tr>
<th>Topic</th>
<th>Tier 1/2/T courses</th>
<th>Other courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information and knowledge creation</td>
<td>LIS 450 “Information Agencies and Their Environment”</td>
<td>LIS 658 “Publishing, Knowledge Institutions, and Society”</td>
</tr>
<tr>
<td></td>
<td>LIS 644 “Digital Trends, Tools, and Debates”</td>
<td></td>
</tr>
<tr>
<td>Information and knowledge communication</td>
<td>LIS 551 “Organization of Information”</td>
<td></td>
</tr>
<tr>
<td>Information and knowledge identification</td>
<td>LIS 451 “Online Searching for Information Professionals”</td>
<td></td>
</tr>
<tr>
<td>Information and knowledge selection</td>
<td>LIS 450 “Information Agencies and Their Environment”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 655 “Collection Management”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 668 “Digital Curation”</td>
<td></td>
</tr>
<tr>
<td>Information and knowledge acquisition</td>
<td>LIS 450 “Information Agencies and Their Environment”</td>
<td>LIS 755 “Electronic Resource Management and Licensing”</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>LIS 655 “Collection Management”</td>
<td></td>
</tr>
<tr>
<td>Information and knowledge organization and description</td>
<td>LIS 551 “Organization of Information”</td>
<td>LIS 853 “Metadata Standards and Applications”</td>
</tr>
<tr>
<td></td>
<td>LIS 661 “Cataloging and Classification”</td>
<td></td>
</tr>
<tr>
<td>Information and knowledge storage and retrieval</td>
<td>LIS 451 “Online Searching for Information Professionals”</td>
<td>LIS 652 “XML, Document Standards, and Metadata”</td>
</tr>
<tr>
<td></td>
<td>LIS 551 “Organization of Information”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 644 “Digital Trends, Tools, and Debates”</td>
<td></td>
</tr>
<tr>
<td>Information and knowledge preservation</td>
<td>LIS 450 “Information Agencies and Their Environment”</td>
<td>LIS 668 “Digital Curation”</td>
</tr>
<tr>
<td></td>
<td>LIS 655 “Collection Management”</td>
<td>LIS 678 “Preservation and Conservation of Library and Archives Materials”</td>
</tr>
<tr>
<td></td>
<td>LIS 734 “Archives Administration”</td>
<td>LIS 839, when the topic is “Special Collections”</td>
</tr>
<tr>
<td>Information and knowledge analysis</td>
<td>LIS 451 “Online Searching for Information Professionals”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 654 “Management of Information Agencies”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 710 “Research and Evaluation Methods”</td>
<td></td>
</tr>
<tr>
<td>Information and knowledge interpretation</td>
<td>LIS 451 “Online Searching for Information Professionals”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 635 “Reference and Information Services”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 710 “Research and Evaluation Methods”</td>
<td></td>
</tr>
</tbody>
</table>
| Information and knowledge evaluation | LIS 450 “Information Agencies and Their Environment”  
LIS 451 “Online Searching for Information Professionals” |
|--------------------------------------|----------------------------------------------------------|
| Information and knowledge synthesis  | LIS 451 “Online Searching for Information Professionals”  
LIS 654 “Management of Information Agencies”  
LIS 710 “Research and Evaluation Methods” |
| Information and knowledge dissemination | LIS 450 “Information Agencies and Their Environment”  
LIS 635 “Reference and Information Services”  
LIS 639 “Information Literacy Pedagogy”  
LIS 658 “Publishing, Knowledge Institutions, and Society”  
LIS 668 “Digital Curation”  
LIS 879 “Digital Libraries” |
| Information and knowledge management | LIS 450 “Information Agencies and Their Environment”  
LIS 654 “Management of Information Agencies”  
LIS 655 “Collection Management”  
LIS 734 “Archives Administration”  
LIS 668 “Digital Curation”  
LIS 879 “Digital Libraries” |

**Standard II.3 The curriculum...**

II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services

**Program-level learning outcomes that address this standard**

Standard II.3.1 is addressed in program-level learning outcome 4d “Students demonstrate innovation and skills necessary for leadership” which encourages students to seek out leadership and innovation opportunities both inside and outside of class; and learning outcome 2a “Students evaluate and debate information policy and ethics issues applicable in local, national or global
contexts” which encourages students to think critically and take action on policy and ethical information issues.

Examples of Tier 1 classes that address this standard

LIS 450 “Information Agencies and Their Environment” investigates the many social, legal, political, historical, cultural, theoretical, and ethical issues surrounding information dissemination, use, control, and management. It also incorporates assignments that lay a foundation for institutional advocacy. Students, for instance, prepare a mock op-ed “explaining a facet of the information agency’s importance,” which is intended to help students think about how leaders in information organizations communicate with the public and advocate for their institutions. Students are also required to envision new information services and complete a grant writing and assessment assignment.

LIS 551 “Organization of Information” discusses social justice issues surrounding well-known classification and subject vocabularies, with a view toward increasing student awareness of the social impact of language and empowering them to work for inclusivity in services.

LIS 451 “Online Searching for Information Professionals” includes a semester-long group project that requires students to explore commercial and open-web information sources, including but not limited to the key databases used in LIS, and to prepare an annotated bibliography on a research topic that students select from a long list of options.

Examples of Tier 2 courses and electives that address this standard

LIS 639 “Information Literacy Pedagogy” provides “an introduction to the concept of information literacy and its significance for the practice of librarianship in school, public, and academic library settings.” By developing mini-lessons, video tutorials, and a workshop series or unit plan, students prepare to serve learners effectively through understanding and applying pedagogical principles appropriate for learners with different needs and from a range of backgrounds and cultures.

LIS 710 “Research and Evaluation Methods” prepares students to practice evidence-based decision making and argumentation by introducing them to data collection and analysis techniques and giving them research critique skills. These skills will help develop stronger advocates who can make more powerful data-driven arguments and also assertively question claims made with weak evidence.

LIS 820 “Topics in Community Engagement” provide opportunities to explore community service in a real-world context; a recent setting was the Goodman Branch of the Madison Public Library. The class engages students in planning, implementing, and evaluating a community-based service project.

The new SLIS course “Designing Information Services” (currently run under a topics number) prepares students to analyze and critique the information flows in current information services and develop innovative new services. This class covers both project management and systems analysis material.
Other activities that address this standard

LIS 620 “Field Project in Library and Information Agencies” assesses students in part on the degree to which they show initiative in their practicum, and the practicum class addresses initiative, leadership, and advocacy as elements of professionalism.

In fall 2013 SLIS began a new specialization in Management of Information Innovation and Organizational Change in collaboration with the Weinert Center for Innovation and Entrepreneurship at the Business School. Students can complete a graduate certificate in Entrepreneurship or Strategic Innovation as part of their LIS program to prepare themselves to manage and lead organizational change and develop the entrepreneurial skills to develop new information products and services. The SLIS Curriculum Committee is also currently working with the UW Center for Leadership and Involvement to design a means for SLIS students to complete the Leadership Certificate as part of their program.

II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields

New three-credit courses

SLIS continually creates new courses based on changes in the field, program-level learning outcomes, and the SLIS strategic plan. Entirely new regularly taught courses developed since the last accreditation visit include:

- LIS 451 “Online Searching for Information Professionals” (Tier 1)
- LIS 820 “Community Engagement” (elective)
- LIS 640 “Tribal Libraries, Archives, and Museums” (elective)
- LIS 652 “XML, Document Structures, and Metadata” (Tier T)
- LIS 658 “Publishing, Knowledge Institutions, and Society: e-Revolutions” (elective)
- LIS 668 “Digital Curation” (Tier T)
- LIS 755 “Electronic Resource Management and Licensing” (elective)
- LIS 517 “Consumer Health Information” (elective)
- LIS 853 “Metadata Standards and Applications” (elective)

Additionally, SLIS is currently piloting several new classes under topics numbers, including “Information Services Design” a combination of systems analysis and design and project management, and “Web Scripting,” an introduction to web scripting principles with the goal of creating database-backed websites and web applications.

New one-credit “hot topics” classes

Since 2012 SLIS has offered many innovative one-credit courses to provide students access to cutting-edge topics or expert instructors not available for a full three-credit class. Examples include:

- Social Media
- Development and Fundraising
- Budgeting Bootcamp
- Games and Libraries
- Web Scripting
Children’s Programming
Science, Technology, Engineering, and Medical (STEM) Librarianship
IT Management for Information Professionals
Archiving Social Media
Audio-Visual Archiving
Preservation Basics

Updating existing courses

SLIS faculty continually update existing courses by adding new readings and assignments when appropriate, drawing from basic and applied research in LIS and relevant related fields. Below are examples from Tier 1 and Tier 2 courses.

Examples of Tier 1 courses that address this standard

In LIS 450 “Information Agencies and their Environments” students examine trends in libraries, archives, and museums; recent brain science on information overload and reading; contemporary theoretical approaches to intellectual property; and issues with big data and information access.

LIS 451 “Introduction to Online Searching” continually refreshes its curriculum to reflect changes in innovations in the online database industries, changes in individual database interfaces and access tools, and changes to web search engine technologies and services. Semester long search projects are always based on current research in LIS.

In LIS 551 “Organization of Information,” among the technologies and standards covered by instructors is “Cataloging and classification futures: BIBFRAME and replacing MARC.” Readings introduce students to the fast-paced evolution of library cataloging standards with specific reference to the BIBFRAME initiative, while classroom lecture and hands-on work introduce students to the RDF data-modeling standard on which BIBFRAME is based.

Examples of Tier 2 courses and electives that address this standard

In LIS 661 “Information Ethics and Policy,” classic and novel philosophical research introduces topics such as intellectual property and privacy, demonstrates evolving ideas, and then is combined with applied work to tie the readings to students’ professional practice. In the intellectual property unit, students begin by reading early theories of property (e.g., John Locke’s Second Treatise) and then turn to contemporary views. After establishing the basic contours of the evolution of views of intellectual property, the course looks at contemporary, applied intellectual property studies, such as John Tehranian’s Infringement Nation: Copyright 2.0 and You (Oxford 2011) and James Boyle’s The Public Domain: Enclosing the Commons of the Mind (Yale 2008).

LIS 654 “Management of Information Agencies” has been completely redesigned to emphasize managing in states of continuous change. The current course is designed around four areas of change that managers must work within: changing technologies, changing patterns of public support/funding, changing populations of users and desired uses, and changing ecological environments.

LIS 732 “Strategic Information Services” is being revised to better prepare students for information-management jobs outside library, archive, and school-media settings and to incorporate more active teaching methodologies. In the past, the course focused exclusively on small library or-
ganizations in corporate, research and museum settings. The change was driven by feedback from the SLIS Advisory Board pressing for greater placement opportunities for students and a review of the curriculum that showed a great deal of overlap with existing courses.

Other activities that address this standard

A common means of encouraging students to obtain new knowledge generated in related fields is the lists of recommended external courses provided on the SLIS specialization web page. These curated lists represent the most relevant external courses related to the SLIS program of study. For example, the Digital Libraries and Resources specialization page suggests the following external electives:

- Computer Science 302 “Introduction to Programming” (strongly recommended)
- Journalism 670 “Community Service Learning: Technology for Social Change” (strongly recommended)
- Computer Science 367 “Introduction to Data Structures”
- Industrial Systems Engineering 349 “Introduction to Human Factors”
- Industrial Systems Engineering 652 “Sociotechnical Systems”
- Life Science Communication 532 “Web Design for the Sciences”
- Life Science Communication 530 “Print and Electronic Media Design”
- Communication Arts 472 “Rhetoric and Technology”
- Sociology 601 “Gender, Science, and Technology”
- Journalism and Mass Communication 676 “New Media and Society” (if specific course topic approved by advisor)

The lists are maintained by faculty associated with the specialization and are updated based on course availability.

II.3.3 integrates the theory, application, and use of technology

Program-level learning outcomes that address this standard

SLIS learning outcome 3d, “Students understand and use appropriate information technologies,” directly addresses Standard II.3.3.

SLIS integrates technology across the curriculum and faculty so that all students, regardless of specialization, are technologically prepared. The example Tier 1 and Tier 2 courses listed below demonstrate this integration.

Examples of Tier 1 courses that address this standard

LIS 450 “Information Agencies and Their Environments” emphasizes technology and the need to keep pace with technological change at a conceptual level. SLIS has integrated an introductory unit on career planning into LIS 450, and students complete a career planning exercise in which they review job ads and analyze what skills they need to obtain during the program to qualify for the jobs. Increased student understanding of the need to obtain technology skills and keep pace with technology is one of the most common outcomes of the assignment. Students also read and discuss several information industry trend reports that focus in part on technological changes in
information agencies. Course projects also aim to enhance student proficiency with spreadsheets in collection development and grant budget exercises.

LIS 451 "Online Searching for Information Professionals" is centered on use of library databases; the theory, application and use of information-retrieval skills and processes comprise the majority of material presented in the course. Since reference services now incorporate many different instructional technologies, so does LIS 451. For example, one assignment requires that the students conduct a reference interview and search a database using Jing, Camtasia or another screen-capture software program to capture their answers to the reference question. Another assignment directs students to use Captivate, PowerPoint, or Prezi to create an online tutorial demonstrating one database from a selected course.

LIS 551 "Organization of Information" covers standards and technologies across a range of knowledge-organization domains, from back-of-the-book indexing through the Semantic Web. Standards include DACS, AACR2, MARC, Dewey, BISAC, FRBR, and RDA as well as the technologies necessary to deploy these cataloging and classification standards.

Examples of Tier 2 courses that address this standard

LIS 639 “Information Literacy Pedagogy” addresses K-12 school library media centers, as well as pedagogical practices in public and academic libraries. This class includes a video tutorial assignment in which students prepare a short video in Adobe Captivate accompanied by a one-page document explaining the audience for the tutorial, a list of the information literacy standards addressed by the tutorial, the tutorial’s learning objectives and connection to pedagogic principles and student learning styles conveyed in the larger course, and the tutorial’s adherence to good design and accessibility principles.

LIS 644 “Digital Tools, Trends, and Debates” focuses on information technologies as well as their evolution in library and information settings. Specific technologies addressed change often, to keep students current with the tools they will need to be comfortable professionally. Modules address technology standards (including standards organizations such as W3C, ISO, etc), library standards, computer and online security, and web standards. Specific technologies and technology-heavy social phenomena recently explored in this class include MOOCs, SQL, integrated library systems, markup languages, ebooks, digital rights management, and digitization tools. Assignments in this class include a non-trivial technology implementation performed by student groups. This implementation can take the form of Encoded Archival Description files, an online exhibit, a Linux computer, a basic website, a screencast, or an e-book.

LIS 710 “Research and Evaluation Methods” requires students to apply basic statistical analysis methods (e.g., central tendency, regressions) using Microsoft Excel. It also requires students to create an online survey using survey software.

Examples of electives that address this standard

Numerous SLIS electives focus exclusively on technology skills, such as LIS 861 “Information Architecture,” which teaches students to make and evaluate usable and accessible websites; LIS 751 “Database Design for Libraries and Information Agencies,” which teaches students to create and manage relational databases; and LIS 652 “XML, Document Structures, and Metadata.” Other electives in which students work with library- and archive-specific technologies include LIS 755
“Electronic Resource Management and Licensing,” LIS 853 “Metadata Standards and Applications,” LIS 879 “Digital Libraries,” and LIS 668 “Digital Curation.” Finally, a number of courses deal with technology policy, management or sociocultural impacts; for example, LIS 661 “Information Ethics and Policy,” LIS 640 “Publishing, Knowledge Institutions, and Society: e-Revolutions,” LIS 755 “Electronic Resource Management and Licensing,” and many of the courses in the youth-services specialization. SLIS has also fielded a suite of one-credit technology electives:

- “Technology for Managers” (summers 2012 and 2013)
- “Social Media and Libraries” (summers 2013 and 2014)
- “Audio-visual Archiving” (fall 2013)
- “Social Media Archiving” (summer 2014)

Other requirements that address this standard

Tier T

In 2013, upon finding that one to three students per class were graduating without taking a three-credit course focused on technology, SLIS introduced a new “Tier T” requirement. It requires that all students take at least one three-credit technology course from a faculty-approved list. This requirement supplements the technology preparation integrated into other courses. The Tier T requirement sets a minimum; analysis of student record data show that students take on average two or three technology courses.

Archives technology requirement

SLIS responded to stakeholder suggestions that new archivists require significant technology skills by requiring a minimum of two technology-related courses as part of the revision of the SLIS archives specialization in 2012. Most other SLIS specialization web pages already recommended multiple technology courses to students.

Technology Gateway

Since fall 2010, all entering students have been required to pass the SLIS “Technology Gateway” in their first semester. For more information on the Technology Gateway requirement see section II.1.

Technology practicum option

Students are able to choose a technology related practicum in LIS 620 “Field Project in Library and Information Agencies.” Recent examples of technology practicums include placements with the UW Digital Collections center, digitization projects, data curation consulting and training, development of relational databases, database management, web software development, developing video book trailer workshops for youth, and website construction (see appendix II-4).

Other activities that address this standard

Familiarity with an online collaborative work environment, and capacities to successfully organize and complete projects entirely online, are increasingly important in a distributed networked society. Participation in SLIS online classes enables students to increase their skills in this area. SLIS encourages all students to take at least one online course to gain experience with supporting online learning and to gain skills in collaborative work done at a distance. Data analysis shows
that campus students take an average of two or three online courses and that in the last graduating class, only four campus students took no online courses (see appendix II-6).

SLIS has in recent years recruited advisory board and alumni board members with expertise in technology and technology-related information services to receive richer advice in the expansion of technology curriculum. Examples include Jonathan Broad, Vice President for Application Development, Getty Images; Bruce Maas, CIO, University of Wisconsin–Madison; and Bonnie Tijerina, Head of Electronic Resources and Serials, Harvard University Library.

II.3.4 Responds to the needs of a diverse society including the needs of underserved groups

Program-level learning outcomes that address this standard

SLIS learning outcomes 3c, “Students analyze information needs of diverse individuals and communities,” and 1a, “Students apply key concepts with respect to the relationship between power, knowledge, and information,” address this standard.

Tier 1 Courses that address this standard

LIS 450 “Information Agencies and Their Environment” explores issues related to the increasingly diverse user populations of information institutions generated by demographic changes in North America. It emphasizes the need for information agencies to provide services to increasingly diverse populations and recruit a diverse workforce. The course includes readings on cultural competencies that begin to prepare students to provide services to diverse populations as well as the information needs of underrepresented communities such as Latinos/as, LGBT individuals, and the incarcerated. A collection-development assignment requires students to analyze information resources relative to the information needs of a diverse community.

LIS 451 “Online Searching for Information Professionals” prepares students to understand cultural, racial and socioeconomically diverse user groups and develop search strategies to meet their information needs, address their information behavior, and make best use of available resources. Students’ semester-long projects frequently center on underrepresented racial/ethnic, gender, sexual and socioeconomic groups. Examples of final projects that have addressed international/underrepresented groups include: an analysis of how collections found in public libraries meet the needs of minority multicultural youth, development of a workshop and guide for newcomers of varying English levels on accessing healthcare information for the elderly parents, recommended resources for cancer patients with varying English-language skill levels, information resources for educators of autistic children, and an exploration of intellectual freedom problems of librarianship in a prison environment with a culturally and socioeconomically diverse population.

LIS 551 “Organization of Information” informs students how information organization standards may disadvantage certain cultural groups and discusses challenges in harmonizing information organization standards internationally. Students become familiar with how societal judgments and prejudices become embedded in organizational systems and discuss social justice issues surrounding well-known classification and subject vocabularies, with a view toward increasing student awareness of the social impact of language, and empowering them to work for inclusivity in services.
Examples of Tier 2 courses that address this standard

LIS 654 “Management of Information Agencies” has as one of its four major themes demographic changes due to global migration and prepares students to design and provide information services for an increasingly racially and culturally diverse population.

LIS 655 “Collection Development” contains semester-long collection projects using paper or electronic collections of students’ choosing. Depending on the collections chosen, students engaged in these projects can develop materials for communities of diverse races/ethnicities, ages, physical abilities, and sexual orientations. For example, several projects have focused on collections for special needs communities or for particular religious or cultural groups. The students make recommendations for both development and weeding a collection.

LIS 661 “Information Policy and Ethics” includes a unit on cultural property that introduces many students to issues involving concepts of group ownership and cultural privacy important in non-Western societies.

Examples of electives that address this standard

LIS 517 “Consumer Health Resources, Users, and Services” covers the identification of appropriate and accurate materials for consumer health information provision. It investigates the health-related information needs of persons living with AIDS/HIV disease, children, those with chronic diseases, persons of color, the disabled, the dying, the elderly, those of limited literacy, the poor, prisoners, refugees, teens, women, and men.

LIS 629 “Multicultural Literature for Children and Young Adults” focuses on issues of diversity as represented in literature for children and young adults in both US-based and global literature. In the class, students employ sociocultural approaches to study representation of ethnicities, socioeconomic status, gender, sexual orientation and (dis)ability. Critical issues such as authenticity, representation, cultural correctness, reader responses and intellectual freedom are addressed.

LIS 640 “Tribal Libraries, Archives, and Museums” focuses on a specific underserved population: American Indian communities of Wisconsin. The course is designed to facilitate a participatory learning experience through presentations, readings, and personal contact with tribal cultural workers. The course includes a combination of classroom discussions, guest speakers, travel to American Indian reservation communities, and attendance at community cultural events relevant to the course topics. Along with extensive readings on American Indian topics and information issues, students engage in semester-long service-learning projects with tribal cultural workers. Students are expected to navigate the complexities of cross-cultural professional relationships successfully.

LIS 640 “Information Services in Diverse Communities” discusses issues in the provision of information services in a multiethnic and multilingual society, including the role of information institutions in promoting cultural diversity and preserving ethnic heritage.

Other Activities that Address This Standard

The Tribal Library Archives and Museums Project (TLAM) involves SLIS students in numerous outreach projects with tribal communities in the state of Wisconsin:
The Red Cliff Band of the Lake Superior Chippewa has collaborated with students and staff from SLIS as they reestablish library services on the tribal reservation in northern Wisconsin.

TLAM students have been working with staff and teachers at the Baraboo Ho-Chunk Wellness and Learning Center in Baraboo, Wisconsin, to organize and catalog their collection of children’s and young adult books.

TLAM students have been working in a partnership with the Oneida Cultural Heritage Department, along with resources and training provided by the Wisconsin Historical Society and the Wisconsin Center for Film and Theater Research, to identify, catalog, and describe the materials contained in the Oneida Film Collection.

TLAM partnered with the Langlade County Historical Society to digitize their collection of photographs taken by A.J. Kingsbury, a prominent Wisconsin photographer in the early 20th century. Many of Kingsbury’s photographs depict Menominee and Ojibwa people from northeastern Wisconsin.

Students participating in the Allied Drive Literacy Time project work with children at the Allied Community Center, located in the ethnically diverse, low-income Allied-Dunn neighborhood of Madison. The mission of the program is to support the development of literacy skills by creating a strong and resilient connection between reading and positive growth for the children at the Allied Learning Center.

The Presidential award winning SLIS Jail Library Group (JLG), operated by SLIS students since 1992 and under the supervision of SLIS Associate Director Michele Besant since 2003, organizes a volunteer-run library service for the Dane County Jail. The mission of the group is to provide educational, recreational and community resource reading materials to the residents of the jail facilities in Dane County, Wisconsin. Through volunteering with JLG, SLIS students interact with a diverse set of patrons and support staff and learn about the challenges that families with incarcerated members face. The JLG also operates Kids Connection, a program through which inmates record themselves reading books for their children; the children receive the recording along with a copy of the book.

SLIS received LIS Access Midwest Project (LAMP) funding for two project assistants during the 2012-2013 academic year for diversity-related programming. The PAs created three display cases representing Asian American, Latino, and African American librarianship; hosted social events; and showed several diversity-related documentaries.

Two successive groups of SLIS students, led by Ethelene Whitmire, visited Botswana in 2009 and 2010 to work with the Botswana National Library Service, supported by the University of Botswana Department of Library and Information Studies. Students helped establish new public library services and assess existing ones in rural areas.

SLIS has hosted groups of librarians starting a library in the new Nazarbayev University in Kazakhstan. Faculty and staff, particularly director emeritus Louise Robbins, have helped the new library think through policy, collection development, automation/systems, and service-development decisions.

SLIS hosts several international scholars each year in conjunction with the University of Wisconsin visiting scholars program.
Program-level learning outcomes that address this standard

SLIS has two learning outcomes that address change management and technology:

- 3d. Students understand and use appropriate information technologies, and
- 4d. Students demonstrate innovation and skills necessary for leadership.

This section emphasizes how the curriculum addresses technological change and globalization. See section II.3.3 for how the curriculum addresses technology.

Examples of Tier 1 courses that address this standard

In LIS 450 “Information Agencies and their Environment,” changes in society and their implications for information agencies are a major theme. Students read and discuss technological trends reports from organizations like Pew, OCLC, and ACRL to better understand the change-related challenges that information agencies face. Students discuss the importance of partnering with community organizations, and therefore the importance of understanding demographic, economic and technological changes in the community.

LIS 451 “Online Searching for Information Professionals” has been reworked to emphasize online search and knowledge of databases given the increasing shift toward electronic resources in collections. To reflect this change, the course’s name was changed from “Foundations of Reference.” Students compare and contrast the citation analysis tools, Web of Science versus Google Scholar, to learn about impact factor and the controversies that surround it. A virtual reference assignment requires students to compare technologies that different state reference services use.

LIS 551 “Organization of Information” has been revised to include a number of topics and competencies important in addressing the needs of a technological and global society, including basic database design, web coding, changes in cataloging such as RDA and BIBFRAME, metadata basics, and archival organization concepts.

Examples of Tier 2 courses that address this standard

Several Tier 2 courses contain components designed to address a changing technological and global society.

LIS 644 “Digital Tools, Trends, and Debates” provides a broad background understanding of digital technologies and is frequently updated to incorporate evolving and developing technologies. Assignments in recent versions of LIS 644 include:

- a project proposing implementation of a set of technologies to enhance services or solve a particular problem in an information agency setting;
- technology decision making, such as vendor selection and open source vs. vendor products; and
- creation of a demonstration product (such as a website developed in a content-management system, a patron-oriented Linux installation, or a set of reformatted ebooks) showing a technology’s usefulness and power under specified parameters.
LIS 654 “Management of Information Agencies” aims to develop the skills necessary to manage organizations within a changing environment, including demographic changes due to global migration, environmental changes and their impact on planning, changes in funding and memory institution support, and managing constant change in technology.

LIS 661 “Information Ethics and Policy” examines how existing systems, laws, and concepts do and do not address conflicts arising from technological or cultural change; one example is conflicts surrounding cultural property that arise in the context of a global, interconnected world.

LIS 635 “Reference and Information Services” addresses reference services in a technological society by assigning a project to propose and assess reference services using social media and other online tools.

Examples of electives that address this standard

A substantial portion of the SLIS curriculum is composed of elective courses, many of which respond to the needs of a rapidly changing technological and global society. These include:

- LIS 652 “XML, Document Structures, and Metadata” covers XML markup, transformation and query languages used to create document structures for online environments. The course also covers linked data initiatives and their infrastructures and protocols.
- LIS 658 “Publishing, Knowledge Institutions, and Society” examines the shift from print to electronic publishing in the global publishing industry, international advocacy for increased access to publications and data, and the resulting impacts on public and academic libraries.
- LIS 668 “Digital Curation” prepares information professionals to assist with research-data management and digital preservation.
- LIS 732 “Strategic Information Services” was reworked and renamed (from “Corporate and Specialized Information Services”) in 2013 to reflect the technological and globally-oriented changes affecting special libraries, to reflect the need for public libraries to serve business and community development needs, and to prepare students for information management jobs in private enterprises.
- LIS 751 “Database Design and Management” prepares students to be effective in an increasingly technological society through an understanding of database structures.
- LIS 755 “Electronic Resource Management and Licensing” responds to technological changes in resource access, addressing issues that include management, policy, and technological problems associated with licensed digital library resources such as e-journals, ebooks, full text and citation databases, digital audio and video collections, and e-references resources.
- “Designing Information Services:” Beginning in spring 2014 SLIS offered a systems analysis and design/project-management course which prepares students to analyze current systems and propose innovations. This will be offered once per year.
- “Web Programming:” Beginning in spring 2014, SLIS offered a one-credit course on PHP web scripting. This course will be expanded into a three-credit course in coordination with the Computer Science curriculum. This course will prepare students to develop new interactive online systems.
- In summer 2014 SLIS fielded a one-credit “Leadership” class that will help prepare students for a rapidly-changing society.
- In summer 2012 and 2013, SLIS fielded a one-credit Technology for Managers class that focused on technology planning and budgeting.
In summer 2014 SLIS sponsored a one-credit Social Media Archiving course in which students created a plan to preserve a social media collection.

- SLIS offered a one-credit “Social Media and Libraries” course in summer 2013 and 2014 that prepares students to leverage this new medium for marketing and services.

**Other activities that address this standard**

Starting with the entering fall 2013 cohort, all SLIS students are required to fulfill the Tier T requirement described earlier, and archives students are required to take a minimum of two technology courses. Though data analysis shows that most students take two to three technology courses during their program, making a formal requirement underlines the importance the SLIS faculty places on student ability to function in a technological and global society. SLIS also implemented the Technology Gateway requirement (described earlier) to expose students to technology competencies needed for successful graduate work in LIS, help students identify skills gaps, and emphasize the importance of technology in the profession.

The new SLIS portfolio requirement (described earlier) requires that all students build an electronic portfolio, which familiarizes them with WordPress, a blogging platform and content-management system in widespread use in information agencies.

SLIS has also restructured the requirements for students pursuing the archives specialization to insure that they are well-prepared for changing technology. In addition to taking at least two Tier T courses, students are also required to take at least one management course (e.g., LIS 654 “Management in Information Agencies,” LIS 640 “Designing Information Services,” or MHR 715 “Strategic Management of Innovation”), which will help students manage change.

SLIS has developed a number of technology-related practicum placements in response to the need for students to be prepared for changing technological environments. These include, but are not limited to, the following:

- Placement with the University of Wisconsin Digital Collections involves digitizing and describing cultural materials.
- The Internet Scout Project involves working with and describing digital educational materials and managing an extensive digital library.
- Placements with Research Data Services, the Laboratory of Optical and Computational Instrumentation, and the US Forest Products Service all involve research-data management.

**II.3.6 Providing direction for the future of the field.**

This section addresses two elements SLIS considers essential in providing direction for the future of the field: critical thinking and leadership.

**Critical thinking**

The SLIS program aims to prepare students to provide direction for the future of the field by applying abstract critical thinking to the issues of information agencies, critiques of existing methods and ways of thought, and production of new knowledge and methods. This goal reflects SLIS’s adoption of the college-level vision to provide “foundational teaching and research that form the heart of the university’s efforts to meet its mission of creating, integrating, transmitting, and ap-
plying knowledge.” It also reflects the SLIS mission statement’s call to “educate responsible leaders, critical thinkers, and creative innovators in the information professions” and “create and disseminate research about past, present, and future information users and uses, the processes and technologies vital for information management and use, and the economies, cultures, and policies that affect information and access to it” as well as “contribute to the development of the faculties of information schools through a doctoral program built on interdisciplinary research and teaching excellence.” Finally, it is also seen in the SLIS strategic plan’s call to respond to the needs of the information professions, while “also maintaining a distinctive scholarly/theoretical orientation.”

Learning outcomes that address this standard

Several program-level learning outcomes promote critical thinking and analysis within the program:

- 1a. Students apply key concepts with respect to the relationship between power, knowledge, and information.
- 1b. Students apply key concepts with respect to theories and practices of literacies, reading, and information use.
- 2a. Students evaluate and debate information policy and ethics issues applicable in local, national or global contexts.
- 2b. Students apply core ethical principles to professional practice.
- 3c. Students analyze information needs of diverse individuals and communities.
- 4a. Students evaluate, problem solve and think critically, both individually and in teams.

Leadership

Leadership is an important aspect of providing future direction for the field. As noted earlier in section II.3.1, based on elements of its strategic plan (“SLIS produces innovative managers and leaders of technological, rapidly-changing, diverse environments”) and adoption of program-level learning outcome 4d (“Students demonstrate innovation and skills necessary for leadership”), SLIS is adjusting its curriculum in an effort to create leaders and innovators to provide direction for the future of the field. Recognizing that it is impossible to predict the changes that will affect the field, SLIS aims to prepare students instead to anticipate, manage, and, where needed, instigate change.

Examples of Tier 1 courses that address this standard

LIS 450 “Information Agencies and their Environment” prepares students to critique existing methods and develop new ones through the introduction of methods for evaluation and assessment studies. This course also introduces students to leadership basics such as being comfortable with a constant state of change and begins to prepare them to manage change. The class also addresses advocacy and the importance of leadership to the field.

LIS 451 “Online Searching for Information Professionals” approaches the scholarly communications and database marketplace from a critical perspective. It increases students’ understanding of how popular impact factors and controversies about impact factors shape scholarly communications and affect collections decisions. Readings and discussions about new actors in the scholarly communications marketplace like predatory publishers promote critical thinking about changes in publishing.
LIS 551 "Organization of Information" prepares students to lead the profession toward greater social justice in controlled vocabularies and other information-organization tools, opening their eyes to the checkered history of classification and subject vocabulary terms and inviting them to imagine themselves as change agents.

**Examples of Tier 2 Courses that Address This Standard**

LIS 644 “Digital Tools, Trends, and Debates” aims to get students comfortable with the process of trying new technologies and self-learning, getting them accustomed to moving through the process of failing, persisting, and eventually succeeding. That is, students develop self-sufficiency in continual acquisition of technical knowledge.

LIS 654 “Management of Information Agencies” was recently redesigned to emphasize change management. The course focuses on four continual areas of change that any manager must anticipate and address: environment, demographics, technology, and funding/government support.

LIS 710 “Research and Evaluation Methods” requires students to critically analyze the state of current knowledge in an area through a structured literature review. In many semesters, they collect and analyze data as part of a service-learning project with a campus client (e.g., ebooks study with College Library, nonusers study with campus Research Data Services). In some semesters students develop a new research proposal. This course is also important for leadership because addressing, adapting to, and managing future changes in the field will demand good data. LIS 710 is designed to develop the knowledge and skill need to design, conduct, and analyze data from research studies and program assessments.

LIS 661 “Information Ethics and Policy” requires students to generate a major paper critically exploring an ethical issue in the profession such as privacy and archival records, intellectual property law and the production of new culture, network neutrality, book banning, and policies for dealing with homeless populations in public libraries.

**Examples of electives that address this standard**

LIS 732 “Strategic Information Services” was reworked and renamed as part of the effort to reorient the curriculum to prepare students to innovate and provide leadership in the field.

"Designing Information Services" (currently taught as a “topics” course, LIS 640) requires students to analyze information needs and flows and to design new information services that anticipate and respond to changing needs and environments.

**Other activities that address this standard**

As described in section I.2.1, SLIS has developed a new specialization in Management of Information Innovation and Change in cooperation with the Weinert Center for Entrepreneurship at the UW–Madison School of Business. This specialization is designed to prepare students to manage and lead change and to create new social and economic value within information organizations. The specialization includes coursework to develop entrepreneurial skills that will help students create new information products and services within existing organizations and start new information-intensive businesses.

The SLIS program provides a fertile ground and encouragement for students to brainstorm projects to move the field forward. As the SLIS students who created the Library as Incubator project noted,
the idea was “inspired by a discussion about creative advocacy for libraries in one of their courses at the UW–Madison School of Library and Information Studies.” The project, carried forward by the SLIS alumni in their new careers, seeks to “promote and facilitate creative collaboration between libraries and artists of all types, and to advocate for libraries as incubators of the arts.” Similarly the Tribal Library Archives and Museums project also originated with SLIS students.

SLIS students can create new knowledge and influence the future of the field through participation in ongoing research projects with SLIS faculty as part of an independent study or as a hourly research assistant (faculty research projects are described in section III.1). Working with faculty on research projects gives master’s students hands-on experience with collecting and analyzing data and evaluating the quality of data for making claims. Their familiarity with collecting and analyzing data, as well as issues concerning the quality of data, will help them make better professional decisions. These student-faculty partnerships have included the following:

- Two master’s students assisted with Smith and Eschenfelder’s study of financial literacy and public libraries gaining experience with collecting data, analyzing data and writing up results.
- Students have assisted with Eschenfelder’s study of data archives gaining experience writing literature reviews, gathering data, analyzing data and presenting results at conferences.
- Students worked with Eschenfelder on her project to study digital library technological protection measures.
- Students worked as data coders for different Smith research projects on public libraries and health information.
- A student is working with Willett to collect and analyze data related to Makerspace projects.
- Master’s students working in the SLIS library have assisted Willett, Eschenfelder, Kaplan, and Smith in literature searches related to their research.
- Students helped Kaplan with a review of books published on early literacy from multiple academic perspectives.
- Students helped Kaplan identify authoritative websites on early literacy apps.
- Students in LIS 451 “Online Searching for Information Professionals” helped with a literature review on working professionals’ choices with respect to reskilling.
- A student worked with Kaplan and Poler on their research project to develop literacy programs with the Menominee Nation in Wisconsin.

SLIS gives master’s students opportunities to present their research. SLIS uses endowment funds to provide financial support to students who are presenting their scholarship at regional, national and even international conferences. Further, for many years, SLIS and the ALA-accredited masters program at the University of Wisconsin-Milwaukee held a joint research forum in which students could present research. More recently, SLIS has cooperated with a UW-Madison graduate-student conference, “Crossroads,” and SLIS students have shared their research with graduate students from Journalism, Communications Studies, Political Science and other units. These experiences increase student capacity to communicate complex information effectively to audiences and influence the future directions of the field.
II.3.7 promotes commitment to continuous professional growth.

Program-level learning outcomes that address this standard

SLIS adopted learning outcome 4d, “Students demonstrate innovation and skills necessary for leadership,” in part to draw attention to the need for continuous professional growth given rapid changes in society.

Tier 1 Courses that Address This Standard

LIS 450 “Information Agencies and their Environments” asks students to think critically about their own skill gaps and how to proactively remediate them through a job advertisement analysis exercise. The exercise requires them to identify the skills they would need to qualify for the job and then strategize how they will obtain those skills during their SLIS program. This exercise prepares students for continuous self-driven learning after graduation by allowing them to practice skills gap identification and remediation. The class also draws on wider society trends reports to emphasize the need for continuous self-directed learning.

LIS 451 “Online Searching for Information Professionals” presents the history of online searching and orients students to the high rate of change in available online resources, database technologies, and searching approaches. The course makes clear that students will need to continually update their knowledge of these elements to remain effective. Students familiarize themselves with continuing education resources and critically consider the ongoing professional growth opportunities that information professionals may need through creation of a LibGuide for the continuing education of librarians in the academic library field.

LIS 551 “Organization of Information” teaches students that information organization is a continually changing phenomenon and that they should prepare to continually update their knowledge of standards and practices after they graduate. Students track the activities involved with information-organization standards such as BIBFRAME and RDA (which are still under development), making the standards-development process transparent. The course compares the early development of organization mechanisms, including modern and emerging ones, to emphasize the high rate of change and need for continuous professional growth in the field.

Examples of Tier 2 courses that address this standard

- LIS 644 “Digital Tools, Trends, and Debates” specifically aims to “build courage, self-awareness, and skill for self-sufficiency” for ongoing professional development. To that end, the course requires students to consciously develop their personal networks for lifelong professional learning, including writing:
  - a learning goals statement,
  - a learning application statement,
  - a learning scope statement, and
  - a list of relevant live/ongoing information sources (including, for instance, listservs, continuing education coursework, conferences, and Twitter hashtags).

LIS 654 “Management of Information Agencies” was specifically redesigned to address change management and prepare students to deal with a continually changing world in which they will constantly need to adapt and learn new skills.
LIS 853 “Metadata Standards and Applications” emphasizes standards as living, changing things. Students learn about the need to continually update their professional knowledge and skills to use new standards and participate in standards development processes.

**Examples of electives that address this Standard**

- LIS 668 “Digital Curation” contains an explicit unit on current awareness and further professional development in the areas of data management and digital preservation.
- LIS 732 “Strategic Information Services” examines the evolving role of information professionals serving the commercial sector, with attention given to the continuously evolving competencies required of the information professional in fast-moving corporate and research settings.

**Other activities that address this standard**

As part of their student orientation, new SLIS students are introduced to SLIS Continuing Education (CE) staff and encouraged to consider taking CE courses while they are students. Students are also encouraged to join professional organizations, many of which offer continuing education opportunities. Finally, SLIS encourages and supports students in attending professional conferences, integral to staying up to date in the profession. See section V.3.3 for budget allocations spent on student travel.

The tier system of the SLIS curriculum, combined with specialization information provided on the SLIS website, the MA Planning Guide, and good academic advising, give students both the structure and the flexibility to create a coherent program of study that addresses individual goals.

Twelve credits of the program are dictated (450, 451, 551, practicum); student interests, guided by advice from faculty and other advisors, shape choice for the remaining 30 credits. Students may choose among Tier 2 and Tier T lists, SLIS electives, and courses from other departments approved by their advisor.

**Customization options**

Students can customize their program of study to meet individual needs, goals and aspirations in four major ways:

- Choice of Tier 2 courses
- Choice of LIS 620 practicum experiences
- Non-S LIS coursework
- LIS 999 Independent Study
- Choice of electives
SLIS requires that students complete a minimum of three Tier 2 courses; however students may choose the particular three courses. This allows a great deal of flexibility.

Choice in practicum experiences

Students can also customize their programs through their choice of practicum experiences. SLIS strongly believes that hands-on professional experience is essential to a quality LIS program. As described above, for LIS 620, students choose their practicum settings to meet their professional goals in consultation with their advisor. Campus students also can choose to fulfill the practicum requirement through LIS 620 or LIS 826 or C&I 620.

Courses outside SLIS

SLIS students may take up to three courses (nine credits) from other programs on campus. Students work with their advisors to identify which outside courses best fit their specialization needs; further, the specializations websites suggest particular non-SLIS courses. Past courses taken outside SLIS have included courses in education, music, history, business, computer science, statistics, communications, and advanced foreign languages.

Independent studies (999s)

Independent studies afford students one way to pursue concentrated studies in their specific areas of interest. Students may take independent studies to address topics not covered in SLIS or elsewhere on the UW campus. To participate in an independent study, students identify an area of interest, find a supervising faculty or staff member to supervise the project, and obtain the approval of their academic advisor. Current SLIS policy limits master's students to nine total credits of 999, transfer credits, and credits outside SLIS.

Examples of 999 projects include:

- Research on assessing video game making workshops for youth (article publication pending)
- Research on digital media production workshops in a public library
- Educational outreach to adult populations in public libraries regarding electronic medical records
- Creation of a procedures manual for installation of an integrated library system using the Ubuntu Linux system
- Project with Wisconsin Red Cliff community (evolved into TLAM project)
- How artists use libraries for research, inspiration and performance (evolved into Library as Incubator Project)
- Shadowing managers of the Madison Public Library Makerspace “Bubbler” project to learn program planning and administration

**II.4 cont’d... The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities.**

As part of its strategic goal to “leverag[e] strengths of the UW–Madison campus via double degrees or other shared programs,” SLIS is currently strengthening partnerships with other academic units, research centers, and programs on campus to provide additional practicum opportunities.
Cooperative degree programs and specializations

SLIS partners with several other departments to provide students the opportunity to earn double graduate degrees in Law, Music, and Art History. Double-degree requirements are dictated by the UW–Madison Graduate School. In 2012, SLIS established a certificate of specialization in information innovation and organization change with the UW–Madison School of Business. SLIS is actively pursuing additional partnerships.

Interdisciplinary coursework: cross-listed courses

SLIS partners with eight other departments to share crosslisted courses in the areas of literacy, business, art, music, history, and communication. These partnerships allow students to explore interdisciplinary aspects of the information professions. Cross-listed courses also help students in other disciplines recognize the value of the information professions and increase SLIS’s visibility across campus. Crosslisted courses include the following:

- LIS 354 “Introduction to Children’s Literature”
- LIS 490 “Field Methods and the Public Presentation of Folklore”
- LIS 569 “History of American Librarianship”
- LIS 617 “Health Information Systems”
- LIS 619 “Music Research Methods and Materials”
- LIS 650 “History of Books and Print Culture in Europe and North America”
- LIS 663 “Introduction to Cyber Law”
- LIS 734 “Introduction to Archives and Records Management”
- LIS 976 “Special Problems in Archives-Manuscripts Administration”
- LIS 977 “The Practice of Archives-Manuscripts Administration”

Experiential opportunities

The SLIS program offers students numerous experiential opportunities, including in-class client projects, research experiences, and outreach projects. The most important is the SLIS practicum requirement (described in section II.1). Students are encouraged to complete multiple practicums to experience different professional environments and responsibilities.

Client projects

Numerous SLIS classes employ client projects that give students further experiential opportunities. For example, in LIS 668 “Digital Curation” student teams provide consulting services for real-life client groups. Similarly in some semesters of LIS 710 “Research and Evaluation Methods”, students collect and analyze data for a client. In some semesters of LIS 861 “Information Architecture,” students design consulting services for a real-life client.

Research experiences

Further, through 999s or paid research assistant positions, SLIS students work with SLIS faculty and staff on research projects (see section II.3.6 for examples of these projects).

Outreach projects

SLIS hosts numerous student organizations and informal outreach projects that give students experiential opportunities. Three of these outreach projects have become institutionalized, and another is currently being integrated into LIS 820 “Topics in Community Engagement.”
The Tribal Libraries Archives and Museums Project provides students a unique opportunity to engage with tribal cultural workers over the course of several semesters. Besides the TLAM class, a TLAM student organization allows students the opportunity to continue some project work with a tribal community.

The Jail Library Group provides both a social space and an important experiential opportunity working with incarcerated user populations.

The Allied Drive Literacy Time project similarly provides both a peer group and structured experience dealing with diverse low-income youth populations in Madison.

The Bubbler Project is a new initiative that connects students with staff at the Madison Public Library’s makerspace and media lab, which is called “The Bubbler.” Two students have completed independent study projects in the Media Lab in which they worked alongside media specialists to assist patrons with various digital projects including podcasts, animations, and green-screen image editing.

Course progression and specializations

SLIS communicates course content and coursework sequences to students via multiple communication channels. The SLIS website provides the primary reference. The MA Requirements Overview page describes major program requirements in a succinct, convenient format. The formal document “MA Program Planning Guide” provides more detail about curricular requirements and provides a planning sheet that students can employ to track their progress. The specializations pages provide additional information about courses and suggested relationships between courses. Academic advisors regularly review course progression requirements and relationships with students twice a year during advising.

Standard II.5 When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.

Use of competencies statements in SLIS courses

Tier 1 and 2 courses (described in section II.2) integrate guidelines from various ALA divisions into course content. Further, SLIS offers courses relevant to numerous specializations, as described in the previous section.

Competencies statements relevant to the SLIS program include, but are not limited to, the following:

- ALA Core Competences of Librarianship
- RUSA Guidelines for Behavioral Performance of Reference and Information Service Providers
- ACRL Standards for Proficiencies for Instruction Librarians and Coordinators
- ACRL Information Literacy Competency Standards for Higher Education
- American Association of School Libraries
International Society for Technology in Education
YALSA Competencies for Librarians Serving Youth
Wisconsin Department of Public Instruction
Society for American Archivist Guidelines for a Graduate Program in Archival Studies
Special Library Association Competencies for Information Professionals of the 21st Century
American Association of Law Libraries Guidelines for Graduate Programs in Law Librarianship (double degree with Law School)
Music Library Association Core Competencies for Music Librarians (double degree with Music)
ARLIS/NA Core Competencies for Art Information Professionals (double degree with Art History)

Students are introduced to relevant competency statements in several different classes. For example, several classes draw on the “Guidelines for Behavioral Performance of Reference and Information Service Providers” from ALA’s Reference and User Services Association.

Across the SLIS curriculum, students are required to engage with the statements of knowledge and competencies developed by relevant professional organizations:

- In the Tier 1 course LIS 451 “Online Searching for Information Professionals,” which introduces students to the concepts of basic reference services at a time that they are formulating career decisions about their possible professional workplace settings, a reference interview assignment requires students to read and discuss the RUSA guidelines.
- The Tier 2 course LIS 635 “Reference and Information Services,” which develops more specialized knowledge and competencies of reference and information services, requires students to “develop and articulate their own service ethic based on knowledge of relevant legislation and formal policies and behavioral guidelines articulated by professional bodies, as well as informal ethical standards and controversies.” Further, the week focusing on information literacy instruction requires students to read “Standards for Proficiencies for Instruction Librarians and Coordinators” by the Association for College and Research Libraries (ACRL) within the American Library Association.
- In the Tier 2 course LIS 639 “Information Literacy Pedagogy,” readings include standards and competencies articulated by professional organizations that pertain to librarians in different settings and their roles in imparting information literacy: American Association of School Libraries, International Society for Technology in Education, ACRL, and Wisconsin Department of Public Instruction Standards.
- The Tier 2 course LIS 734 “Introduction to Archives and Records Management” is framed in terms of the curricular learning goals suggested by the Society of American Archivists (SAA) Guidelines for a Graduate Program in Archival Studies. As an introductory survey course, 734 is designed to introduce students to many of the learning goals listed by SAA.
- In the Tier 2 course LIS 654 “Management of Information Agencies,” students must select readings about competencies of specific interest to them at the ALA website and in the professional literature. These competencies include competencies for librarians serving children in public libraries, competencies for librarians for serving young adults, competencies for special librarians, competencies for reference and user services librarians, Library and Information Technology Association (LITA) competencies, and SAA competencies.

As described above, several specialized learning experiences are achieved through double degree partnerships with other degree programs on campus (Law, Music, Art History). In these cases, ac-
quisition of a second degree expands opportunities for students to obtain specialized competencies suggested by professional organizations.

**Specialized Learning Experiences: Archives and School Library Media**

This section describes two large SLIS specializations that are driven by statements of knowledge and competencies developed by relevant professional organizations: archives and school media. Both programs are built upon a general foundation of library and information studies; students must fulfill all the requirements of the SLIS program. In addition to their specialized courses, students take many general LIS courses to prepare them broadly.

**Archives**

The archives specialization prepares students to lead in the archival profession, manage change, and develop innovative solutions and processes. In addition, the specialization gives students a strong foundation in archival theory and prepares them to produce publishable research. The archives specialization is currently coordinated by tenured faculty member Associate Professor Catherine Arnott Smith, who was prepared at the master's level in American History and Administration of Archives in addition to library science, and has had research funded for collaboration with medical archivists through the National Historic Preservation and Records Commission. In spring 2014, SLIS hired film archivist Amy Sloper in conjunction with the Wisconsin Center for Film and Theater Research (WCFTR). Sloper will teach one archives course per year and help advise archives students. The archives program had previously been coordinated by Jane Pearlmuter (retired 2012) who had an archives degree. SLIS faculty associate Deb Shapiro also has an archives background and assists in advising archives students. Strong partnerships with the Wisconsin State Historical Society, the University of Wisconsin Archives, WCFTR, and other upper-Midwest archives and museums provide SLIS students access to expert instructors; a rich array of practicum placements; and experience accessioning, organizing, digitizing, and preserving a diverse set of materials.

All students admitted to the SLIS campus program are eligible to take courses in and complete the archives specialization; there is no separate application process. The SLIS curriculum adheres to guidelines established by the Society of American Archivists and the recommendations of the SLIS archives advisory committee, composed of working archivists from across Wisconsin. SLIS created and maintains its archives specialization list of suggested courses in conjunction with the archives advisory committee. The current archives specialization consists of a 21-credit course sequence in addition to the required SLIS Tier 1 courses and practicum. Students who wish to meet SAA guidelines must complete this course sequence. Other students may choose to complete a selection of the archives classes, without committing to all of the coursework suggested in the specialization description.

As part of the process of continual curriculum review, SLIS has been updating its archives curriculum with the aid of the Archives Advisory Committee. Stage 1 of the update (2012–2013) led to the course sequence described below. The stage 1 revision gave greater emphasis to technology and management. Stage 2 of the update is ongoing. In spring 2014 an expanded Archives Advisory Committee that includes student representatives reviewed and revised the current archives courses to identify areas of overlap and prioritize learning outcomes with the goal of making the curriculum as forward-thinking as possible. A revised curriculum will be voted on in fall 2014.
Archival core: Archives students take all four (12 credits total):
- LIS 734 “Introduction to Archives” (fulfills Tier 2 requirement)
- LIS 818 “Accessioning and Appraisal”
- LIS 875 “Arrangement and Description”

Technology: Archives students take at least two of the following courses (6 credits total). All fulfill the SLIS Tier T requirement:
- LIS 855 “Digital Curation”
- LIS 879 “Digital Libraries”
- LIS 644 “Digital Tools Trends and Debates” (fulfills Tier 2 requirement)
- LIS 751 “Database Design and Management”
- LIS 652 “XML, Document Structures, and Metadata”

Management: Archives students take at least 1 of the following courses (3 credits):
- LIS 654 “Management of Information Agencies” (fulfills Tier 2 requirement)
- LIS 855 “Designing Information Services” (systems analysis and project management)
- MHR 715 “Strategic Management of Innovation”

Electives recommended for archives students:
- LIS 635 “Reference”
- LIS 839 “Special Collections”
- LIS 678 “Preservation and Conservation”
- LIS 616 “Records Management”
- LIS 569 “History of American Librarianship”
- Archives 1 credit electives as offered (e.g., Archiving Social Media)

Research paper (recommended for archives students)
It is strongly recommended that students take at least one course with a required research component to gain experience with conducting and writing original research. Currently the program suggests the following courses; however the list varies from year to year based on changes in courses: LIS 710 “Research and Evaluation Methods,” LIS 570 “History of Books and Print Culture,” LIS 517 “Consumer Health Information Resources, Users and Services,” LIS 661 “Information Policy and Ethics.”

School Library Media
To qualify for careers in school library media centers, students prepare in two professional fields: librarianship and education. A valid teaching license is required for the Library Media Specialist License in the state of Wisconsin. Students specializing in School Library Media must complete all SLIS master’s requirements. Faculty Associate Allison Kaplan coordinates the SLIS School Library Media Program and serves as the academic advisor for School Library Media students. To be licensed after completing the SLIS program, students contact Kaplan and complete paperwork with the Wisconsin Department of Public Instruction. The course sequence for the School Library Media Program includes the following (in addition to SLIS Tier 1 requirements):

Required courses:
- LIS 639 “Information Literacy Pedagogy” (Tier 2)
- LIS 641 “The School Library Media Center”
LIS 651 “Cataloging and Classification” (Tier 2)
Curriculum and Instruction 620 “Field Project in Library and Information Agencies”

Resources: Students take at least two of the following courses:

- LIS 622 “Children’s Literature”
- LIS 629 “Multicultural Literature for Children and Young Adults”
- LIS 631 “Young Adult Literature”
- LIS 848 “Topics in Literature for Children and Young Adults”

Technology: Students take at least two of the following courses:

- LIS 644 “Digital Tools, Trends, and Debates” (Tier 2 and Tier T)
- LIS 861 “Information Architecture” (Tier T)
- Technology courses from UW–Madison or the University of Wisconsin School Library Education Consortium, with permission of advisor

Electives: Students choose nine credits from the following:

- LIS 624 “Storytelling and Oral Literature”
- LIS 635 “Reference and Information Service” (Tier 2)
- LIS 645 “Intellectual Freedom”
- LIS 654 “Management of Information Agencies” (Tier 2)
- LIS 655 “Collection Management” (Tier 2)
- LIS 661 “Information Ethics and Policy” (Tier 2)
- LIS 710 “Research and Evaluation Methods” (Tier 2)
- Youth one-credit courses as available (e.g., Video Book Trailers)

Courses from the Curriculum and Instruction department, the University of Wisconsin School Library Education Consortium, or other relevant department may also be taken as electives with permission from advisor.

**Standard II.6 The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.**

**Comparing the on-campus and online programs**

Program requirements for the master’s degree are the same for on-campus and distance students: all students must complete the Tier 1, Tier 2, Tier T, practicum, Technology Gateway and portfolio requirements. Each degree requires 42 credits. According to the MA Programming Planning Guide, “At time of admission, students in either program may apply to their advisor to include a maximum of 9 credits of graduate-level work completed within the last five years as electives in the required 42 credits.” Approved electives will “contribute to a cohesive program,” or “have a rational focus” (p. 9).

Online courses are scheduled to allow all students to complete the program within two years if they attend full-time; however data shows that most online students take fewer courses per semester than on-campus students. To support online students getting the classes they need, online students are given priority for registration in online classes. Space is initially held for them to enroll; any remaining spaces after online students have enrolled are then made available to on-campus SLIS stu-
dents. Further, SLIS has kept its online program class size small so that students can get into the courses they need.

The online program has a slightly narrower range of course options. See appendix II-3 for the list of courses offered online, and those not yet offered in the online format. In order to avoid confusion, SLIS clearly states in its marketing materials and prospective student information sessions which specialization courses it provides in the online format. SLIS does not offer online versions of some courses recommended for the Archives, Law Librarianship, Music Librarianship, Art Librarianship, Innovation and Organizational Change, and School Library Media specializations. These specializations have important courses provided by campus partners who teach only face-to-face courses. If online students are interested in these specializations, SLIS advisors will work to help students find alternative online course options that they can count toward their SLIS degree. For example, past SLIS online students have been able to obtain courses in Law, Archives, and Music Librarianship through the WISE consortium or through local practicum experiences. Independent studies are also an option for campus and online students needing highly specialized preparation.

**Standard II.7** The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students’ achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

**Governance processes**

The SLIS curriculum is governed by the SLIS Curriculum Committee, with major curricular changes brought to the faculty as a whole. The committee is composed of faculty, academic staff, one first-year master’s student, one second-year master’s student, one PhD student, and two SLIS alumni (one librarian and one archivist). The committee meets on the first Wednesday of the month during the academic school year to debate changes in the curriculum, review new course proposals and changes in course names and/or descriptions, approve crosslisting courses with other academic departments, provide feedback about potential new certificate programs, and manage other curriculum-related matters. For more information on curricular governance see V.1.2 “Intellectual Content.”

While the Curriculum Committee governs the curriculum provided in both face-to-face and online formats, the SLIS Distance Education Committee oversees the online program’s policies, administration and facilities and focuses attention and energy on the online program. In recent years the Distance Education Committee has worked on the following projects:

- Online teaching training
- Creation of online teaching best practices
- Best practices for advising online students (this morphed into a statement for all students)
- Investigation of alternative courseware packages
- Investigation of national quality standards for online education (ongoing)
- Acculturation of online students to work expectations for very rigorous online courses
Processes supporting curricular innovation

SLIS supports flexibility in the curriculum through use of topics courses and one-credit short courses. New courses are initially offered under generic “topics” numbers; LIS 668 “Digital Curation,” for example, was taught for three years under the topics number LIS 855. The topics system allows SLIS to offer new courses quickly, without waiting for the university-level curriculum approval process. It also allows curricular flexibility in addressing technology change and globally important information issues, allowing SLIS to experiment with new courses without a long-term commitment.

Faculty may propose new courses and run them under topics numbers with the approval of the SLIS Director and Scheduling Committee (Director, Associate Director, PhD Program Director), or the Director may recruit a faculty member to develop a course to meet a new strategic goal or learning outcome. Students may also suggest new courses for consideration via representatives on the Curriculum Committee, the May Upcoming Graduates Survey, exit interviews, meetings with the Director at the Student Leaders Lunch or SLIS Townhall, or informal input. For example, the one-credit Social Media, Web Coding, and Games and Libraries classes and the three-credit Tribal Libraries, Archives, and Museums class were all developed in response to student interest.

For a course to get a permanent number, it must first be approved by the SLIS Curriculum Committee. Then it is approved by the Letters and Science and University divisional curriculum committees. The college- and university-level processes rarely lead to substantive changes in classes, but rather promote adherence to university policies and govern areas of overlap between academic units.

Evaluation of Courses

Individual courses and their instructors are evaluated at the end of each semester, although many instructors also conduct midterm evaluations to identify and correct problems. Students evaluate their classes by responding via a five-point Likert scale to the following statements:

- The course is well organized.
- The instructor communicates course concepts clearly.
- The instructor is open to questions and comments.
- The instructor stimulates me to think in greater depth about the course material.
- The instructor is accessible outside of class.
- This instructor is open to alternative viewpoints.
- Grading procedures are clearly explained and followed.
- Overall I am satisfied with what I learned in this class.
- Overall I would recommend this instructor to other students.
- This course content was very difficult for me.

Students may also write open-ended comments. The comments are summarized and included with the quantitative data in tenure packages. Faculty report their quantitative scores on their annual report and are ranked against other faculty based on their teaching scores. Junior faculty, adjunct instructors and academic staff are additionally evaluated by peer observations conducted by senior faculty and academic staff. Junior faculty are given annual feedback on their teaching, and more extensive feedback during their third-year review and for their tenure packages. All instructional faculty and staff are asked to explain how they have incorporated student and peer feedback as part of
their annual reports (see appendixes III-2 and III-6). Graduating students provide additional feedback about course experiences in both the Graduates Survey and exit interviews.

**Curricular planning**

The SLIS curricular planning process includes input from many sources with the goal of fielding a curriculum that prepares students for the profession. These sources include job market projection data from sources such as the US Bureau of Labor Statistics, job ad analysis published in the LIS literature, placement data about recent SLIS graduates, competencies lists of various professional associations, employers, practicum supervisors via their feedback forms, alumni, the SLIS Advisory Council, and student voices as expressed through committee membership, exit interviews, the Graduates Survey, Town Hall meetings, Student Leaders Lunches and informal feedback. The faculty sometimes choose to express these inputs formally in two documents generated and maintained by the faculty:

- **Strategic plan:** The SLIS strategic plan, revised in 2013, influences curriculum by generating shared overall priorities for SLIS. These priorities shape decisions about curriculum, especially given the limited resources of the recent budget environment.

- **Program-level learning outcomes:** SLIS program-level learning outcomes (which also have various input sources; see section I.1) influence curriculum through the process described above.

Since 2011, SLIS has a formal scheduling committee composed of the Director, Associate Director and the PhD Program Director. This committee manages semester to semester curricular planning. The committee meets three times a year as scheduling occurs or as needed. The committee was established to broaden input into course scheduling and ensure synchronization of master’s and PhD courses. The scheduling committee creates course-planning forecasts two to three years in advance in several areas of the curriculum:

- Tier 1 courses
- Tier 2 courses
- Practicum courses
- Youth services courses
- Technology (Tier T) courses
- Archives courses
- Main library-type courses (public, academic, corporate)

SLIS maintains spreadsheets of these long-range forecasts on a shared drive, and they serve as the basis for semester-to-semester planning. The planning supports the goal of offering key courses in face-to-face and online formats in a regular cycle.

**Curricular evaluation**

The SLIS curriculum as a whole is assessed and reviewed as part of the larger SLIS assessment cycle described in section I.1. Specializations are also evaluated as part of this process. First, the SLIS faculty vote to adopt or modify program-level learning outcomes each August at the SLIS retreat. Program-level learning outcomes, as well as the SLIS strategic plan (last updated in 2013), influence curriculum decisions. In assessing the curriculum, SLIS makes use of a suite of tools to collect and analyze data on the degree to which the program is supporting students in achieving the stated SLIS program-level learning outcomes (tools described below).
Results of data analysis are reported and discussed throughout the year at SLIS Executive Committee meetings, Curriculum Committee meetings, and Distance Education Committee meetings (the Distance Education Committee is particularly charged with taking action to improve the distance program based on feedback). The main venues for consideration and voting on major changes include the SLIS assessment report, the SLIS retreat each August and SLIS plenary meetings held in each of the fall and spring semesters.

Additionally, as described in section I.1, every two years the Curriculum Committee maps SLIS Tier 1 and Tier 2 courses against SLIS program-level learning outcomes to identify areas of high and low coverage. The latest mapping analysis was completed in fall 2013 (see appendixes II-1 and II-2). The results of the most recent analysis highlighted the need to better address leadership in the core curriculum and to make coverage of theories of information use more transparent in LIS 451. In addition, SLIS mapped its curriculum against ALA competencies in 2014 (see Appendix II-5). The Committee was satisfied with the coverage showed by the analysis, but pointed to the need for more courses to address 8e “transformational leadership” in accordance with the SLIS strategic plan item “SLIS produces innovative managers and leaders of technological, rapidly-changing, diverse environments.”

**Stakeholder Involvement in Curriculum Planning and Evaluation**

SLIS obtains input and evaluation of the curriculum, both ad-hoc and systematic, from the following sources:

**Committee memberships and the SLIS Alumni Association**

Alumni feedback suggests new areas the curriculum should cover by providing information about the changing priorities of the profession or new opportunities for collaboration. Alumni provide input through membership on the Curriculum Committee and other ad hoc curriculum-revision task forces (e.g., the ongoing archives curriculum task force). The SLIS Alumni Association meets quarterly with the SLIS Director and Alumni Coordinator. At these meetings, the Director will typically provide an update on current SLIS planning processes and ask for input from attendees. For example, the Alumni Board members provide input to the revision of the SLIS Strategic Plan and they review SLIS program-level learning outcomes and make suggestions.

**SLIS Advisory Board**

The Advisory Board is composed of senior or innovative alumni in the field, potential employers, and strategic partners for SLIS. It meets once per year and as part of its meeting, typically comments on curriculum questions (see minutes and Board membership in appendix I-12). In recent years, the Board has emphasized the need for the curriculum to better prepare students in the areas of management and organizational change, increase data-analysis skills, and seek collaborations with other academic units on campus to offer more technology and data analytics learning opportunities for students. Input from the board led SLIS to seek collaboration with the School of Business to create the Specialization in Management of Information Innovation and Change which includes the opportunity for students to earn the Weinert Graduate Certificate in Entrepreneurship or the Weinert Graduate Certificate in Strategic Innovation. The SLIS Director is also actively pursuing other potential collaborations with Statistics, Communications Arts and the Public Affairs School based on the board’s input.
SLIS students

SLIS students have input into curriculum decisions through several means:

- The Curriculum and Assessment Committees always have student representatives. These students voice opinions in committee debates.
- Student representatives are included on specialization-based curriculum review task forces such as the ongoing archives curriculum review.
- Each fall the Director and Student and Alumni Services Coordinator invite all leaders of SLIS student organizations to a business lunch. The lunch includes discussion of ongoing program issues. For example, in fall 2012, the lunch focused on the SLIS program-level learning outcomes. In fall 2013, the lunch focused on the strategic plan revision process.
- Each spring the Director holds a SLIS Town Hall, which all students may attend. The Town Hall often focuses on program changes or challenges, and students are encouraged to ask questions. The spring 2013 town hall focused on the revision of the SLIS strategic plan. The spring 2012 town hall focused on program-level learning outcomes.

Membership on ad hoc specialization curriculum advisory committees

In 2013/2014 SLIS began the process of reconsidering the master’s curriculum. The project began with a focus on the archives specialization and the youth services specialization, but will encompass the entire curriculum in 2015. Stakeholders (students, alumni, employers) are invited to serve on curriculum redesign committees and provide input via web surveys (appendix I-17). The archives curriculum advisory committee met two times in spring 2013 and three times in spring 2014. The youth services curriculum advisory committee has been formed and will meet in fall 2014. The 2015 core curriculum redesign process will also include student, alumni, and employer stakeholders.

Input-gathering surveys

SLIS curricular redesign projects typically employ surveys to gather input from a broad array of stakeholders including alumni, potential employers, and students. For example, the 2014 archives redesign project invited all stakeholders to provide input via a Google form (see appendix I-17). The web form was advertised on the SLIS Facebook page, via social networks on Facebook and LinkedIn, via direct email to prominent employers and practicum sites, at a SLIS reception at the 2014 Midwest Archives Conference and at the 2014 Madison area Archives and Records Management conference. It had garnered 44 responses by mid May 2014 including responses from current students, alumni, practicum supervisors, and potential employers. The results from the survey were presented to the archives curriculum advisory committee and taken into consideration in the redesign of the curriculum.

Curriculum assessment tools

This section briefly describes each of the major assessment tools used for curricular assessment and innovation and provides examples of changes made to the curriculum based on the data.

Comparison with national data or evaluation metrics

SLIS regularly reviews data generated by the Bureau of Labor Statistics about job forecasts for the LIS field, the archives field, and related information management and technology professions, in addition to published studies of job advertisement trends. The faculty makes changes to adjust to changes in the field and continues to field a curriculum that prepares students for areas of fore-
casted job growth. For example, recent efforts have focused on increasing the technological preparedness of archives students due to the higher job growth forecasts for digital archive jobs.

Graduates survey

The entire graduating class is invited to complete a survey of close-ended questions in April. Questions measure students’ perceptions about their level of preparation related to each program-level learning outcome. Each question begins with the phrasing, “How well prepared would you say you are to...?” Each outcome is measured by at least two questions. Lack of strong evidence of a learning outcome in the survey has led the faculty to change the curriculum to better support that learning outcome. See appendix I-3 for the most recent survey.

- Example of curricular changes made based on this data: Data from the 2011 graduate survey indicated that students were not as confident as expected in certain learning outcomes. This led to discussion among Tier 1 teams to incorporate assignments (often the common assignments across all sections) to specifically address the learning outcome. Further, instructors made the connection between the assignment and the learning outcome more explicit in the required syllabus learning outcome table. See the SLIS assessment reports in appendix I-20 for more details.

Practicum supervisor feedback questionnaire

All SLIS students must complete a practicum, as described in section II.1. Beginning in 2009, SLIS asked practicum supervisors to complete a web survey of close-ended questions in which they assess their students’ achievements in their practicum experience in relation to certain program-level learning outcomes.

- Example of curricular changes made based on this data: Data from the supervisors’ questionnaire in 2011 and 2012 suggested the need to revise the curriculum to strengthen students’ professional communications skills and their willingness to take initiative on the job. LIS 620 instructors modified the in-class portions of the LIS 620 class by adding an introductory unit on professionalization to address issues of professional communications and initiative. Further, instructors added a unit on leadership, including working with stakeholders and developing short motivational talks for initiatives.

Exit interviews

Each spring, the SLIS Student Service Coordinator, Associate Director and Director conduct volunteer exit interviews with students. Campus and online students are included and compared. Typically at least 10-15 students volunteer for interviews. The interviews employ a standard set of open-ended questions. In addition, other follow-up questions are added each year based on preliminary analysis of the upcoming graduates survey to provide more insight into unexpected survey results (see appendix I-3 for questions). In spring 2014 the Assessment Committee conducted additional exit interviews with a random sample of upcoming graduates in addition to holding voluntary exit interviews.

- Example of curricular changes made based on this data: Data from exit interviews pointed out lack of consistency across sections of Tier 1 courses. This led to creation of Tier 1 teams whose mission is to increase consistency while still allowing room for differences to take advantage of individual instructors’ expertise. One technique Tier 1 teams adopted is the “core course common assignment.” SLIS has found that the common assignment provides an an-
chor that encourages greater coordination between different sections of the core classes. Creation of the teams has also led to greater sharing via guest lectures in the Tier 1 courses.

**Student portfolios and rubrics**

Quantitative analysis of all graduate portfolios was conducted in April 2014 and will be run in April of each subsequent year. Portfolios, described in II.1, contain examples of students’ achievements demonstrating each SLIS learning outcome. A sample of portfolios is qualitatively assessed by an ad hoc rotating portfolio assessment committee in May. Lack of strong evidence of student achievement of a learning outcome in portfolios might lead the faculty to change the curriculum to better support that learning outcome (see Table I-3: Assessment Tools).

- Example of curricular changes made based on this data: Feedback from students about creation of their portfolios has led SLIS to make changes in the curriculum. Non-systematic feedback from students obtained during faculty-student advising sessions suggested that students needed more support and intermediate feedback in creating their portfolios. Actions taken: SLIS incorporated portfolio creation into a “career planning” day held in each section of LIS 450, which students take in their first semester. During this session, each student creates their portfolio and uploads one example document for practice. SLIS also modified the in-class portion of the LIS 620 practicum class to focus in part on portfolio construction and critique. Starting in fall 2013, at least one LIS 620 class session involves student presentation of their portfolios and peer feedback on portfolios. SLIS requires that all faculty advisors ask their students about their portfolios during advising week, and ask to view the portfolios of students who will graduate. Finally, SLIS has scheduled portfolio workshops during and after advising week to provide more support to students recently alerted to the need to work on their portfolios.

**Placement survey**

Each summer, SLIS collects data on placement rates of the graduating class. Data are posted on the SLIS website. Data on placement rates to some extent influence decisions about how to allocate resources for the curriculum in SLIS, as SLIS seeks to fully support students in achieving professional employment and thus must be responsive to changes in the job market.

In addition, SLIS collects medium-term data on its graduates for up to six years after graduation. Analysis of the most recent data shows that SLIS alumni tend to be employed in public (30%) and academic (26%) libraries, followed by archives (11%) and corporate (8%), other professional settings (7%), and K-12 educational environments (7%). Also of note is that 15 students have gone on to STEM-related jobs in academic settings or medical/research centers. Four students from the accreditation period have gone on to pursue PhDs in various fields (typically LIS or Communications). Analysis suggests that SLIS has succeeded in increasing the number of students who obtain technology-oriented jobs in the LIS and commercial sectors. For more information see “SLIS Assessment Tools” in section I.1.

**WILIS and ALISE data**

SLIS’s involvement in WILIS 2 (Workforce Issues in Library and Information Science) allowed SLIS to see the long-term achievements of former SLIS students (for summary see section I.3.1). WILIS data show the majority of SLIS graduates are employed in traditional library or archival settings, with 8% employed in the “other” category.
Example of curricular changes made based on this data: SLIS is proud of its strong placement in traditional library/archive settings. Given the changing employment options in the information professions, however, SLIS is seeking to expand its placement rates in corporate, nonprofit, and other information management settings to give students a wider set of career options. This has led to changes in curriculum such as the addition of LIS 853 “Metadata Standards and Applications” to Tier 2 to allow a more visible “Information Management” path through the program, development of the certificates with the School of Business, and addition of courses such as the topics course “Designing Information Services” and LIS 652 “XML, Document Structures, and Metadata.”

Course evaluations

SLIS regularly collects course evaluation data at the end of each class (described above; see appendix III-11). While course evaluations rarely influence decisions about curriculum or whether or not to offer a class, they strongly influence instructor rehire decisions.

Registration data

SLIS tracks registration for each course. Data on number of students taking each course influence decisions about how often to offer a given course. A consistently low enrollment course (regardless of instructor) might signal a course that students perceive as low value.

Example of changes made based on registration data: In cases where the faculty believe the course has strong value given the needs of the profession, strategic goals, and program-level learning outcomes, the faculty will typically modify the content of the course to make it more appealing, or change program structures to encourage more students to take the course. For example, the course LIS 654 “Management of Information Agencies” has sometimes had lower enrollments. However, input from alumni, employers and the SLIS Advisory Board (described below) has continually emphasized the need to prepare students for management responsibilities. To achieve the goal of increasing student learning related to management, SLIS did the following:

- revised the content of the LIS 654 “Management of Information Agencies” course to make it more forward-looking and strategic in nature,
- recruited highly skilled instructors to teach it,
- included it in Tier 2,
- developed new course options that also address learning outcomes related to management, organizational change and innovation (e.g., School of Business certificates, new course in Designing Information Services, revamp of Corporate and Special Libraries into Strategic Information Services), and
- added a program-level learning outcome (4d) related to innovation and leadership to alert students to the need to prepare themselves in this area.
STANDARD III: FACULTY

This chapter demonstrates how SLIS has a faculty capable of accomplishing program objectives, and that processes to recruit, mentor and evaluate faculty support the SLIS strategic goals and help ensure a quality educational experience.

Reading about SLIS’s compliance with Standard III, reviewers will learn about:

- How SLIS concentrates faculty teaching in Tier 1 and Tier 2 courses: 90% of SLIS required courses are predominantly taught by SLIS faculty. Tier 2 courses are taught by a mix of SLIS faculty, retired faculty and long-term adjuncts (57%, SLIS faculty; 34%, retired faculty, long term adjuncts and visiting professors). Practicum courses are taught by faculty (82%). The majority of SLIS online courses (required or elective) are taught by SLIS faculty (56%).
- How new faculty hired in recent years have expanded capacities in technology, digital youth, policy, print culture and archives.
- How SLIS and the University of Wisconsin–Madison encourage innovation in teaching, research and service through internal grant and award programs, university level and SLIS specific teaching workshops, and systematic annual evaluations of faculty members’ achievements and challenges.
- The University of Wisconsin–Madison’s up-to-date policies and its programs to recruit and retain a diverse faculty. SLIS implements those policies and has taken advantage of programs to try to increase the diversity of the SLIS faculty.
- Faculty effectiveness in teaching, technological awareness, and participation in appropriate organizations.
- SLIS faculty accomplishments, including national and international achievements in research and scholarship, and an extensive list of publications and extramural support. The diverse educational backgrounds of the SLIS faculty that support the increasingly interdisciplinary information fields.
- How SLIS teaching assignment policies ensure equity and sufficient time for research, advising, service, and other activities.
- Examples of changes SLIS has made in faculty related policies and activities in response to ongoing assessment include policies related to teaching loads, travel money, and course preparation support.
- SLIS procedures for annual evaluation of tenure track, non-tenure track, and post-tenure faculty; SLIS and University of Wisconsin–Madison processes for tenure and promotion to full professor.
Standard III. The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered.

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

The faculty of SLIS have great depth and breadth of expertise and experience across a range of disciplines related to the information professions and are capable of accomplishing the program objectives. They have backgrounds in LIS, archives, information technologies, history, law, and ethics. SLIS carefully selects new faculty to contribute to the research, teaching, and service mission and goals of the program.

SLIS currently offers one master’s degree, the master’s of arts degree in Library and Information Studies, and a PhD in Library and Information Studies. In addition, SLIS participates in a cooperative undergraduate certificate (minor) called Digital Studies in conjunction with other L&S departments. All faculty teach in the master’s program; however not all faculty teach in the undergraduate certificate and PhD program.

SLIS has both tenure-track faculty and non-tenure-track faculty. Non-tenure-track faculty are part of “academic staff” at UW–Madison. At SLIS, non-tenure-track positions may mix instruction with other types of work, for example, instruction duties combined with library services or departmental administrative duties. Non-tenure-track faculty all carry service and advising loads; however, they have a range of teaching obligations (one to five classes per year). Within discussion of Standard III, all SLIS tenure-track faculty and non-tenure-track faculty will be referred to as “SLIS faculty.” The discussion will refer to part-time instructors as “adjuncts.” Within the human-resources system of the University of Wisconsin–Madison, the term “adjunct” refers to a narrower range of part-time personnel. This report uses the term in a broader sense.

The following table summarizes the different type of instructional positions at SLIS.

**Table III-1: Titles and Types of Faculty at SLIS**

<table>
<thead>
<tr>
<th>Title</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor and Associate Professor</td>
<td>Tenured faculty, holding a PhD, with records of national and international impact in research; success and innovation in teaching; and strong contributions in service to SLIS, UW–Madison, and the discipline.</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Untenured faculty, holding a PhD, demonstrating research, teaching, and service promise.</td>
</tr>
<tr>
<td>Faculty Associate</td>
<td>Non-tenure-track faculty, very experienced, with high instructional and service responsibilities. Many also engage in scholarship activities and community building within the profession.</td>
</tr>
<tr>
<td>Associate Faculty Associate, Assistant Faculty Associate</td>
<td>Non-tenure-track faculty, less experienced, with high instructional and service responsibilities. Many also engage in scholarship activities and community building within the profession.</td>
</tr>
</tbody>
</table>
SLIS PROGRAM PRESENTATION

STANDARD III: FACULTY

sociate

activities and community building within the profession.

Special Librarian
SLIS non-tenure-track faculty who combine library and other administration duties with teaching in the master’s program. These staff retain the job title of Librarian.

Emeritus Professor, Emeritus Faculty Associate
Recently retired tenure or non-tenure-track faculty who continue to contribute teaching to the SLIS program.

Adjunct Faculty
Part-time instructors. An instructional appointment made to an expert practitioner whose professional expertise supplements that of the full-time faculty. They may hold varying titles within the university titling system based on their experience and specific work history (e.g., Lecturer, Adjunct).

SLIS faculty

The following table presents an overview of (1) current tenure-track and non-tenure-track faculty; (2) recently retired tenure-track and non-tenure-track faculty who continue to contribute regularly to SLIS instruction; and (3) the adjuncts who teach for SLIS regularly, including two who were in permanent appointments until spring 2014.

Table III-2: SLIS Tenure-Track Faculty: Teaching Commitment within SLIS and Areas of Expertise

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Degree</th>
<th>Tenure-track faculty</th>
<th>Areas of expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>% position with SLIS</td>
<td></td>
</tr>
<tr>
<td>Greg Downey</td>
<td>Professor, PhD, Johns Hopkins University (History</td>
<td>50% SLIS, 50% Journalism and Mass Communications</td>
<td>Information labor, information technology history, GIS</td>
</tr>
<tr>
<td></td>
<td>of Technology)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kristin Eschenfelder</td>
<td>Professor, PhD, Syracuse University (LIS)</td>
<td>100% SLIS</td>
<td>Information policy, library information technology history, government information, social informatics</td>
</tr>
<tr>
<td>Kyung-Sun “Sunny” Kim</td>
<td>Professor, PhD, University of Texas at Austin (LIS)</td>
<td>100% SLIS</td>
<td>Information use and users, social media and information quality, diversity in LIS</td>
</tr>
<tr>
<td>Alan Rubel</td>
<td>Assistant Professor, PhD, University of Wisconsin–Madison (Philosophy-Law)</td>
<td>50% SLIS, 50% Legal Studies</td>
<td>Information ethics and policy, legal aspects of information</td>
</tr>
<tr>
<td>Jonathan SENCHyne</td>
<td>Assistant Professor, PhD, Cornell University (English)</td>
<td>100% SLIS</td>
<td>Print and material culture; book, print, and media studies, digital humanities</td>
</tr>
<tr>
<td>Name</td>
<td>Title and degree</td>
<td>Load</td>
<td>Areas of expertise</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------</td>
<td>-------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Michele Besant</td>
<td>Senior Special Librarian, PhD, UW–Madison (LIS)</td>
<td>2 courses per year, SLIS administration</td>
<td>Libraries and society; information-litarcy instruction; management; tribal libraries, archives, and museums</td>
</tr>
<tr>
<td>Anjali Bhasin</td>
<td>Special Librarian, MIS, University of Texas–Austin (LIS)</td>
<td>1 course per year, SLIS Librarian</td>
<td>Public services, instruction, community organizing</td>
</tr>
<tr>
<td>Allison Kaplan</td>
<td>Faculty Associate, EdD, University of Delaware (Education)</td>
<td>9-month appointment: 4 courses per academic year</td>
<td>Children’s literature, cataloging, school library/media center, information literacy, management, community engagement</td>
</tr>
<tr>
<td>Bronwen Masemann</td>
<td>Assistant Faculty Associate, MA, University of Toronto (LIS)</td>
<td>3 courses per year, SLIS library</td>
<td>Reference services, collection management, metadata, digital humanities</td>
</tr>
<tr>
<td>Dorothea Salo</td>
<td>Faculty Associate, MA, University of Wisconsin–Madison (Spanish, LIS)</td>
<td>5 courses per year</td>
<td>Data curation, digital preservation and scholarly communication and publishing, linked data, database design, information technology</td>
</tr>
<tr>
<td>Amy Sloper</td>
<td>Special Librarian, MA, UCLA (Film Archives)</td>
<td>1 course per year, Archivist</td>
<td>Archives, film archives</td>
</tr>
</tbody>
</table>
Table III-4: Recently Retired SLIS Faculty: Teaching Commitment within SLIS and Areas of Expertise

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and degree</th>
<th>Load</th>
<th>Areas of expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madge Klais</td>
<td>Assistant Professor, Emeritus</td>
<td>1–2 courses per year</td>
<td>Children’s and youth services and literature, instruction, school library media management, book history</td>
</tr>
<tr>
<td>Christine Pawley</td>
<td>Mary Emogene Hazeltine Fellow (retired Professor)</td>
<td>1–2 courses per year</td>
<td>History of American librarianship, reading interests of adults, information ethics and policy, history of readers and reading</td>
</tr>
<tr>
<td>Jane Pearlmutter</td>
<td>Faculty Associate, Emeritus</td>
<td>1–2 courses per year</td>
<td>Collection management, management, budgeting</td>
</tr>
</tbody>
</table>

Table III-5: Long-Term Adjuncts: Teaching Commitment within SLIS and Areas of Expertise

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and degree</th>
<th>Load</th>
<th>Areas of expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allison Bridger</td>
<td>Archivist, Wisconsin State Historical Society</td>
<td>1 course per year</td>
<td>Archives</td>
</tr>
<tr>
<td>Galadriel Chilton</td>
<td>Electronic Resource Management Librarian, University of Connecticut</td>
<td>1 course per year</td>
<td>Electronic resource management, licensing</td>
</tr>
<tr>
<td>Patricia Farney (retired 2014)</td>
<td>Instruction Librarian Rock Valley College</td>
<td>1 course per year</td>
<td>Management</td>
</tr>
<tr>
<td>Charlet Key</td>
<td>Library Director, Black Hawk College Illinois</td>
<td>1 course per year</td>
<td>Reference</td>
</tr>
<tr>
<td>Lyn Korenic and Linda Duychak</td>
<td>Director and Reference Librarians, UW–Madison Kohler Art Library</td>
<td>1 course per year</td>
<td>Art libraries, management</td>
</tr>
<tr>
<td>Ron Larson</td>
<td>Former Library Director, Wisconsin State Journal/The Capital Times newspapers, now</td>
<td>1 course per year</td>
<td>Corporate libraries</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Courses per Year</td>
<td>Areas of Focus</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Sarah McDaniel</td>
<td>Serials Resources Librarian at the Wisconsin Historical Society</td>
<td>1 course per year</td>
<td>Information literacy instruction, evaluation</td>
</tr>
<tr>
<td>Paul Nelson</td>
<td>Senior Academic Librarian, UW–Madison General Library System</td>
<td>1 course per year</td>
<td>Public libraries, reference</td>
</tr>
<tr>
<td>Rick Pifer</td>
<td>Former Director, Middleton Public Library</td>
<td>1–2 courses per year</td>
<td>Archives</td>
</tr>
<tr>
<td>(retired 2014)</td>
<td>Director of Reference and Public Services, the Library at the Wisconsin Historical Society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omar Poler</td>
<td>Outreach Specialist, SLIS Continuing Education and Outreach</td>
<td>1 course per year</td>
<td>Tribal libraries, archives, and museums</td>
</tr>
</tbody>
</table>

In addition to the SLIS Faculty listed in Table III-2, Anuj Desai, Associate Professor in the UW–Madison Law School and Faculty Affiliate of SLIS, teaches two courses per year for SLIS: LIS 645 “Intellectual Freedom” and LIS 663 “Cyberlaw.” Desai does not have any service obligations to SLIS. Also, SLIS regularly invites Visiting Assistant Professors to join the faculty to enrich the master’s program. Since 2008 this has included:

- In fall 2012–2013, Visiting Assistant Professor Alea Henle taught four courses for SLIS: the core course LIS 450 “Information Agencies and Their Environment,” LIS 616 “Records Management,” LIS 620 “Field Project in Library and Information Agencies” (practicum), and LIS
754 “Archives User Services and Outreach.” Dr. Henle went on to a library position at Western New Mexico University.

Standard III.1.2 Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program . . .

SLIS faculty are fully qualified for appointment as graduate faculty at the University of Wisconsin–Madison and are sufficient to meet the research activities required for the program.

UW–Madison has extremely rigorous educational and research requirements for employment, promotion, and tenure. Well-formulated hiring, annual evaluation, tenure, and post-tenure review processes (discussed in section III.8) promote hiring of well-qualified tenure-track faculty. UW–Madison attracts a very competitive pool for non-tenure-track faculty (instructional academic staff) positions. SLIS hires strong teachers who are active in the field and bring experience and subject expertise to complement the tenure-track faculty. Systematic review of teaching as well as annual evaluation of overall activity and performance further promotes quality.

All tenure-track faculty have active research/scholarship programs. Several tenure-track faculty lead or collaborate with other campus departments or scholarly programs. For example, Smith is Faculty in Residence at the Living Environments Laboratory, Wisconsin Institutes of Discovery. Downey is the Director and Senchyne the Associate Director of the Center for the History of Print and Digital Culture. Whitmire is an affiliate faculty in Gender and Women’s Studies and Afro-American Studies. Downey, Eschenfelder, and Smith are affiliates of the Holtz Center for Science and Technology Studies. Eschenfelder and Smith are affiliates for the Center for Financial Security. Senchyne is on the board of the Center for the Humanities. Examples of faculty-student projects are outlined in section II.4, “Research Experiences.” Non-tenure-track faculty also contribute to scholarship and make important contributions to the profession through leadership in professional organizations.

SLIS faculty are sufficient to meet the major share of service activities required for the program.

Faculty serve on standing SLIS committees as assigned by the Director and senior SLIS faculty chair major committees (see appendix III-1 for committee rosters and I-19 for minutes). Greg Downey has had a reduced service obligation to SLIS due to his duties as Chair of Journalism and Mass Communications, and now, as Associate Dean for Social Sciences; however, he still serves on the SLIS Executive Committee.

Major standing committees and faculty chairs

- Assessment Committee: Eschenfelder
- Continuing Education and Outreach: Besant
- Curriculum Committee: Whitmire
- Distance Education Committee: Smith
- Executive Committee: Eschenfelder
- Finance Committee: Eschenfelder
Faculty members advise students about course selection and mentor master’s student professional development. They also, in conjunction with the Student and Alumni Services Coordinator, advise about career selection and job hunting. The Student and Alumni Services Coordinator assigns faculty advisors to new students during the summer, before their arrival on campus for online-program bootcamp or on-campus orientation. Advisor assignments are based on a variety of factors, including students’ areas of interest, advisors’ areas of expertise and experience, and current advisee load. As mentioned in section IV.4.1, faculty advisors meet with their students at least once per semester to discuss course registration and their progress in the program.

In addition, as described in section IV.3, most faculty participate as reviewers for the master’s admissions committee, reading and scoring applications between January and April each year.

Some faculty also serve as advisors for student organizations. Anjali Bhasin serves as liaison for all student groups, maintaining active communications with student group leaders and assisting groups in organizing activities. Whitmire advises the Academic Library Student Organization, Willett advises LGBTQ Library Group and K-12 Lib, Kaplan advises ALA-SC and Allied Drive Literacy Time, and Besant advises the Jail Library Group. Whitmire is also the faculty liaison to Beta Beta Epsilon, which is the UW–Madison SLIS chapter of the national LIS honor society Beta Phi Mu.

For more on faculty qualifications, research accomplishments, and service, see sections III.4 and III.6 and appendix III.17.

**SLIS faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching activities required for the program.**

All SLIS faculty teach in the master’s program, as well as advising independent studies on topics not covered in established courses. Some faculty members (Downey, Eschenfelder, Willett) regularly teach undergraduate courses in addition to SLIS master’s courses.

**Table III-6: SLIS Faculty: Master’s and Undergraduate Teaching**

<table>
<thead>
<tr>
<th>Faculty member</th>
<th>Master’s courses</th>
<th>Undergraduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenure-track faculty</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Downey</td>
<td>569, 640, 644</td>
<td>201</td>
</tr>
<tr>
<td>Eschenfelder</td>
<td>710, 751 regularly; also 861 and 755, 661</td>
<td>351</td>
</tr>
<tr>
<td>Kim</td>
<td>551, 651, 879, 822</td>
<td></td>
</tr>
<tr>
<td>Rubel</td>
<td>450, 661</td>
<td></td>
</tr>
<tr>
<td>Smith</td>
<td>451, 617, 635, 655</td>
<td>202 (summer)</td>
</tr>
<tr>
<td>Whitmire</td>
<td>451, 635, 642, 650, 722</td>
<td></td>
</tr>
</tbody>
</table>

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The following table illustrates the diversity of specializations in which SLIS faculty teach.

**Table III-7: SLIS Faculty and Their Teaching Areas**

<table>
<thead>
<tr>
<th>Name</th>
<th>Teaching areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenure-track faculty</strong></td>
<td></td>
</tr>
<tr>
<td>Downey</td>
<td>History of information technology, history of American librarianship, digital divides, print culture, gaming and mass communication</td>
</tr>
<tr>
<td>Eschenfelder</td>
<td>Database design, information architecture, electronic resource management, research methods, social informatics</td>
</tr>
<tr>
<td>Kim</td>
<td>Organization of information, cataloging/classification, digital libraries, information use and users, metadata, research methods</td>
</tr>
<tr>
<td>Rubel</td>
<td>Information ethics and policy, legal aspects of information, information and society</td>
</tr>
<tr>
<td>Senchyne</td>
<td>Collecting institutions and society, history of books/print culture, information architecture</td>
</tr>
<tr>
<td>Smith</td>
<td>Reference, health informatics, collection management, consumer health information, online searching</td>
</tr>
<tr>
<td>Whitmire</td>
<td>Reference services, academic libraries, history of American librarianship, multicultural student experiences, online searching</td>
</tr>
<tr>
<td>Willett</td>
<td>Multicultural, young adult and children’s literature and media, information literacy pedagogy, digital divides, online participatory cultures, instruction</td>
</tr>
</tbody>
</table>
Non-tenure-track faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Besant</td>
<td>Intro to librarianship, information society, management</td>
</tr>
<tr>
<td>Bhasin</td>
<td>Library instruction</td>
</tr>
<tr>
<td>Kaplan</td>
<td>School library media management, children’s literature, cataloging</td>
</tr>
<tr>
<td>Masemann</td>
<td>Collection development, metadata, online searching, reference, digital humanities</td>
</tr>
<tr>
<td>Salo</td>
<td>Digital curation, intro to technology, XML and linked data, database design, organization of information</td>
</tr>
<tr>
<td>Shapiro</td>
<td>Organization of information, information architecture, intro to technology, systems analysis and design</td>
</tr>
<tr>
<td>Sloper</td>
<td>Archives</td>
</tr>
</tbody>
</table>

SLIS has sufficient faculty to accomplish program objectives.

The tables below demonstrate how SLIS has faculty sufficient in numbers and diversity of specialties to carry out the major share of teaching at SLIS. Table III-8 summarizes the number of courses taught by different types of instructors. Table III-9 shows how full-time faculty have taught the vast majority of Tier 1, Tier 2, and practicum courses taught since 2009.

Table III-8: Type of Faculty Teaching Required Courses at SLIS

<table>
<thead>
<tr>
<th>Who teaches Tier 1, Tier 2, and practicum courses at SLIS? (2009–2014)</th>
<th># of course instances</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLIS faculty</td>
<td>121</td>
</tr>
<tr>
<td>An adjunct with whom SLIS has a long-term relationship</td>
<td>21</td>
</tr>
<tr>
<td>A recently retired faculty member</td>
<td>12</td>
</tr>
<tr>
<td>A SLIS PhD student</td>
<td>6</td>
</tr>
<tr>
<td>An adjunct who had taught fewer than three times for SLIS</td>
<td>2</td>
</tr>
<tr>
<td>A visiting assistant professor</td>
<td>2</td>
</tr>
</tbody>
</table>

The next table provides more detail, showing names of all the non-electives courses taught in the program from 2009 to 2014 (regardless of format), and who taught them. All non-electives courses taught during that period are included. The table shows the following:

- Tier 1 courses are almost exclusively taught by SLIS faculty (47/52, or 90% SLIS faculty).
Tier 2 courses are taught by a mix of SLIS faculty, retired faculty, and long-term adjuncts: Out of 79 courses, 44 (57%) were taught by SLIS faculty; an additional 27 (34%) were taught by retired faculty, long-term adjuncts, and visiting professors; only 8 (10%) were taught by short-term adjuncts or PhD students.

Practicum courses are taught by full-time faculty and long-term adjuncts: Of 33 instances, 27 (82%) were taught by SLIS faculty, 5 (15%) were taught by retired faculty or long-term adjuncts, and 1 was taught by a visiting professor.

To save space, the table uses the following symbols:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Name”</td>
<td>Full-time faculty are indicated by their last name (e.g., “Whitmire”).</td>
</tr>
<tr>
<td>*</td>
<td>One star (*) with name indicates an adjunct with whom SLIS has a long-term relationship.</td>
</tr>
<tr>
<td>#</td>
<td>A pound symbol (#) with name indicates a recently retired faculty member teaching postretirement.</td>
</tr>
<tr>
<td>PhD</td>
<td>A SLIS PhD student taught the course.</td>
</tr>
<tr>
<td>A</td>
<td>An adjunct who had taught fewer than three times for SLIS taught the course.</td>
</tr>
<tr>
<td>V</td>
<td>A visiting assistant professor taught the course.</td>
</tr>
<tr>
<td>Blank</td>
<td>The course was not taught.</td>
</tr>
</tbody>
</table>

See table on next page.
### Table III-9: SLIS Faculty Teaching Required Courses, 2009–2014

<table>
<thead>
<tr>
<th>Tier 1: Required of all students</th>
<th>Tier 2: Students must take at least three from list</th>
<th>Required practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1: Required of all students</td>
<td>Tier 2: Students must take at least three from list</td>
<td>Required practicum</td>
</tr>
<tr>
<td>450</td>
<td>451</td>
<td>551</td>
</tr>
<tr>
<td>F14 Rubel Senchyne Besant</td>
<td>Smith Shapiro</td>
<td>Kim</td>
</tr>
<tr>
<td>Sp14 Whitmire Masemann</td>
<td>Kim, Kim Whitmire</td>
<td>Salo</td>
</tr>
<tr>
<td>F13 Rubel Senchyne Besant</td>
<td>Whitmire Kim Shapiro</td>
<td>*Key #Klais</td>
</tr>
<tr>
<td>Sp13 Whitmire Masemann</td>
<td>Kim Salo Masemann</td>
<td>Salo</td>
</tr>
<tr>
<td>F12 Rubel Senchyne V</td>
<td>Smith Shapiro</td>
<td>Kim</td>
</tr>
<tr>
<td>Sp12 Whitmire Kim PhD</td>
<td>Masemann</td>
<td>Salo</td>
</tr>
<tr>
<td>F11 Rubel Smith Shapiro</td>
<td>Paling #Klais</td>
<td>Salo</td>
</tr>
<tr>
<td>Sp11 Whitmire Smith PhD</td>
<td>Kim Shapiro</td>
<td>PhD</td>
</tr>
<tr>
<td>F10 Robbins Rubel</td>
<td>Smith Shapiro</td>
<td>Kim Paling</td>
</tr>
<tr>
<td>Sp10 Smith PhD</td>
<td>Salo</td>
<td>Kaplan *Famey</td>
</tr>
<tr>
<td>F09 Pawley *Edwards</td>
<td>PhD Paling</td>
<td>*Key Klais PhD</td>
</tr>
<tr>
<td>Sp09 Smith Paling</td>
<td>*Nelson Klais</td>
<td>Kim</td>
</tr>
</tbody>
</table>
In the next two tables, the report continues to demonstrate how SLIS has a faculty sufficient in number to carry out the teaching required for the program by examining all SLIS courses, including electives.

Table III-10 illustrates the number of academic year courses each type of instructor provided from 2007 to 2014. The data show that:

- The majority of SLIS courses during 2007–2014 were taught by SLIS faculty (72%, or 315 out of 439 courses).
- Adjuncts with whom SLIS has long-term relationships taught 14% of the classes (60 out of 439).
- Only 8% of courses were taught by adjuncts who have taught fewer than three times for SLIS or by PhD students (36 out of 439 courses).

Although supervision of independent studies is an important role of the full-time faculty in addition to their regular course load, independent studies are not included in the table.

Table III-10: Breakdown of Academic-Year SLIS Courses by Type of Instructor

<table>
<thead>
<tr>
<th>Who teaches courses at SLIS? (Fall/Spring only, 2007–2014, all courses)</th>
<th># of course instances</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLIS faculty (tenure-track and non-tenure-track)</td>
<td>315</td>
</tr>
<tr>
<td>An adjunct with whom SLIS has a long-term relationship</td>
<td>60</td>
</tr>
<tr>
<td>A recently retired faculty member</td>
<td>17</td>
</tr>
<tr>
<td>A SLIS PhD student</td>
<td>11</td>
</tr>
<tr>
<td>An adjunct who had taught fewer than three times for SLIS</td>
<td>25</td>
</tr>
<tr>
<td>A visiting assistant professor</td>
<td>11</td>
</tr>
<tr>
<td>Total academic year class instances</td>
<td>439</td>
</tr>
</tbody>
</table>

Table III-11 shows similar data for summer courses. Here the percentage of classes provided by SLIS faculty is lower (38%). This is because SLIS tenure-track faculty, who are on nine-month contracts, generally focus on their research over the summer. Salo and Shapiro, non-tenure-track faculty, regularly teach over the summer.

Table III-11: Breakdown of Summer SLIS Courses by Type of Instructor

<table>
<thead>
<tr>
<th>Who teaches courses at SLIS? (Summers 2008–2014)</th>
<th># of course instances</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLIS faculty (tenure-track and non-tenure-track)</td>
<td>29</td>
</tr>
<tr>
<td>An adjunct with whom SLIS has a long-term relationship</td>
<td>10</td>
</tr>
</tbody>
</table>
Data also illustrate that SLIS faculty can provide the curriculum regardless of format. Table III-12 illustrates the number of online courses (academic year and summer) provided by each type of instructor from 2007 to 2014. The data show:

- The majority of SLIS courses during the period were taught by SLIS faculty 56% (95 out of 170 online courses).
- Adjuncts with whom SLIS has a long term relationship taught 18% of the classes (31 out of 170 online courses).
- Shorter term adjuncts who have taught fewer than three times for SLIS taught 10% of the online courses (18 out of 170 online courses).

Table III-12: Breakdown of Online SLIS Courses by Type of Instructor

<table>
<thead>
<tr>
<th>Who teaches online courses at SLIS? (Fall 2007–Spring 2014)</th>
<th># of course instances</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLIS faculty (tenure-track and non-tenure-track)</td>
<td>95</td>
</tr>
<tr>
<td>An adjunct with whom SLIS has a long-term relationship</td>
<td>31</td>
</tr>
<tr>
<td>A recently retired faculty member</td>
<td>13</td>
</tr>
<tr>
<td>A SLIS PhD student</td>
<td>9</td>
</tr>
<tr>
<td>An adjunct who had taught fewer than three times for SLIS</td>
<td>17</td>
</tr>
<tr>
<td>A visiting assistant professor</td>
<td>5</td>
</tr>
<tr>
<td>Total online course instances</td>
<td>170</td>
</tr>
</tbody>
</table>

It is important to note that the addition of one-credit courses to the curriculum during the last academic year contributed to an increase in the overall proportion of courses taught by “an adjunct who had taught fewer than three times for SLIS.” This is because one of the one-credit classes is to experiment with new topic areas and instructors. It is also because the one-credit classes allow SLIS to attract new instructors who have not previously been able to commit to teaching 15-week three-credit courses for SLIS because of their professional obligations.

Table III-13 illustrates the subject area contribution of faculty and adjuncts with whom SLIS has a long-term relationship to teaching all master’s courses, either on-campus or online, by title.
### Table III-13: Master’s Courses Taught by SLIS Faculty 2008-2014

* represents PhD seminars - master’s students may also enroll

<table>
<thead>
<tr>
<th>Tenure-track faculty</th>
<th>On campus</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Downey</td>
<td>LIS 569 “History of American Librarianship”</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>LIS 644 “Digital Trends, Tools, and Debates”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 650 “The Future of Print”</td>
<td></td>
</tr>
<tr>
<td>Eschenfelder</td>
<td>LIS 710 “Research and Evaluation Methods”</td>
<td>LIS 710 “Research and Evaluation Methods”</td>
</tr>
<tr>
<td></td>
<td>LIS 751 “Database Design for Information Agencies”</td>
<td>LIS 751 “Database Design for Information Agencies”</td>
</tr>
<tr>
<td></td>
<td>LIS 861 “Information Architecture”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 855 “Managing Licensed Digital Resources”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 910 “Seminar in Research Design and Methodology”*</td>
<td></td>
</tr>
<tr>
<td>Kim</td>
<td>LIS 551 “Organization of Information”</td>
<td>LIS 651 “Cataloging and Classification”</td>
</tr>
<tr>
<td></td>
<td>LIS 561 “Information Use and Users”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 651 “Cataloging and Classification”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 710 “Research and Evaluation Methods”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 822 “Information Use and Users”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 853 “Metadata Standards &amp; Applications”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 879 “Digital Libraries”</td>
<td></td>
</tr>
<tr>
<td>Rubel</td>
<td>LIS 450 “Information Agencies and Their Environment”</td>
<td>LIS 661 “Information Ethics and Policy”</td>
</tr>
<tr>
<td></td>
<td>LIS 661 “Information Ethics and Policy”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 931/661 “Seminar in Information Policy, Management and Institutions”*</td>
<td></td>
</tr>
<tr>
<td>Senchyne</td>
<td>LIS 450 “Information Agencies and Their Environment”</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>LIS 570 “History of Books &amp; Print Culture”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 861 “Information Architecture”</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>On campus</td>
<td>Online</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
</tbody>
</table>
| Smith      | LIS 451 “Online Searching for Information Professionals”  
LIS 571 “Information Sources”  
LIS 617 “Health Information Systems”  
LIS 655 “Collection Management”  
LIS 828 “Online Reference & Information Services”  
LIS 875/975 “Topics in Information Processing and Retrieval: Vocabularies in Information Science”* | LIS 451 “Online Searching for Information Professionals”  
LIS 517 “Consumer Health Information”  
LIS 847 “Consumer Health” |
| Whitmire   | LIS 451 “Online Searching for Information Professionals”  
LIS 561 “Information Use and Users”  
LIS 569 “History of American Librarianship”  
LIS 640 “Information Services in Culturally Diverse Communities”  
LIS 642 "Reading Interests of Adults”  
LIS 655 “Collection Management”  
LIS 722 “College and University Libraries”  
LIS 825 “Reference and Information Service”  
LIS 826 “Field Project-Libraries and Information Literacy” | LIS 722 “College and University Libraries” |
| Willett    | LIS 620 “Field Project-Library and Information Agencies”  
LIS 629 “Multicultural Literature for Children and Young Adults”  
LIS 631 “Young Adult Literature”  
LIS 639 “Information Literacy Pedagogy” | n/a |
| Non-tenure-track faculty | On campus                                      | Online                                      |
| Besant     | LIS 640 “Tribal Libraries, Archives, and Museums Field Project”  
LIS 826 “Field Project in Library and Information Literacy Instruction” | LIS 450 “Information Agencies and Their Environment” |
<p>| Bhasin     | LIS 826 “Field Project in Library and Information Literacy Instruction” | n/a |</p>
<table>
<thead>
<tr>
<th>Kaplan</th>
<th>LIS 620 “Field Project—Library and Information Agencies”</th>
<th>LIS 620 “Field Project—Library and Information Agencies”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LIS 622 “Children’s Literature”</td>
<td>LIS 622 “Children’s Literature”</td>
</tr>
<tr>
<td></td>
<td>LIS 631 “Young Adult Literature”</td>
<td>LIS 640 “Emergent Literacy”</td>
</tr>
<tr>
<td></td>
<td>LIS 641 “School Library/Media Center”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 651 “Cataloging and Classification”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 654 “Information Services Management”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 772 “Library Services to Children and Young Adults”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 820 “Topics in Community Engagement”</td>
<td></td>
</tr>
<tr>
<td>Masemann</td>
<td>LIS 451 “Online Searching for Information Professionals”</td>
<td>LIS 853 “Metadata Standards and Applications”</td>
</tr>
<tr>
<td></td>
<td>LIS 635 “Reference and Information Service”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIS 655 “Collection Management”</td>
<td></td>
</tr>
<tr>
<td>Salo</td>
<td>LIS 551 “Organization of Information”</td>
<td>LIS 644 “Digital Tools, Trends, and Debates”</td>
</tr>
<tr>
<td></td>
<td>LIS 644 “Digital Tools, Trends, and Debates”</td>
<td>LIS 658 “E-Publishing Revolutions”</td>
</tr>
<tr>
<td></td>
<td>LIS 751 “Database Design for Information Agency”</td>
<td>LIS 668 “Digital Curation”</td>
</tr>
<tr>
<td></td>
<td>LIS 652 “XML and Linked Data”</td>
<td>LIS 751 “Database Design for Information Agencies”</td>
</tr>
<tr>
<td>Shapiro</td>
<td>LIS 551 “Organization of Information”</td>
<td>LIS 451 “Online Searching for Information Professionals”</td>
</tr>
<tr>
<td></td>
<td>LIS 620 “Field Project—Library and Information Agencies”</td>
<td>LIS 551 “Organization of Information”</td>
</tr>
<tr>
<td></td>
<td>LIS 651 “Cataloging and Classification”</td>
<td>LIS 620 “Field Project—Library and Information Agencies”</td>
</tr>
<tr>
<td></td>
<td>LIS 861 “Information Architecture”</td>
<td>LIS 640 “Systems Analysis and Project Management”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIS 644 “Digital Tools, Trends, Debates”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIS 853 “Metadata Standards and Applications”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIS 861 “Information Architecture”</td>
</tr>
</tbody>
</table>
### Adjuncts with whom SLIS has a long-term relationship

<table>
<thead>
<tr>
<th>Name</th>
<th>Course(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sloper</td>
<td>LIS 734 “Introduction to Archives and Records Management”</td>
<td>n/a</td>
</tr>
<tr>
<td>Bridger</td>
<td>LIS 875 “Arrangement and Description”</td>
<td></td>
</tr>
<tr>
<td>Chilton</td>
<td>n/a</td>
<td>LIS 755 “Electronic Resources Management and Licensing”</td>
</tr>
<tr>
<td>Farney (retired 2014)</td>
<td>n/a</td>
<td>LIS 654 “Management”</td>
</tr>
<tr>
<td>Key</td>
<td>n/a</td>
<td>LIS 635 “Reference”</td>
</tr>
<tr>
<td>Korenic and Duychak</td>
<td>LIS 839 “Art Libraries”</td>
<td>n/a</td>
</tr>
<tr>
<td>Larson</td>
<td>LIS 732 “Strategic Information Services”</td>
<td>LIS 732 “Strategic Information Services”</td>
</tr>
<tr>
<td>McDaniel</td>
<td>LIS 826 “Library and Information Literacy Instruction”</td>
<td>n/a</td>
</tr>
<tr>
<td>Nelson</td>
<td>LIS 712 “The Public Library”      LIS 635 “Reference”</td>
<td>LIS 712 “The Public Library”</td>
</tr>
<tr>
<td>Pifer (retired 2014)</td>
<td>LIS 734 “Introduction to Archives” LIS 818 “Appraisal”</td>
<td>n/a</td>
</tr>
<tr>
<td>Poler</td>
<td>LIS 640 “Tribal Libraries, Archives, and Museums”</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Change in faculty since 2007

In the last five years, the makeup of the SLIS master's instructional workforce has shifted. The number of tenure-track faculty has fallen, the number of non-tenure-track faculty has risen, and use of long-term adjuncts and retired faculty for teaching has increased. This change stems from a lifecycle period that saw a high number of faculty retirements that unfortunately coincided with a period of budgetary constrictions and reduced hiring at the University of Wisconsin–Madison.

Since 2007, SLIS has hired three tenure-track (TT) faculty members (Alan Rubel, Jonathan Senchye, and Rebekah Willett) and three non-tenure-track (NTT) faculty (Bronwen Masemann, Dorothea Salo, Amy Sloper). During that same period, seven faculty left SLIS, most due to planned retirement:

- Anne Lundin TT (retired 2008),
- Madge Klais TT (retired 2009),
- Ciaran Trace TT (2010, alternative offer from University of Texas at Austin),
- Louise Robbins TT (retired 2011),
- Jane Pearlmutter NTT (retired 2012),
- Steven Paling TT (2012, nonsuccessful tenure bid), and
- Christine Pawley TT (retired 2012).
The figure below shows the change in tenure-track and non-tenure-track faculty since 2008. SLIS currently has 8 tenure-track faculty and 7 non-tenure-track faculty for a total primary instructional staff size of 15. SLIS's last accreditation visit (2007) occurred during a period of high staffing: SLIS had hired several new faculty, and other tenure-track faculty close to retirement had not yet retired (Lundin, Robbins, Klais).

Importantly, while SLIS has hired a number of non-tenure-track faculty, not all of them teach a full load, or a full load for SLIS, due to other duties. Table III-12 above outlines how many courses each faculty member teaches for the SLIS master's program.

**Figure 2: Change in SLIS Faculty over Time**

The shrinking of tenure-track positions and expansion of non-tenure-track positions reflects national trends in academia, trends at the level of the College of Letters and Sciences, and the realities of a resource-constrained public university environment.

Another way of understanding the change in the SLIS faculty is to list changes in personnel and master’s teaching capacity year by year:

- **2007-2008:**
  - NTT: Salo was hired part-time; she teaches one course per year.

- **2009-2010:**
  - TT: Lundin retired at the end of 2008. Lundin taught four courses in the master’s program and sometimes one undergraduate course.

- **2010-2011:**
  - TT: Klais retired at the end of 2009. Klais taught four courses in the master’s program before retiring and still teaches part-time. Trace left by the end of 2009 to take a position at UT-Austin. Trace taught four courses in master’s program.

- **2011-2012:**
  - TT: Rubel was hired in 2010; he teaches two master’s courses at SLIS but is obligated to teach two courses in the Legal Studies program.
  - NTT: Pearlmutter retired. Pearlmutter taught two master’s courses per year. Salo hired at 75%; she teaches five master’s courses per year.

- **2012-2013:**
  - TT: Willet was hired in 2011. Willett teaches two master’s courses and two undergraduate courses. Robbins retired at the end of 2011. Robbins taught four master’s courses per year.

- **2013-2014:**
  - TT: Senchyne was hired in 2012. Senchyne teaches three master’s courses per year and one undergraduate course. Steve Paling departed at the end of 2012 due to a unsuccessful tenure case. Paling taught four master’s courses per year. Pawley retired at the end of 2012. Pawley taught four master’s courses per year; she continues to teach part-time for SLIS.
SLIS PROGRAM PRESENTATION

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- NTT: Salo’s appointment percentage was raised to 80%; she teaches five master’s courses per year plus an occasional overload. Bhasin was hired in 2012 and teaches one course per year.

- 2014-2015:
  NTT: Masemann was hired in 2013 to teach three master’s courses per year.
  NTT: Sloper was hired in 2014 to teach one master’s course per year.

Table III-14 below summarizes the change in the number of SLIS master’s courses the full-time faculty can teach year by year (course capacity). This measurement better accounts for hiring of new staff that do not teach four master’s courses a year, and the impact of SLIS teaching undergraduate courses. This analysis shows a net loss of 9 in master’s course teaching capacity since 2007. SLIS teaches approximately 65 courses per year, so a loss of 9 courses represents an approximate 14% loss in teaching capacity in the master’s program.

It is important to point out that SLIS has been adding course capacity since 2011, avoiding a possible greater net loss of master’s course teaching capacity.

Table III-14: Change in Full-Time Faculty Teaching Capacity

<table>
<thead>
<tr>
<th>Year</th>
<th>Master’s course capacity additions to full-time faculty</th>
<th>Master’s course capacity loss from full-time faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td></td>
<td>-4 capacity</td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td>-8 capacity</td>
</tr>
<tr>
<td>2011</td>
<td>+2 capacity</td>
<td>-2 capacity</td>
</tr>
<tr>
<td>2012</td>
<td>+2 capacity</td>
<td>-4 capacity</td>
</tr>
<tr>
<td>2013</td>
<td>+9 capacity</td>
<td>-8 capacity</td>
</tr>
<tr>
<td>2014</td>
<td>+3 capacity</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>+1 capacity</td>
<td></td>
</tr>
<tr>
<td>Total change</td>
<td>+17 capacity</td>
<td>-26 capacity</td>
</tr>
</tbody>
</table>

SLIS maintained program quality and breadth during this period of master’s course capacity reduction through several strategies:

- Increased use of adjuncts with whom SLIS has a long-term relationship. The SLIS long-term adjuncts are further introduced in the continuation of section III.1.
- Leveraging of retired faculty for teaching.
- A healthy adjunct budget (“short-term staff budget”) provided by L&S.
- Funding courses with revenue from the online master’s program.

Table III-15 below shows that SLIS has maintained or even increased the number of master’s classes, and the number of master’s graduates it produced, from 2007 to 2014. SLIS offered 63 master’s classes in 2007–2008 and 66 master’s classes in 2012–2013. It had 93 graduates in 2007–2008 and 95 graduates in 2012–2013.
Table III-15: Number of Classes and Graduates per Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of master’s courses offered</td>
<td>63</td>
<td>59</td>
<td>54</td>
<td>66</td>
<td>62</td>
<td>66</td>
</tr>
<tr>
<td>Number of graduates</td>
<td>93</td>
<td>90</td>
<td>95</td>
<td>95</td>
<td>65</td>
<td>95</td>
</tr>
</tbody>
</table>

III.1 cont’d: ... Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. 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 a program.

Adjunct faculty

SLIS extends the range of faculty expertise with expert practitioner adjuncts from across a range of areas. SLIS seeks to recruit adjuncts who have new knowledge and substantial experience and are well-respected. Systematic review of adjunct teaching performance supports continued high quality in adjunct teaching. The table below provides more information about adjunct faculty with whom SLIS has a long-term relationship. Creation of long-term relationships facilitates SLIS’s investment in instructors’ professional development and course preparation to better ensure high-quality courses.

Table III-16: Long-Term Adjuncts Teaching for SLIS

<table>
<thead>
<tr>
<th>Name</th>
<th>Professional title</th>
<th>Courses taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridger</td>
<td>Archivist, Wisconsin Historical Society</td>
<td>LIS 875 “Archives Description and Arrangement”</td>
</tr>
<tr>
<td>Chilton</td>
<td>Electronic Resource Management Librarian, University of Connecticut</td>
<td>LIS 755 “Electronic Resources Management and Licensing”</td>
</tr>
<tr>
<td>Farney (retired 2014)</td>
<td>Instruction Librarian, Rock Valley College</td>
<td>LIS 654 “Management of Information Agencies”</td>
</tr>
<tr>
<td>Key</td>
<td>Library Director, Black Hawk College, Illinois</td>
<td>LIS 635 “Reference and User Services”</td>
</tr>
<tr>
<td>Korenic and Duychak</td>
<td>Director and Reference Librarians, UW–Madison Kohler Art Library</td>
<td>LIS 839 “Art Libraries”</td>
</tr>
<tr>
<td>Larson</td>
<td>Former Library Director, Wisconsin State Journal/The Capital Times newspapers, now Serials Resources Librarian at the Wisconsin Historical Society</td>
<td>LIS 732 “Strategic Information Services”</td>
</tr>
</tbody>
</table>
### SLIS Program Presentation: Standard III: Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Affiliation</th>
<th>Courses Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>McDaniel</td>
<td>Coordinator of Library and Information Literacy Instruction Program, UW-Libraries</td>
<td>LIS 826 “Library and Information Literacy Instruction”</td>
</tr>
<tr>
<td>Nelson</td>
<td>Former Director, Middleton Public Library, active with library legislation committees within the Wisconsin Library Association and ALA</td>
<td>LIS 712 “Public Libraries”</td>
</tr>
<tr>
<td>Pifer (retired 2014)</td>
<td>Director of Reference and Public Services, the Library at the Wisconsin Historical Society</td>
<td>LIS 734 “Introduction to Archives and Records Management,” LIS 818 “Appraisal and Description”</td>
</tr>
<tr>
<td>Poler</td>
<td>Outreach Specialist, SLIS Continuing Education and Outreach</td>
<td>LIS 640 “Tribal Libraries, Archives, and Museums”</td>
</tr>
</tbody>
</table>

SLIS continually recruits new instructional talent and, as described earlier, aims to establish long-term relationships with instructors who provide high-quality instruction and whose schedules permit teaching. Other examples of instructors who have taught for SLIS include the following:

- Academic libraries experts: Robin Ryder (Special Collections Librarian, Memorial Library), Eliot Finkelstein (Public Services Librarian/Instruction Coordinator, College Library), Janice Rice (Public Services/Outreach Librarian, College Library)
- Archives experts: Katy Mullen (Preservation Coordinator, Wisconsin Historical Society), Mary Huelsbeck (Assistant Director, Wisconsin Center for Film and Theater Research), Bert Lyons (formerly of Library of Congress American Folklife Center)
- Public libraries experts: Stef Morrill (Director of Wisconsin Library Service), Marge Loch-Wouters (youth Services Manager, LaCrosse Public Library)
- Technology expert: Jacqueline Hettel (Digital Humanities Developer, Stanford University Libraries)

One challenge SLIS faces in leveraging the local expert practitioners employed by UW–Madison campus libraries and archives is that campus-level human resources regulations limit overloads among full-time campus staff, and teaching for SLIS typically counts as an overload assignment for full-time campus information professionals. These local experts are very valuable instructors, however, so SLIS employs them to teach whenever human resources regulations permit.

Once hired, adjunct faculty receive a range of training and support, including the following:

- Orientation to SLIS teaching expectations and policies by the Associate Director and the SLIS Instructor Handbook (Appendix I-13)
- Collaborations with full-time faculty who teach the same or related courses (e.g., syllabus sharing, sharing of related materials)
- Personal technical and instructional design support from the SLIS Distance Education teaching assistant
- Addition to the SLIS-Faculty listserv, which is the primary distribution channel for announcements about instruction
- Support from the SLIS Library for e-reserves, and help finding materials to prepare for a course
- Technical support for the Learn@UW system and email from the central campus help desk, which is staffed with extended evening and weekend hours
- Preloaded course rosters and email and discussion board connections with all students registered for a course
- Assistance from the SLIS Student and Alumni Services Coordinator or Associate Director, who helps answer questions related to student issues
- Assistance with hiring, payroll, and benefits from the SLIS Administrator
- Peer feedback on teaching from a full-time faculty member

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

---

**Standard III.2.1** The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions...

---

**Tenure-track faculty evaluation**

Candidates for tenure-track faculty positions are evaluated for their achievements and further success potential in teaching, research, and service (see section III.8). Since the last Program Presentation, four faculty members have been promoted: Downey (to Full, 2009), Eschenfelder (to Full, 2012), Smith (tenured and promoted to Associate, 2012), and Kim (to Full, 2014). CVs are available in appendix III-12. SLIS was not able to obtain tenure for one faculty member, Steve Pal- ing, who left UW–Madison.

**Guidelines for promotion and tenure**

The SLIS Guidelines for Promotion and Tenure define the criteria to be considered for promotion, with high expectations for research (strong evidence of research productivity, significant impact on the field of LIS, an intellectual and professional identity, and a cohesive body of research), teaching (including classroom teaching, mentoring, and course and curriculum development), and service (including evidence of the quality and impact of service activities, with particular attention to their relations with research and teaching in the case of public and profession- al/disciplinary service).

**Non-tenure-track faculty evaluation**

Non-tenure-track faculty are evaluated annually by the Director through the annual evaluation process described below. Annual evaluation reports are important input to promotion decisions. Five non-tenure-track faculty have been promoted in the last accreditation period: Besant (2010), Kaplan (2010), Shapiro (2010), Bhasin (2013), and Salo (2013). CVs are available in appendix III-12.
Annual evaluation

Both tenure-track and non-tenure-track faculty complete annual evaluation forms early each spring, known as activity reports. The activity reports contribute toward promotion decisions. Tenure-track faculty are assessed on research, teaching, and service, in that order of priority. Non-tenure-track faculty are assessed primarily on teaching and service but also encouraged and rewarded for scholarship and creative contributions to the profession. Activity reports require that faculty describe achievements and challenges in those areas (see annual activity reports in appendixes III-2 and III-6).

Standard III.2.2 . . . by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.

Encouragement of innovation

SLIS encourages its faculty to innovate. Faculty are supported in developing new courses and experimenting with new methods of teaching and new streams of research. SLIS supports service activity and a variety of service projects.

Innovation in teaching

SLIS policies encourage ongoing innovation of courses. Since SLIS’s last accreditation in 2007, SLIS has introduced numerous new classes, and as discussed in section II.3.5, SLIS faculty also regularly update existing classes to reflect changes in the profession. Innovation in teaching is supported through evaluation, financial support, training, and campus initiatives.

- **Evaluation:** Faculty annual evaluation forms require instructors to report how they have changed their courses in response to feedback. SLIS also regularly assesses faculty through standardized student evaluations and peer evaluations as described in section III.8.
- **Financial support:** SLIS financial policies also encourage innovation by compensating instructors (both faculty and adjuncts) for the extra work involved in creating and significantly updating courses (see appendix III-14). Faculty and adjuncts can request extra funds to support significant updates of an existing course every three years. In other instances, faculty may receive a reduced teaching load to support development of a strategic new course. For example, Shapiro received a reduced load to support her development of the Systems Analysis/Project Management class “Designing Information Services.”
- **Training:** In 2011, Director Christine Pawley initiated in-house pedagogical training for SLIS faculty. Sometimes these workshops are run by invited experts from across campus, and other times they are run by peers within SLIS. Recent training topics have included the following:
  - 2011: Teaching philosophies and the translation of those philosophies into practice
  - 2012: Gender bias in the classroom
  - 2012: Organizing your online class
  - 2013: Activity-based learning (College of L&S Learning Support Services)
  - 2013: New approaches to online discussions

Training is also available at the campus level. As described on the website of UW’s Division of Information Technology (DoIT), DoIT’s Academic Technology department is dedicated
to helping faculty and instructional staff maximize their effectiveness through the use of technology. They offer an array of innovative technology tools and instructional support services designed to address today’s teaching challenges. They offer instructional design consulting services, technology consulting, and training for the Learn@UW platform. Much of this is available for online adjuncts. In addition, Smith, Eschenfelder, and Kim have attended national conferences on online-education pedagogy.

- **Campus Initiatives**: Campus learning technology programs promote and provide support for adoption of innovative techniques; for example, in recent years the campus has promoted flipped classrooms (i.e., students watch recorded lectures before attending class and came to class prepared to interact). Smith employed a flipped classroom for her fall 2012 section of LIS 451 “Online Searching for Information Professionals.” Eschenfelder adopted the same technique for LIS 751 “Database Design for Information Agencies” when taught face-to-face. Faculty members are interested in pedagogical practice and have taken part in different programs on campus, including the UW Teaching Academy, which runs seminars and programs for UW faculty and staff to strengthen teaching. Recent campus-level initiatives also encourage teaching innovation, often offering stipends for participation in activities. Kim received funding as part of a campus-funded team to develop a shared data visualization course that will be housed in Journalism (2013). In 2014, Besant, Rubel, and Smith each received a stipend to participate in an online teaching short course.

**Innovation in research**

SLIS supports innovation in faculty research by connecting faculty with funding and other support to develop their research. Importantly, faculty annual evaluations include evaluation of each faculty member’s accomplishments in research and scholarship. For more information on faculty evaluations, see section III.8.

**Research grants**

At the university level, every faculty member is eligible to apply for a range of UW research grants sponsored by the Graduate School. The most common UW faculty grant is named the Fall Competition Grant, and it can provide funding for faculty summer salaries, equipment, research project assistants, student hourly support, and data collection related travel.

Faculty awarded Fall Competition Grants since 2007 include the following:

- Eschenfelder (2012)
- Senchyne (2013)
- Smith (2008)
- Willett (2011, 2013)
- Whitmire (2012)

Some institutes and research centers on campus also offer their own faculty grants, fellowships, or awards that fund scholarship, and SLIS faculty have actively pursued these opportunities to fund their research. For example, Whitmire has won the Phillip R. Certain Award, which provided research money from 2012 to 2014; the Department of Gender and Women’s Studies Feminists Scholars Fellowship (2010); a Wisconsin Vilas Associate Award (2008); and the UW System Insti-
tute for Race and Ethnicity Research Award. Rubel won a Holtz Center Science and the Public Programming Grant (2013). Smith won a Holtz Center for Science and Technology Studies Outreach Fellowship (2014).

Travel funding

The UW Graduate School also provides two separate funds for domestic and international conference travel to present research. Faculty may apply every other year for $1,000 in domestic travel support and every three years for $2,000 international travel support. These funds supplement the $1,500 in research travel funds SLIS provides to faculty every year generated by endowment funds. In 2013, SLIS also began to use online program revenue to further supplement faculty and staff travel related to professional development. These revenues provided an additional $1,000 for travel during the last fiscal year.

SLIS faculty have been awarded Graduate School supplementary travel funding:

- 2007: Downey
- 2008: Eschenfelder
- 2011: Downey, Rubel, Whitmire
- 2012: Eschenfelder, Rubel, Whitmire
- 2013: Senchyne

Other university-level faculty resources available to SLIS faculty to support innovation in research include:

- faculty development grants that support retraining and renewal of faculty to support their ability “to adapt to changing curricular, student, and societal needs”;
- eligibility for a one-semester sabbatical every six years to encourage innovative scholarship;
- intellectual property/patent innovation commercialization assistance; and
- opportunities to lead study abroad trips to make new connections.

Seed grants

SLIS provides modest research seed grants (under $3,000) to encourage faculty to begin new projects that may lead to larger funding. For example, funds seeded a research project by Kim, which later led to an OCLC Research Grant in 2013. The seed money, drawn from endowment accounts, sometimes requires SLIS faculty to include students in their research projects, encouraging collaboration with students. For example, in summer 2014, SLIS is providing seed money for Willett to conduct a content analysis project with a SLIS master’s student.

SLIS also supports innovative research by providing in-house grant budget consulting and support through the SLIS Department Administrator.

Innovation in service

UW Madison supports innovation in service through a variety of outreach-oriented grant programs including the Baldwin grant, received by Willett in 2014 and Poler and Besant in 2010:

- Baldwin Wisconsin Idea Grants
- Office of University Relations Outreach Grants

SLIS supports innovation in service by providing travel money for professional conferences and through support of large service projects. SLIS travel funding policies (see appendix III-16) provide
equivalent funding for tenure-track and non-tenure-track faculty to support all faculty’s participation in professional activities. SLIS has a long history of supporting innovative community engagement service projects involving students, faculty, and staff, including:

- Tribal Libraries, Archives, and Museums Project,
- Jail Library Group, and
- Allied Drive Literacy Time.

**Stimulating learning and research environment**

SLIS faculty create a stimulating learning and research environment by engaging the SLIS community in their projects. For example, Salo has brought her digital curation activities into SLIS. Salo has been a member of the UW–Madison Research Data Services (RDS) group. She organized a series of research data brown bags sometimes held at SLIS. The course she developed (LIS 668 “Digital Curation”) has aided RDS with a service-learning final project that sends groups of students into campus and area organizations to solve problems with the management and stewardship of digital materials. Eschenfelder has also collaborated with RDS, having her LIS 710 “Research and Evaluation” class conduct interviews with potential users of RDS services.

SLIS also provides an enriching research and learning environment through research presentations. For example, the Center for the History of Print and Digital Culture enriches the SLIS research and learning environment by sponsoring a colloquium series, featuring talks given by visiting scholars and local experts. These events are scheduled at times convenient for current SLIS students to attend and are also recorded and made available on the center’s website so that those unable to attend may view them afterward. Speakers in 2013 included Daniel Raff from University of Pennsylvania’s Wharton School (“What Became of Borders?”); Ian Blechschmidt, PhD candidate at Northwestern University and recipient of the 2013 Danky Fellowship (“Sex and Comix”); and Danielle Henderson, creator of the blog Feminist Ryan Gosling, PhD candidate in Gender and Women’s Studies at UW–Madison (“Co-opting Theory: How Feminist Ryan Gosling Saved my Academic Life”). For other examples of activities that make the SLIS environment intellectually stimulating, see section V.3.

**Standard III.3** The school has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

**III.3.1 The school has policies to recruit and retain faculty from diverse backgrounds.**

SLIS seeks to promote a diverse faculty and student body because (a) diversity promotes critical thinking and greater cultural competencies among faculty, staff, and students; (b) valuing all voices leads to better sustainable solutions to complex problems; (c) SLIS wishes to improve educational opportunities for underrepresented groups for both moral reasons, to improve society, and to recruit underrepresented students into the information professions.

The university is committed to increasing the diversity of its faculty and annually updates its Affirmative Action Policy, which governs hiring, and the campus Framework for Diversity and Inclu-
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sive Excellence, which was developed to guide broader discussions about achieving diversity goals on campus.

UW–Madison regularly and systematically updates its campus diversity plan, drawing on input from many stakeholders. For example, the diversity plan initially developed in 2008 was revised beginning in 2012 with a final report issued in spring 2014. The 2014 framework has four goals: (1) to promote shared values of diversity and inclusion; (2) to improve coordination of campus diversity planning; (3) to engage the campus leadership for diversity and inclusion; (4) to improve institutional access through effective recruitment of diverse students, faculty, and staff through effective relationship building with the wider community; and (5) to improve institutional success through improved retention ([Forward Together: A Framework for Diversity and Inclusive Excellence, 2014].)

SLIS adopts the goals and strategies recommended by the Forward Together report. These include goal 4, which focuses on improving institutional access and recommends financial support for programs to hire racially and ethnically diverse faculty, and goal 5, which focuses on retention of faculty and staff from underrepresented groups and recommends the creation of centrally managed exit interviews to provide an understanding of why people leave ([Forward Together, pp. 48–49].) All recommendations have not yet been implemented at the campus level. The campus, however, has in place a suite of tools available to support diverse faculty hiring. The University of Wisconsin–Madison’s Office of Equity and Diversity provides policies to guide departments through equitable recruitment and retention procedures to achieve a more diverse workforce. The Office of the Provost provides funding to recruit and retain faculty from diverse backgrounds through its Strategic Hiring Plan and Faculty Diversity Initiative. The Strategic Pipeline and Recruitment Fund through the Provost’s office also provides enhancement funding for diversity in recruitment and pipeline development.

SLIS utilizes available tools, including the following:

- SLIS received Strategic Pipeline funding in 2012 to support bringing an LIS PhD student from an underrepresented group to campus to build a relationship that might facilitate future hiring.
- SLIS participated in a cooperative faculty hire exercise with Asian American Studies to attract a Hmong American Studies faculty member. Asian American Studies controlled the hire, and unfortunately, the LIS-oriented candidate was not the final choice.
- SLIS worked with Computer Science to recruit a person of color to a non-tenure-track faculty position. This hire is still pending.

In addition to the suggestions in Forward Together, the university asks chairs in departments that are hiring faculty to attend a day-long workshop, led by the Women in Science and Engineering Leadership Institute (WISELI), on diversity, hiring, and unconscious biases. Both Pawley and Eschenfelder have attended WISELI.

The College of Letters and Science requires SLIS to include a diversity in recruitment plan with each hire; the plan identifies to which minority associations and allied professionals SLIS will advertise the open position. SLIS has used the following standard venues to distribute job announcements: ALISE jobs listing, ASIST jobs listing, JESSE list, CHI-JOBS list (depending on the nature of the position), ASIS-L list; and Chronicle of Higher Education. The SLIS search committee also posts job announcements in a variety of paper and Internet locations, some of which are focused on un-
derrepresented groups in the LIS field (e.g., REFORMA), to recruit a diverse set of applicants. The faculty compose a list of (a) diverse faculty in LIS and related fields and (b) faculty who do research on diversity, and email the job ad to these faculty, encouraging them to send it on to any colleagues or graduate students who might be interested.

Campus human resources regulations require that open position descriptions contain equal opportunity language as follows: “UW–Madison is an equal opportunity/affirmative action employer. SLIS promotes excellence through diversity and encourage all qualified individuals to apply.”

SLIS faculty race/ethnicity statistics are relatively comparable to national LIS faculty statistics reported in the 2010 ALISE statistical report as shown in Table III-17, except that SLIS currently has no Hispanic faculty or staff. SLIS currently has one African American faculty member (hired in 2001), one Asian American faculty member (hired in 2001), and one South Asian academic staff member (hired 2012). SLIS has academic staff members who identify as GLBTQ and as American Indian. Recent hires made SLIS faculty more international (Willett 2011 from the UK and Masse-mann 2013 from Canada). In addition, SLIS technology faculty are largely female (Eschenfelder, Salo, Shapiro), which helps attract female students to technologically advanced areas of the field.

Table III-17: Racial and Ethnic Makeup of SLIS Full-Time Faculty and Academic Staff

<table>
<thead>
<tr>
<th>Racial/Ethnic group</th>
<th>SLIS faculty (out of 15)</th>
<th>National statistics from ALISE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>3.32%</td>
</tr>
<tr>
<td>Asian</td>
<td>2 (13%)</td>
<td>10%</td>
</tr>
<tr>
<td>African American</td>
<td>1 (7%)</td>
<td>5%</td>
</tr>
<tr>
<td>White</td>
<td>12 (80%)</td>
<td>64%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>.73%</td>
</tr>
</tbody>
</table>

III.3.2 Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

When full-time tenure-track or instructional staff faculty are hired, the SLIS Department Administrator and Director provide them with relevant personnel policies. These include the university’s Faculty Policies and Procedures Manual and SLIS’s Policies and Procedures for Review of Assistant Professors (see appendix III-5). Discipline-specific tenure review guidelines are available at the Secretary of the Faculty’s website. Non-tenure-track faculty fall under the university’s Academic Staff policies. SLIS uses all relevant UW–Madison personnel policies to guide the annual review process of all faculty (tenure-track and non-tenure-track). Section III.8 provides more detail regarding review of faculty.

In addition, SLIS has local policies which are developed within and voted on by the Executive Committee and maintained in the Director’s Office including:

- Policy for Supplementary Funding for Preparing Online Courses (appendix III-14)
- Policy for Minimal Faculty Teaching Loads (appendix III-15)
• Policy for Travel Funding (appendix III-16)

Tenure and promotion policies are discussed elsewhere in this chapter.

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

III.4.1 The qualifications of each faculty member include competence in designated teaching areas, technological awareness, and effectiveness in teaching.

Competence in designated teaching areas

SLIS faculty degrees are in LIS or fields related to their teaching areas (see list of advanced degrees in section III.6, lists of required and Tier 2 courses taught in section III.1, and specifics of teaching assignments in section III.7). When possible, faculty draw on their own research and professional activities when teaching (see appendixes III-7, III-8, III-9). For example, Kaplan teaches Children’s Literature, Emergent Literacy, and Library Services to Children and Young Adults. She draws on knowledge and experiences gained from her research (including work on board books and early literacy, youth services staff training, and School Library Media advocacy), active involvement in professional organizations (including American Association of School Librarians, American Library Association, Association for Library Services to Children, and Wisconsin Educational Media and Technology Association), and through the grant-funded literacy program Allied Drive Literacy Time that she runs with SLIS students in an underprivileged area of Madison.

Faculty are encouraged to seek out the expertise of others in SLIS for guest lectures, advice on curricular support material, and pedagogy. Faculty and instructional staff share syllabi, assignments, and course materials, particularly in courses taught by multiple instructors, and especially in the three Tier 1 courses (LIS 450, LIS 451, LIS 551). For example, across the three sections of LIS 450 “Information Agencies and Their Environment,” instructors have common readings and assignments, and each faculty member provides two guest lectures to each of the other two sections. Faculty also share pedagogical strategies, particularly in relation to online courses.

Examples of regular guest lectures provided by SLIS instructors to other SLIS classes: Smith guest lectures on “the future of reference,” and shares her interview research with librarians about financial literacy and medical reference. Kim guest lectures about research methods. Salo guest lectures on linked data, unique identifiers, XML and database, open access, and institutional repositories. Eschenfelder guest lectures on licensing and copyright issues. Masemann guest lectures on archival concepts for librarians. Shapiro guest lectures on The Scout Report selection. Whitmire presents her research on outreach services in Denmark. Willett lectures on conducting interviews and focus groups with children.
Technological awareness

Course syllabi demonstrate SLIS faculty’s high level of technological awareness by showing how SLIS courses cover debates and issues related to media and technologies, as well as cover appropriate technological skills. See section II.3.3 for a list of how SLIS courses incorporate technology.

Further, faculty members employ various technologies for effective teaching. In addition to teaching online, a number of faculty have employed flipped approaches with students, that is, having them watch a recorded lecture ahead of time and devoting classroom time to activities; faculty regularly Skype in guest speakers; and technology is integrated into student projects and assessments such as blogs, wikis, and Pinterest assignments. A number of faculty require students to use Jing for various course assignments. SLIS faculty make regular use of the new suite of computers in the SLIS computer lab and a new SmartBoard. SLIS classes such as LIS 751 “Database Design” and LIS 861 “Information Architecture” use local SLIS servers that support student creation of online projects (see section VI.3 for details).

Faculty members also draw on expertise in the SLIS Library to plan technological components of their courses. The library staff supports the everyday operations of the SLIS Computer Lab and classroom, including the maintenance and procurement of software and hardware used in teaching. The library also provides access to novel technology for faculty to use in teaching, including a collection of e-readers and tablets and applications specific to those devices. In addition, upon faculty request, the library has designed and taught workshops focused on technology. Recent workshops have focused on Omeka, Google Documents, Koha, WordPress, and Drupal, among others.

In addition, faculty receive technology support from the Division of Informational Technology (DoIT), Learning Support Services in L&S, and the Design Lab. These organizations have offered SLIS support and advice on portfolios (technological and legal issues), iClickers, “active learning,” best practices in online teaching, components of Desire to Learn (Learn@UW), iMovie, Audacity, Sploder (videogame-making website), HTML and CSS, graphics software, and visual design principles. In addition, faculty can request customized technology training in class from a campus-wide service known as Student Software Training.

Effectiveness in teaching

SLIS monitors effectiveness in teaching primarily through course evaluations and peer reviews of teaching. Secondary sources of data on teaching effectiveness include students’ portfolios, surveys of upcoming SLIS graduates, and the practicum supervisor questionnaire (see section I.1 for more details on these assessment items).

Teaching evaluations

SLIS employs two types of teaching evaluations: form-based evaluations filled out by students and peer evaluations.
**Form-based evaluations:** Faculty members are required to administer the SLIS Course Evaluation (see appendix III-11) to all students in their courses. A similar instrument is used both for online and face-to-face courses. The course instructor, the Director, and the Associate Director review the results of these course evaluations each semester.

**Peer evaluations:** Each semester, SLIS conducts peer evaluations of instructors. The Director assigns each instructional staff member the review of at least two other instructional staff members. Review protocols are as follows:

- For tenure-track Assistant Professors: SLIS reviews all courses of Assistant professors each semester as required by the University tenure process.
- For non-tenure track faculty or retired faculty that continue teaching: SLIS reviews any new any new course taught by a non-tenure track faculty member. In addition, SLIS reviews each non-tenure track faculty member at least once per year.
- For all adjuncts: SLIS reviews any new instructor and SLIS reviews any course that is new to an instructor. For long term instructors who teach a specific class once per year, SLIS reviews teaching every third iteration of a class.
- For tenure track Associate Professors and Full Professors: SLIS offers tenured faculty the option of having a peer evaluation for promotion-package purposes or for consideration for teaching awards. The University does not require peer review of tenured faculty teaching.

Evaluators are instructed to schedule their observations before the last month of class. Evaluations for new instructors should occur as soon as possible to allow for mid-semester corrections. The evaluator should share a draft of the evaluation memo with the observed person and give the person a chance to respond and explain. SLIS stores final memos in the faculty member/instructor’s personnel folder.

Peer evaluations are used in systematic annual review processes. The Faculty Review Committee reviews tenure-track faculty peer evaluations as part of the annual review process each spring. The Associate Director reviews peer evaluations for adjuncts as part of rehire decisions. The Director review the peer evaluations for non-tenure track faculty as part of their annual evaluation process.

**Output of evaluation data**

**Tenure-track faculty:** In their annual review report, faculty members are required to list their teaching evolution scores for the year. They are also required to state what changes they plan to make to courses based on evaluation and feedback that they have received. For examples, see a collection of faculty annual reports from spring 2014 in appendix III-13. For tenure-track faculty, the faculty evaluation committee reviews annual reports. These reports influence promotion and tenure decisions.

**Non-tenure-track faculty:** Non-tenure-track faculty submit an annual review report to the Director (all those with teaching roles) or Associate Director. For academic staff faculty, the Director prepares an annual report based on the data, and the data goes into promotion decisions.

**Teaching awards**

Most UW–Madison teaching awards and grants are geared toward undergraduates. In 2008, Downey, who teaches large classes of undergraduates, was awarded funding from the Initiative for New Innovative Courses and the Committee on Outreach Education and Distance Learning. He
also received the William H. Kiekhofer Distinguished Teaching Award (2007) and the University Housing Honored Instructor Award (2008, 2010).

The College of Letters and Science (L&S) has repeatedly recognized excellence in SLIS instructional staff also. In 2011, Faculty Associate Kaplan received an L&S Academic Staff Early Career Award as recognition of excellent teaching and service to the community. Faculty Associate Salo received the same award in 2013 in part because of her superior teaching record.

III.4.1 cont'd... Active participation in appropriate organizations

SLIS faculty and staff are active in approximately 40 different professional organizations related to their research and teaching (see appendix III-7). These organizations represent a range of areas of interest and expertise as outlined in Table III-18:

Table III-18: SLIS Participation in State, National, and International Organizations

<table>
<thead>
<tr>
<th>Area</th>
<th>SLIS participation in national and international organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth</td>
<td>Association of Library Service to Children; Young Adult Library Services Association</td>
</tr>
<tr>
<td>School Library</td>
<td>International Association of School Librarianship; American Association of School Libraries</td>
</tr>
<tr>
<td>Archives</td>
<td>Society of American Archivists; Midwest Archives Conference</td>
</tr>
<tr>
<td>Ethics/Policy</td>
<td>Information Ethics Roundtable; Privacy Law Scholars</td>
</tr>
<tr>
<td>Libraries</td>
<td>International Federation of Library Associations and Institutions (IFLA); American Library Association; Association of College and Research Libraries; Wisconsin Library Association; Wisconsin Association of Academic Librarians; Wisconsin Public Library Association; Charleston Conference; Library Information Technology Association (LITA)</td>
</tr>
<tr>
<td>Medical/Health</td>
<td>American Medical Informatics Association; Medical Library Association</td>
</tr>
<tr>
<td>General Research</td>
<td>Association for Information Science &amp; Technology; Association for Library and Information Science Education; iSchools Conference; Association for Internet Researchers; International Communication Association; Modern Language Association; Information Seeking Behavior in Context (ISIC)</td>
</tr>
<tr>
<td>Tribal</td>
<td>Association of Tribal Archives, Libraries, and Museums</td>
</tr>
<tr>
<td>History</td>
<td>Society for the History of Authorship, Reading, and Publishing; Society for the History of Technology; The Society of Early Americanists; Society of Nineteenth Century Americanists; American Association for the History of Medicine</td>
</tr>
</tbody>
</table>

Further, faculty members have held numerous leadership positions, including president, executive committee member, secretary, and chair, of professional organizations; Special Interest
Group chair; Planning Committee member; Advisory Committee member; advisory board member; and conference planning co-chair and committee member (see appendix III-7).

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

Current SLIS faculty research and publish actively in the following areas (see also http://www.slis.wisc.edu/research.htm):

**Table III-19: SLIS Faculty and Academic Staff Publishing Areas**

<table>
<thead>
<tr>
<th>Category</th>
<th>Faculty Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>History: Print culture, library information, and information-technology history</td>
<td>Senchyne, Downey, Eschenfelder, Whitmire</td>
</tr>
<tr>
<td>User behavior and social aspects of information seeking and information use</td>
<td>Smith, Kim, Whitmire, Willett</td>
</tr>
<tr>
<td>Information policy and ethics</td>
<td>Smith, Eschenfelder, Rubel, Salo</td>
</tr>
<tr>
<td>Information quality and evaluation</td>
<td>Kim</td>
</tr>
<tr>
<td>Social informatics</td>
<td>Smith, Downey, Eschenfelder, Rubel, Willett</td>
</tr>
<tr>
<td>Youth: Digital youth, early literacy, history of board books</td>
<td>Willett, Kaplan</td>
</tr>
<tr>
<td>Cataloging and management of digital materials, and new standards in the organization of information</td>
<td>Shapiro</td>
</tr>
<tr>
<td>Publishing, electronic publishing, open access</td>
<td>Eschenfelder, Salo</td>
</tr>
</tbody>
</table>

Faculty are established researchers in their fields of expertise, as is evident in their publications and conference presentations and activities since 2007. Since 2007, SLIS faculty have published over 70 peer-reviewed journals articles, published in 50 conference proceedings, written or edited 20 books, and have given over 200 conference presentations. See appendixes III-8 and III-9 for details of publications and presentations and appendix III-17 for an overview chart demonstrating faculty productivity.

As active researchers in their fields, faculty members are regularly invited as guest speakers for different universities, organizations, events, and radio programs. Other professional roles include external examiners and tenure reviewers for universities; advisory board, task force, and committee members for various organizations including ALA and IMLS; reviewers for journal articles and grant proposals (IMLS, NSF, NLM); editorial board members (JASIST, Library Quarterly) and guest editors for journals; membership on scholarship committees, and columnists in Library Journal (see appendixes III-7, III-8, and III-9).

Faculty members participate in a number of campus research groups or projects, including the following:

- The Center for the History of Print and Digital Culture
- Wisconsin Institute for Discovery Living Environments Lab
SLIS is home to the Center for the History of Print and Digital Culture (Greg Downey, Director, and Jonathan Senchyne, Associate Director; Christine Pawley, former Director—now retired), which fosters the interdisciplinary study of print culture through lectures and colloquia, biennial conferences, and the University of Wisconsin Press series, Print Culture History in Modern America. The center encourages scholarly work on the authorship, reading, publication, and distribution of print and digital materials, produced by those at both the center and the periphery of power. A colloquium series takes place each semester and includes national and local experts. A biennial conference takes place in Madison focusing on a theme within print culture. Each conference results in a book, often co-edited by members of the SLIS faculty. For example, Downey edited *Science in Print: Essays on the History of Science and the Culture of Print* (2012); Robbins and Pawley co-edited *Libraries and the Reading Public in Twentieth-Century America* (2013).

SLIS faculty have successfully competed for major grants and awards from a variety of funding agencies and foundations, including the National Science Foundation, the American Society for Information Science and Technology, the Institute of Museum and Library Services, the Alfred P. Sloan Foundation, the Association for Library Service to Children, the Online Computer Library Center/Association for Library and Information Science Education, the National Endowment for the Humanities, the National Library of Medicine, the Social Security Administration, the American-Scandinavian Foundation, and various local and UW–Madison sources. Appendix III-10 indicates funding and awards secured by SLIS faculty (while employed by SLIS) since 2007.

**Standard 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. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

Faculty members have a variety of academic backgrounds, which broadens SLIS program content and enriches student learning. The faculty profile has become more multidisciplinary as recent appointments attracted new areas of expertise to supplement SLIS’s strengths in library and information studies. Current tenure-track faculty include the following:
Table III-20: SLIS Tenure-Track Faculty and Their Qualifications

<table>
<thead>
<tr>
<th>Faculty member—in tenure track</th>
<th>Highest degree earned</th>
<th>Institution granting degree</th>
<th>Year</th>
<th>Field of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Downey</td>
<td>PhD</td>
<td>Johns Hopkins University</td>
<td>2000</td>
<td>History of Technology and Human Geography</td>
</tr>
<tr>
<td>Eschenfelder</td>
<td>PhD</td>
<td>Syracuse University</td>
<td>2000</td>
<td>Information Transfer</td>
</tr>
<tr>
<td>Kim</td>
<td>PhD</td>
<td>University of Texas–Austin</td>
<td>1998</td>
<td>Library and Information Science</td>
</tr>
<tr>
<td>Rubel</td>
<td>PhD</td>
<td>University of Wisconsin–Madison</td>
<td>2006</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Senchyne</td>
<td>PhD</td>
<td>Cornell University</td>
<td>2012</td>
<td>English</td>
</tr>
<tr>
<td>Smith</td>
<td>PhD</td>
<td>University of Pittsburgh</td>
<td>2002</td>
<td>Library and Information Science/Medical Informatics</td>
</tr>
<tr>
<td>Whitmire</td>
<td>PhD</td>
<td>University of Michigan–Ann Arbor</td>
<td>2001</td>
<td>Higher Education</td>
</tr>
<tr>
<td>Rebekah Willett</td>
<td>PhD</td>
<td>University of London</td>
<td>2002</td>
<td>Education</td>
</tr>
</tbody>
</table>

Non-tenure-track faculty include:

Table III-21: SLIS Non-Tenure-Track Faculty (Academic Staff) and Their Qualifications

<table>
<thead>
<tr>
<th>Faculty member—academic staff</th>
<th>Highest degree earned</th>
<th>Institution granting degree</th>
<th>Year</th>
<th>Field of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Besant</td>
<td>PhD</td>
<td>University of Wisconsin–Madison</td>
<td>1999</td>
<td>Library and Information Studies</td>
</tr>
<tr>
<td>Bhasin</td>
<td>MA</td>
<td>University of Texas at Austin</td>
<td>2011</td>
<td>Library and Information Studies</td>
</tr>
<tr>
<td>Kaplan</td>
<td>EdD</td>
<td>University of Delaware</td>
<td>2006</td>
<td>Education</td>
</tr>
<tr>
<td>Salo</td>
<td>MA/MA</td>
<td>University of Wisconsin–Madison</td>
<td>1996/2005</td>
<td>Spanish/Library and Information Studies</td>
</tr>
<tr>
<td>Shapiro</td>
<td>MA</td>
<td>University of Wisconsin–Madison</td>
<td>1991</td>
<td>Library and Information Studies/Archives</td>
</tr>
<tr>
<td>Masemann</td>
<td>MA</td>
<td>University of Toronto</td>
<td>2009</td>
<td>Library and Information Science</td>
</tr>
<tr>
<td>Sloper</td>
<td>MA</td>
<td>University of California–Los Angeles</td>
<td>2007</td>
<td>Moving Image Archive Studies</td>
</tr>
</tbody>
</table>
While three non-tenure-track faculty have degrees from UW-Madison, a review of their CVs reveals that each had significant professional experience between finishing their degrees and taking a position at UW–Madison. For example, Besant had worked as an Assistant Professor at Florida State University’s LIS program, Shapiro had many years’ experience as a photo archivist, and Salo led institutional-repository and data-service projects at two academic libraries. Rubel is the only tenure-track faculty member with a degree from UW–Madison, and his UW degrees are in Law and Philosophy. He worked for many years as a lawyer and as a bioethicist before taking the position at SLIS.

Faculty and staff have close connections with a variety of national and international professional associations as indicated in Table III-22. Faculty have maintained continuing contact with the field through teaching, research, and professional service:

Table III-22: SLIS Faculty and Areas of Field Contact

<table>
<thead>
<tr>
<th>Field contact areas</th>
<th>SLIS faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic libraries</td>
<td>Whitmire, Kim, Salo, Eschenfelder, Bhasin, Masemann, Besant</td>
</tr>
<tr>
<td>Archives and records management</td>
<td>Smith, Shapiro, Sloper, Masemann</td>
</tr>
<tr>
<td>Community organizations</td>
<td>Besant, Kaplan</td>
</tr>
<tr>
<td>Data management, data archives</td>
<td>Downey, Eschenfelder, Salo</td>
</tr>
<tr>
<td>Digital humanities</td>
<td>Masemann, Senchyne</td>
</tr>
<tr>
<td>Information technologies and digital libraries</td>
<td>Downey, Kim Eschenfelder, Salo, Shapiro</td>
</tr>
<tr>
<td>Law libraries</td>
<td>Rubel</td>
</tr>
<tr>
<td>Medical libraries</td>
<td>Smith</td>
</tr>
<tr>
<td>Metadata and cataloging</td>
<td>Kim, Masemann, Shapiro, Kaplan</td>
</tr>
<tr>
<td>Public libraries</td>
<td>Eschenfelder, Smith, Willett, Besant</td>
</tr>
<tr>
<td>Publishing</td>
<td>Eschenfelder, Salo, Senchyne</td>
</tr>
<tr>
<td>School libraries</td>
<td>Kaplan, Klais, Willett</td>
</tr>
</tbody>
</table>

**Expertise with planning and assessment**

Current SLIS faculty have expertise with academic planning and assessment. For example, Eschenfelder participated in ALISE workshops on assessment in 2013. Eschenfelder and Downey participated in UW–Madison campus-level direct measure assessment workshops in summer 2013. Smith and Kaplan have attended ALA accreditation training at ALA midwinter, and Smith has served as an external assessor for the ALA’s Committee on Accreditation.

**Nurturing intellectual environment**

Faculty members and instructional staff participate in a wide variety of activities that nurture SLIS’s intellectual environment. They give presentations to diverse audiences, such as scholars in other disciplines on campus, practitioners and the public in local communities, and scholars and
practitioners in national and international meetings. For example, faculty and instructional staff have given presentations for UW–Madison’s General Library System cataloging interest group meetings, Library and Information Literacy Instruction forums, LITA student chapter meetings, forums in the School of Journalism and Mass Communication and the Gender and Women’s Studies department, webinars sponsored by SLIS’s Continuing Education unit, and public programs through the University of Wisconsin Alumni Association. At the national and international levels, faculty regularly present at research conferences such as the ASIST conference, the iSchools conference, ALISE, IFLA, Libraries in a Digital Age (LIDA), and ISIC, the Information Seeking in Context Conference.

SLIS also helps promote relevant local and national presentations and webinars to SLIS audiences. SLIS has promoted local presentations sponsored by the Center for Visual Cultures; the Center for the History of Print and Digital Culture; the Center for Research on Gender and Women; the Holtz Center for Science and Technology Studies; and other groups through mailing lists, social media, and flyers. SLIS also assists in publicizing events sponsored by student organizations (see section IV.5). SLIS encourages faculty, staff, and students to regularly attend and participate.

SLIS faculty collaborate with other disciplines and research centers at UW–Madison. SLIS has formal double-degree programs in Art History, Music, and Law. In coordination with the School of Business, SLIS offer certificates in Entrepreneurship and in Strategic Innovation (see section II.4).

In addition, the faculty are also involved in or affiliated with other research centers and programs on campus, including the Center for the History of Print and Digital Culture; Wisconsin Institute for Discovery Living Environments Lab; Games, Learning, and Society; the Holtz Center for Science and Technology Studies; the Center for the Humanities; the Center for Financial Security; the Digital Humanities Initiative; Research Data Services; the Literacies, Cultures, and Language Institute; Afro-American Studies; Gender and Women’s Studies; and Legal Studies.

**Standard III.7 Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.**

The full-time teaching load is two courses in a regular semester (i.e., the fall and the spring semester). Non-tenure-track faculty with 12-month contracts hold varying course loads in balance with non-instructional job duties; non-tenure-track faculty are expected to teach at least five courses in a year. Sometimes faculty members with nine-month contracts teach for additional compensation in the summer session (e.g., four weeks or eight weeks). In scheduling, SLIS tries to have faculty teach in their area of expertise, or develop regular teaching areas, so they can develop expertise and reduce teaching-preparation loads.

Teaching load may be reduced for a tenure-track faculty member with certain administrative assignments (e.g., Director). In addition, tenure-track faculty members are eligible for sabbatical leave according to university guidelines. SLIS also grants junior faculty a one-course reduction from teaching for one semester so that the faculty member can dedicate more time to research and publication as he or she prepares for tenure review.
The Associate Director coordinates scheduling in consultation with the SLIS Director. Scheduling aims to fulfill simultaneous goals: aligning teaching assignments with expertise, protecting pre-tenure faculty, ensuring that required courses and Tier 2 courses are taught by full-time faculty (or permanent part-time faculty), and ensuring equity in teaching loads across SLIS faculty.

SLIS faculty carry a substantial portion of the teaching load during the regular semesters, both on-campus and online. In summer, SLIS offers courses that are specialized, and/or in newly emerging areas, which helps students explore new areas. Summer courses are typically taught by non-tenure-track faculty, adjunct faculty, and PhD students, as the SLIS tenure-track faculty's summer is usually dedicated to research and writing.

In 2012, the SLIS faculty adopted teaching load principles that promote equity and require each faculty member to teach at least a certain number of required, large enrollment, or online courses (see SLIS Faculty Teaching Expectations Service Courses & Points System in appendix I-15).

Some courses that faculty members teach are closely related to their research areas. Table III-23 lists faculty's research areas with courses related to those research areas.

**Table III-23: Faculty and Courses Related to Their Research**

<table>
<thead>
<tr>
<th>Name</th>
<th>Research/publication areas</th>
<th>Related courses taught</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Tenure-track faculty</strong></td>
<td></td>
</tr>
<tr>
<td>Downey</td>
<td>History and geography of information technology and labor in social context</td>
<td>LIS 569 “History of American Librarianship”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIS 640 “Digital Divides and Differences”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIS 644 “Digital Tools, Trends, and Debates”</td>
</tr>
<tr>
<td>Eschenfelder</td>
<td>Information policy, intellectual property/digital rights management, social informatics, public libraries and financial literacy, government information/websites</td>
<td>LIS 861 “Information Architecture”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIS 755 “Electronic Resource Management and Licensing”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIS 710 “Research and Evaluation Methods”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIS 910 “Research Design &amp; Methodology”</td>
</tr>
<tr>
<td>Kim</td>
<td>User's information behavior; user-oriented information systems and services</td>
<td>LIS 561/822 “Information Use and Users”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIS 879 “Digital Libraries”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIS 940 “Information Use and Users in Context”</td>
</tr>
<tr>
<td>Name</td>
<td>Research/publication areas</td>
<td>Related courses taught</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Rubel   | Information policy and ethics; privacy; intellectual property; law; bioethics              | LIS 661 “Information Ethics and Policy”  
LIS 931 “Information Policy, Management & Institutions” |
| Senchyne| History of the book and print culture; American studies; material and visual culture; digital humanities | LIS 570 “History of Books and Print Culture” |
| Smith   | Consumer health informatics; medical vocabularies; personal health records                 | LIS 517 “Consumer Health Information”  
LIS 617 “Health Information Systems”  
LIS 975 “Information Organization and Access” |
| Whitmire| Library history, African American history, women’s studies                                   | LIS 569 “History of American Librarianship”  
LIS 640 “Information Services in Culturally Diverse Communities” |
| Willett | Children and youth; literacies; gender, play and learning, media and technology             | LIS 629 “Multicultural Literature for Children and Young Adults”  
LIS 631 “Young Adult Literature”  
LIS 639 “Information Literacy Pedagogy” |

**Non-tenure-track faculty**

<table>
<thead>
<tr>
<th>Name</th>
<th>Research/publication areas</th>
<th>Related courses taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Besant</td>
<td>Information services to underrepresented populations; library services to prisoners; social justice</td>
<td>LIS 450 “Information Agencies and their Environment”</td>
</tr>
<tr>
<td>Bhasin</td>
<td>Public services</td>
<td>LIS 826 “Library Information Literacy Instruction”</td>
</tr>
<tr>
<td>Name</td>
<td>Research/publication areas</td>
<td>Related courses taught</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Kaplan</td>
<td>History of early literacy reading materials; youth services</td>
<td>LIS 622 “Children’s Literature”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIS 640 “Emergent Literacy”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIS 772 “Library Services to Children &amp; Young Adults”</td>
</tr>
<tr>
<td>Masemann</td>
<td>Book history; library history; digital humanities; library and archives convergence</td>
<td>LIS 635 “Reference &amp; Information Services”</td>
</tr>
<tr>
<td>Salo</td>
<td>Scholarly communication; open access; data curation; organizational change in academic libraries</td>
<td>LIS 658 “Publishing, Knowledge Institutions, and Society: e-Revolutions”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIS 668 “Digital Curation”</td>
</tr>
<tr>
<td>Shapiro</td>
<td>Cataloging and management of digital materials; website design and usability; convergence of libraries, archives, and museums; digital versions of cultural heritage materials; project management</td>
<td>LIS 651 “Cataloging and Classification”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIS 853 “Metadata Standards and Applications”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LIS 861 “Information Architecture”</td>
</tr>
<tr>
<td>Sloper</td>
<td>Archives</td>
<td>LIS 734 “Introduction to Archives and Records Management”</td>
</tr>
</tbody>
</table>

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

**III.8.1 Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service.**

This section describes the procedures in place for the systematic evaluation of faculty. It begins with evaluation of adjunct instructors and then proceeds to evaluation of full-time faculty (tenure-track and non-tenure-track). It concludes with an overview of the University of Wisconsin tenure process.
Adjunct instructor evaluation practices

To promote quality in courses taught by adjuncts, the SLIS Associate Director works directly with face-to-face and online adjuncts to orient them to SLIS, relay orientation materials, and answer questions. SLIS maintains and distributes an instructor’s handbook for all part-time faculty that contains syllabus requirements, student responsiveness and grading expectations, teaching best practices, and other helpful material (see appendix I-13, “Instructor Handbook”). SLIS shares standard syllabi developed by full-time instructors with the part-time faculty to maintain consistency across sections.

The Associate Director also supervises a teaching assistant (TA) who works with face-to-face and online adjuncts to support adjuncts’ successful use of the Learn@UW courseware system, provide ongoing technical support for online courses, and promote activity-based learning among adjuncts. The TA directs instructors toward existing instructional design and software training videos. The TA also creates custom videos as needed to help remote online instructors resolve specific questions. These services are also available to full-time teaching staff.

Toward further systematization of quality assurance, beginning in fall 2014, the TA will review online course spaces of all adjuncts one week before classes begin to ensure that materials are posted, and will conduct an audit of each class two weeks after it has started to spot problems and alert the Associate Director.

To evaluate both face-to-face and online adjuncts, SLIS employs the same peer review evaluation used for classes taught by full-time SLIS faculty. A full-time SLIS faculty member (the peer reviewer) visits each adjunct’s class. If the adjunct is teaching for the first time, or known problems exist, the observation occurs very early in the semester. For online classes, the peer reviewer contacts the instructor to be added to a class; the peer reviewer looks over course materials such as the syllabus and week-by-week instructional materials; observes student-instructor interaction on discussion boards or other interaction platforms; and looks for evidence of the regular presence of the instructor in the course site such as news postings, responses to student questions, and the like. The peer reviewer writes a report that is shared with the instructor and sent on to be reviewed by the Associate Director and Director.

For student evaluations of face-to-face and online adjunct courses, SLIS employs the same student evaluation system used in classes taught by full-time SLIS faculty. For face-to-face classes, paper evaluation forms are distributed during one of the final three meeting times of the class. A student returns completed evaluation forms to the SLIS main office. The forms are delivered to the campus Testing and Evaluation service, which compiles results and emails them to the SLIS Administrator for distribution to the Associate Director and Director. For online classes, Testing and Evaluation sends all students registered for the class an email inviting them to fill out the course evaluation form in an online format. Scores are compiled and emailed to the SLIS Administrator for distribution to the Associate Director and Director.

Peer and student teaching evaluations are the major measure of quality for adjunct instructors and play a significant factor in decisions to rehire part-time faculty. The Associate Director and Director review peer evaluations and student course evaluations after each term.
When possible, SLIS prefers to create long-term relationships with excellent expert adjuncts, helping to support the quality and continuity of teaching and increasing the commitment of the instructors to the SLIS program and its students.

**Annual review of all faculty (tenure-track and non-tenure-track)**

Systematic evaluation of tenure-track faculty in SLIS is largely dictated by university-level Faculty Policy and Procedures rules; evaluation of non-tenure-track faculty must conform to Academic Staff Policies and Procedures (ASP&P).

All faculty (tenure-track and non-tenure-track) are subject to annual review regardless of rank. For faculty, College of Letters and Science salary exercises require use of faculty annual reporting and ranking exercises, therefore requiring that a process be in place. For non-tenure-track faculty, ASP&P chapter 10 explicitly requires an annual performance review with documentation be placed in the employee’s file.

SLIS uses its annual review forms, Activity Reports (see appendixes III-2 and III-6), to capture performance data on teaching, scholarship, and service activities and other duties as related to non-tenure-track faculty job descriptions.

**Tenure-track faculty:** For tenure-track faculty, the forms, along with copies of publications, go to a subcommittee of the Executive Committee. The subcommittee reviews and discusses materials and ranks each faculty member in three areas: research, teaching, and service. For pre-tenure faculty, research is weighted more than teaching or service. For post-tenure faculty, all three are equally weighted. The Director (who is an ex officio member of the subcommittee) produces a summary letter for each faculty member that places his or her performance in each of the three areas in the upper third, middle third, or lower third of the faculty.

**Non-tenure-track faculty:** For non-tenure-track faculty, the Director conducts an annual performance review based on the information provided in the form and an annual review interview.

The output of annual evaluations is used to consider promotions and salary increases if merit pay or other raise programs are available. For tenure-track faculty, information from the forms is also used to construct tenure packets as described below. For more information specific to teaching evaluations see “Teaching evaluations” above.

**Tenure-track faculty review for tenure**

SLIS Policies and Procedures (SLIS P&P) for the Review of Assistant Professors (see appendix III-5) follow the procedures and expectations laid out in the University Policies and Procedures and the Divisional Committee tenure review process (described below).

As outlined in the SLIS P&P, probationary tenure-track faculty members are assigned a two-member Oversight Committee and a two-member Guidance Committee from among tenured members of the faculty. The responsibilities of the Oversight Committee are to review the probationary faculty member each year based on the faculty member’s annual review form and critiques of published and draft scholarship to date. The Guidance Committee is selected from tenured faculty members who are not members of the Oversight Committee. This committee’s responsibilities include (1) explaining the procedures and requirements of the tenure system, (2) advising the probationary faculty member of published changes in SLIS goals or other circumstances that significantly
alter the opportunity for promotion to tenure, (3) advising on teaching methods and strategies, (4) suggesting research and publication possibilities, and (5) discussing and advising on current projects and writing. The Guidance Committee meets with the probationary faculty member once per semester.

In recent years, in light of trends toward more interdisciplinary research, a further external mentoring group has been established for each probationary faculty member, made up of two tenured faculty members from fields closely related to the probationary faculty member’s research. The role of external mentors is to advise on specific strategies connected with research and publications in their field of expertise.

The SLIS Director meets with new probationary faculty members within the first few months of employment to discuss procedures, desired evidence, and the time schedule for evaluation of the probationary faculty member. The Director also keeps the schedule of promotion and review for all probationary faculty. The Director may also assist the probationary faculty member in finding external mentors on campus.

In addition, female probationary faculty members are eligible to participate in a campus-level Women’s Mentoring Program that assigns them a further external mentor from another field to advise on research, publishing, work-life balance issues, and other issues. These mentor-mentee relationships are more informal and meet as needed.

Annual review process

According to SLIS policies and procedures, each spring the Oversight Committee submits an annual evaluation of the probationary faculty member’s performance (in the areas of teaching, research, and service) to the Director, and to the SLIS Executive Committee. The Director forwards the report to the Associate Dean of the College of Letters and Science, recommending an extension of the probationary faculty member’s contract for an additional two years. The College of Letters and Science then grants the recommendation based on the evidence provided.

Third-year review

At the time of the third-year review, a more robust evaluation is performed that may include solicited letters from the external mentors. The third-year review of probationary faculty mimics a tenure review in preparation for their university-level tenure review.

Review for tenure

The university tenure process is dictated by rules established and maintained at the university level but governed by four disciplinary divisions: Arts & Humanities, Biological Sciences, Physical Sciences, and Social Studies. Most SLIS faculty tend to fall into the Social Studies or Humanities divisions. While each division maintains its own guidelines, all require excellence in research, teaching, and service and evidence of national or international impact in research. Each requires external letters from senior professors at peer research institutions attesting to the research stature of the candidate.

Probationary tenure-track faculty at UW–Madison must submit tenure materials any time in their sixth year. Automatic one-year extensions are available for childbirth or adoption, and faculty may apply for extensions due to negative life experiences. SLIS tends to begin its tenure process the summer before the sixth year, seeking external letters in the summer and asking candidates to
submit research, teaching, and service statements providing evidence of excellence in the early fall. Before voting on a tenure decision, the SLIS Executive Committee reviews all the candidate’s research, teaching evaluations and materials, and service record in addition to the candidate’s statements and the external letters. The SLIS Executive Committee aims to vote on tenure decisions by December of the candidate’s sixth year.

If the Executive Committee votes to approve the candidate’s tenure bid, the Director and the Oversight Committee prepare a “Chair’s Memo” that presents the candidate’s case to the appropriate Divisional Committee, explaining the context of the LIS field and expectations of the field for scholarship, teaching, and service. SLIS submits most materials, including statements, external letters, publications, and teaching evaluations, to the Divisional Committee electronically (except for books). The Divisional Committee meets several times a month to review and decide on tenure cases. This committee reviews the evidence provided by the candidate within the context provided by the Chair’s Memo.

If the Divisional Committee approves the tenure case, it is forwarded to the Provost’s Office for final approval. If the case is not approved, the faculty member may appeal. If the appeal is not successful, then the faculty member has one year remaining on their contract.

**Post-tenure review and promotion**

University Faculty Senate policies require that academic departments have policies to review tenured faculty at least once every five years in order to “assess periodically each faculty member’s activities and performance, in accordance with the mission of the department, college, and institution in such a way as to determine that the faculty member is meeting his or her obligations to the university and the State of Wisconsin.” *(Faculty Senate Policy on Review of Tenured Faculty)*. SLIS reviews the teaching, research and service of all tenured faculty each year as part of its annual cycle of faculty and staff reviews. Tenured faculty report accomplishments and challenges using the annual activity report (See appendices III-6 and III-13).

SLIS follows College of Letters and Sciences procedures for promotion from Associate to Full Professor. The Letters and Science Handbook describes how promotion from Associate to Full Professor “is based on evidence that the candidate has made substantial contributions in research, teaching, and service after promotion to tenure. Promotion is based on merit rather than seniority” *(L&S Handbook, chapter 3)*. The handbook requires evaluation of Associate Professors at the fifth year and every year thereafter: “Associate Professors with more than five years in rank must be reviewed annually for possible promotion; however, an Associate Professor may request a review for promotion at any time.” As dictated by the L&S Handbook, the other Full Professors in SLIS evaluate each Associate Professor’s progress and vote on promotion to Full Professor. Evaluation of Associate Professors occurs after annual evaluation materials are ranked by the faculty evaluation committee. If the Full Professors agree that further consideration is timely, the candidate must prepare and present a package containing:

- a complete, updated vita;
- documentation of contributions to research, scholarship, and outreach since promotion to tenure, including a narrative analysis of the candidate’s research contributions that is intelligible to a reader not in the candidate’s specialty;
- documentation of teaching performance and other contributions to instructional effort, including advising and the development of curricular material; and
documentation of service contributions at the departmental, campus, and national levels. If the vote is positive, the Director of SLIS forwards the package of materials with a cover letter to the Dean of the College of Letters and Sciences, who makes the final decision (L&S Handbook). All SLIS recommendations for promotion to full have been approved (Downey, Eschenfelder, Kim).

III.8.2 Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

To the extent allowable within human resources regulations, SLIS involves stakeholders in the evaluation of all instructional faculty and staff.

**Students**

Major input mechanisms for students include the following:

- Course evaluation forms
- Annual Student Leader Lunch and SLIS Town Hall venues
- Informal conversations with SLIS’s Associate Director or Student and Alumni Services Coordinator, who take concerns anonymously to the Director, who will then review them and address them as appropriate

Students and alumni are also encouraged to write support letters for the above-described tenure process.

**Other faculty**

Tenured faculty must review and rank other faculty members’ overall performance in teaching, research, and service as part of the annual review process. Further, when a faculty member asks for promotion to Full Professor, all other Full Professors at SLIS review and vote on his or her performance materials.

Peer faculty and instructors have input into reviews. Peer evaluation is an important part of teaching evaluation. All courses taught by assistant professors are peer reviewed each semester. Non-tenure-track faculty are evaluated once per year and for every new course. Tenured faculty may request to be reviewed, and the Director reserves the right to review a course at any time. After the observation, the instructor and peer observer meet to discuss strategies for improvement. A written review memo goes to the Director and Associate Director and is kept on file.

**College-level review**

Performance evaluations for pre-tenure faculty (see appendix III-6) are reported to the College of Letters and Science each year. Evaluations for post-tenure faculty or non-tenure-track faculty are reviewed by the college only when a post-tenure or non-tenure-track faculty member seeks a promotion or when a problem occurs. It is the responsibility of SLIS to complete performance reviews and keep them on file.
STANDARD IV: STUDENTS

This chapter demonstrates how SLIS meets standards related to recruitment, admissions, financial aid, placement, and other student-related policies for both campus and online students. It demonstrates that SLIS provides current, accurate, and easily accessible information about the program to the public. It reviews SLIS’s systematic and holistic admissions criteria. It describes the many ways that SLIS provides ongoing evaluation and support for their educational experiences through advising and student support services. It provides an overview of the diverse, inclusive environment created by and for SLIS students. Finally, it highlights how the ongoing evaluation and planning processes include and contributes to improvement of student-related processes and policies.

Reading about SLIS’s compliance with Standard IV, reviewers will learn about:

- SLIS autonomy in admissions decisionmaking, and how SLIS cooperates with the UW–Madison Graduate School to conduct admissions.
- Ongoing SLIS efforts to increase the diversity of the student population.
- Publicly posted documentation on the SLIS website and in the MA Program Planning Guide that describes curricula, faculty, admissions requirements, financial aid availability, program level learning outcomes and student-related policies.
- The holistic SLIS admissions process through which the SLIS faculty and staff systematically evaluate candidates.
- The many ways that SLIS provides both curricular and career advising, and assessment of student progress throughout the course of the program.
- Examples of improvements to student-related policies and processes based on data from ongoing assessment: for example, SLIS’s expansion of career-services activities into credit classes.
- The range of active SLIS student organizations and increasing student participation in those organizations and related professional activities from 2012-2014.
- How SLIS students participate in SLIS’s ongoing evaluation and planning process related to academic and administrative policies and student activities through membership on standing committees (including the Curriculum Committee and Assessment Committee), SLIS student-leader lunches, and SLIS Town Hall meetings.
Standard IV.1 The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school’s mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school 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 school’s mission and program goals and objectives.

IV.1.1 The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school’s mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program.

Policies

SLIS has a “shared admissions” process with the UW–Madison Graduate School in which the Graduate School “sets only the minimum requirements” related to grade-point average, prior degree certification, English-language proficiency, and visa requirements and financial resources for international students. As the Graduate School explains, individual academic program admission requirements can be more rigorous than those set by the Graduate School, and programs have flexibility to develop their own admissions processes and criteria. SLIS admission standards meet or exceed the minimum admission requirements set forth by the Graduate School.

SLIS’s competitive admissions standards contribute to the SLIS strategic goal of “respond[ing] to the shifting needs of the information professions, while also maintaining a distinctive scholarly/theoretical orientation.” The admissions standards (equal in online and campus programs) foster a challenging learning environment by guiding reviewers to assess applicants in terms of their academic preparation to succeed at SLIS.

SLIS recruits, admits, and educates students to fulfill SLIS’s mission to “educate responsible leaders, critical thinkers, and creative innovators in the information professions who are adept in the creation, retrieval, use, and curation of information in all its forms, who are able to provide access to and understanding of information for all those who need or seek it, and who contribute to individual and collective knowledge, productivity, and well-being.” SLIS seeks students with a strong academic foundation as well as a demonstrated commitment to service and society.

SLIS aims to enroll an approximately 3-to-1 ratio of campus to online students, enrolling yearly cohorts of approximately 100 students, with about 75 on-campus and 25 online students per cohort. Given the professional job market’s limited ability to absorb graduates from LIS graduate programs, as well as to keep the student-to-faculty ratio low to allow more individualized attention, SLIS has consciously kept each year’s cohort similarly sized. SLIS has a single admissions cycle, with students applying toward the end of one calendar year to start the following fall.

The Graduate School provides a report that details application and admissions statistics by year for 10 years. After three years (2010–2012) of unusually high numbers of applications (reflecting a general increase in graduate school applications), SLIS has seen a return to more typical numbers (see appendix IV-1 for details).
Prospective students learn about SLIS’s admissions policies through the Future Students section of the website, where they can obtain information about online and on-campus master's programs. Admissions criteria for both programs are the same.

SLIS strives to support incoming and continuing students through providing financial aid through fair and equitable processes. University-level financial aid policies are determined by the campus Financial Aid Office. This website lists campus-level financial aid policies and points students to Free Application for Federal Student Aid (FAFSA) forms and provides information about campus-level scholarships, grants, student loans, and work study. The campus Financial Aid Office determines who receives campus-level aid, but all US citizens and permanent residents are eligible to apply.

SLIS also provides four types of financial aid: (1) recruitment scholarships funded through endowment funds and online program revenue, (2) continuing student awards, (3) travel funding to attend professional conferences and (4) a limited number of teaching assistant positions. All students who complete an application and are admitted are eligible for SLIS financial aid.

- **Recruitment scholarships:** The SLIS Student and Alumni Services Coordinator (hereafter referred to as Student Services Coordinator) determines recruitment scholarships in consultation with the Director. Financial need is the primary criterion used to determine recruitment scholarships; in some cases, however, endowment funds specify they should be used to fund students’ meeting specific criteria (e.g., interest in a public library career), so these criteria also drive award decision making.

- **Continuing student awards:** Additionally, SLIS provides awards given out each spring, which serve as financial aid. These awards are funded by endowments, all of which have selection criteria (e.g., that the recipient demonstrates innovative thinking). The SLIS Awards and Diversity Committee determines recipients of the awards, unless the endowment fund specifies that the recipient be chosen by the Director. In one case, the recipient is chosen by the donor each year.

- **Travel funding:** SLIS endowments also provide some funding for students to attend professional conferences. The Director manages these fund accounts with the aim of using them to encourage students to be leaders in the profession and to increase student participation in professional activities. Preference is given to (a) students who are presenting at conferences or participating in conference governance activities, and (b) state or regional professional conferences.

- **Teaching Assistant (TA) positions:** SLIS regularly hires 1-3 master's program students per semester to work as TAs for large enrollment undergraduate courses. TA position compensation includes tuition and a stipend. Hiring criteria include prior teaching experience, work with young adults/youth and online classroom experience. First and second year students are encouraged to apply.

SLIS students apply for and receive teaching assistant and project assistant positions in other departments that also include tuition remission and a stipend. Table IV-I summarizes the number of funded positions held by SLIS students from 2008-2013 according to the Graduate School SLIS Program Profile Report.
Table IV-1: Teaching Assistant and Project Assistant Positions Held by SLIS Students, Fall 2008 through Fall 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Campus Teaching Assistant Positions Held by SLIS Students</th>
<th>Total Campus Project Assistant Positions Held by SLIS Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>6</td>
<td>14</td>
</tr>
</tbody>
</table>

SLIS students can learn about financial aid through the SLIS web page Funding/Financial Aid, which includes information about tuition, federal financial aid, on-campus employment, and a list of scholarships awarded to incoming students. SLIS advertises available teaching assistant positions through the SLIS Digest and the New Students blogs which advertise to all students. Other university research and teaching assistant positions are advertised through campus level human resource office Student Jobs Center.

In addition to the extensive information about admissions and financial aid provided on its website, SLIS holds both on-campus and online open houses in October to offer a brief overview of the program and to answer questions for potential applicants; both sessions are available via Adobe Connect and recorded for online access after the events.

**Input from constituencies**

SLIS constituencies, including students, alumni, and employers, have input into administrative policies related to admissions, financial aid, and placement via:

- SLIS Advisory Council, Alumni Board, and Curriculum Committee membership;
- student leader lunches, graduates survey, and exit interviews;
- practicum supervisor and guest speaker relationships with SLIS; and
- informal interaction at conferences and outreach projects.

Examples:

- **Admissions:** Advisory Board members suggested, and SLIS’s review of employment forecast reports showed, the need for more science, engineering, technology, and medical (STEM) librarians. Based on this, SLIS has encouraged students with STEM backgrounds to apply, and these applications are flagged during the admissions process as a target area for admission.
- **Placement:** Employers at conferences and SLIS’s Advisory Board stress that work experience creates better-prepared graduates. Based on this feedback, SLIS raised the practicum requirement to require a 120-hour experience for all students in 2012.
• Placement: In exit interviews, students suggested they would like placement services to be integrated into courses. Based on this, the SLIS Student Services Coordinator has moved some career services into LIS 620 “Field Project in Library and Information Studies” and LIS 450 “Information Agencies and Their Environment.”

### IV.1.2 The school 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 school’s mission and program goals and objectives.

SLIS aims to admit a student body each year of 75% on campus students and 25% online students. In Spring 2013, the SLIS study body included 156 campus students (76%) and 48 online students (24%) for a total of 204 students.

Most SLIS students come from the upper Midwest including Wisconsin, Minnesota, Illinois, Iowa, the Dakotas and Michigan. The UW–Madison Office of the Registrar’s Enrollment Report shows that in Spring 2013, 105 students had Wisconsin residency for tuition purposes and 99 students did not. SLIS typically enrolls 1-3 international students each year. About 59% of the student body have full time student status. About 20% of each class is male and 80% is female.

As shown in Table IV-2, the percent of targeted minorities in the student body remained stable in this accreditation period. (Information about the racial and ethnic demographics of each year’s applicants and admitted students is also available on pages 1–2 of the Graduate School SLIS Program Profile). Table IV-2 shows that although a larger number of white applicants consistently apply each year compared to racial and ethnic minorities, the number of minority applicants has increased steadily since 2007. The number of offers to minority applicants has also increased. SLIS has not been able to significantly increase the number of actual enrollments in proportion, but when students from diverse backgrounds are enrolled, they are retained and graduate at the same rates as the general SLIS student population.

### Table IV-2: Domestic Target Minority Student Applications, Admits, and Enrollments, 2007–2014

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority applicants</td>
<td>15</td>
<td>13</td>
<td>15</td>
<td>24</td>
<td>18</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>Offers made to minority applicants</td>
<td>12</td>
<td>10</td>
<td>9</td>
<td>13</td>
<td>11</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Minority enrollments</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>10</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
</tbody>
</table>

SLIS is aware that issues of cultural competencies and climate must undergo continuous, innovative improvement both inside and outside its classrooms for all students to have a learning environment consistent with the SLIS mission and program goals and objectives, including working in groups and partnering in diverse communities. Faculty, staff, and students provide programs, classes, and groups that address several types of diversity: race, age, gender, religion, sexual orientation, disability, and more. For information about courses that emphasize the diverse communities that infor-
information agencies serve, see section II.3.4. For information about student groups that address diversity issues, see section IV.5. Faculty and instructional annual reports require faculty to report on how their activities have addressed diversity.

SLIS has a specific goal in its strategic plan to “support projects that address diversity.” Further, SLIS strategic priorities (see section I.1) call for SLIS to increase endowment funds to support scholarships for students from underrepresented groups. Further, the visibility of SLIS’s public-good orientation in its strategic goal, its vision and missions statements, and the many projects at SLIS that address public-good concerns attracts many applicants specifically interested in working in diverse communities. While SLIS has made some progress with building a more diverse student body, the average 8% enrollment of students from underrepresented groups is below the state’s 17% nonwhite residents and well below the country’s projected diversity demographics in the coming years.

SLIS actively works to recruit and retain students who reflect the diversity in North America and is supported by the University of Wisconsin–Madison Graduate School’s commitment to diversity. The Graduate School provides financial support to eligible students as Advanced Opportunity Fellowships, and has created support through the Multicultural Graduate Network program to encourage all targeted underrepresented graduate students to connect with each other, with the campus, and with Madison’s wider communities. SLIS also provides scholarships from SLIS endowment funds.

SLIS offers community and financial support to statistically and historically underrepresented populations in the library and information studies professions. Table IV-3 below demonstrates funding for these underrepresented students provided through the state-funded Advanced Opportunity Fellowship (AOF), as well as through LIS Access Midwest Program (LAMP), the IMLS-funded project based at the University of Illinois. Both these funding sources include full tuition/fees and a stipend. Some students were awarded fellowships for multiple years. For a complete list of scholarships available to SLIS students (which includes diversity support beyond AOF and LAMP), see section IV.2.

Table IV-3: Number of SLIS Master’s Students Receiving AOF or LAMP Funding by Year

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Master’s students receiving AOF or LAMP funding by year</th>
<th>Domestic targeted minority students enrolled</th>
<th>Total # enrolled master’s students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008–2009</td>
<td>6</td>
<td>16</td>
<td>216</td>
</tr>
<tr>
<td>2009–2010</td>
<td>4</td>
<td>12</td>
<td>203</td>
</tr>
<tr>
<td>2010–2011</td>
<td>4</td>
<td>16</td>
<td>202</td>
</tr>
<tr>
<td>2011–2012</td>
<td>2</td>
<td>13</td>
<td>210</td>
</tr>
<tr>
<td>2012–2013</td>
<td>6</td>
<td>13</td>
<td>202</td>
</tr>
<tr>
<td>2013–2014</td>
<td>6</td>
<td>15</td>
<td>208</td>
</tr>
</tbody>
</table>
SLIS takes recruiting action to encourage completion of applications from students of color within the boundaries of state and federal law. All completed applications are judged by the same admissions criteria, and information from the recruitment process (e.g., about eligibility for financial aid) are not used in making admissions decisions. To encourage completion of applications from students of color, when applications from students of color are started in the online application system, they are flagged so that the SLIS Student and Alumni Services Coordinator can encourage completion by contacting the eligible applicant directly with scholarship information and personal introductions to current students, staff, and faculty who can talk about their SLIS experiences.

As part of recruiting, the Student Services Coordinator connects admitted students from diverse populations with current students of color, who serve as ambassadors and share information about their educational experiences and the community at SLIS to encourage the admitted applicants to attend SLIS.

SLIS does not require the Graduate Record Examinations (GRE) for admissions. This policy supports SLIS’s goal of establishing a large and diverse application pool, as considerable research demonstrates correlations among GRE scores, gender, and ethnicity that do not reflect actual graduate success potential.

As part of its recruiting efforts, SLIS travels to various professional conferences oriented toward diversity issues to reach out to prospective students, including prospective students from a wide range of ethnic and socioeconomic backgrounds. The list of recruiting conference visits from the last several years includes the following:

- Association of Tribal Archives, Libraries, and Museums (ATALM)
- Joint Conference of Librarians of Color (JCLC)
- Wisconsin Library Association
- Iowa Library Association
- American Library Association Diversity Fair
- Minnesota Library Association
- Public Library Association
- Tri-State Library Conference—Dakotas and Mountain Plains States
- Illinois Reaching Forward Professional Development Conference for Library Staff

Having current students of color talk about their experiences at SLIS with potential applicants is a powerful recruiting approach. SLIS reaches out to underrepresented potential students by supporting both staff and student participation in the above-mentioned conferences. At conferences, SLIS student representatives are available to talk one-on-one with prospective students at the SLIS information booth to make them feel welcome, listen to their interests, and talk about whether SLIS is a good fit for their goals. In some instances SLIS representatives also present talks about diversity-related activities at SLIS. SLIS has funded students to attend ATALM and JCLC. Student representatives also benefit by receiving funding to travel to the conference and receiving training about how to interact with information booth visitors. They gain experience with public presentations and practice their professional networking.

In recent years, SLIS has advertised to make its extensive alumni base more aware of its online program, with the goal of increasing applications from students of color to that program. To attract a diverse pool of applicants, SLIS places program advertisements in the conference programs of the
above-listed conferences and also conferences at the Michigan Library Association and Illinois Library Association. SLIS has advertised its online program in the SLIS alumni and friends newsletter Jottings & Digressions, as well as in College and Research Library News.

To attract diverse students, SLIS highlights diversity-related student organizations in its marketing materials, program information webinars, and prospective student tours. Highlighting the activities organized by groups like the Tribal Library, Archives, and Museums Group, the student REFORMA chapter and the LGBTQ Student Group informs students of the community at SLIS, creating an inclusive and welcoming environment.

Also in recent years, SLIS has begun to recruit students of color in UW undergraduate programs through a “pipeline” approach by connecting to more diverse UW–Madison undergraduates through campus initiatives and exposing diverse undergraduates to information careers through SLIS’s undergraduate Digital Studies courses.

- SLIS is seeking to create partnerships with undergraduate campus-level student diversity support programs to create a pipeline of recruits for the master’s program. In 2013 and 2014 the SLIS Director and Student Services Coordinator met with staff from the Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE program), the POSSE program, and the College of Letters and Sciences Center for Academic Excellence program to brainstorm connections between those programs and SLIS undergraduate offerings.
- SLIS also connects with undergraduate students of color through campus events such as the Graduate School Summer Research Fair, which targets underrepresented students from STEM fields.
- SLIS participates in the UW-Libraries Information Specialist Internship Program (ISIP), which recruits undergraduates from historically underrepresented groups to gain paid experience through a series of 8- or 12-week modules that introduce them to various aspects of the information professions. The undergraduates do not have to be interested in librarianship per se to apply, but the intent is to increase their awareness of possibilities, and the program has occasionally resulted in students deciding to pursue an LIS graduate degree.
- Faculty also host underrepresented undergraduate research assistants through the Undergraduate Research Scholars program. For example, Associate Professor Ethelene Whitmire has worked with two undergraduate students of color.

SLIS’s diversity recruiting efforts have improved the number of applicants, admitted students, and enrolled students from underrepresented groups since 2007 (for raw data see Table IV-2, below). Unfortunately, SLIS’s current endowment for scholarships is not sufficient to provide competitive funding for top admitted students from underrepresented groups. The SLIS Student Services Coordinator follows up with all admitted students of color to find out why they do not choose SLIS and has learned that the dominant reason SLIS loses excellent diverse students is that peer programs offer them full scholarships. To address this challenge, SLIS added new strategic priorities (see section I.1) to increase endowment funds to support scholarships for students from underrepresented groups. Negotiations with potential donors are ongoing.

Another challenge facing SLIS in meeting its diversity goals is the small number of in-state, academically prepared students of color in the potential SLIS admissions pipeline. As the UW Office of Academic Planning and Institutional Research’s 2011 Pipeline Report, which tracks undergraduate admissions, explained, one difficulty in achieving recruiting goals is “the very small number of [aca-
well-prepared graduates” in the state of Wisconsin. Many well-prepared SLIS applicants are from out of state and would require scholarships to cover the higher cost of out-of-state tuition.

SLIS faces several funding-related challenges in increasing enrollment of more underrepresented students. First, the cost of attending UW–Madison, especially given high out-of-state tuition rates, can be a barrier. Further, strongly qualified out-of-state students of color often receive multiple scholarship offers, and SLIS currently does not have sufficient endowment funds to match these offers. Given this challenge, SLIS has targeted fundraising for scholarship for students of color as a strategic priority (see section I.1). This will involve the creation of a scholarship fund with specific diversity goals, organized in conjunction with key alumni who support the fundraising effort. The new fund will be advertised via the SLIS Jottings newsletter and the SLIS fundraising website.

For in-state students, Wisconsin’s populations of color tend to be clustered in Milwaukee County, which is well served by the SOLS program at UW–Milwaukee. It is difficult for SLIS to draw qualified students of color from Milwaukee County to Madison.

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**Standard IV.2** Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.

SLIS makes current, accurate, and easily accessible information on the program available on its website, and when appropriate in printed form:

- Program goals and objectives are listed on the SLIS mission, strategic plan, and program-level learning outcomes pages.
- Descriptions of curricula appear in multiple documents posted to the SLIS website, including the Course Requirements for the master’s program in Library and Information Studies, the SLIS MA Program Planning Guide, and the University of Wisconsin–Madison Course Guide.
- Information on faculty is linked through the faculty webpage, individual faculty research pages (e.g., Downey, Salo) and the overall SLIS research page. Recent faculty accomplishments also appear on the SLIS news page and in the Jottings & Digressions alumni newsletter.
- Admission Requirements are clearly explained, as well as instructions about how to apply, and the timeline for admissions.
- Information regarding financial aid is available from the Funding and Financial Aid page.
- Information about how SLIS evaluates student performance appears in the SLIS MA Program Planning Guide, portfolios, and SLIS program-level learning outcomes.
- Information about career services and placement assistance can be found through the Career Services section of the website and on the Current Students page, the Future Students page, the Community Engagement page, and the Practicum page on the SLIS website.

Other policies and procedures related to students can be found in the MA Program Planning Guide, which is maintained on an ongoing basis, with significant changes made in time for a newly matric-
ulating class to have the information before starting. A master copy of the guide is kept on a shared file server; updates are sent to Salo, who is tasked with maintaining the file. Annually, in early spring, the Associate Director and Salo review the planning guide, seeking input from the Director and others as needed to include all changes in policies and procedures before it is republished on the web.

To more clearly communicate information to applicants and students, SLIS engaged in a website redesign process from 2009 to 2011, directed by the SLIS Communications Committee. In 2011, the website moved to a content-management system that allowed content creators to update all student information more quickly on the SLIS website. SLIS updated all its brochures in 2011–2013. These changes have enabled more timely distribution of updated information.

The percentage of master’s students who received financial aid from SLIS endowments and the total amount of scholarship money provided by SLIS endowment funds are listed below by year:

Table IV-4: Master’s Student Funding by Year: Percentage of Students and Amount Given from Endowments

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Percentage of master’s students receiving financial aid at campus level</th>
<th>Amount given for scholarship from SLIS endowments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–2014</td>
<td>71.9%</td>
<td>$85,000</td>
</tr>
<tr>
<td>2012–2013</td>
<td>71.0%</td>
<td>$81,050</td>
</tr>
<tr>
<td>2011–2012</td>
<td>78.1%</td>
<td>$80,200</td>
</tr>
<tr>
<td>2010–2011</td>
<td>73.7%</td>
<td>$74,700</td>
</tr>
<tr>
<td>2009–2010</td>
<td>72.5%</td>
<td>$71,070</td>
</tr>
<tr>
<td>2008–2009</td>
<td>68.8%</td>
<td>$61,000</td>
</tr>
</tbody>
</table>

More detailed information about financial aid received can be found in section V.3.3.
Standard IV.3 Standards for admission are applied consistently. Students admitted to a 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 a program, a program’s goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.

IV.3.1 Standards for admission are applied consistently. Students admitted to a 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.

Admissions standards

As described earlier, SLIS admission standards meet or exceed the minimum admission requirements set forth by the Graduate School of the University of Wisconsin–Madison. All students applying to the SLIS master’s program must meet the following admissions criteria:

- **Prior degree**: A bachelor’s degree from a regionally accredited US institution, or a comparable degree from an international institution.

- **GPA requirements**: SLIS requires a minimum undergraduate grade-point average (GPA) of 3.00 on the equivalent of the last 60 semester hours (approximately two years of work) or a master’s degree with a minimum cumulative GPA of 3.00. Applicants from an international institution must have a strong academic performance comparable to a 3.00 for an undergraduate or a master’s degree. All GPAs are based on a 4.00 scale.

- On occasion, SLIS will offer admittance to an applicant with an undergraduate GPA below a 3.0. If a thorough and extensive review suggests other aspects of the application moderate the weaker undergraduate GPA, SLIS will write a statement to the Graduate School outlining the case for admittance. The Graduate School Admissions Dean must approve admittance. In most of these cases, SLIS and the Graduate School admit these students on academic probation for the first semester of study; students must demonstrate their ability to achieve a minimum 3.0 GPA their first term to be taken off probation and continue the program. Students are made fully aware of the conditions of their acceptance if they start on academic probation.

- **ESL**: Applicants whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency score that meets minimum standards established by the Graduate School.

  The required scores are:

  - Minimum TOEFL requirement: 92 internet (iBT); 580 paper-based test (PBT)
  - Minimum IELTS requirement: 7.0
  - Minimum MELAB requirement: 82

- **References**: Applicants must provide three reference letters from individuals who describe the applicant’s personal qualifications, probable success in graduate study, leadership ability,
and professional promise. In addition to the letter, reference providers are asked to rank the applicant using a seven-point scale on the following criteria: academic ability, community engagement, creativity, critical thinking skills, interpersonal skills, leadership, oral expression, professional promise, technology skills, and writing ability (see recommendation form in appendix IV-3).

**Application process**

Applying to the SLIS master’s programs is a two-step process. First, prospective students apply for graduate study at UW–Madison via an online application to the Graduate School that includes submission of the materials from three references mentioned above. Applicants then complete the SLIS or program-specific requirements of the application, which include the following:

- Resume
- Official transcripts from the applicant’s undergraduate institution(s), and graduate institution(s) when applicable.
- Reasons for Graduate Study essay: Maximum of 1,200 words describing the applicant’s aspirations for their time at SLIS and their career. Among other things, applicants may discuss what they hope to accomplish from the program, their reasons for choosing UW–Madison’s SLIS program, their tentative career goals, and their leadership experience and potential for leadership in the profession. Since diversity of experience contributes to the enrichment of SLIS and of the profession, applicants are encouraged to discuss any relevant factors differentiating them from other applicants, such as cultural, economic, and educational aspects of their backgrounds. They may also mention particular skills and experiences (e.g., foreign languages, technology skills, travel). If they are applying to the online program, they are asked to explain why they are choosing that option.

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**IV.3.2 Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program’s goals and objectives, and the career objectives of the individual.**

All faculty participate in the admissions process as reviewers for applications to the master’s program. The SLIS Student Services Coordinator coordinates the process, including assignment of applications to multiple reviewers, sorting of reviewed and scored applicants into decision categories based on reviews, and managing the review schedule. The Student Services Coordinator also reviews applications, focusing especially on review of applicants in the following high-interest categories: (1) underrepresented ethnic minorities, (2) applicants with STEM education background and/or strong interest in science librarianship, and (3) online program applicants. The Student Status Examiner downloads and assembles the application files and includes the demographic information from the program’s admissions database for the reviewers’ reference.

All applications are reviewed by at least two faculty or academic staff reviewers. Applications are given both a numerical score (0 to 27; 27 is best) and a qualitative decision, using a rubric revised in 2008 (see appendix IV-12 and IV-3). The application review process emphasizes a holistic review of each applicant; all materials are reviewed by each reviewer (essay, letters of reference, resume, and transcript). The rubric was designed so that no one area of evaluation could place an applicant into the “yes” or “no” category. All factors evaluated are added up to determine which decision category (Recommend Admission, Waitlist, Deny) the applicant is placed in.
When reviewer recommendations vary by more than one qualitative decision category, the file is reviewed by an additional committee member, usually the Associate Director or Director.

Depending on the number of slots available for both the on-campus and the online programs, admission is recommended for those applicants with the highest qualitative decisions, followed by numerical scores if more qualified applicants exist than slots. Numerical scores are also used to rank the priority order of waitlisted applicants. The recommendations are then sent to the Graduate School Admissions Office for review by staff. On occasion, the Graduate School suggests admitting proposed applicants (those with a lower undergraduate GPA) on academic probation for the first semester. This requires students to achieve a 3.0 during their first semester.

IV.3.3 Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.

The program’s focus on thorough and holistic application reviews results in a high student retention rate (see appendix IV-2 for raw data) and a high level of academic success; as specified by the standard, SLIS students “possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.”

Data analysis shows the following retention rates for SLIS master’s students:

Table IV-5: Master’s Student Retention Rates

<table>
<thead>
<tr>
<th>Entering class</th>
<th># entering students campus/online</th>
<th># not completing degree campus/online</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>72/—</td>
<td>3/—</td>
</tr>
<tr>
<td>2009</td>
<td>75/—</td>
<td>1/—</td>
</tr>
<tr>
<td>2010</td>
<td>77/29</td>
<td>0/3</td>
</tr>
<tr>
<td>2011</td>
<td>76/25</td>
<td>1/3</td>
</tr>
<tr>
<td>2012</td>
<td>63/14</td>
<td>1/1</td>
</tr>
<tr>
<td>2013</td>
<td>75/28</td>
<td>Unknown/2</td>
</tr>
<tr>
<td>2014</td>
<td>TBA</td>
<td>Unknown</td>
</tr>
</tbody>
</table>
Standard IV.4 Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

IV.4.1 Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school.

Curriculum and specializations (program components)

SLIS encourages students to keep their career goals and the changing professional landscape in mind as they complete their program of study. Students are urged to view multiple facets of their time in the program, not just coursework, as key components of their graduate education and training. These additional components include community building (connecting through student and professional organizations), developing project and interpersonal management skills via student work teams, and service learning and hands-on application of coursework through field placements, internships, and the part-time information agency jobs that the majority of SLIS students have during their time in the program.

The SLIS curriculum provides flexibility that allows “individual needs, goals, and aspirations to be met” within the budgetary constraints of the program. For example, campus students needing flexibility due to work or family obligations can take courses that are available online, with the exception of Tier 1 courses, which are limited to the online cohort to ensure availability. When SLIS cannot make certain specialized electives available online, it works with students to find alternatives through the WISE Consortium. SLIS online students have taken medical and law specialization courses through WISE to develop desired specializations. Independent studies are also an option for campus and online students needing highly specialized preparation (see section II.6 for more information about the SLIS curriculum and how it “allows individual needs, goals, and aspirations” of both campus and online master’s students to be met; see section II.7 for information on how SLIS assesses the curriculum, and the degree to which the curriculum provides students what they need to succeed in the information professions).

As mentioned in section IV.4.3, students are encouraged to explore the varied and changing career paths available to them upon graduation:

- **Specializations:** Specializations are offered as suggested courses of study, with the exception of the School Library Media program, which has specified requirements to meet Wisconsin state requirements for someone to be a librarian in a public school. Students are encouraged to choose electives that fit their evolving interests and career goals in consultation with their advisors. Many specialization lists include outside suggested courses; for example, see Youth Services (for more examples see section II.4).
- **Coursework outside SLIS:** Students may take up to nine credits of coursework outside of SLIS courses, allowing them to leverage the high-quality offerings in other UW–Madison academic departments. For example, many students build technology skills and knowledge outside SLIS’s technology course offerings through programming courses in Computer Science or educational-technology courses through the School of Education. In 2013, SLIS began a partnership with the School of Business’s Weinert Center to offer SLIS students certificates in
Entrepreneurship and Strategic Innovation as part of their SLIS master’s degree (for more examples see section II.4).

- Transfer credit: While most UW–Madison graduate courses outside SLIS are not at this time available online, online students can take advantage of universities near where they live if they wish. All students may also take “outside” graduate-level online LIS courses at other institutions as approved by their advisor.

**Active, coherent community building**

SLIS considers community building an essential component of students’ program of study. SLIS models community building through helping students become part of SLIS’s vibrant learning community. SLIS also encourages students to join and support student groups and LIS professional communities and provides funds for students to attend professional conferences (see section V.3), to smooth the transition from student to professional (see section IV.5.2 for more detail about student groups).

**IV.4.2 Students receive systematic, multifaceted evaluation of their achievements.**

Students receive systematic multifaceted feedback on their progress and achievements from the start of their program. Evaluation of their achievements occurs in both ungraded and graded form.

**Program-level learning outcomes**

During orientation, at the very start of the program, SLIS introduces students to the SLIS program-level learning outcomes as a set of learning goals to achieve, and as a means to guide their professional development.

**Portfolio**

Orientation also introduces students to the portfolio requirement. The SLIS portfolio helps students tie the entirety of their graduate education to the program-level learning outcomes; it is a tool for ongoing reflection, self-assessment, and professional growth as students track their achievement of program-level learning outcomes and reflect on achievements and challenges.

As students progress in their program, the portfolio provides a significant opportunity for ungraded feedback as advisors and students talk about what students are putting in their portfolio and how those artifacts demonstrate learning outcomes. For more information about the portfolio, see section II.1. SLIS also assesses how well its student body as a whole is achieving the learning outcomes through the portfolio, as described in section I.1.

**Technology Gateway**

Also at the start of their program, students assess their own technology skills via the Technology Self-Assessment exercise, and then complete the Technology Gateway exercises. As described in section II.1, the Technology Gateway modules include tasks that all students must complete to expose them to minimum levels of proficiency with common technologies they need to succeed as graduate students. All students are encouraged to identify tasks that proved challenging, and then
to determine strategies for increasing competence in those areas through, for example, coursework, noncredit online courses via the UW’s license to Lynda.com, and other workshops.

**Coursework**

Evaluation of achievements through coursework is quite varied. Course syllabi contain multifaceted assignments, including group projects, individual work, oral presentations, and service learning. Methods of evaluation include exams and quizzes, research and reflection essays, individual feedback on homework assignments, instructor and fellow group member feedback on group projects, and self-assessment via reflective assignments.

**Practicum**

As discussed in section II.1, all students are required to complete a three-credit, 120-hour field placement or practicum via LIS 620/C&I 620 “Field Project in Libraries and Information Agencies” or LIS 826 “Field Project in Library and Information Literacy Instruction” (LILI). At the start of the practicum the student must state learning objectives related to the program-level learning outcomes. At the end of the field placement, the faculty coordinator for LIS 620 talks individually with the student and the supervisor (and may meet with both parties together) to discuss how agreed-upon learning objectives were or were not met. Site supervisors are asked to complete a feedback survey, which inquires about a subset of program-level learning outcomes, at the end of the placement to evaluate the student’s work and the field placement process (see the second continuation of section I.1 for more information).

For LIS 826, there are periodic check-ins with the site supervisor during the semester. At the end of a term, the student completes a written self-evaluation, and the supervisor also evaluates the student in writing; the course instructor meets with both together to discuss the evaluations. In addition, the student’s teaching mentor is also asked to write an evaluation of the student’s performance during their face-to-face instruction sessions. Beginning in 2013, LILI site supervisors also complete the feedback survey, which addresses program-level learning outcomes. Survey instruments are available in appendix I-2. Data from the site supervisor questionnaires from fall 2011 and on is summarized in the SLIS Annual Assessment Reports. Earlier site-supervisor data is available in SLIS paper files.

**Awards**

Another form of feedback is the celebration and promotion of students’ accomplishments through annual SLIS student awards, as well as posting of individual and group achievements and honors in the SLIS friends and alumni newsletter and SLIS social media channels. Additionally, each spring SLIS students are inducted into the local chapter of the Beta Beta Epsilon chapter of the Beta Phi Mu honor society based on GPA and rankings by the departmental staff and faculty. At SLIS’s graduation ceremony each May, student award winners are brought onstage to be acknowledged and presented with an award certificate.
Welcome to the SLIS program

Even before students arrive for online or on-campus orientation events, SLIS provides a welcoming environment and guidance via a variety of communication channels, including face-to-face visits, email, and phone contact. In March 2012, SLIS began to invite newly admitted students to a private “Recently Admitted Students” blog that provides extensive just-in-time information on topics to help incoming students orient themselves and begin the transition to becoming a SLIS graduate student. Recognizing that many incoming students have the same questions or concerns, the Recently Admitted Students blog provides a clear channel for program-related information, humanizing the information by providing it in a friendly manner. For example, the SLIS Student Services Coordinator and Director send out welcome messages with photos on the blog over the summer (see appendix IV-9 for a screenshot of example blog content).

Orientation and socialization

Since most incoming students do not arrive on campus until orientation, SLIS provides virtual advising (Q&A) sessions for both the on-campus and the new online cohorts before their fall course registration date. The Director, Associate Director, Distance Program Coordinator, and Student Services Coordinator provide a program overview and answer questions about course selection, housing, campus life, balancing workload, and other topics of interest to new students.

Both online and campus students have orientation periods. The distance students visit SLIS for five days of “bootcamp” in August, during which SLIS provides orientation and students begin their coursework. Campus students have a one-day orientation in late August. During their respective orientation programs (see example schedules in appendixes IV-4 and IV-11), new on-campus and online students meet advisors, instructional staff, faculty, and student and administrative services staff. In addition, they attend workshops and social events to help them acclimate to the program.

In mid-September, incoming students join current students on the SLIS Digest Blog (see appendix IV-10 for a screenshot of blog content) as specific needs of welcome and orientation to the program fade into the background. Content on the current students blog includes social, academic, and professional development events; scholarship and other funding opportunities; student job opportunities; and internship positions.

Ongoing advising

Each semester, students are required to meet with their assigned advisors (in person or via phone or Skype) to discuss course selection before registration for the upcoming term. Starting in 2012, advisors also asked students about the progress of their portfolios. Understanding that a student’s interests and advising needs may change, SLIS offers students a “no-fault advisor switch policy” that allows them to switch advisors at any time without needing to explain their decision to the originally assigned advisor. Advising tools such as the SLIS website, checklists in the master’s planning guide, and course listings help advisors and students plan, make informed decisions, and evaluate students’ progress through the program. SLIS developed an advising best practic-
es/FAQ document in 2013 to better orient new faculty to the purposes and responsibilities of advising (see appendix I-6).

**Academic advising**

SLIS students are required to meet with their academic advisors at least once per semester face-to-face or via phone or Skype. All SLIS teaching faculty and staff perform advising. Advising meetings focus on course selection and developing the student’s professional focus, as well as serve as a check-in on the student’s portfolio. Advisors and students are guided by the Advising FAQ (appendix I-6) and the SLIS MA Program Planning Guide, which spells out degree progress expectations and related policies, referring to **Graduate School policies** when SLIS policies are not more stringent.

**Counseling and support**

While this academic advising may address life challenges, SLIS advisors are trained to connect troubled students with both the SLIS Student Services Coordinator and relevant campus offices when higher levels of support are needed. Should concerns arise with a student in class or an advisee, instructors and advisors are instructed to notify the Director, Associate Director, or Student Services Coordinator as soon as possible. The student services team then works with the student, the student’s advisor, the instructor, and any appropriate campus offices to resolve the issue. Campus offices that are common referrals include the McBurney Disability Center, Dean of Students, Graduate School Academic Services, University Health Services, Counseling Services, and the Writing Center. SLIS has brought in speakers from campus offices to present to faculty and staff on various student-guidance topics, including disability resources, academic misconduct, nonacademic misconduct, and creating an inclusive climate for all. The SLIS Student Services Coordinator is often a main point of contact to coordinate help.

**Mentoring**

In addition, SLIS students receive valuable informal mentoring from their hourly work and practicum supervisors. SLIS emphasizes the value of part-time jobs at information agencies at orientation and during student advising. The SLIS Student Services Coordinator works with students on obtaining entry-level hourly positions and then advancing toward more professional positions. SLIS recognizes the value of the mentoring students receive from the practicum and work supervisors SLIS cultivates.

**Career services**

**Career development** is an ongoing component of SLIS students’ graduate education, woven throughout the program in coursework; specific career-development events; student involvement with student and professional organizations; and hands-on experience through practicums, internships, volunteer opportunities, and student employment. SLIS offers the same resources and services to students in the online program as to on-campus students. Online students can participate remotely when events take place at SLIS (or access the archived recording later) and have access to individual feedback services via phone, chat, or e-mail. The overall goal is to instill a career-focused mindset in students as early as possible and to provide the job-search process knowledge and training needed to make them competitive in the LIS job market.
The Student Services Coordinator (see interview) is the staff person with primary responsibility for career services to students and alumni. The Student Services Coordinator coordinates career services and events for SLIS. This includes bringing in speakers and LIS professionals to present seminars, webinars, and workshops about job hunting, applying, and interviewing; partnering with SLIS’s division-level career services office (Letters & Science Career Services); meeting one-on-one with students (in person and via phone) to provide cover letter and resume feedback, interview practice, and general advice; and working with faculty to incorporate career-development exercises into courses.

SLIS offers services and resources to help get students career ready from the minute they start the program.

Career events

SLIS offers a series of career events throughout the year, including presentations by subject experts, panels of senior professionals and new professionals, one-on-one appointments, and skill workshops. Events are scheduled in the evenings or over the lunch hour when classes are not in session to maximize students’ ability to attend. The sessions are live-streamed via Adobe Connect so that online students and on-campus students who are off-site can participate. One-on-one services are offered in person and via phone/Skype for the same reasons. All group events are recorded and then made available to all students and alum via the SLIS Career Services wiki (see below).

The series is listed below, with attendance numbers for the 2013–2014 academic year:

Fall semester

- How to Write an Effective Cover Letter for the LIS Professions (19)
- Interviewing Skills and Strategies (Led by a Career Advisor from the Letters & Sciences Career Office, tailored to SLIS students) (17)
- Career Advice from LIS Hiring Professionals (panel) (34)

Spring semester

- Interviewing Skills and Strategies (workshop repeat) (17)
- Individual cover letter and resume review appointments with local professionals (38)
- Recent LIS professionals (panel) (21)

SLIS’s 2014 assessment report states that many students have attended one or more SLIS Career Services events in person or online (see 2014 assessment report).

Career preparation in the classroom

LIS 620 “Field Placement in Library and Information Studies” The Student and Alumni Services Coordinator conducts a workshop each semester for students taking 620 on writing effective cover letters. The workshop takes place face-to-face for the on-campus students and via Adobe Connect for the online students. LIS 620 instructors incorporate additional career-related assignments into their class, including practice talks and practicing soft skills such as communication. In-class sessions include assignments and discussions on writing effective resumes and cover letters, interpersonal communication, and presentation skills (see appendix IV-8 for example handout).
**LIS 450 “Information Agencies and Their Environment”** Beginning in the fall of 2013, the Student and Alumni Services Coordinator began joining the students’ introductory course for one class period to teach students how to conduct a skills inventory and self-assessment based on a desired future job position they were assigned to locate (see appendices IV-6 and IV-7). The goal of this assignment and the in-class small group discussion was to get students thinking right away about career planning and to take active steps to acquire the skills, knowledge, and experiences needed to be competitive in the future LIS job market. This exercise also introduces new students to the Student and Alumni Services Coordinator as a point of contact for future career assistance.

**Additional courses:** Several other SLIS courses include assignments that weave career skill building into classes. For example, in LIS 644 “Digital Tools, Trends, and Debates” and LIS 732 “Strategic Information Services” students write and review resumes, practice job talks, or complete a professional network exercise. Some classes invite visits from professionals from a particular specialization or visit LIS professionals at their job sites (e.g., LIS 722 “College and University Libraries,” LIS 732 “Strategic Information Services”).

An additional benefit of including career activities in classes is increasing student awareness of the array of help that SLIS Career Services provides. Individual career appointments with the Student Services Coordinator have increased since the inclusion of these in-class exercises.

**Individual career services**

All SLIS students are encouraged to make individual appointments with the Student Services Coordinator for assistance with career planning and strategy, job hunt strategy, individual resume and cover letter review, practice interview preparation, and job offer negotiation. (This service is also offered to SLIS alumni after graduation.) Students who will be giving job talks as part of their interview are encouraged to work with SLIS’s Public Services Librarian and LILI instructor, Anjali Bhasin, to strategize, prepare, and practice their presentations.

Assessment data in 2014 showed that students are very satisfied with the one-on-one services provided by SLIS Career Services (see 2014 assessment report).

**Additional campus resources**

In addition to the career resources offered within SLIS, students can take advantage of other offices on campus. **L&S Career Services** is for the entire college, which includes SLIS, and provides cover letter and resume review, interview practice, and assistance identifying career interests and options. The UW–Madison Writing Center offers feedback on cover letters, resumes, and other written assignments, and the Graduate School Office of Professional Development and Engagement offers workshops on career-related topics such as creating an individual development plan (IDP) for graduate students. Some SLIS students seek review and feedback from both the Student and Alumni Services Coordinator and other offices, such as L&S Career Services, as multiple perspectives are valued and encouraged.

**Career Services wiki**

The **SLIS Career Services wiki** was launched in March 2012 and is open to current SLIS students, staff, faculty, and alumni. Students and alumni must create a user account to gain access. The wiki was designed to be a one-stop shop for vetted resources on LIS career development. It con-
tains links to materials including, but not limited to, resume and cover letter preparation, interviewing basics, information profession career paths, internships, negotiating offers, and how to update skills for a midcareer transition. All recordings of career events are made available to current students and alumni via the wiki.

Assessment data collection from 2014 showed that some students are not aware of the valuable materials available on the SLIS Career Services wiki. SLIS will further market the Career Services wiki to increase awareness and use.

**Library materials**

Students also have access to a career collection via the SLIS Laboratory Library. Whenever possible, e-book versions are acquired along with print versions of the books so that online students have comparable access to the collection.

**Student groups**

In addition to program-provided services, several SLIS student organizations provide career event offerings tailored to their group members’ needs. For example, the SAA student chapter organized and held three career events in fall 2013, which included “Archives Job Speed Dating” (an introduction to archiving intern and volunteer opportunities in the Madison area), and “Everything You Wanted to Know about Archives but Were Afraid to Ask” (a panel of archives professionals).

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**Standard IV.5** The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

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**IV.5.1** The school provides an environment that fosters student participation in the definition and determination of the total learning experience.

SLIS students bring rich and varied experiences and aspirations to their graduate studies. SLIS encourages and supports them in truly being “adult learners” characterized by motivation and self-direction. The SLIS environment fosters student participation in the definition of the total learning experience, as evidenced by professionalization behaviors, which SLIS tracks in the **SLIS Annual Assessment Reports**. As shown in the table below, student participation in professional activities has increased over the past three years.

**Table IV-6: Student Participation in Total Learning Experience from SLIS Annual Assessment Reports**

<table>
<thead>
<tr>
<th>Activity</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students hold employment while in school relevant to their career interests.</td>
<td>88.9%</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>Students volunteer in an area related to their career</td>
<td>41.8%</td>
<td>49%</td>
<td>57%</td>
</tr>
</tbody>
</table>
As described in sections IV.1.1 and V.3, SLIS provides endowment funds to support student travel to professional conferences. For example, in fiscal year 2013, SLIS spent $9,906 to support student travel to a variety of professional and research conferences, including YALSA, ALISE, ALA Annual, the Wisconsin Library Association conference, the Wisconsin Association of Academic Libraries conference, the Midwest Archives conference, a conference titled “Archival Growth in the Modern Age,” the Association for Moving Images Archives conference, and the Society for American Archivists annual meeting. In addition, each year students actively participate in SLIS committees as described in standard IV.5.3 (see Appendix III-1 for committee rosters and I-19 for minutes).

### IV.5.2 Students are provided with opportunities to form student organizations . . .

SLIS supports the work of student organizations and the creation of new student organizations. Currently, there are 17 student organizations, five of which launched between 2011 and 2013. The new groups include but are not limited to the LGBTQ Student Group, the Young Adult Book Club, and MetaDiners. Current student organizations include ALA-SC (American Library Association Student Chapter); Allied Drive Literacy Time; ALSO (Academic Librarianship Student Organization); Association of Moving Image Archivists; Jail Library Student Group (JLG); K–12 Literacy, Information and Beyond Group; LITA (Library and Information Technology Student Group); LGBTQ; MetaDiners; Print Culture Society; REFORMA Student Group; SAA (Society of American Archivists Student Chapter); SLA (Special Libraries Association); SLIS Coding Initiative; SLIS Doctoral Students Association; Tribal Libraries, Archives, and Museums (TLAM) Student Group; and the Young Adult Book Club.

The table below summarizes information provided by the student group leaders about the size of their membership in spring 2014.

**Table IV-7: Student Groups and Memberships**

<table>
<thead>
<tr>
<th>Student organization name</th>
<th>Spring 2014 membership (estimated by student-group leader)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Librarianship Student Organization</td>
<td>9</td>
</tr>
<tr>
<td>ALA–Student Chapter</td>
<td>20–30</td>
</tr>
<tr>
<td>Jail Library Group</td>
<td>15–20</td>
</tr>
<tr>
<td>K–12 Literacy: Information and Beyond</td>
<td>6</td>
</tr>
<tr>
<td>LGBTQ Student Group</td>
<td>6</td>
</tr>
<tr>
<td>REFORMA: The National Association to Promote Library and Information Services to Latinos and the Spanish Speaking</td>
<td>6</td>
</tr>
</tbody>
</table>
SLIS Coding Initiative 14
Society of American Archivists–Student Chapter 25–30
TLAM: Tribal Libraries, Archives, and Museums 10

Every fall, new students are encouraged to join student organizations at the fall on-campus orientation, where professional and student organizations introduce themselves. The introductions are followed by an organization fair, during which organization representatives talk individually to students. While student organizations need not have a faculty advisor, many do. SLIS offers general support to student groups by providing physical space in the library, student organization T-shirt and book sale opportunities in the library, and a student organization leadership listserv. Additionally, the SLIS Director began hosting an annual fall student leadership lunch in 2010.

While SLIS encourages and supports student organizations, they are student-directed and have autonomy to determine their own direction and programming. Student organizations have sponsored guest speakers, films, mentoring programs, software training, workshops, library tours, social outings, and much more. In 2011, two LIS Access Midwest Program (LAMP) scholars organized a diversity series, co-sponsoring more than 13 events with different student organizations. Guest speakers included representatives from the ALA Office for Diversity. Student organizations have also reached out to online students; in fall 2013, the ALSO group chose an online student to serve as an officer. Student organizations have prioritized support for professional development by creating mentoring programs, bringing in current professionals, and organizing participation in regional and national conferences. For example, the ALA Student Chapter routinely participates in the ALA Student to Staff Program and selects a student representative to attend the ALA annual conference (with funding) through a merit-based selection process involving an essay contest. Involvement in student organizations and professional associations has also contributed to recent graduates being selected to participate in postgraduation professional programs including ALA Emerging Leaders, the National Library of Medicine fellowship program, and the North Carolina State University fellows program.

IV.5.3 Students . . . participate in the formulation, modification, and implementation of policies affecting academic and student affairs. . .

SLIS encourages its master’s students to participate in the formulation, modification, and implementation of policies affecting academic and student affairs. An important formal mechanism for participation is as student members of department committees. Students serve on several standing SLIS committees, including the Assessment Committee and Curriculum Committee. Each committee has both first-year master’s student and one second-year master’s student. Besides attending and participating in committee meetings, student committee members may be assigned tasks similar to those of any other member, and they are asked to help seek input and feedback on potential actions or policy changes from their wider student colleagues. Students are valued members of these committees, given that they not only have good suggestions but also continually check that proposals make sense from a student perspective. For example, students on the As-
Student participation in policy decisions also takes place through regular information sharing and input meetings. Beginning in 2009, SLIS has held a town hall meeting each spring, during which the Director solicits input on upcoming priorities and new policies and goals. The SLIS Director’s fall lunch with student leaders provides an additional opportunity for sharing and feedback. In 2012, approximately 18 student leaders attended this lunch, representing at least eight student organizations. During the lunch, the Director asked the students to provide input into the SLIS strategic plan, leading them through a planning exercise similar to one she facilitated with SLIS faculty and staff. The input was then brought back to a SLIS plenary meeting in which it was evaluated and, when applicable, incorporated into the broader SLIS strategic plan. In 2013, the Director hosted a similar lunch and met with 11 student leaders who provided feedback on the accreditation process and the draft program plan.

In addition to formal student-feedback processes, students can also shape decisions through work with ad hoc committees or proposals. SLIS archives students are participating in the redesign of the archives curriculum in conjunction with faculty and employer stakeholders on the ad hoc “Archives Curriculum Re-Design Team” and through providing survey feedback about the redesign. In another example, in 2008, while working with Professor Louise Robbins on a community priorities assessment for the Red Cliff Ojibwe, a small group of students recognized the need for more in-depth education on the information issues facing Wisconsin’s First Nations communities. With Professor Robbins’s encouragement, the students prepared a sample syllabus and proposed a class that subsequently became known as Tribal Libraries, Archives, and Museums (TLAM). Known for its service learning and engagement opportunities with First Nations communities, the TLAM course continues to draw positive evaluations for its balanced emphasis on cultural awareness and professional skills development. Further, as a result of high student interest and involvement, the TLAM student group evolved and continues some projects between class semesters. The TLAM group also works with the grant-funded Convening Culture Keepers, a series of networking and professional development mini-conferences for tribal librarians, archivists, and museum professionals.

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

As described in section I.1, SLIS has developed a systematic program planning process that regularly evaluates the degree to which SLIS academic and administrative policies and activities regarding students are accomplishing objectives. This section summarizes assessment tools and processes that are integral to evaluating student-related policies and procedures and provides examples of how results of evaluation influence program development.

Overall, evaluation is driven by the Assessment Committee (which includes student members), which is charged with implementing assessment activities and presenting results via annual SLIS Assessment Reports. These reports provide a basis for systematic re-consideration of program el-
elements: At the August retreat the faculty debates changes, reviews plans, and delegates goals to standing committees (e.g., Curriculum) for ongoing action. The SLIS Student Services Coordinator is also a central stakeholder in evaluation of student-related functions. The Student Services Coordinator both collects assessment data and draws on evaluation data to improve student services.

**Evaluation data sources for student policies**

The following data sources are commonly used in planning and evaluation of student-related policies and processes:

*Portfolio (direct measure):* The portfolio has been required since the fall 2012 entering class. The 2012 class graduated in May 2014 and SLIS conducted its first full review of graduates’ portfolios in spring 2014.

*SLIS graduate survey (indirect measure):* This surveys all graduating students each spring. Student Assessment Committee members participate in the design and fielding of the survey.

*Exit interviews (indirect measure):* Each year SLIS conducts exit interviews with graduating student volunteers, and in 2014 included a random sample of graduates.

*Placement surveys (indirect measure):* Each summer, the SLIS Student Services Coordinator conducts a *job placement survey of recent graduates* one year after graduation. In addition, SLIS recently conducted a longer-term analysis of careers of graduates since 2007 as described in section I.1.

*Career services events evaluation forms:* SLIS uses evaluation forms to assess individual career services events and uses feedback to improve programming.

**Examples of assessment**

This section provides examples that demonstrate how SLIS systematically evaluates whether academic and administrative policies and activities regarding students are accomplishing objectives.

**Evaluation of SLIS placement locations and rates**

SLIS collects both short-term and medium-term placement data. Data on the types of jobs graduates hold influence decisions about what types of career services to provide. For example, reflection on placement data and other data has encouraged SLIS to make development of career pathways for information jobs outside of libraries, archives, and schools a higher priority. Both short-term and longer-term job placement data show a sizable number of graduates holding these types of jobs. At the same time, data from the Bureau of Labor Statistics on projected job growth in the information fields point to greater employment opportunities in these areas. Finally, the most recent graduate survey shows that 15% of graduates most strongly identified as either “information management” or “information technology” specialists. Longer-term jobs data described below show that 15% of alumni have jobs in non-library/archive/school information-management areas. These data show that there is need for increased student support in this area while also maintaining strong services for students interested in traditional career areas.

Short-term placement data also suggest that the policies and procedures SLIS has developed to ready students for the job market are effective. Job placement rates have remained good, even during the recession (see section IV.6.3 for more information about assessment of SLIS Career Services...
and the 2014 assessment report). In the 2013 *Library Journal* employment issue, SLIS’s responding graduate placement rate was 69%, the second-highest placement rate of those schools reporting data.

The table below shows employed graduates, unemployed graduates, and the number of graduates whose employment status is unknown because they did not respond to the survey. This data are also available in the publicly posted SLIS Employment Data Report.

**Table IV-8: 2013 Master’s Student Employment Data**

<table>
<thead>
<tr>
<th>Class of:</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of SLIS graduates</td>
<td>93</td>
<td>90</td>
<td>93</td>
<td>80</td>
<td>78</td>
</tr>
<tr>
<td>Employed</td>
<td>73</td>
<td>51</td>
<td>66</td>
<td>56</td>
<td>54</td>
</tr>
<tr>
<td>Student</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Unemployed, not seeking work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Unemployed, seeking work</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>14</td>
<td>35</td>
<td>24</td>
<td>20</td>
<td>21</td>
</tr>
</tbody>
</table>

These regular reports provide information about the types of organizations at employ SLIS graduates. The most recent SLIS survey data show that in the past two years most students have obtained work in public libraries, academic libraries, special libraries, and in other fields. Longer-term data (2007–2013 graduates) show that SLIS alumni tend to be employed in public (30%) and academic (26%) libraries, followed other information professional (15%), archives (11%), and K–12 educational environments (7%). For more information on this data see section I.1.

**Table IV-9: 2007–2013 Alumni Employment Settings**

<table>
<thead>
<tr>
<th>Employment setting</th>
<th>Percentage of placements</th>
<th>Number of known placements (n = 454)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public libraries</td>
<td>30%</td>
<td>135</td>
</tr>
<tr>
<td>Academic libraries</td>
<td>26%</td>
<td>118</td>
</tr>
<tr>
<td>Other information professional (e.g., corporate, nonprofit, IT, other)</td>
<td>15%</td>
<td>66</td>
</tr>
<tr>
<td>Archives/records</td>
<td>11%</td>
<td>50</td>
</tr>
<tr>
<td>K–12 schools</td>
<td>7%</td>
<td>32</td>
</tr>
<tr>
<td>Other (student, other work, homemaker)</td>
<td>4%</td>
<td>16</td>
</tr>
<tr>
<td>STEM libraries (academic, medical centers)</td>
<td>3%</td>
<td>15</td>
</tr>
<tr>
<td>Law (firms or libraries)</td>
<td>2%</td>
<td>9</td>
</tr>
<tr>
<td>Government</td>
<td>2%</td>
<td>9</td>
</tr>
</tbody>
</table>
Assessment of the portfolio experience

SLIS evaluates students’ experiences with the portfolio, including the perceived utility of the portfolio in preparing for a professional job search, the level of satisfaction with the support provided for portfolio creation, and the usability of the portfolio system. Evaluation of the student portfolio experience via the graduate survey and exit interviews has highlighted several areas for further improvement:

- Most students currently do not perceive the portfolio as valuable for their job hunt.
- Students do not feel they have adequate support to complete their portfolios.
- Students desire improved portfolio instructions and more examples (see 2014 SLIS assessment report for more details).

The SLIS faculty will discuss strategies to address these issues at the 2014 August retreat.

Past actions taken to improve the student portfolio experience include the following:

- Beginning in 2012, all advisors were instructed to talk to students about their portfolios during advising. In anticipation of the first round of required portfolios in spring 2014, in fall 2013 SLIS asked all advisors of upcoming graduates to open their graduates’ portfolios and provide feedback.
- Beginning in fall 2013, an introduction to the portfolio was included in online-student bootcamp, new student orientation, and the Technology Gateway requirement. All entering students had set up their portfolio accounts by the end of September 2013.
- Some Tier 1 and Tier 2 courses, notably LIS 450 “Information Agencies and Their Environment,” now strongly suggest in the syllabi that students upload materials to their portfolios.
- All instructors of the practicum class LIS 620 devote class meetings to presentation of portfolios and peer feedback on student portfolios.

Assessment of Career Services

SLIS’s ongoing assessment processes have pointed to three target areas for further improvement in Career Services: (1) increasing student awareness and use of the Career Services wiki, (2) finding new ways to remind students of existing services so they can take advantage of them, and (3) further developing pathways and career consulting materials related to information jobs in non-library/archive/school settings.

SLIS uses events evaluation forms to assess and improve individual Career Services events. For example, feedback on a resume review event led SLIS to require students to submit resumes further in advance of the resume workshop to give reviewers more time to assess the documents.

Every few years the graduate survey includes questions on Career Services. Overall data show high levels of satisfaction with Career Services (see SLIS assessment reports). The graduate survey data also show increasing trends in students’ holding jobs related to the profession during their SLIS program. Because the SLIS Student Services Coordinator also supports students in finding career-related work during their program, these data are an indicator of success in meeting a program goal.
In some years (e.g., 2014) exit interviews include questions on Career Services. For example, the 2014 exit interviews with 28 graduates included questions that assessed student awareness of and experiences with SLIS Career Services programming. Major findings included the following:

- The vast majority of students interviewed had made use of one-on-one SLIS Career Services and were very satisfied. Fewer students (6) employed College of Letters and Sciences career services.
- Most students had attended one or more SLIS Career Services events (face-to-face or online) and found them helpful.
- Most students were not aware of the useful resources available in the SLIS Career wiki, suggesting the need for more marketing of this valuable resource.

The annual activities report of the SLIS Career Services Coordinator is another source of data on student-related policies and activities. As documented in these reports, SLIS Student Services has begun new initiatives to strengthen SLIS’s career services, including:

- Expanding the number and frequency of career services events as well as increased availability of formal opportunities for individual assistance.
- Improving communications about career development through the creation of a new SLIS Career Services wiki, regular posting to the student digest blog, and increasing activity on a SLIS LinkedIn group.
- Improving communication about jobs for both students and graduates by turning listservs into blogs, which make posting by staff and employers easier and allow for better content search capability.
- Improving communication about career information to employers, alumni, and friends with an improved section on the website and a career-related column in the SLIS newsletter.
- Widening the scope of SLIS’s well-established networks in public and academic librarianship to establish a greater number of partnerships and networks in the corporate, technology, and nonprofit areas of LIS. In particular, SLIS is seeking more connections with local recruiters for students who want to do records management and/or corporate and technology-focused work such as database management, data and information modeling, and information architecture.
- Developing new events focused on topics such as how to make sense of labor and employment data, how to organize for a successful job hunt, and successful job hunting and networking through social media.

The Student Services Coordinator has also started training to become a certified Global Career Development Facilitator to increase her effectiveness.

IV.6.3 Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

The SLIS evaluation and planning processes involve stakeholders in program decisions. Further, the SLIS community ethos and the shared governance traditions of the University of Wisconsin–Madison encourage faculty, staff, students, and other stakeholders to participate.
Faculty and staff

Once each semester all faculty and staff meet in the SLIS plenary meeting to discuss major program changes or issues related to student policies or procedures. Each August, the entire faculty and staff participate in the SLIS retreat, a mandatory meeting at which the SLIS assessment report is reviewed and vital program-wide decisions are made.

The Director assigns all faculty and staff, with the exception of some adjunct instructors, to one or more internal committees. The committees most related to evaluation include the Assessment Committee and the Curriculum Committee. Both these committees include faculty, staff, and student members.

Students

Students participate in evaluation of student policies and activities through their participation in assessment exercises such as the graduate survey and exit interviews.

Students also have input into the SLIS curriculum through membership on the Assessment Committee and active participation in the creation of assessment tools, data collection, and data analysis. For example, student members of the Assessment Committee conducted the random sample exit interviews in spring 2014.

Students are encouraged to participate in a variety of forums to provide their thoughts and feedback about student policies and services during their time in the school, including the annual State of SLIS Town Hall meeting and the Student Leaders Lunch with the Director.

In addition, students who want to bring ideas forward often contact SLIS staff, especially the SLIS Student Services Coordinator and Public Services Librarian. SLIS encourages students to use formal channels, but these informal channels with staff who have a high level of student contact outside of class are a valuable point of communication.

Alumni and employers

Other stakeholders feed into the evaluation process for policies and activities regarding students through (a) the Advisory Council and the Alumni Board, as described in section I.1; (b) membership on the Curriculum Committee in decision making related to student policies; (c) input to ad hoc data-collection forms developed to capture stakeholder input (e.g., the Archives Redesign Survey described in section II.5); (d) interviews with practicum site supervisors; and (e) conversations with alumni and employers who volunteer to participate in Career Services events such as resume reviews and job panels.
STANDARD V: ADMINISTRATION AND FINANCE

SLIS’s revenue from diverse sources is sufficient to achieve the School’s mission and program objectives. SLIS’s leadership, shared governance structures and team-based management foster a healthy work culture. Clear assessment policies and practices, and available sources of funding for teaching and research, foster a culture of innovation and entrepreneurship in teaching, research, and service.

Reading about SLIS compliance with Standard V, reviewers will learn about:

- The relationship between SLIS autonomy and College and University level policies and guidelines in the hiring and promotion of faculty and staff.
- How SLIS faculty and staff participate in and lead committees for College and University level campus governance.
- Faculty and staff participation in SLIS standing committees that comprise SLIS’s shared governance structure.
- The skills, abilities and experience of Kristin Eschenfelder, the current Director of SLIS, and the actions Eschenfelder takes to increase campus resources for SLIS and enhance SLIS’s intellectual environment in pursuit of SLIS program objectives.
- The titles and responsibilities of the SLIS administrative staff, and SLIS’s efforts to increase crosstraining among staff.
- The different sources of revenue that SLIS draws on to fulfill program objectives, and recent changes to them.
- The strategies SLIS employed to manage an College of Letters and Sciences 8% budget cut while maintaining program quality.
- How SLIS’s ongoing evaluation and planning processes assess and improve administrative and financial policies.

Each section of the chapter shows how administrative and financial resources support SLIS’s strategic plan and priorities.
Standard V.1 The school is an integral yet distinctive academic unit within the institution. 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 school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.

V.1.1 The school is an integral yet distinctive academic unit within the institution.

SLIS has a long and notable history as part of the University of Wisconsin–Madison landscape, especially connected to the University of Wisconsin vision of the “Wisconsin Idea,” which promotes the university’s connections to the wider community. As part of an internationally ranked research university, SLIS maintains an academically rigorous program that fits the intellectual culture of campus. The interdisciplinary nature of LIS research and teaching positions SLIS well to collaborate with many other departments, and as discussed in sections I.1, I.2.6, and III.5, SLIS is well integrated into the wider campus at both the college and university levels. SLIS’s Continuing Education unit is an important part of the University of Wisconsin–Extension outreach activities and serves professionals throughout Wisconsin and around the world.

SLIS is one of several professional schools within the larger College of Letters and Science (L&S). Other L&S professional schools include the School of Social Work, School of Journalism and Mass Communication, LaFollette School of Public Affairs, School of Urban and Regional Planning, and Department of Communicative Disorders. All offer a professional master’s and a PhD degree; Journalism and Social Work also are home to related undergraduate degrees. All but Communication Disorders fall within the Social Sciences division and report to the L&S Associate Dean for the Social Sciences.

SLIS has significant autonomy for strategic planning, curriculum design, admissions, hiring, and day-to-day operations. Under the L&S Guidelines, however, all administrative decisions with significant financial impact or human resources implications go through the Associate Dean or an appropriate Assistant Dean’s office for approval.

Decisions that require L&S oversight include:

- All personnel hiring, and any steps to discipline or remove personnel (including some adjuncts) must conform to university-level HR procedures, and L&S provides oversight of the required steps. For example, in hiring processes, L&S advises about permissible title and pay scale, and vets the position description and the offer letter for concordance with UW-Madison policies.
- Purchases over $5,000 or purchases of certain materials (e.g., furniture) require involvement of university purchasing (see purchasing decision grid). Day-to-day purchasing of supplies covered by the annual supplies and expense budget is managed entirely within SLIS.
- Entering into contracts requires involvement and approval of the L&S business office, which facilitates compliance with state regulations. For example, L&S required that SLIS work through this office to join the WISE Consortium because joining the consortium was akin to signing a contract.

SLIS benefits from being part of the larger L&S unit: L&S assures that SLIS has access to an equitable share of campus resources; helps SLIS stay abreast of new revenue opportunities; advocates on
SLIS’s behalf in university-level decision making; works with SLIS to develop fundraising, facilities, and information technology infrastructure as needed; facilitates collaborations with other L&S units; and provides assistance in adherence to all university-level administrative rules.

As a graduate program at the University of Wisconsin–Madison, the SLIS master’s, like all other graduate degrees, is governed by rules created by the Graduate Faculty Executive Committee (GFEC) at the University of Wisconsin Graduate School. These rules dictate general characteristics such as minimum credit hour requirements for master’s degrees, the number of credits that may be double-counted in a double or dual degree, and minimum TOEFL requirements for admissions. The Graduate School does not involve itself with curricular decision making in departments.

V.1.2. 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 school within the general guidelines of the institution.

Like other departments in L&S, and other graduate programs overseen by the UW Graduate School, SLIS creates its curriculum, selects and puts forward faculty for hiring and promotion, and selects students for admission following internal SLIS processes that conform with general university guidelines.

**Intellectual content**

As described in sections I.1 and II.3.5, the formal intellectual content of the SLIS program, including individual courses and the curriculum structure, is decided by the SLIS faculty. The SLIS Curriculum Committee is responsible for ongoing planning and assessment of the curriculum, with major revisions brought to the faculty as a whole for discussion and adoption.

To govern potentially overlapping course content and ensure that courses adhere to university course guidelines (e.g., minimum contact hours with students), new courses require college- and university-level approval. For example: a proposed new SLIS course first requires approval by the SLIS Curriculum Committee; then the approved course is sent to the college level L&S Curriculum Committee, of which Associate Professor Whitmire is a member. If approved there, the course is sent to the university-level Ad Hoc Interdivisional Curriculum Committee (also a faculty committee) for final approval.

Any SLIS faculty member may propose a new course to Curriculum Committee. Typically the course is first taught as a topics course (approved by the Director), potentially several times, before it is submitted to the SLIS Curriculum Committee to start the course-approval process. The Curriculum Committee and the Director may also ask a faculty or instructional-staff member to create a new course as an outcome of SLIS’s continuous program-assessment process. In general, new courses receive informal input from the Curriculum Committee, the director, or a full faculty meeting. SLIS has never had a course rejected by the L&S or university curriculum committees, although sometimes these committees ask for clarification as to how the course will comport with certain university-level requirements or seek comment from a related department. The UW’s course proposal process is handled through an online system managed by the Academic Planning and Institutional Research Office.
SLIS has a robust culture of creating an intellectually stimulating environment for students and faculty through speakers, events, informal book group seminars, and locally hosted conferences. SLIS’s active student organizations, the Director, and all SLIS faculty contribute to the creation of a rich intellectual environment.

Selection and promotion of faculty

SLIS’s selection and hiring processes for tenure-track faculty are identical to those of other departments in L&S. First an advertisement (position vacancy listing) and “recruitment efforts plan” are created with input from the SLIS faculty as a whole and approved by the Executive Committee at SLIS. These documents are then forwarded to the Social Sciences Associate Dean at L&S for college-level approval. College-level approvals promote compliance with university and state HR and hiring regulations and laws (see also section III.3.1).

SLIS decides what skills and competencies to seek in hiring, and which individuals to bring to campus. SLIS also selects who to hire; however, the hiring decision and preliminary offer are approved by the Social Sciences Associate Dean at L&S. L&S has always supported SLIS’s hiring decisions. L&S has worked with SLIS and the Graduate School in salary negotiations and to acquire equipment and financial support needed to make a competitive hire (for more detail, see section 3.2).

UW–Madison’s process for making tenure decisions is multilevel. At UW–Madison, tenure brings promotion from Assistant to Associate Professor. Initially, faculty tenure must be approved and supported by other tenured faculty at SLIS. Then the tenure package is reviewed at the campus level by the campus divisional committee. All departments at UW–Madison follow this same process. If the campus Divisional Committee turns down a tenure package that a department recommends, the department may appeal to the Divisional Committee for reconsideration.

As described in full in section III.3, systematic evaluation of tenure-track faculty in SLIS in the areas of teaching, research, and service are largely dictated by university-level Faculty Policy and Procedures rules. SLIS Policies and Procedures for the Review of Assistant Professors (SLIS P&P) follow the procedures and expectations laid out in the University Policies and Procedures and the Divisional Committee tenure review process. These are locally instantiated in the SLIS faculty annual review, third-year review, and tenure processes (described in full in section III.8). All tenured faculty members are subject to annual review regardless of rank.

Promotion from Associate to Full Professor is also a rigorous process at UW–Madison. The Committee of Full Professors at SLIS must consider each Associate Professor for promotion based on their annual review report after five years as an Associate Professor. An Associate Professor may also request review at any time after five years. For full consideration, an Associate Professor prepares a dossier of evidence of excellence in research, teaching, and service. This portfolio is similar to a tenure portfolio. This dossier is first reviewed and approved by the Committee of Full Professors in SLIS. If approved by SLIS, the recommendation for promotion is forwarded to the Dean of L&S for approval. The L&S Dean makes the final approval.

For promotion of other SLIS personnel, including non-tenure-track faculty, the SLIS process combines merit and seniority. Recent university raise exercises have emphasized merit and retention in raise decisions. The Director, Associate Director, and SLIS Administrator conduct formal annual performance reviews in early spring. Academic and classified staff raises are recommended by the Director, Associate Director, and SLIS Administrator and approved by the SLIS Executive Commit-
The Executive Committee forwards its recommendations to L&S for final approval. SLIS makes every effort to promote staff as quickly as possible. L&S has always supported SLIS promotions; when L&S administrators ask for additional documentation, it is to promote compliance with regulations enforced by the Academic Personnel Office, which has final approval authority for academic staff promotions.

**Selection of students: Admissions**

The SLIS admissions process is described in detail in section IV.3. While Graduate School guidelines set minimum admissions requirements, SLIS has autonomy in admissions decisions. Applicants are expected to meet minimum Graduate School requirements, but applicants to the program are admitted only on the recommendation of SLIS. Further, the Graduate School will make exceptions to the Graduate School’s requirements on occasion. SLIS has sought and been granted permission to admit some individuals on academic probation whose undergraduate GPAs did not meet Graduate School guidelines, but who appeared to be outstanding candidates in other ways. The Graduate School accepts SLIS’s judgment, based on the whole application packet, that a candidate is likely to be successful as a more mature student.

V.1.3 The parent institution provides the resources and administrative support needed for the attainment of program objectives.

SLIS is sufficiently supported by L&S and UW–Madison despite financial constraints in higher education, Wisconsin’s difficult state budget, and long-term shifts in state-level budget priorities. SLIS has been treated equitably on campus, and at the same time SLIS has developed new sources of revenue that provide some independence from campus budget constraints. L&S has supported SLIS’s efforts to grow new revenue funding streams. SLIS has also participated in collaborative initiatives that have broadened SLIS’s interdisciplinary footprint on campus and have brought new resources to support the master’s program. Personnel, budget, and facilities all benefit from the support received. Faculty support is detailed in discussion of Standard III. Facilities are covered in discussion of Standard VI.

L&S provides important administrative support that is critical infrastructure to SLIS’s academic, administrative, and research activities. SLIS is in continual communication with college-level administrators who provide advice, oversight, and advocacy for SLIS in dealing with college-, university-, and UW System-level regulations and initiatives. Moreover, L&S staff, who have 12-month appointments, administer many key programs, relieving SLIS of the need to manage those activities. For example, Associate Dean Nancy Westphal-Johnson oversees L&S outreach programs, summer school funding, short-term staffing requests, and funding of and training for teaching and graduate assistants. Assistant Dean Linda Johnson manages and provides consulting for research and grant proposals, ensuring that all budgets and other materials meet university guidelines. Assistant Dean Elaine Klein provides SLIS a depth of knowledge about academic program rules and program review, facilitating double-degree programs and other initiatives. Many other associate and assistant deans are SLIS contact points for specific issues regarding personnel and finances.

As described earlier, as a graduate program, SLIS also enjoys administrative support from the Graduate School. The Graduate School provides important services to SLIS, including a centralized online admissions system, evaluation services for international transcripts, funding and scholar-
ship opportunities for graduate study, and annual statistical reports called “program profiles.” The Graduate School also provides consulting and advice with respect to unusual student situations.

Leaders at the College of Letters and Sciences have regular communication with the Director of SLIS. L&S installed a new Dean in 2013, Karl Scholz. Dean Scholz has met with SLIS Director Kristin Eschenfelder to become more informed about current SLIS needs and priorities. Greg Downey, who was appointed L&S Associate Dean for Social Sciences in May 2014, is in continuous contact with Eschenfelder. Eschenfelder meets with the Deans in a group with other Chairs and Directors at least once per month as described in section I.1. At these meetings, the L&S Deans distribute information and invite discussion of college-level issues. In recent years these topics have included changes in L&S priorities and resource-distribution methodologies, budget information, new procedures for merit evaluation and consideration of pay raises, and changes in minimum requirements for graduate programs.

In addition, meetings for all campus academic department Chairs/Directors are held by the Provost at the start of each semester to distribute information and provide updates on campus-level initiatives. The Director attends these meetings and reports back to the SLIS faculty.

Standard V.2 The school’s faculty, staff, and students have the same opportunity for representation on the institution’s advisory or policy-making bodies as do those of comparable units throughout the institution. The school’s administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.

V.2.1 The school’s faculty, staff, and students have the same opportunity for representation on the institution’s advisory or policy-making bodies as do those of comparable units throughout the institution.

SLIS faculty, staff, and students have the same opportunity for representation on advisory and policy-making bodies at the wider campus level as anyone from other departments; they participate actively at L&S, UW–Madison, and UW System levels.

The University of Wisconsin–Madison has a strong tradition of shared governance. Faculty and staff work together to shape and implement administrative policy. All faculty, academic staff, classified staff, and students participate in the governance structure.

The Faculty Senate is the chief governance body at UW–Madison and is responsible for immediate faculty governance and major policy decisions of the institution. The University Committee is the executive body of the Faculty Senate. More information on the Faculty Senate is available at Chapter 36.09 of the Wisconsin State Statutes. The statute provides the scope of Faculty Senate duties and states:

The faculty of each institution, subject to the responsibilities and powers of the board, the president and the chancellor of such institution, shall be vested with responsibility for the immediate governance of such institution and shall actively participate in institutional policy development. As such, the faculty shall have the primary responsibility for academic and educational activities and faculty personnel matters. (Wisconsin State Statute 36.09(4))
Every year, departments elect a representative and an alternate to the Faculty Committee. The representative attends monthly meetings and reports to the department on the current business of the Senate. Alan Rubel is SLIS's current Faculty Senate representative. The representative also solicits input from faculty members and acts as the voice of the department within the Senate.

Academic staff (including SLIS non-tenure-track faculty) are represented in shared governance by the Academic Staff Assembly and participate in the immediate governance and policy development for the institution, with the primary responsibility of formulating and reviewing policy concerning academic staff members. The structure is parallel to the Faculty Senate. Debra Shapiro is currently the Academic Staff Assembly representative for district 263 and represents instructional staff in L&S located primarily in Helen White Hall (Afro-American Studies, English, History, History of Science, SLIS, Philosophy). The Academic Staff Executive Committee is the executive board of the Assembly and is responsible for day-to-day governance decisions for the group.

Before the passage of Act 10 by the Wisconsin Legislature in 2011, classified staff participated in the governance structure through several unions on campus and the Council for Non-Represented Classified Staff (CNCS). All SLIS classified staff were eligible to participate in these organizations. SLIS Department Administrator Anne Murphy-Lom served on the Executive Committee of CNCS from 2008 to 2012 and was chair of the committee for the 2010–2011 academic year. Act 10 effectively removed collective bargaining for classified employees of the state; and after Act 10 passed, the UW System changed the structure of representation for classified employees. In September 2013, the UW System Board of Regents approved a resolution authorizing the classified staff to develop a governance structure similar to the Academic Staff Assembly and Faculty Senate. Elections for representatives to the Classified Staff Executive Committee were held in November 2013; this body is charged with the creation of the new organization.

SLIS students are eligible to participate in campus governance through the Associate Students of Madison and the Graduate Student Council. In addition, SLIS recruits students to serve on many SLIS faculty and staff committees, as described in section IV.4 (see Appendix III-1 for committee rosters and I-19 for minutes). Most SLIS students are more active in SLIS student organizations than in the formal governance structure beyond the department; however, they do sometimes participate in the Teaching Assistant Association and the Library Committee.

Faculty and staff actively participate in appointed and ad hoc committees across UW–Madison, including:

- University Archives Committee
- Educational Innovation Advisory Committee
- UW Press Committee
- Division of Continuing Studies, Independent Learning Task Committee
- University of Wisconsin Graduate School Research Awards Committee
- Information Technology Committee, faculty member on governance board
- Council of University of Wisconsin Libraries (all UW System Libraries)
- University of Wisconsin Reaccreditation Visioning Committee
- University of Wisconsin General Education Ethnic Studies Subcommittee, chair
- Public Representation Organization of the Faculty Senate, Steering Committee
- University of Wisconsin Faculty Appeals Committee
- College of Letters & Science, Office of Service Learning and Community-Based Research (OSLCBR) Faculty Advisory Committee
Faculty and staff have also served on several search committees for positions outside SLIS, including the search for the Vice Provost for Libraries, the Dean of L&S, the L&S Director of Advising, and the Associate Director of L&S Learning Support Services (see appendix III-1 for a complete list of committee appointments).

V.2.2 The school's administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.

SLIS has many administrative relationships that are integral to SLIS’s intellectual interdisciplinarity and enhance the SLIS experience for students, staff, and faculty. These relationships include cross-listed courses, double degrees, faculty joint appointments, cluster hires, affiliate appointments, collaboration in the Digital Studies undergraduate certificate, an IT-management collective for the Helen C. White building, and faculty involvement with interdisciplinary centers and research institutes.

Examples of collaborative bodies in which SLIS participates include the following:

- **Center for the History of Print & Digital Culture (CHPDC)** Created by former faculty member Wayne Wiegand and former Faculty Associate James Danky, the CHPDC is one of the school’s earliest and most sustained interdisciplinary efforts. The center fosters interdisciplinary study of print culture through colloquia; biennial conferences; and a University of Wisconsin Press Series, Print Culture History in Modern America. The advisory board is made up of scholars from several disciplines across the university. Downey, faculty member in SLIS and Associate Dean for Social Sciences in the College of L&S, is currently serving as the Director of the center. Senchyne, another SLIS faculty member, is the Associate Director of the center. Palmer of SLIS Continuing Education Services also provides part-time administrative support for the center. Senchyne and Palmer will assist Downey in administration of the center while he holds the Associate Dean role.

- **Holtz Center for Science and Technology Studies** In 2001, the University of Wisconsin–Madison launched an initiative in Science and Technology Studies (STS). STS embodies the growing recognition that universities must take the lead in fostering public engagement with and deliberation of science and technology in the age of the internet, biotechnology, and global change. Smith, a member of the faculty in SLIS, serves on the Steering Committee for the center and takes part in several of its events. Professors Downey and Eschenfelder have been past Steering Committee members. In conjunction with the Holtz Center, SLIS has co-sponsored public symposiums on “Electronic Medical Records” (2014), “Computers, Privacy and the Government” (2013), and “Youth and Digital Media” (2011).

- **Wisconsin Institutes for Discovery (WID)** The WID is a transdisciplinary research institute at the University of Wisconsin–Madison where faculty, students, and professionals focus on the interfaces of computation, laboratory science, the humanities, and entrepreneurship. This is a public-private partnership that conducts research, engages with the community,
and celebrates science with a goal to seek out connections among fields to benefit from collective knowledge. SLIS faculty members Smith and Salo are affiliated with WID.

- **Research Data Services** is a collaboration between UW–Madison Libraries, Division of Information Technology (DoIT), the Chief Information Officer’s office, the Graduate School, and SLIS to assist researchers with data curation needs. Salo was involved with the founding of the group and Eschenfelder is a member of its Advisory Council.

- **The Digital Studies Certificate** is a 15-credit undergraduate certificate bringing together multiple departments to teach courses at the intersection of the arts, humanities, social sciences, and information and computer sciences. SLIS faculty, including Eschenfelder and Downey, provide leadership for the certificate program. The Digital Studies certificate also promotes increased collaboration among faculty from participating departments.

- **University of Wisconsin System School Library Education Consortium (UWSLEC)** Since 1998, SLIS has collaborated with colleagues from UW-Whitewater, UW–Eau Claire, UW-Oshkosh, and UW-Superior to deliver the initial School Library Media Specialist certificate courses through online learning. Allison Kaplan serves on the Steering Committee for the program.

- **Joint and affiliate appointments:** SLIS faculty hold joint and affiliate appointments with a number of departments across campus as detailed in sections III.5 and III.6. In addition, SLIS hosts affiliate appointments of faculty from other departments.

- **Cross-listed courses:** The SLIS curriculum also reflects the interdisciplinary nature of SLIS. The cross-listed courses offered by the department include:
  
  - LIS 354 “Introduction to Children’s Literature”
  - LIS 490 “Field Methods and the Public Presentation of Folklore”
  - LIS 569 “History of American Librarianship”
  - LIS 617 “Health Information Systems”
  - LIS 619 “Music Research Methods and Materials”
  - LIS 650 “History of Books and Print Culture in Europe and North America”
  - LIS 663 “Introduction to Cyber Law”
  - LIS 734 “Introduction to Archives and Records Management”
  - LIS 976 “Special Problems in Archives-Manuscripts Administration”
  - LIS 977 “The Practice of Archives-Manuscripts Administration”
Standard V.3 The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position. The school’s executive officer nurtures an intellectual environment that enhances the pursuit of the school’s mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

V.3.1 The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution.

In L&S, academic units are led by Chairs or Directors; typically Chairs of professional programs use the title “Director.” There is no significant difference between the two titles in responsibilities or privileges.

The University of Wisconsin–Madison Faculty Policies and Procedures manual (FP&P) section 5.30 requires that all faculty members of each department be given the opportunity to express their preference for departmental Chair/Director each year by secret ballot. As described in the L&S Knowledge Base, “Departments conduct the balloting for department chair during Semester II of each academic year and voting should be completed by mid-March. All ballots must be transmitted by the department administrator to the Dean.” In accordance with FP&P, the term of the department chair/director is one year, but there is no limit to the number of terms that may be served. Within SLIS, while there must be a “vote of confidence” for the second and third years, faculty accept the position of director with the understanding that they will serve for three years. Ideally, they will serve more than one three-year period.

The duties of Chairs/Directors, as defined by FP&P section 5.31, “Departmental Chair: Duties,” include:

- Serving as the official channel of communications for all matters affecting the department as a whole, between the department and the Chancellor, the Dean, other university officials, or departments.
- Calling meetings of the departmental faculty and of the Executive Committee and presiding over the meetings. He or she shall call a meeting at the request of any two members of the department. Each department shall meet at least once every semester.
- Taking charge of all official correspondence of the department and of all departmental announcements in the catalogue or other university publications.
- Determining that all necessary records of teaching, research, and public service of the department are properly kept and are always accessible to the proper authorities.
- Reporting to the Dean regarding the activities and needs of the department.
- Taking responsibility for all departmental supplies.
- Submitting new courses, major revisions of existing courses, and deletion of courses proposed by the department for action by the Divisional Executive Committee and by the Dean.
- Taking action in case of emergency pending a meeting of the department or its Executive Committee.
In general, acting as the executive of the department. While it is not yet codified in the L&S manual, L&S Directors/Chairs also have responsibilities for development and fundraising work, and the SLIS Director is actively involved in development work with SLIS alumni and friends. For example, Eschenfelder has made two development trips in the last calendar year.

While the director has ultimate responsibility for all of the above, in practice administrative tasks are often delegated. For example, new courses and course modifications are submitted through an online process; while the Director monitors activities, the Chair of the SLIS Curriculum Committee gets new courses and course changes approved and entered into the system.

The Director of SLIS has a comparable salary to that of directors of similar programs:

<table>
<thead>
<tr>
<th>School/Department</th>
<th>Director</th>
<th>Title</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library and Information Studies</td>
<td>Eschenfelder</td>
<td>Professor and Director</td>
<td>$106,611</td>
</tr>
<tr>
<td>Social Work</td>
<td>Shook Slack</td>
<td>Professor and Director</td>
<td>$110,000</td>
</tr>
<tr>
<td>Journalism and Mass Communications</td>
<td>Downey</td>
<td>Professor and Director</td>
<td>$106,942</td>
</tr>
<tr>
<td>LaFollette School of Public Affairs</td>
<td>Webb Yackee</td>
<td>Associate Professor and Director</td>
<td>$138,100</td>
</tr>
<tr>
<td>Urban and Regional Planning</td>
<td>Marcouiller</td>
<td>Professor and Department Chair</td>
<td>$91,724</td>
</tr>
</tbody>
</table>

The salaries of Directors in each school are related to their length of tenure at UW–Madison, distance from PhD, and merit and/or retention offers over time. Compared to the salaries of Deans and Directors of other LIS programs, SLIS Director salaries tend to be somewhat below average, but this is true for faculty salaries at UW–Madison generally. In addition, the SLIS Director cannot expect as great a salary as Deans of much larger LIS or iSchool programs.

V.3.2 In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

Just as in other schools and departments in L&S, the Director of SLIS is expected to be a scholar-administrator who continues research, teaching, and service. The Director receives a reduced teaching load of one course per semester. SLIS has enjoyed faculty who have brought administrative talents to the directorship. Since the last reaccreditation SLIS has had three Directors; this unusual degree of change compared to prior history resulted from faculty retirements. Louise Robbins, after a long tenure as Director, returned to the faculty for one year before retiring in 2009. Christine Pawley, a senior scholar with a background in public administration, agreed to a three-year directorship before her retirement. Eschenfelder became Director in August 2012.
Pawley took action to smooth the transition from herself to Eschenfelder. After the Executive Committee voted to name Eschenfelder the next Director, Pawley included Eschenfelder directly in meetings and decisions to help orient and train her. Pawley's conscious succession planning was key to maintaining strong infrastructure in a time of rapid change.

Kristin Eschenfelder is the current Director (2012–present). Her curriculum vitae (see appendix V-2) demonstrates her strong academic qualifications. In recognition of her work since tenure, including articles published in top journals such as *JASIST*, *The Information Society*, and *College and Research Libraries*, the university promoted her to Full Professor in 2012.

Since joining the faculty, but before becoming Director, Eschenfelder has demonstrated administrative ability, serving on several SLIS committees, including the Curriculum Committee, the Assessment Committee (chair), the PhD Committee (former chair), and the Communication Committee. Before being Director, she led SLIS strategic initiatives, including redesigning the doctoral program, planning the online SLIS master’s program within the Curriculum Committee, increasing the technological emphasis in the program, and leading SLIS involvement in the undergraduate Digital Studies certificate.

Eschenfelder understands the academic environment at UW–Madison and higher education in general. She has served on numerous campus-level committees, including the L&S Dean search committee, the Vice Provost for Libraries search committee, the Campus IT Committee, the Holtz Center Steering Committee, and the Graduate School Research Competition Review Committee. Her visibility and leadership skills are noticed on campus, as evidenced by the invitation for her to participate in the 2013–2014 Kaufmann Administrative Development Program, a campus-wide leadership development seminar for selected administrators and faculty.

She is also well versed in the LIS education landscape, communicating regularly with colleagues in other programs, visiting other programs in person, and bringing visitors to SLIS. She is well known to colleagues at ASIST, ALISE, and the iConference, serving on the Program Committee for the 2014 and 2015 iConferences, being asked to serve in PhD student mentoring sessions at ASIST 2012 and 2013, being part of a career pre-conference workshop at ALISE 2009, and speaking on an assessment panel at ALISE 2013.

Eschenfelder keeps up with LIS practitioners and developments in the field. Besides actively seeking input from the SLIS Board, she is in active contact with many individual practitioners. She served on the Council of UW Libraries (CUWL), the UW System library-advisory board, for three years. She interacts with academic and public librarians through her research on licensing and public library financial literacy education. She has presented at Wisconsin Library Association conferences as well as the Charleston Conference and the Electronic Resources and Libraries conference. She has been asked to edit an issue of *Against the Grain* focusing on e-journal and e-book licensing.

She is a strong leader and team builder. Having stepped into the Director’s office in a challenging fiscal time, she has worked to create more shared governance and understandings of constraints and opportunities among the Director, Associate Director, Department Administrator, SLIS Executive Committee, and other faculty and staff. She communicates transparently with students and colleagues about hard budget realities. She is direct about her agenda but listens to challenges and disagreement. She is unafraid to ask questions of authority figures when SLIS needs answers. She makes decisions but is willing to change her mind when newly apparent factors come to light. She has led exploration of collaboration with other departments. She has been a very strong advocate
for SLIS within L&S, actively seeking greater support and resources. She has inspired a renewed sense of mission despite the overall climate on campus and in Wisconsin. Her accomplishments include the following:

- Negotiating a shared staff line with the Wisconsin Center for Film and Theatre Research to augment the archives teaching area
- Growing a new model of short courses that add hot topics to the curriculum, leverage local practitioners, and ease financial burdens for students
- Improving SLIS’s external visibility through increased conference participation, new print and online marketing materials, and a redesigned alumni newsletter
- Completing the negotiations for a double degree with Art History
- Negotiating the reconfiguration of a library position, Faculty Associate Librarian, to meet both teaching and library administration needs at SLIS
- Collaborating with other L&S departments to investigate potential new shared-revenue programs and further cross-listed courses
- Leading revision of the SLIS strategic plan and program-level learning outcomes
- Developing processes to support a culture of continuous evaluation at SLIS
- Improving communication with students through group and all-SLIS meetings
- Reinvigorating and increasing fundraising opportunities through renewed efforts with the UW Foundation and increasing student scholarship support

V.3.3 The school’s executive officer nurtures an intellectual environment that enhances the pursuit of the school’s mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

SLIS Directors nurture an intellectual environment by providing a model of the scholar-administrator engaged with both research and administration. Eschenfelder communicates directly with students and faculty about SLIS processes and challenges, encouraging input and questions. She collaborates with faculty and students in research, teaching, and service, being very supportive of the variety of outreach SLIS engages in. She seeks interdepartmental opportunities for both students and faculty. She forwards announcements of opportunities (grants, professional development, events) with encouragement for participation.

The SLIS Director supports the socialization of students into the field in many ways:

- managing endowment funds that sponsor student travel to professional conferences and events;
- hosting professional events at SLIS (webcast to online students);
- connecting student volunteers to other locally hosted professional conferences;
- administering regular department functions such as career services; and
- providing hourly funds to promote master’s student involvement in research projects.

**Student travel**

In fiscal year 2013, SLIS endowment funds supported expenditure of $9,906 to support student travel to professional and research conferences. The Director administers requests for travel support, reviewing requests and managing the budget. Priority is given to students who are present-
ing at conferences, to groups of students who travel together to share costs, and to matching sup-
port provided by other sources of travel funding. In 2013 the SLIS Director awarded student-travel
funds to students attending conferences including YALSA, ALISE, ALA Annual, Wisconsin Library
Association, the Wisconsin Association of Academic Libraries, the Midwest Archives, a confer-
eence titled “Archival Growth in the Modern Age,” the Association for Moving Images Archives,
and the Society for American Archivists annual meeting.

Events at SLIS

The Director supports events in SLIS that conti
bute to the socialization of students in the field.
Since 2008, SLIS student organizations have hosted more than 187 events, including 45 events
from the student chapter of the Society for American Archivists, 23 events from the Jail Library
Group student organization, 20 events from the Academic Libraries Student Organization, 6
events from the Library Information Technology student organization, and 6 events from the Spe-
cial Libraries Association student chapter. The SLIS Director supports external experts’ and schol-
ars’ presentations at SLIS. Below is a sample of presentations given at SLIS by external experts and
scholars, selected from a longer list to show the range and diversity of topics:

  and Time”: Invited guest speakers included Nathan Ensmenger (University of Pennsylvania),
  James W. Cortada (IBM), Josh Greenberg (New York Public Library), Geoffrey Bowker (Santa
  Clara University), Amy Slaton (Drexel University), Gina Neff (University of Washington),
  Vincent Mosco (Queen’s University), Jennifer Light (Northwestern University).
- (2008) “Just and Intelligent Scrutiny’: Eliza Atkins Gleason’s Investigation of Library Ser-
vices for African Americans in the 1930s”: Cheryl Knott Malone, Associate Professor, School
  of Information Resources and Library Science, University of Arizona, Tucson
- (2009) “Borrowing Privileges: World Literature/s, Cosmopolitan Reading, and Bibliomigran-
cy”: B. Venkat Mani, Associate Professor, German; Faculty Affiliate: Global Studies and Ger-
man and European Studies, University of Wisconsin–Madison
- (2009) “Reading, Heresy, and the Culture Wars: The ‘New Gnosticism’ and Spiritual Com-
  munity”: Erin A. Smith, Associate Professor, American Studies and Literature and Associate
  Director of the Gender Studies Program, University of Texas at Dallas
  Hemmings Wirten, Professor and Director of Graduate Studies, Library and Information Sci-
ence, Department of Archival Science, Library and Information Science, Museology, and As-
  sociate Professor, Comparative Literature, Uppsala University, Sweden
  Associate Professor of American Studies, University of Texas at Austin, and an affiliate of the
  Center for Women and Gender Studies, the Center for Russian and Eastern European Stud-
  ies, and the Center for European Studies.
- (2010) “More Baby Books Than You Can Shake a Rattle At: Building a New Collection for Re-
  search in the History of Infant Development”; Russell Johnson, Special Collections Cataloger,
  University Research Library, University of California, Los Angeles
- (2010) “Bunyan’s Progress: Out of the Northwoods and into the Mainstream”; Michael Ed-
  monds, Head, Digital Collections and Web Services, Library-Archives Division, Wisconsin
  Historical Society
- (2011) “Data-Mining Early English Dramatic Texts from the Text Creation Partnership”: Mi-
  chael Whitmore, Professor of English UW–Madison.
• (2011) “Merchants of Light, Depredators, and Pioneers: I’ll Take My Digital Humanities with Bacon!”: John Unsworth, Professor and Dean, GSLIS University of Illinois Urbana–Champaign
• (2011) “Librarianship in China”: Visiting Chinese scholars Mingjie Li and Dingquan Chen, and SLIS alum Nie Hua, also from China,
• (2012) “Queer Teens in the Library”: Sauk Prairie, WI, school district and former Chair of the ALA Rainbow List Lynn Evarts
• (2012) “Discipline and Publish: Radical Prison Journalism and the Making of a Penal Print Culture”: Sarita Alami, PhD candidate at Emory University
• (2013) “Data Librarianship”: Sheila Corrall, Chair, Library and Information Science Program, University of Pittsburgh
• (2013) “Introduction to Research Data Management”: Ryan Schryver, Wendt Commons; Alan Wolf, Office of the Vice Provost for Information Technology; Trisha Adamus, Ebling Library; Tom Mish, School of Public Health, UW–Madison
• (2014) “The Reconciliation Generation: The Image of Indigenous Peoples in Media for Youth”: Naomi Caldwell, Associate Professor, Alabama State University
• (2014) “Object as Interface: Our Changing Engagement with Texts”: Carrie Roy, Humanities Bridge, UW–Madison
• (2014) “BitCurator Boot Camp”: Cal Lee, Associate Professor University of North Carolina Chapel Hill.

Liaison

The SLIS Director serves as liaison between students and other professional conference organizers, often obtaining free registration for students in return for volunteer labor. For example, SLIS students have been invited to participate in local ARMA conferences every spring, and the Director arranged for student participation in the WiLSWorld conference. The Director also serves as a liaison between SLIS students and other departments on campus organizing graduate student conferences.

Administrator over student services

The SLIS Director provides leadership to create an atmosphere in which professional socialization and preparation are highly valued and adequately resourced. As an example, Eschenfelder led the creation of the new SLIS Strategic Goals, which include the goal “SLIS is widely known for superior recruitment and retention, career preparation, and professional placement.” More information about student services is provided in section IV.4.3.
V.4.1 The school’s administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school’s mission and program goals and objectives.

SLIS has built a strong, highly qualified team of administrative and non-instructional staff (see appendix V-1 for an organizational chart), and its inclusive environment promotes staff involvement in decision-making processes in support of SLIS’s mission. Eschenfelder built on the “Senior Staff Administration” team that Pawley put in place and holds weekly meetings with the Department Administrator and Associate Director. These meetings allow for consistent exchange of information, supporting shared awareness of challenges and deadlines. This has created a healthy team environment in which senior staff have better knowledge of each other’s roles and can better support one another, the Director, and other faculty and staff.

SLIS staff members are divided into several essential units: Administrative Support, Information Technology Support, SLIS Laboratory Library, and Continuing Education Services.

**Administrative Support**

**Associate Director**

As Associate Director, Michele Besant manages the SLIS Continuing Education unit and the SLIS Laboratory Library. She also sits on the Executive Committee with voting privileges (except in votes related to tenure and promotion). Her duties include:

- Budget management for online education and continuing education, working with the SLIS Administrator and Director in budget planning
- Working with the online-education coordinator and online-education committee to manage the online program logistics including bootcamp, technology requirements, instructor training, and course setup; supervising the online-education project assistant
- Coordinating the training of short-term staff, providing support for short-term staff to encourage successful teaching, and reviewing short-term-staff teaching evaluations
- Facilitating strategic curriculum and marketing planning for Continuing Education with relevant committees
- Long-term course planning and sequencing in coordination with the Director and PhD program director
- Handling student issues that require special attention in conjunction with the SLIS Student and Alumni Services Coordinator and Director
- Teaching a 1-1 course load

**SLIS Student Services and Alumni Relations Coordinator (Student Services Coordinator)**

Tanya Cobb is responsible for SLIS recruitment, application processes, and leading admissions decision making, as well as assisting students throughout the program. She also provides Career
Services for students as they prepare to enter the job force and is a key contact for alumni relations. Her responsibilities include:

- Developing and implementing recruitment strategies in compliance with SLIS mission and goals and planning for enhancement of the diversity of the student body.
- Attending conferences as a SLIS representative, coordinating information sessions, and meeting with potential applicants.
- Coordinating the application process, including reviewing the process each year, making adjustments as needed, acting as first reviewer for applications, coordinating other reviewer work, making offers, and monitoring the waitlist.
- Coordinating the scholarship application process, and in collaboration with the Director making offers of financial assistance.
- Assigning advisors to all students and assisting advisors with student issues as needed.
- Managing the SLIS Career Services: coordinating panels and informational sessions for students, reviewing student resumes, assisting in interview preparation, and guest lecturing in SLIS courses on resume and cover-letter preparation.
- Tracking student application and career placement statistics, and advising the SLIS Executive Committee and Director on trends.

SLIS Administrator

Anne Murphy-Lom is responsible for the day-to-day operations of the department, supervising staff, managing workflow, monitoring the operational budget, managing grants, and acting as SLIS’s human resources representative. Her responsibilities include:

- Managing day-to-day operations, including supervising the SLIS administrative staff, overseeing payroll for all members of the department, overseeing the student course-evaluation process, and managing physical space and equipment upgrades.
- Managing all human resources processes in the department: coordinating the recruitment process for the all new hires, acting as point of contact for all applicants, preparing offer letters, explaining benefits, processing visas for international employees and visitors to SLIS, and consulting on human resources regulations related to raises and promotions as part of the budget planning team.
- Monitoring the program budgets, including creating budget documents for submission to L&S as part of the annual L&S budget exercise and coordinating with the Director and Associate Director in budget administration and long-range planning.
- Grants budget advising for SLIS Principal Investigators: budget creation, coordinating the submission process for federal grant proposals, liaison with university accounting office and Research and Sponsored programs, liaison with other universities with subcontracts.
- Coordinating tenure packet submissions; maintaining minutes for the Executive Committee.

Financial Specialist

Jenny Greiber coordinates all purchases for the program, reimburses travel and research expenses, and works closely with the Department Administrator to allocate the budgets for general program revenue and grants. Responsibilities include:

- Managing all purchasing for the department, including technology, research supplies and expenses, and travel.
- Processing all travel and expense reimbursements according to UW–Madison policies.
- Resolving disputes regarding financial expenses, and processing transfers as needed.
Setting up and maintaining accounting records for all SLIS accounts
- Assisting the Department Administrator with grant management
- Monitoring the supplies and expense account for the department
- Preparing financial reports as requested
- Acting as lead worker for the front desk area

Student Records Manager

As of mid-June, a hire process for this position is under way; Gayle Nimmerguth (in the position since 2009) decided to take a different position at the university. The Student Records Manager administers student application and registration processes, including graduation checks. He or she is also the records manager, coordinating all student records for the school. Student Records Manager responsibilities include:

- Admissions: Ensuring that all materials are received, corresponding with applicants for status requests and other questions; coordinating administrative requirements for the PhD program admissions; maintaining all applications materials received from applicants
- Timetable management: Creating the approved timetable for the department each semester, monitoring course registration numbers, and working with the Associate Director to adjust schedule and class sizes as needed
- Registration and graduation: Assisting students with registration questions, managing course waitlists, monitoring student eligibility for graduation and process warrants, liaison with Graduate School for graduation and other eligibility questions
- Planning and Assessment: Compiling statistical reports as requested for planning and evaluation purposes
- Assisting in the day-to-day management of the front office

University Services Associate 1 (75%)

Dave Price is the first point of contact for students, staff, and visitors to the department. His responsibilities include:

- Managing the day-to-day operational needs of the department, including phone calls, copying, general correspondence, and monitoring the general e-mail account
- Greeting phone and face-to-face visitors, answering questions about SLIS, and connecting people to other information sources or people in the department
- Updating the SLIS blog, SLIS’s main communication with students
- Maintaining schedules for SLIS conference rooms and meeting spaces
- Purchasing office supplies
- Coordinating the distribution of student evaluations
- Processing all check donations to SLIS’s UW Foundation donation accounts
- Assisting Department Administrator with tasks as requested

University Services Program Associate (75%)

Amy Maurer is the Office Manager and Financial Assistant for Continuing Education Services (CES) in SLIS. Her responsibilities include:

- Office Manager for SLIS Continuing Education Services: Managing the fiscal expenses for CES, monitoring enrollments for “Education To Go” and other online learning programs licensed by the SLIS Continuing Education unit, assisting in planning of CES events and con-
ferences, preparing and maintaining internal ledgers for the CES program, providing reports as needed
- Processing payroll for all faculty, academic, and graduate student appointments
- Acting as site manager for SLIS purchasing cards, and assisting the financial specialist with reimbursements
- Acting as the backup for day-to-day operational needs of the department

Information Technology Support

Information and Instructional Technology Manager

Greg Putnam is the Information Technology Manager at Helen C. White Hall, and he supervises the Helen C. White IT cooperative, which is shared with several other academic units (mostly co-located in the Helen C. White Building). This group provides the academic, research, and administrative computing for SLIS. His responsibilities include:

- Working with individual departments to produce grant proposals for major technology projects, including the SLIS Computer Lab and SLIS classrooms
- Maintaining and reviewing the information technology renewal plan for SLIS, and prioritizing technology expenditures in consultation with the Director and Associate Director
- Coordinating with campus IT for network interconnections, software licensing, and campus IT Grant opportunities
- Participating in campus IT decision-making processes and representing the interests of SLIS and other Helen C. White departments
- Supervising staff that provides desktop support
- Managing servers, security of the building LAN, and large-scale upgrades and migrations
- Teaching LIS 855 “Information Technology Management in Libraries” as a short summer topics course for students and guest lecturing in various SLIS classes.

Associate Information Processing Consultant (100%)

Will May is the Technology Support Manager for the departments in Helen C. White Hall, managing desktop, research, and academic technology support operations for the faculty and staff. He oversees two instructional computer labs and 11 technology classrooms. Responsibilities include:

- Management of troubleshooting for desktop, lab, and classroom IT
- Working closely with the Information Technology Manager for network development
- Supervising student hourly support employees

SLIS Laboratory Library staff

Special Librarian

Anjali Bhasin manages the daily operations and facilities of the SLIS Laboratory Library, including the hiring and training of student staff. Responsibilities include:

- Coordinating and teaching course-integrated and other workshops to support SLIS curriculum
- Providing reference consultation for faculty and students, including proactive outreach to online students
- Mentoring and training SLIS Library student staff
• Assisting the SLIS Student Services Coordinator with student resume review and interview support
• Assisting with collection development
• Leading SLIS Library strategic planning and space redesign
• Teaching the Library and Information Literacy Instruction (LILI) practicum course once per year and serving as a liaison with campus instruction librarians who are site supervisors

**Associate Faculty Associate (60%)/Librarian (20%)**

Bronwen Masemann has an instruction role in addition to responsibilities as the SLIS Technical Services Librarian. Responsibilities include:

• Teaching three for-credit courses for SLIS each year
• Training and mentoring the technical-services practicum and independent-study students placed in the SLIS Library
• Original cataloging and other technical services work as needed
• Managing the collection—selection, weeding, preservation, and monitoring the budget
• Assisting with library daily operations management

**Continuing Education Services**

Continuing Education Services (CES) is a sub-unit in SLIS that offers professional development opportunities for library and archives workers and other information professionals across a continuum of need and through a variety of formats. CES provides the certification coursework required for small-town Library Directors in Wisconsin; these courses are accepted for certification in some other states as well. In addition to 4- to 12-week courses, which are usually taught online, CES offers workshops, conferences, institutes, and study tours. CES operates on a cost-recovery basis and often seeks grants to subsidize participation and extend access.

Fully embracing the "Wisconsin Idea," part of the mission of CES is to keep core library continuing education opportunities financially feasible for market sectors with limited funding (e.g., public libraries). For example, beginning in spring 2012, CES sponsored a series of free spring webinars presented by SLIS faculty. Between fall 2008 and spring 2014, CES offered 40 events for more than 1,500 participants.

The directorship of CES remains part of the duties of the Associate Director of SLIS (Besant); however, the structure of operations shifted to encourage more collaboration between CES and the rest of SLIS, and to increase efficiencies in the areas of human resource and financial management. For example, in summer 2012, the CES administrative assistant’s reporting line was moved to central office staff under SLIS Department Administrator Anne Murphy-Lom, in support of an overall reorganization of administrative support staff. In this last accreditation cycle SLIS formed the CES Committee that includes non-CES staff and faculty to increase faculty input into CES programming and strategic goals. The Associate Director chairs this committee.

**Continuing Education Services Staff**

**Outreach Specialist**

Meredith Lowe collaborates with the part-time Outreach Specialist to plan, design, evaluate, and manage CES offerings. Responsibilities include:
Identifying topics, hiring and supporting course instructors and students, marketing the courses, and sometimes teaching courses

Primary responsibility for the National Historic Preservation and Records Commission (NHPRC)-funded Archives Leadership Institute held in Madison in 2011 and 2012 and for a Gaming pre-conference for librarians held in conjunction with the Games, Learning, and Society academic conference that occurs at UW annually

Planning and leading international study tours (e.g., to Germany)

Coordinating conference advertising and exhibit arrangements

**Outreach Specialist (60%)**

Anna Palmer, the part-time Outreach Specialist, collaborates with the full-time Outreach Specialist to plan, design, evaluate, and overall manage CES offerings. Responsibilities include:

- Identifying topics, hiring and supporting course instructors and students, marketing the courses, and sometimes teaching courses
- Maintaining the CES website
- Primary responsibility for the biennial national circulation conference
- Organizing advisory board meetings, coordinating colloquia, and managing arrangements for biennial conferences for the Center for the History of Print and Digital Culture

In the last two years this position has had added time to assist the SLIS Student Services Coordinator during the admissions review season.

**Associate Outreach Specialist (60%)**

Omar Poler was initially hired in 2010 as a limited-term Project Manager for a grant-funded project with Tribal Library, Archive, And Museum staff (TLAM). The position was made a renewable line to continue coordinating the TLAM work as well as assist with other CES efforts. Responsibilities include:

- Further developing the relationships with and network of Tribal Library, Archive, And Museum staff
- Planning and facilitating a series of mini-conferences, “Convening Culture Keepers,” and an IMLS-funded regional institute, “Convening Great Lakes Culture Keepers”
- Seeking additional grant funding for related projects
- Teaching a short CES course for librarians on partnering with Native communities
- Assisting with the Circulation Conference and other conference and meeting presences

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V.4.2 Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

The University of Wisconsin has a strong tradition of shared governance, and this is mirrored in the decision-making processes of SLIS. All members of the faculty, staff, and students may play a role in making decisions through service on the Executive Committee and other SLIS committees, participation in SLIS plenary meetings each semester, and participation in the SLIS faculty retreat each August.
Executive Committee

Chapter 5 of Faculty Policies and Procedures dictates the membership of the Executive Committee as the governing body of the department. The committee has the authority to make recommendations on departmental policies, budget, recruitments, promotions, and invitations to visitors. The committee is also responsible for the regular review of all faculty members. The Director of the department is the Chair of the committee.

Meetings are held on a monthly basis during the academic year. All meetings are open meetings, according to the State of Wisconsin Open Records Laws. A vote of the membership may close a meeting to discuss personnel matters. Membership includes all faculty members with tenure in the department for whom the department has a commitment of at least one-half time. The committee may also vote to invite other members of the department to serve on the Executive Committee.

Department Committees

SLIS’s standing committees cover ongoing areas of interest and make recommendations to the Executive Committee or other members of the faculty (via the SLIS Plenary). Committee membership consists of faculty, academic and administrative staff, and student representatives. All SLIS staff members are required to serve on committees. Each committee meets several times during the academic year to evaluate past practices and make recommendations for changes to the program. Issues raised by standing committees are taken to either the Executive Committee or the Plenary for action. In some cases standing committees have been delegated the responsibility to make decisions on behalf of the faculty (e.g., awards, scheduling, smaller budget decisions).

Standing committees within SLIS include:

- Assessment Committee: Reviews and coordinates evaluation and planning activity. Responsible for drafting the graduate survey, reviewing portfolios, and producing an annual report to be shared with the department as a whole for discussion at the retreat.
- Continuing Education Services Committee: Monitors CES activities and serves as a working group to increase faculty input on curriculum and evaluation; generates ideas and assists with decisions about strategic directions.
- Curriculum Committee: Reviews and approves course proposals and cross-listed courses. Tracks alignment of curriculum with learning outcomes and professional competencies. Reviews prerequisites. Updates general course descriptions for Graduate Catalog. Brings ideas about curriculum modification and curricular policy revision to the whole faculty.
- Communications Committee: Oversight for SLIS website and social media presence. Facilitates design of new print information and marketing materials.
- Distance Education Committee: Provides increased faculty oversight and input to assist development of policy, bootcamp planning, technology, and advising needs. Proposes online teaching best practices workshops.
- PhD Committee: Oversees recruitment and admissions to doctoral program. Makes doctoral curriculum, support, and policy decisions.
- Finance Committee: Provides budget projections and other financial information to the Executive Committee. Makes recommendations on initial salaries for new hires, raises, budget cuts, and large expenditures to Executive Committee.
- Library/IT Committee: Monitors Library and IT activities, increases communication about successes and needs, assists with strategic planning and advocates for needed support.
Recruitment, Awards, and Diversity Committee: Consults with Student Service Coordinator to increase recruitment from targeted groups and select Advanced Opportunity Fellowship (AOF) Scholarship recipients. Oversees annual SLIS awards process.

From 2008 to 2009, the department held faculty meetings that included all faculty and staff monthly. Faculty and staff felt the meetings were an inefficient use of time, and in 2009, Director Pawley proposed a change. The all-faculty-and-staff monthly meetings were replaced with a once-a-semester plenary meeting.

The plenaries include committee reports, important updates, and debate and votes on major policy issues. For example in the year 2012–2013, plenaries focused on revision of SLIS’s strategic plan and its mission statement, development of a SLIS intellectual property policy, and creation of a best practices in online-education materials use based on the TEACH Act. All committees may bring forward a motion for a vote at the plenary meeting. The plenary meeting is open to all members of the department, and all members are eligible to vote.

The Director and the Executive Committee retain the right to call other meetings involving faculty and staff as needed. For example, a committee composed of all the faculty meets each spring to vote on the position of Director. The Director and the Executive Committee also retain the right to appoint subcommittees or task forces to make recommendations on time-sensitive issues. For example, a task force has been working on revising the archives curriculum and provides recommendations to the SLIS Curriculum Committee.

SLIS regularly adapts its committee-based decision-making structure based on changing needs. In addition to the above-described change in the all faculty-staff meetings, SLIS created an Assessment Committee in 2011 to manage the collection and evaluation of data required for continuous evaluation and improvement. In another example, SLIS created the separate Distance Education Committee when it opened its fully asynchronous master’s option to provide full faculty oversight of decisions related to the online program.

**Standard V.5 The parent institution provides continuing financial support sufficient to develop and maintain 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 school’s program of teaching, research, and service.**

**V.5.1 The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards . . .**

University of Wisconsin–Madison provides sufficient financial support to develop and maintain library and information studies education. See Appendix V-3 for a SLIS operating budget summary. SLIS has four main sources of funding that directly support the master’s program: General Program Revenue, Program Revenue, UW Foundation funds, and grants.
General Program Revenue (101)

The University of Wisconsin is a public university and therefore receives a major portion of its funding from the State of Wisconsin. General Program Revenue (GPR) is allocated as part of the state budget every two years, and the University of Wisconsin System allocates it to all public universities in the state. The College of Letters and Science allocates GPR-based financial support needed for day-to-day operations and instruction in 101 budget accounts. This program revenue is nicknamed “101” for its funding number. See Appendix V-4 for GPR totals and Appendix V-5 for a history of GPR expenditures.

Program Revenue (131)

SLIS generates tuition revenue from its online master’s program that is returned to SLIS more directly than campus tuition revenue, which becomes part of GPR. This program revenue is nicknamed “131” for its funding number. The College of Letters and Sciences retains a percentage of the gross revenues to help cover its own overhead for the program. SLIS has more flexibility to allocate these dollars as needed each year to cover direct expenses of the instruction for the online program as well as indirect costs for staff, technology, and so forth needed to support and sustain the program. See Appendix V-6 for a history of program revenues and expenditures.

UW Foundation funds

SLIS currently hosts 31 foundation and trust funds with a total of approximately $94,500 in annual endowment income. The endowment base supports scholarships for students, faculty research, support for student travel to conferences, research and travel support for the faculty, funds for classroom renewal, alumni relations, and community-building activities.

SLIS has a strong donor and alumni base and solicits support from these sources in collaboration with the UW Foundation and UW Trust Funds. SLIS shares a UW Foundation development officer, Jennifer Karlson, with Journalism and Mass Communications and the College of Letters and Sciences. The relationship with UW Foundation provides many administrative supports: ongoing contact with key donors, assistance with fundraising strategic planning, prospect research, a contact tracking database, a fund account summary tracking system, and mailing assistance. UW Foundation also provides an infrastructure for easy web-based credit card donation forms (see Support SLIS webpage).

Grants

SLIS actively seeks out and submits proposals to federal, state, and other grant competitions, providing course buyouts for faculty, student funding, travel support for faculty, and equipment purchases. Grant funding won by SLIS fluctuates from year to year but averages close to $400,000 per year (2008 through 2013). See Appendix V-7 for a history of SLIS extramural support revenue.

Outreach Program Revenue (104-5)

In addition to the four main sources of revenue that directly support the master’s program, SLIS has outreach program revenues, or “104-5” fund monies, that support Continuing Education Services (CES). These monies are from revenue generated from Continuing Education noncredit classes. The unit receives some state support dollars as a base as well. The 104-5 monies cover salaries
for the outreach specialists and CES support staff time, as well as other costs for CES programming. 104-5 monies are intended for outreach and continuing education only, and UW–Madison-level rules limit how SLIS can use these funds. The master’s program is indirectly supported, however, through shared costs for some marketing materials and conference attendance. CES staff also collaborate with the rest of SLIS faculty and staff and contribute to SLIS committee work to the benefit of both CES and the master’s program. The Division of Continuing Studies (the unit that oversees the state-system Extension monies that come to UW–Madison) reviews the CES budget (104-5 funds), and it is also reviewed by L&S Associate Dean Nancy Westphal-Johnson (see Appendix V-8 for a history of Continuing Education revenues and expenses).

**General Public Revenue (GPR) Budget**

UW–Madison, like its peer state-funded institutions, has seen decreasing state support over the last five years, leading to reductions in the overall campus GPR budget. At UW–Madison, L&S has given autonomy to departments to implement GPR reductions as best fit departmental priorities and needs. Review of GPR numbers in Appendix V-4 shows that the cuts have resulted in a flat GPR budget in the past seven years, during which time SLIS has faced increasing costs.

In dealing with constrained budgets resulting from a national economic downturn in Winter 2008, the State of Wisconsin made cuts to the University of Wisconsin System and its employees’ pay:

- July 2008: All state employees (including UW) received a revised pay plan, reducing a cost-of-living adjustment and moving an expected 2% to May 2009.
- May 2009: A scheduled cost-of-living increase was canceled and eight furlough days without pay were mandated for all state employees.
- October 2011: A further cut to the GPR required an 8% budget cut from each academic unit in L&S.

To generate the required 8% cut, SLIS was allowed to use the amount generated by the recent retirement of a faculty member (Robbins) and to reduce a building mailroom clerk line to 75% upon retirement of the incumbent. SLIS avoided additional cuts to staff or services by shifting additional salary costs to 131 revenue from the online master’s program. Had this 8% GPR cut not occurred, SLIS’s GPR budget would have grown in the 2011-2014 period.

In general, faculty lines have diminished over the entire campus due to the above decreases in state support. In addition, many L&S departments “mortgaged” faculty lines to make their required 8% cuts. In the “mortgage” approach, the department promises to give up a line when a faculty member retires or leaves in order to make its required budget reduction. Importantly, SLIS has not mortgaged any faculty lines. In fact, SLIS has received several new lines (Rubel, Willett, Senchyne) to replace faculty losses. In addition, all vacated academic and classified staff positions over the past seven years received rehire approval from the College. These additional costs have kept the SLIS GPR budget flat. L&S considers that all employee budget lines revert to the college when someone leaves, and it does not guarantee replacements for opened lines. As discussed in section III.1, SLIS has not been able to replace all lost faculty; however, the consistent permission to rehire staff positions is significant support.

As part of the mandated 8% cuts, L&S instituted a new budget-reporting process to help the college and departments achieve shared clarity about department budgets. Each year all departments in L&S submit an updated “Budget Status Review” (BSR) that clearly lays out salary and fringe expenditures as well as any debt due to the college.
Another recent change in policy is that not all faculty and staff salary increases are completely covered by L&S through allocation of new GPR funds. Under the new rules, L&S and the home unit split costs of lifecycle raises, promotions, or retention offers. Departments must pay their portion of salary increases within their existing GPR budget. This typically means that departments must trim other GPR expenditures to make room in the budget for the needed salary increases (see appendix V-9 for the details of the last approved SLIS BSR in December 2014). SLIS’s 131 Program Revenue funds have been crucial in allowing SLIS to shift expenditures to cover raises in its GPR budget.

In summary, SLIS has been impacted by GPR cuts, and L&S has helped SLIS manage those cuts. SLIS is able to sustain and pursue growth in the tightened overall fiscal environment through continuing L&S support, increased efficiencies, shifting some costs away from GPR-supported budget lines onto 131 budget lines, and expanding 131 revenue. SLIS is actively investigating new revenue-generating possibilities in collaboration with other L&S units.

V.5.2 The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school’s program of teaching, research, and service.

The level of financial support provides a reasonable expectation of financial viability and allows SLIS to carry out its program objectives. The College of Letters and Science provides SLIS with its regular faculty and staff budget. L&S has permitted SLIS to rehire vacant positions in all administrative and student support areas, supporting program viability. While L&S has not refilled all faculty positions left by retiring faculty, L&S does provide SLIS a substantial short-term staff (adjunct) budget, which SLIS uses to hire expert professionals to broaden course offerings and help deliver the curriculum. Other support from L&S includes the annual capital budget exercise in which SLIS receives a portion of indirect costs from federal and state grants. SLIS generally allocates this to equipment and technology needs. To support upgrades of SLIS facilities, the campus provides funds for infrastructure upgrades from the Space and Remodeling Policies Committee, the Instructional Laboratory Modernization Exercise, and the Office of Space Management funds. SLIS regularly applies for funding from these sources and has received funds for instructional and technological improvements (see section VI.3 for more detail).

SLIS does face some human resources (HR) rule challenges. One complication is the challenging HR rules and payroll process that guide the hiring and processing of SLIS’s team of expert adjuncts: (1) Campus overload policies limit SLIS’s ability to leverage talented campus librarians and archivists as adjunct instructors. (2) The time needed to process new hires slows SLIS in getting new instructors access to the Learn@UW course site to begin course preparation. (3) Current campus policies and their interpretations complicate repeat hiring of quality adjuncts and lead SLIS to avoid hiring many adjuncts for more than three years in a row. According to the Academic Staff Policies and Procedures section 2.01, once an adjunct is hired three times in three years, they automatically get “renewable status.” The current interpretation of this status is that once an adjunct is renewable, that adjunct must be hired for at least one course a year, meaning the adjunct costs become permanent costs for the department. Further, the current L&S interpretation of this status is that if SLIS ceases to offer the adjunct’s particular class, SLIS must automatically hire them for any other open SLIS class, regardless of subject area. Greater flexibility of these rules would make it easier for SLIS
to manage a pool of high-quality professionals to serve as adjuncts. SLIS and L&S administrative staff are working together to improve these processes and their implementation.

**Standard V.6 Compensation for a program’s executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.**

UW–Madison offers a competitive package for faculty hires. The successful candidate is offered a competitive salary, a generous research fund from the Graduate School, and additional support from L&S for computer and moving expenses. This package totals over $40,000, including additional support from SLIS’s Deuss Foundation fund for research expenses. Academic staff hires are offered a competitive salary based on education and experience. L&S approves all salary offers after comparing the salary to other employees in the same title across the university. Moving expenses may also be covered. Classified staff are offered a competitive salary based on the employee’s experience or seniority within the State of Wisconsin System, depending on the classification. Moving expenses for all three employee types may also be covered.

**Permanent hires, 2008–2013**

**Tenure-track faculty**
- Alan Rubel (2010)
- Rebekah Willett (2011)
- Jonathan Senchyne (2012)

**Academic staff (including non-tenure-track faculty)**
- Patricia Farney (2008, retired 2014)
- Charlet Key (2008)
- Meredith Lowe (2009)
- Tanya Cobb (2010)
- Omar Poler (2010)
- Dorothea Salo (2011)
- Anjali Bhasin (2012)
- William May (2012)
- Bronwen Masemann (2013)
- Amy Sloper (2014)

**Classified staff**
- Jenny Greiber (2007)
- Anne Murphy-Lom (2008)
- Gayle Nimmerguth (2009, resigned 2014)
- David Price (2011)
- Teresa Knudson (2013)
- Amy Maurer (2013)

In addition to salary and a competitive benefits package, SLIS offers additional travel funds to all faculty for research and professional development. These funds are financed by donations made to SLIS via the UW Foundation, online-program revenue, and competitive campus grants.
SLIS has been able to offer nearly all faculty and staff pay increases during this accreditation period. All faculty and staff are reviewed annually by their supervisor or the Director of SLIS, ensuring paperwork is in place to facilitate promotions or merit increases on a timely basis. Most staff promotions offered a salary increase of at least 10%. For tenure and non-tenure track faculty, the campus contributed matching funds toward additional supplementary salary increases to faculty members who received tenure or promotion.

In 2012–2013, L&S offered a salary increase exercise known as the “Critical Compensation Fund” for faculty, academic staff, and classified staff, providing departments with available matching funds (and in the case of classified employees, nearly the entire amount) to support merit and/or equity increases in salary. Matches for retention offers were also available to combat outside offers to critical members of SLIS (see appendix V-10 for a list of all faculty and staff promotions and other raises).

**Standard V.7** 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.

**V.7.1** 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.

SLIS faculty compete for funding for research projects, professional development grants, travel support, and sabbaticals on the same basis as faculty in other departments. For example, the Graduate School allocates research funding through competitions each fall. Funding may include one to two months of summer research salary, research and conference travel, supplies and expenses, and graduate student salary and tuition in support of the research. These are especially beneficial to tenure-track faculty to build their research record for tenure. All tenured and tenure-track faculty in SLIS have received funding from this program. Recent recipients include Downey, Eschenfelder, Rubel, and Willett. In another example, in 2014 the Graduate School provided a “top off” grant to Senchyne that allowed him to accept a National Endowment for the Humanities–funded fellowship at the American Antiquarian Society with no reduction in pay.

Throughout this accreditation period, SLIS provided each faculty member $1,500 per year to support research travel to conferences. This amount is now supplemented when possible by revenue from the online master’s program. For example, in FY 2014 all faculty and staff were eligible to use an additional $1,000 for professional-development travel (total $2,500 available per faculty member for FY 14).

The Graduate School also provides two programs to provide additional funding for conference travel, one for domestic and one for international. To qualify, faculty must document how the conference or meeting will make a strong, positive contribution to their research. The domestic travel grant offers $1,000; faculty members may receive funding once in a two-year fiscal period. The international travel grant offers up to $2,000 every three years.

Section III.2 provides information on campus-level grant programs that support faculty research. It details how SLIS faculty have applied for and received these funds. SLIS is also developing an addi-
tional endowment fund to support faculty research, and faculty can request modest (i.e., under $1,000) research startup grants from this account.

State statutes govern the sabbatical program. A sabbatical is intended to enhance “teaching, course, and curriculum development” and is open to any tenure-track faculty member who has completed six or more years of full-time service (excluding leaves of absence, regardless of funding source) at the University of Wisconsin, and has not taken a sabbatical in the UW System during those six years. Preference is given to those making significant contributions to teaching and those who have not had a leave of absence during the preceding four years. Sabbatical leave for one semester is compensated at 100% of salary, and no replacement staffing will be granted. Sabbatical leave for an academic year is compensated at 65%. All tenured SLIS faculty have been able to take sabbaticals.

The university provides competitive funding opportunities for academic and classified staff professional development. The Academic Staff Professional Development Program Fund offers academic staff (including SLIS non-tenure-track faculty) financial support for professional development activities and provides funding to promote efficiencies and cross-campus collaboration. The competition is on an annual basis. In the past, collective bargaining guaranteed classified staff the opportunity for professional development funding through the Council for Non-Represented Classified Staff. These programs have ended, but with the formation of the Classified Staff Executive Committee in 2014, classified staff will have a new path for requesting funds. In addition, L&S offers matching funds to departments twice a year for academic and classified staff professional development.

SLIS PhD students are also eligible to apply for competitive research and travel funding grants from the Graduate School and from numerous research centers such as the Holtz Center for Science and Technology Studies.

V.7.2 Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

SLIS master’s students compete for financial aid from the University of Wisconsin on the same basis as other students. As indicated in section IV, in general just over 70% of SLIS students receive financial aid at the campus level (see section IV.2 for data about financial aid). SLIS also negotiates with L&S to receive Advanced Opportunity Fellowships (AOFs) each year. These fellowships are granted to the Graduate School from the State of Wisconsin to support the recruitment and retention of highly qualified underrepresented students into graduate programs, including first-generation college students. SLIS receives two to five AOFs each year.

Two levels of financial aid are available: campus-level and SLIS-level. Campus-level financial aid is managed by the UW Financial Aid office. As described in section IV.1, all US citizens and permanent residents are eligible to apply for campus-level financial aid. Aid allocations are guided by publicly posted eligibility requirements.

In addition, SLIS gives out scholarships to many students from endowment funds. SLIS has a growing quantity of funds with the University of Wisconsin Foundation and the University of Wisconsin Trust Funds designated for student scholarships. SLIS was able to provide $86,500 to first- and second-year students during the 2013–2014 academic year. At the SLIS level, all admitted students are considered for SLIS scholarships after admissions. SLIS scholarships are awarded based on need and a candidate’s academic strength.
Students are also eligible to compete for a number of teaching and project assistant appointments on campus. Teaching-assistant positions often require teaching or student advising experience. SLIS itself offers two undergraduate courses that hire master’s students as teaching assistants each semester, and has three project assistantships available in the SLIS Library. Faculty members also offer project-assistant positions as part of research grants and activities. Selection is made based on relevant experience and academic promise. Teaching and project assistant positions provide significant support, including a monthly salary, health insurance, and tuition remission for positions over one-third time. Salaries range from $8,925 to $13,047 a year, depending on the percentage of appointment, length (9-month or annual), and type of appointment.

Students may also apply for student-hourly and work-study positions across campus. SLIS has worked with several libraries, information agencies, and research labs to find them qualified student employees.

SLIS encourages students to attend conferences and professional development opportunities and offers partial funding for expenses, especially if the students are invited to present at a poster session or other activity. Funding is available through SLIS’s Foundation Funds, and allocations are managed by the Director (see section V.3.3 for more detail).

**Standard V.8** The school’s systematic planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.

Evaluation of administrative, fiscal, and financial support policies happens within SLIS as part of the ongoing planning and evaluation cycle described in sections I.1 and V.4.

In recent years the SLIS continuous evaluation and assessment cycle has engaged faculty and staff in debate and led to the creation of new or clarified administrative policies and practices, including:

- Clarified SLIS travel financial support policy for faculty (appendix III-16)
- New “service course” teaching load policy (appendix III-15)
- Standardizing compensation for development of new online courses and maintenance of existing online courses (appendix III-14)
- SLIS intellectual property policy (appendix I-10)
- Increased use of 131 revenue to support scholarships
- Creation of a computer upgrade plan
- Broadening curricular planning to include the Director, Associate Director, and PhD Program Director (previously done by just the Director)
- Publishing a two-year “course forecast” of Tier 1 and Tier 2 courses to facilitate student planning
- Increased opportunity for department support of professional development for all staff and faculty
- Annual administrative consultation about faculty, staff, and PhD student office space and furniture needs

SLIS must participate in annual L&S budget planning and reporting exercises that support budget planning and review throughout the year; for example, the annual “budget status reports” to L&S track department finances for the 101/GPR budget. Whenever SLIS forwards requests with finan-
cial repercussions to L&S, SLIS must justify the request by referencing the most current budget status report spreadsheets. In addition, SLIS must provide separate annual budget reports for its online education and continuing education budgets. This reporting and oversight process is a significant part of the budget evaluation and planning in SLIS.

SLIS maintains a short-term staff budget allocated from GPR, which it updates each semester to plan for the hiring of adjuncts.

Other administrative processes such as remodeling grants follow regular cycles that drive space-planning timing.

SLIS faculty and staff are involved in administrative and fiscal decision making. Fiscal challenges in the last five years have required making budget processes more transparent and educating SLIS faculty and staff about trade-offs related to difficult budget decisions.

- Weekly meetings of the Director, Associate Director, and Department Administrator include regular discussion of fiscal projections, with review of current budget numbers.
- The SLIS Executive Committee makes final decisions about budget cuts. For example, the Executive Committee, with input from the Director, Associate Director, and SLIS Administrator, ultimately voted on how to distribute salary increases in 2012 and 2013 and decided how SLIS would pay for those increases through GPR cuts.
- Decisions about creating new programs to generate additional revenue are discussed and debated by the entire faculty and staff at plenaries and retreats.

While some administrative decisions are dictated by state statute or university rules, or controlled by the Director and Executive Committee, SLIS is a collaborative environment driven by shared governance. As described earlier in this section, many decisions are made in SLIS committees that include representation by faculty, staff, and, where appropriate, students and employers. Major planning decisions, such as the decision to modify the distance program to fully online, or the revision of the SLIS strategic plan, were brought to SLIS plenary meetings or the August retreat for discussion among all faculty and staff.

In addition to receiving student input through SLIS committees, the Director seeks input from student group leaders at a meeting every fall and convenes a “SLIS Town Hall” meeting every spring to which all students are invited. SLIS receives input from alumni and employers via the Alumni Council and the Advisory Council. The SLIS Director and Student Services Coordinator meet with the Alumni Council quarterly. The Advisory Council meets once per year, but the Director seeks input from individual council members on an ad hoc basis.
STANDARD VI: PHYSICAL RESOURCES AND FACILITIES

SLIS has access to excellent physical resources and facilities that are sufficient to the accomplishment of its objectives, and that provide a functional learning environment and enhance research, learning and service. SLIS facilities and resources serve students, faculty and staff regardless of location.

Reading about SLIS’s compliance with Standard VI, reviewers will learn about:

- The many library, archive and information management facilities around Madison that are available for student learning and work opportunities, and SLIS’s growing network of remote partnerships that provide student experiential opportunities regardless of location.
- The large number of physical and digital information resources available to students regardless of location through the campus libraries and the SLIS library.
- Support provided by the library and IT services to students, faculty and staff regardless of location.
- The computing and networking facilities of UW–Madison and SLIS including regularly updated classroom computers and campus-wide wifi.
- “Learn@UW,” the online learning management system employed by UW–Madison and SLIS.
- How SLIS ensures that students have access to the software they need to fully participate in all SLIS classes regardless of format.
- Instructional technology, instructional design and media services provided by the SLIS Distance Education teaching assistant as well as the campus level instructional technology office.
- How SLIS’s ongoing evaluation and planning processes, which include stakeholder input, assess and improve physical resources and facilities.
- Plans for fundraising and planning to support the future renovation of the SLIS Library (4191) and a newly acquired classroom space (4290)

Each section will explain how SLIS’s physical resources and facilities support accomplishment of SLIS objectives.
SLIS’s excellent physical resources and facilities are located in proximity to wider campus and community resources that support the program and more than suffice to accomplish the master’s program objectives. These resources support a wide array of learning and student job opportunities as well as an engaging intellectual and professional climate.

Rich campus collaboration, support, and learning experiences are close to SLIS (see campus map). SLIS’s location within Helen C. White Hall is across the street from a favorite student gathering place, Memorial Union. The “Helen C.” location also allows easy access to many libraries, departments, and services:

- Memorial Library, the university’s main humanities and social science research library, and the Wisconsin Historical Society, housing library collections as well as vast archival resources on Wisconsin and American history, are located within two blocks of SLIS. Both institutions provide numerous opportunities for practicums, employment, research, and networking. Their proximity also facilitates field trips, guest speakers, and part-time teaching by practicing professionals.
- College Library, located on the first three floors of Helen C. White Hall, is the primary undergraduate library on the UW–Madison campus, providing collections, extensive group and individual study spaces, classrooms, and one of the 17 InfoLabs (computer labs) located across campus. College Library provides a very important learning venue for SLIS students through practicum placements, paid employment, job shadowing, and networking.
- SLIS students also regularly consult the UW Writing Center, located on the sixth floor of Helen C. White Hall, to obtain guidance on written assignments through in-person appointments, Skype appointments, and e-mail.
- Campus students and faculty have many opportunities to attend events and collaborate with members of the other departments and programs located within the building, including the departments of English, Philosophy, and Afro-American Studies as well as the Dictionary of American Regional English project. Locations for other campus events at collaborating departments and research centers are within walking distance, including the School of Education, the School of Journalism and Mass Communication, the School of Medicine, UW–Madison Library’s Research Data Services, and the Wisconsin Institutes for Discovery.
- The Co-operative Children’s Book Center (CCBC), a library belonging to the School of Education, has been co-located on the fourth floor of Helen C. White Hall. The CCBC has a comprehensive noncirculating collection of current and historical children’s books, as well as its nationally recognized services in programming, selection support, and intellectual freedom. They are scheduled to move to MERIT Library in the Teacher Education Building, a half mile from SLIS, during summer 2014. They will remain another valuable resource for SLIS students and faculty, as well as an important partner for practicums and other SLIS activities.
- SLIS students work, gain experience through practicums, and conduct class projects at more than 30 other campus libraries, departmental readings rooms, and administrative offices.

The city of Madison and its surrounding area is home to a vibrant array of public libraries, school libraries, community colleges, businesses, community organizations, government departments, law firms, research initiatives, and other venues for learning, collaboration, and research. For example,
The Madison Public Library system reopened the newly renovated Central Library in September 2012 and revitalized its programming model such that on-campus SLIS students have access to innovative public library design, collections, and collaboration within walking distance. Branch libraries in Madison, as well as busy public libraries in Madison’s expanding suburbs and throughout Dane County, also play a key role in supporting SLIS students’ practical experiences.

The Wisconsin Veterans Museum, Wisconsin State Law Library, and Forest Products Laboratory are also within walking or easy bus ride distance and provide a variety of student practicums, hourly jobs, and projects.

Standard VI.2 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 school’s program, regardless of the forms or locations of delivery.

**SLIS Spaces**

SLIS occupies half the fourth floor of Helen C. White Hall, in a space custom-built for the department (see appendix VI-2 for floor plans).

**Table VI-1: SLIS Spaces Overview**

<table>
<thead>
<tr>
<th>Room number</th>
<th>Room nickname</th>
<th>Purpose(s)</th>
<th>Seat capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Instructional spaces</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4191F</td>
<td>Cat lab, Cataloging Lab</td>
<td>Technology-enhanced master’s classroom</td>
<td>41</td>
</tr>
<tr>
<td>4160</td>
<td>Computer Lab</td>
<td>Computer lab master’s classroom</td>
<td>31</td>
</tr>
<tr>
<td>4246</td>
<td>Conference Room</td>
<td>Conference room for meetings and classroom for master’s seminars</td>
<td>16</td>
</tr>
<tr>
<td>4207</td>
<td>Bunge Room, “Commons”</td>
<td>Host SLIS classes as well as social events and lectures</td>
<td>49</td>
</tr>
<tr>
<td>4290</td>
<td>CCBC Room</td>
<td>Space acquired in summer 2014. Will be converted to an additional classroom by spring 2015.</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Other spaces</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4191</td>
<td>SLIS Laboratory Library, SLIS Library</td>
<td>Three public workstations, wifi</td>
<td>90</td>
</tr>
<tr>
<td>4217</td>
<td>Front Office/ Administrative Office Suite</td>
<td>Administration and student services</td>
<td>n/a</td>
</tr>
<tr>
<td>Room Number</td>
<td>Facility</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>4222/4220</td>
<td>Research Lab</td>
<td>This room is used for research projects. It contains six computers with screen-capture software and separate mirrored window observation room for research studies and user testing.</td>
<td></td>
</tr>
</tbody>
</table>

SLIS has several teaching spaces on the floor that vary in size, technology, and movable furniture to support different pedagogical approaches and activities. The easily navigated and accessible layout, as well as open event/lecture spaces in the SLIS Library (room 4191) and room 4207, encourage interactions and a sense of community among students, faculty, and staff. Most SLIS classes are scheduled in close proximity to faculty and staff offices for convenience.

The SLIS Laboratory Library (room 4191), with entry to a classroom (room 4191F) and the Computer Lab (room 4160), is immediately visible from the elevator and primary stairwell. Moving east from the library are the second classroom (room 4207) and the SLIS front office (room 4217). This corridor intersects with a corridor of faculty offices that in turn connects to the corridor containing SLIS Continuing Education Services offices and the new innovative teaching space formerly (as of summer 2014) occupied by the Children’s Cooperative Book Center. The floor also contains campus classrooms (sometimes used by SLIS), as well as the SLIS Research Lab (room 4222/4220) and storage spaces. Student mailboxes are located outside the front office next to room 4207, and lockers available to students are located throughout SLIS’s half of the fourth floor.

The SLIS administrative suite consists of the front office in room 4217, with co-joined offices for the Student Records Manager and Financial Specialist, as well as office space for lecturers and an office-supply/copy room. Directly through the front office is another hallway containing the conference room (room 4246) and offices of SLIS’s Student and Alumni Services Coordinator, Director, Department Administrator, and Associate Director. This hallway connects to the faculty office hallway. The front office (room 4217) was refurbished in spring 2014.

Beginning in spring 2015, SLIS will also schedule classes in room 4290 Helen C. White Hall, the space opened up by the migration of the Children’s Cooperative Book Center to a new home in the Teacher Education Building. In March 2014, the campus space planning office informed SLIS that it would be allocated the space. SLIS plans to redevelop room 4290 as a shared teaching space designed to support dynamic studio courses that involve group computing work. Under the terms of the campus decision, SLIS will administer the space and receive first priority in scheduling; SLIS will share the space with other departments with which it partners in the undergraduate Digital Studies certificate. SLIS will raise funds for redevelopment of the space through the Bunge SLIS Facilities Support Fund at the University of Wisconsin Foundation and through applying for campus sources of renovation funds. The creation of new classroom spaces will relieve pressure on room 4246 and allow it to be reserved for meetings.

SLIS classes are also occasionally held in other fourth-floor classrooms and in other campus buildings, including in Memorial Library and College Library. Classes in special collections, art librarianship, and preservation are often held in library spaces that facilitate students’ access to the materials used in the class.
Facilities for online students

All students enrolled in the SLIS online program take advantage of on-campus facilities during the required bootcamp at the beginning of each cohort’s online program. Bringing online students together in the same physical space, the bootcamp allows them to connect with fellow students and faculty, become familiar with services the SLIS Library offers, and explore UW–Madison’s campus and services. Bootcamp events, such as workshops, socials, classes, presentations, and informal discussions, take place primarily in the SLIS Library (room 4191) and classrooms (rooms 4191F, 4207) and Computer Lab (room 4160), with additional events in other campus buildings.

SLIS physical and technological facilities support online students as described throughout this section. The text below highlights resources supporting the online MA program, many of which are further described elsewhere:

- Online courses are taught through Learn@UW, a University Wisconsin System–licensed instance of the Desire to Learn instructional content management system, supported by UW–Madison’s Division of Information Technology (DoIT).
- Online and campus students can access live-streamed video and audio feeds of on-campus events such as lectures, panel discussions, and meetings of the SLIS community. Recordings are also made available to students who wish to watch them at a later date.
- Other major software employed by students (e.g., e-mail, courseware) is provided at the campus level and accessible from a distance.
- Students registered for online courses have access to needed software through SLIS hosting of software on servers accessible to online students, or through licensing of cloud-based software services.
- The campus and SLIS Library provide book/article delivery and reference services to online students in addition to the extensive collection of campus e-resources.
- Important student communications (e.g., New Students blog, SLIS Digest) are accessible online.
- Technology support services for online learning are available via chat, e-mail, or phone through a central campus Help Desk facility.

This chapter continues by further describing how facilities and services meet the needs of all faculty, staff, and students.

Standard VI.3 Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

Campus library services

All members of the SLIS community enjoy access to the print, electronic, and instructional resources of the UW–Madison library system, currently the 11th-largest library collection in North America, with holdings of over 7.3 million volumes and 55,000 serial titles, supplemented by resources accessible from other University of Wisconsin libraries around the state, as well as via an extensive interlibrary loan service for materials not available within the UW library system.
Many campus libraries, in addition to the SLIS Library, are heavily used by the SLIS community: for example, the MERIT Library (education resources), Ebling Library (health sciences resources), the American Indian Studies Library, and the Kohler Art Library.

The campus libraries provide distance services for remote users that include distance lending of paper materials via US Mail, chat and email reference, and proxy service for access to electronic resources. Students, faculty, and staff also benefit from remote access to major LIS databases and indexes, as well as a large collection of LIS electronic journal titles. Electronic resources available to SLIS students include the extensive electronic holdings of the UW–Madison Libraries, and are supported by a rich infrastructure of online research guides.

**The SLIS Laboratory Library (room 4191)**

The SLIS Laboratory Library, located within SLIS, supports teaching, learning, and research in the areas of Library and Information Studies. It has been called the “Laboratory” to underline that it is a space that facilitates learning by doing. Over the next several years, SLIS will be remodeling the library to better reflect contemporary academic library best practices, including:

- Group study space
- Technology-enhanced group space
- Facilitation of quiet study
Changes to collection space requirements

Library workshops and research services

SLIS Library staff provide workshops to support face-to-face and online SLIS courses as well as SLIS student interests. For example, the library has provided custom workshops for the following courses:

- LIS 450 “Information Agencies and their Environment”: The SLIS library and the 450 instructor team collaboratively designed a session on collection development that was delivered to three sections of 450.
- LIS 661 “Information Policy and Ethics”: The library provided reference services for major papers for students in the online section of LIS 661 through an online discussion board.

Staff also develop training materials for specific tools that students use. For example, the library has coordinated and mentored student staff creating screencasts about screencasting tool Jing and project-management tool Asana for the following courses: LIS 451 “Online Searching for Information Professionals,” LIS 640 “Topics in Library and Information Studies,” LIS 644 “Digital Tools, Trends, and Debates,” and LIS 751 “Database Design for Information Agencies.”

The library is specifically working to develop course-embedded workshops that address information source or tool needs driven by course learning objectives. Library staff have developed embedded workshops for the following courses:

- LIS 202 “Information Divides and Differences in a Multicultural Society”
- LIS 301 “Information Literacies in Online Spaces”
- LIS 450 “Information Agencies and Their Environment”
- LIS 620 “Field Project in Library and Information Studies”
- LIS 622 “Children’s Literature”
- LIS 631 “Young Adult Literature”
- LIS 642 “Reading Interests of Adults”
- LIS 661 “Information Ethics and Policy”
- LIS 826 “Field Project in Library and Information Literacy Instruction”
- LIS 861 “Information Architecture”

In addition, the library supports program goals by offering workshops to support students in completing the Technology Gateway and portfolio requirements described in section II.1.

The library provides on-demand research support services for SLIS faculty and staff. In the last year, library staff completed requests to support literature reviews, grants, research, teaching materials, and current best practices for distance education.

Additional library services for the online master’s program are described in section VI.4.

SLIS library collections

The SLIS library collections supplement the substantial collections made available through other campus libraries. Physically, the SLIS library space consists of 10,513 square feet: 6,339 square feet of public reading space and 3,500 square feet of stack area. It offers a specialized collection of materials as well as a space for students to collaborate and study. The core collection contains a concentrated selection of materials that relate to both theoretical and practical aspects of librarianship. Laptops, film equipment, and a selection of e-readers and tablets are available for checkout.
Recognizing recent trends and student interest in “library as place,” the librarians have encouraged staff creativity in library design and collection promotion.

The SLIS Laboratory Library’s collection contains 58,800 print items, consisting primarily of LIS monographs, and current periodical subscriptions supported by a large retrospective collection of print periodicals. It also houses smaller collections of LIS dissertations, reference materials, microform, and children’s literature. The collection’s materials are selected to support teaching and research in all areas of the school’s master’s and doctoral programs. Selection in the SLIS library is undertaken by both librarians, working with the assistance of a master’s student and in collaboration with faculty and other community members.

The SLIS Library has seen decreasing use of its print collection over the last decade, and acquisition of electronic journals, e-books, and other remote-access materials has become more important to serve both online and on-campus students. Recent e-book purchase numbers from the SLIS Library collections budget are as follows:

Table VI-3: SLIS Library Acquisition Budget

<table>
<thead>
<tr>
<th>Fiscal year</th>
<th>SLIS Library acquisitions budget</th>
<th>Paper titles acquired from SLIS collections budget</th>
<th>E-book titles acquired from SLIS collections budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$39,450.00</td>
<td>169</td>
<td>0</td>
</tr>
<tr>
<td>2011</td>
<td>$43,518.00</td>
<td>219</td>
<td>10</td>
</tr>
<tr>
<td>2012</td>
<td>$43,498.00</td>
<td>258</td>
<td>3</td>
</tr>
<tr>
<td>2013</td>
<td>$39,664.03</td>
<td>184</td>
<td>10</td>
</tr>
<tr>
<td>2014</td>
<td>$43,826.14</td>
<td>265</td>
<td>22</td>
</tr>
</tbody>
</table>

Importantly, these numbers do not include electronic and paper resource titles available to SLIS students that were purchased by other campus libraries or the centralized General Library System. These include titles in LIS and related fields, including computer science, research methods, and management. Thanks to an efficient delivery system, SLIS students can request almost any book held on campus or throughout the University of Wisconsin System and pick it up directly at the SLIS Library circulation desk; electronic resources are of course available to all students. Due to coordination among campus libraries, the SLIS library does not generally purchase duplicates of relevant print books held by other campus libraries, allowing the library to use its collection budget and space more effectively. Through the Collections Librarian’s role on campus committees, the SLIS Library also has a voice in campus and system-wide decision making related to centralized purchasing of e-books and interdisciplinary electronic resources, which further increases the amount of relevant materials accessible to SLIS students.

For example, in 2012 and 2013 a centralized and centrally funded Patron Driven Acquisition program made available more than 83 e-book LIS titles as well as over 1,300 titles in Education, Computer Science, and Management. SLIS Students also have access to extensive collections of e-books on computer science, including topics like information processing, information architecture, and data science, through campus subscriptions to Books 24x7/ITPro (over 14,000 titles), Synthesis Digital Library (over 600 titles), and Safari Books Online (200 titles). The SLIS Collections Librarian
regularly provides feedback and suggestions to the Engineering librarian, who maintains these subscriptions to enhance offerings relevant to SLIS students and faculty. Recent acquisitions include e-books on data visualization, trends in library science, usability, and computerized textual analysis.

Another ongoing priority has been increasing access to historical items in the library’s collection, which often provides learning opportunities around archives, book history, digital libraries, and technical services. For example, the library’s holdings of historical library annual reports (over 600 titles, many of them rare) are being cataloged and studied, and collections of library posters, filmstrips, photographs, and rare children’s books have been the subject of preservation projects and student practicums.

**Technology facilities and computing environment**

The Helen C. White IT Cooperative manages technology for SLIS and three other academic departments located in Helen C. White Hall, as well as a research center in a nearby building. SLIS leads the interdepartmental cooperative and provides a departmental and budgetary home to the unit’s director, professional staff, and student assistants. Cooperative offices, workspaces, and server room are located within the SLIS Laboratory Library, and its staff are integrated into SLIS’s community. Its current Director, Greg Putnam, attends SLIS faculty meetings, sits on the SLIS Library/IT Committee, has been a member of SLIS’s Curriculum Committee as well as the Distance Education Committee, and teaches a one-credit intensive course on IT management for SLIS master’s students. The close and collegial relationship with Helen C. White IT benefits SLIS in many ways, both formal and informal.

SLIS’s computing environment includes a sizable multiplatform computer network of workstations and laptops, several associated servers, and wired and wireless network infrastructure, as well as instructional technology labs, tech classrooms, a research facility, IT workspace, and server room. Since the last Program Presentation, SLIS has continuously upgraded and expanded its technology resources and facilities, which can usefully be divided into four areas:

- Computer lab, technology classrooms, and research facilities
- Network of faculty and staff computers
- Local network and server infrastructure
- University IT resources available to SLIS faculty, staff, and students

**Software used in classes**

SLIS provides students and instructors access to needed educational software in several ways. Face-to-face classes make use of software loaded in SLIS technology classrooms (see below). Instructors of online courses with particular software needs often teach with free/open-source software (e.g., LIS 751 uses the open-source database MySQL) or ask SLIS to provide needed access through educational licensing (e.g., CONTENTdm for LIS 879 “Digital Libraries” and the XML editing software oXygen for LIS 652 “XML, Document Structures, and Metadata”). Other software needed for courses is freely available to registered students and staff through central campus services, as described in “Campus IT Resources Available” later in this section. Central campus IT provides students a means to purchase commonly used software (e.g., Microsoft Office) and computers at heavily discounted prices via the DoIT Tech Store.
Computer lab, technology classrooms, and research facilities

SLIS maintains four technology-enhanced classrooms, one computer lab, and one research lab with computing equipment. These facilities are exclusively for use by SLIS faculty and students and are jointly managed by SLIS and Helen C. White IT Cooperative staff.

Table VI-4: SLIS Technology-Enhanced Spaces

<table>
<thead>
<tr>
<th>Room number</th>
<th>Room nickname</th>
<th>Technology available</th>
<th>Seat capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4160</td>
<td>Computer Lab</td>
<td>28 dual-boot iMacs running Mac OS 10.7 and Windows 7, four MacBookPro laptops, high-speed network, wifi</td>
<td>31</td>
</tr>
<tr>
<td>4191F</td>
<td>SLIS Classroom, Cat lab, Cataloging Lab</td>
<td>Two dual-book iMac presenter machines with speakers, two screens, high-speed network, wifi</td>
<td>41</td>
</tr>
<tr>
<td>4246f</td>
<td>Conference Room</td>
<td>SmartBoard with speakers, networked, wifi</td>
<td>16</td>
</tr>
<tr>
<td>4207</td>
<td>Bunge Room, “Commons”</td>
<td>Instructor station has two dual-boot computers as well as two projectors and screens. The room has a microphone and camera system for high-quality event streaming over the Internet as well as lecture capture.</td>
<td>49</td>
</tr>
<tr>
<td>4222/4220</td>
<td>Research Lab</td>
<td>This room is used for research projects. It contains 6 computers with screen-capture software and separate mirrored window observation room for research studies and user testing.</td>
<td>7</td>
</tr>
</tbody>
</table>

SLIS also has easy access to two additional technology-equipped classrooms on the fourth floor (rooms 4281 and 4208), which are general-assignment classrooms operated and maintained by UW–Madison. Helen C. White IT and SLIS have funded comprehensive lab upgrades approximately every five years through a campus-wide competitive grant process known as the Instructional Lab Modernization (ILM) program (see appendix VI-3 for a sample ILM call for proposals, and appendix VI-1 for sample SLIS ILM grant proposals).

Room 4160: Computer Lab

The Computer Lab is used extensively in SLIS classes: technology-intensive face-to-face classes as well as other classes employing hands-on activities in which students may break into teams and work on technology projects. During non-class hours room 4160 is open to all SLIS students for homework or personal use. The lab has been comprehensively upgraded twice since the last Program Presentation, most recently in August 2013.

The Computer Lab PA preloads lab computers with any software needed for face-to-face courses. This process begins with an email to all instructors before the start of each semester asking about their software needs. If new software is needed for a particular class, the library will license it. Very expensive requests are forwarded to the Director for approval. The computers are all reimaged after the end of each semester for security purposes.
The lab currently contains 28 iMacs running both Mac OS 10.7 and Windows 7, enabling them to run both Windows-based and Mac-based software. The lab also offers four MacBookPro laptops. All machines have high-speed network connections to the Internet and the SLIS local area network. Software includes the latest Microsoft Office productivity suite as well as packages the instructors request each semester. Lab computers have access to SLIS application servers, the student portfolio server, and multiple file-sharing options (SLIS local area network, campus services, and cloud services). The lab provides scanners, printing services, a networked document camera, both fixed and mobile web-conferencing equipment, and a sound system for the instructor's station. The planning process of each lab renovation project addressed the needs of students with physical disabilities. The lab provides a height-adjustable computer desk for students in wheelchairs, and a workstation with a larger screen as well as magnification and screen reader software for visually impaired students, as recommended by UW-Madison's McBurney Disability Resource Center. Although SLIS does not keep usage statistics for the computer lab, capacity is a known problem. SLIS technology course sizes are currently constrained by the seat capacity of the computer lab; SLIS aims to expand the capacity of the computer lab as soon as is practical by moving it to a larger room.

Room 4191F: The SLIS “Cat Lab”/SLIS classroom

The “Cat Lab,” a large technology-enabled classroom, was comprehensively upgraded in 2011. The classroom has two instructor’s computers (dual-boot Mac Minis) connected to two projectors and screens, a networked document camera, a sound system with voice support, and fixed web-conferencing equipment. The room’s dual-projection capability makes it ideal for comparative analysis, and it is a much-sought-after teaching space. The 2011 upgrade relocated the instructor's station and replaced it with a height-adjustable desk, providing much-improved access for students and instructors with physical disabilities.

Room 4246: Conference Room

The Conference Room has been regularly used for smaller classes in addition to hosting faculty meetings, presentations, and other administrative functions. Its technology was upgraded in 2012, funded by a successful ILM grant. Technology in the room includes a SmartBoard (large-format, touch-screen display) with integrated sound system. The screen is connected to a wall-mounted, dual-boot Mac Mini computer running Mac OS 10.7 and Windows 7. The system can be used as a touch-screen device by a presenter beside it, or via a wireless keyboard/mouse by anyone seated at the conference table.

Room 4207: The Bunge Room/Commons

The Bunge Room is a new, large, flexible technology space that will be used regularly for classes as well as presentations, receptions, and other group activities beginning in fall 2014. The room was completely remodeled during spring/summer 2014. It now contains easily movable furniture and two large glass whiteboards. Its instructor station has two dual-boot computers as well as two projectors and screens. The room has a microphone and camera system for high-quality event streaming over the Internet as well as lecture capture.

Rooms 4222 and 4220: The Research Lab

The Research Lab includes six workstations in room 4222 and has a mirrored observation window looking in from room 4220. The lab serves as an Internet usability research laboratory for Dr. Kim; as a small computer classroom facility; and as a quiet studio space for recording video, narrated screen captures, and individual web-conferencing (including job interviews, for example). It also
serves as a general computing space, supporting various research and administrative projects, and occasionally provides a useful test environment for Helen C. White IT research and development projects. The lab equipment was last upgraded in 2013, with new Dell Optiplex workstations running Windows 7.

Other classrooms in Helen C. White Hall

Located on the fourth floor (rooms 4208 and 4281), these spaces contain 42 and 63 seats, respectively, and are outfitted with computer and video projection technology, sound systems, document cameras, and media players. They are maintained by the UW–Madison’s Space Management Office (SMO). Regular upgrades are funded via campus classroom maintenance funds. Local Helen C. White IT staff enjoy very good working relationships with the SMO technicians supporting the rooms.

Mobile projectors and laptops can easily be requested for classrooms that do not have fixed technology. The SLIS Computer Lab Project Assistant maintains an inventory of such equipment (housed in room 4160A) and schedules delivery, setup, and support.

Network of faculty and staff computers

SLIS maintains and regularly upgrades the networked computer workstations and laptops that provide the foundation of the computing and digital-communications environment on which SLIS students, faculty, and staff rely for learning, teaching, research, and administrative work.

**Desktop and laptop platforms:** SLIS’s computer inventory exceeds 100 systems. Of these, about half serve as office computers for faculty and staff. SLIS and the Helen C. White IT staff welcome and support user choice of operating system. Helen C. White IT Cooperative’s desktop management program consolidates platforms so that all SLIS computers run the same version of the chosen Windows, Mac OS, or Linux platform. All workstations are connected to SLIS’s local area network, the UW–Madison network, and the Internet via high-speed wired connections. Laptops, tablets, and mobile devices typically use UW–Madison’s high-speed wireless.

**Application software:** SLIS faculty and staff computers are configured with a broad range of software applications and utilities, including the latest Microsoft Office productivity suites, e-mail clients, browsers, security software, and remote management clients. The basic software package is largely standardized within SLIS to optimize compatibility and sharing, and to minimize tech support load. However, in addition to the standard package, most faculty and staff have one or more individually licensed applications needed for their specialized work.

SLIS’s Local network and server infrastructure

**Network infrastructure:** The network infrastructure is a critical resource supporting SLIS’s mission. In 2004, UW–Madison launched the 21st Century Network Project, which comprehensively upgraded campus networking infrastructure and established a permanent funding model and management plan to provide for continuous improvements in the future. Most of that work was completed around the time of SLIS’s last Program Presentation in 2007, leaving SLIS outfitted with excellent network infrastructure. The final major component, completed in 2008, was the upgrade of Helen C. White Hall’s data cabling to Category 6 gigabit Ethernet. Since then, SLIS has enjoyed world-class network infrastructure. Major improvements have continued: wireless upgrades in 2011 resulted in wifi that is available in all rooms in the building at all times, and network switches upgraded in
2013 bring gigabit Ethernet to all office desktops (see appendix VI-4 for a grant proposal for a SLIS server-room security upgrade).

*Server infrastructure:* The SLIS computing environment includes a set of servers that provide shared storage, shared applications, and web publishing as well as security and network-management services.

SLIS’s local server environment is designed to support program needs, including:

- Hosting space for student projects such as blogs, databases, digital libraries, and institutional repositories
- File sharing and backup for smooth administrative functioning
- Hosting for SLIS student portfolios
- Print servers allowing convenient and billable student printing in the library and the computer lab

Resources currently include physical servers running VMWare Vsphere to host multiple servers that fulfill various program needs (Windows LAN server, Linux/Apache web server, Linux-based application servers). Other physical servers remain as well, including Windows management servers providing computer network administration tools in production or development, a print server, and a server backup system.

Helen C. White IT Cooperative participates in a number of campus-level services and server technologies that are hosted by DoIT (Central IT) or the campus Office of Information Security. These are typically server accounts or console instances created for use by Helen C. White IT, including instances of Tivoli Endpoint Manager, Identity Finder, and Secunia CSI.

**Campus IT resources available to SLIS faculty, staff, and students**

*UW campus software infrastructure:* SLIS students, faculty, and staff take advantage of major IT services provided by campus through their campus NetID, including:

- Campus e-mail—WiscMail
- Calendaring services—WisCal
- Cloud storage—UW Box, 50GB of cloud storage
- Learning management systems—Learn@UW
- Bookkeeping/financial records—WISDM (Wisconsin Data Mart)
- Student records—MyUW
- Google apps: e-mail, calendaring, website creation, surveys
- Survey software: survey.wisc.edu
- Free security software: antivirus, firewall instructions

Additionally, faculty, staff, and students are eligible to purchase discounted software licenses through a state bulk purchasing program via the DoIT Tech Store.

UW–Madison maintains a wide variety of facilities, such as traditional computer labs, tech classrooms, and digital media production labs, as well as support structures that are available to SLIS faculty, staff, and students around campus.

- The Division of Information Technology (DoIT) offers user support and classes for students and staff.
L&S’s Learning Support Services provide consulting related to online teaching, creating digital learning objects, digitization, and other multimedia production.

The Digital Media Center loans audiovisual equipment and provides access to media-editing software and assistance with production projects.

SLIS’s location in Helen C. White Hall offers excellent access to several resources housed downstairs in College Library:

- **InfoLab**: The InfoLab is a general-access computer lab, the largest on campus, that provides access to video editing, high-resolution color printers, and poster printers as well as computers. The InfoLab also houses a small private computer lab that SLIS sometimes uses for instruction if the SLIS computer lab is already in use.

- **Design Lab**: The Design Lab offers one-on-one as well as small group consultations to help with conceptual and aesthetic considerations as well as technical skills. Faculty, staff, and students have used Design Lab for assistance in developing posters and other presentation materials.

- **Media Studios**: The Media Studios are shared classroom spaces for studio-style courses that integrate collaborative digital projects into coursework.

- **Equipment checkout**: Students, faculty, and staff may check out the following equipment: laptops, still cameras, video cameras, projectors.

*Standard VI.4* The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school’s program.

As evidenced by the discussion of campus library and IT facilities in section VI.3 above, UW–Madison has a robust library, media center, and IT infrastructure supporting SLIS. Staff and services are of a high caliber, and students (both on campus and online), faculty, and staff have excellent access to help.

In addition to the high level of services SLIS staff provide directly (discussed below), the UW Libraries provide chat, e-mail, and phone reference, and many campus libraries have late evening hours (for example, College Library is open 24 hours daily, Sunday through Thursday). In addition the DoIT Help Desk offers telephone help from 6 a.m. to 1 a.m. and LiveChat 8 a.m. to 10 p.m. seven days a week.

**Hours of availability for SLIS facilities and support**

- Building access: Monday–Friday 7 a.m. to 5 p.m. (plus extended library hours)
- SLIS Library: Monday–Thursday 8:30 a.m. to 8:30 p.m., Friday 8:30 a.m. to 1 p.m., Sunday 12:00 p.m. to 6 p.m.
- Computer Lab: The same hours as the SLIS library, minus 15 minutes at start and end.
- Information, reference, and technology assistance is available in the SLIS library and computer lab during all open hours.
- Main Office: Monday–Friday 7:30 a.m. to 4:00 p.m.
SLIS PROGRAM PRESENTATION  STANDARD VI: PHYSICAL RESOURCES AND FACILITIES

SLIS library staff

The SLIS Laboratory Library (room 4191) is staffed by two professional librarians holding MLS degrees who participate fully in SLIS-wide planning and collaboration, and who also regularly teach for-credit courses. The Public Services Librarian, Anjali Bhasin, works in the library full-time, holding responsibility for public services, supervision of student assistants, management of the Library’s instructional initiatives, and teaching the “Library and Information Literacy Instruction” practicum course in the fall term. The Collections Librarian, Bronwen Masemann, works approximately 18 hours per week in the library, with responsibility for collection management and cataloging; the Collections Librarian also teaches one or two courses every semester. The librarians’ integral role as instructional staff for the master’s program gives SLIS students important opportunities to learn from active professionals, and more easily involves students in library projects such as in-class collection-development activities or software training. The librarians are able to bring innovative practical thinking to the classroom, based on their involvement in campus-wide library strategic planning, hiring, committees, and training opportunities. They are also able to bring the latest LIS research to bear on their daily activities and interaction with other campus librarians.

The library staff also include three half-time, usually PhD-student, Project Assistants (PAs). One of the PAs is the computer lab manager, and the other two PAs help lead a variety of projects from e-reserves to teaching workshops to preservation activities. In addition, four or five SLIS master’s students staff the front desk as student hourly employees for the 59 service hours per week that the Library is open. As part of the teaching mission of the Library, student staff participate in as many aspects of the library programs and services as possible.

Helen C. White Hall IT Cooperative staff

The Helen C. White IT staff (described in section VI.3) have offices in the SLIS Library. The Cooperative consists of the Helen C. White IT Director, Greg Putnam; the Technology Support Manager, Will May; and student hourly employees. The SLIS computer lab PA and other library staff handle daily IT questions about technology in the SLIS lab, classrooms, and conference rooms, but the Helen C. White IT staff make themselves available if SLIS needs a more extensive consultation. The SLIS computer lab and Helen C. White IT staff also provide software and support for the creation of screencasts, videos, sound recordings, and other materials for online learning, and they facilitate synchronous online classes and lectures.

The IT Cooperative staff manage SLIS teaching technology centrally using server-based remote-management software tools (e.g., Tivoli Endpoint Management and Secunia CSI). Operating system software, applications, and utility software in all SLIS teaching locations and offices are continuously scanned (daily or weekly) to identify security vulnerabilities and available updates, and are patched or updated to the latest available version automatically. SLIS’s major productivity and presentation software packages (Microsoft Office and Adobe Suites) are supported by UW-Madison site licenses, and the latest versions can be installed whenever appropriate. For example, SLIS computer labs, classrooms, and staff computers run the latest version of Microsoft Office (2013) and Adobe products. Some specialized applications specific to particular courses (e.g., NVivo, oXygen) are individually licensed and are commonly updated in coordination with major classroom-modernization grant cycles. They may also be updated on request of an instructor.
**Student Library support services**

SLIS Library staff support robust, convenient and accessible access to resources, references, and workshops/services and services for online and face-to-face students:

- **Resources:** The library purchases and maintains electronic resources, including databases, electronic journal subscriptions, and e-books.
- **Reference:** Online research guides designed and maintained by library staff serve both campus and off-campus students, providing suggested resources, guidance on research and citation, and instructional videos. The Careers Research Guide, for example, is designed to provide online students with an array of e-books that parallel the print materials available to campus students in the library’s career subcollection and reading area. Library staff also provide reference services via e-mail, chat, and phone.
- **Workshops and services:** The library also provides instructional support to online students through online workshops (see appendix VI-5). Originally these were asynchronous versions of workshops being delivered face-to-face by library staff. However, a synchronous delivery was piloted in fall 2013 to much praise, so library staff have continued with that model. A Project Assistant in the library now has dedicated time to plan and support additional synchronous online workshops. SLIS Library staff also work to make online students fully aware of UW–Madison library services for online students.

To develop relationships, librarians and library staff interact extensively with online students during the on-campus bootcamp, both formally and informally. This creates social bonds that promote later interactions. They help provide the curriculum for the week with a variety of workshops. Instructors for the core classes that launch during bootcamp encourage consultation with library staff. The library staff also attends various social and networking functions with the online cohort that week. Anjali Bhasin also guest lectures in LIS 450. All these points of contact have increased online-student consultations with SLIS Library staff.

**Student technology support services**

SLIS, in partnership with campus IT support services, supports robust, convenient, and accessible access to technology and software services for online and face-to-face students.

Coursework for the online master's is delivered online and asynchronously within weekly modules after students complete a required one-week bootcamp orientation visit to Madison (see section IV.4.3 for more information on bootcamp). SLIS informs incoming campus and online students about the technology requirements for the program and technology services for students via the SLIS New Students blog, as described in section IV.4.3.

The SLIS library and faculty run numerous technology workshops, including a Technology Gateway proficiency exercise during the on-campus visit. These workshops are designed to expose all students to the basic academic technologies they will use for communication and classwork when away from campus (for more information on the Technology Gateway, see section II.1). Similar support is provided to campus students during orientation week in August.

SLIS online courses employ the Desire2Learn software licensed by the University of Wisconsin System as a collaborative software project across the UW System’s 14 campuses and technical colleges. The local version of the software is known as “Learn@UW.” Learn@UW is fully funded at the system level and does not require direct financial support from SLIS. This software is fully supported
by the campus information technology office, which staffs an extended hours help desk and makes extensive help material available through a knowledge base that all users can search. As a web platform, Learn@UW is accessible across a variety of computing devices. Learn@UW also supports mobile access on iPhones, Blackberries, and Android devices. SLIS audio slides converted to HTML 5 are accessible via iPads and other tablets.

SLIS online courses use recorded lectures, a variety of discussion software packages, web conferencing, private messaging, and other software tools to deliver content and facilitate interaction between instructors and students. These tools are available to all students who meet the technology recommendations. SLIS online classes employ audio-narrated Power Point slides that have been converted to HTML 5 using Adobe Captivate, which students can view on a variety of devices without PowerPoint software. Learn@UW provides a file-management and presentation system to combine audio-narrated slides with text materials, images, links to videos, and other multimedia. Learn@UW also provides instant messaging systems, group discussion boards, and private text and audio commenting features for grading.

Instructors and students are not limited to using Learn@UW. Some instructors also employ wikis to encourage students to create collaborative information products. Students working in teams use a variety of tools to collaborate, including Skype and Google Hangouts. Both campus and online students have full access to a UW-Madison-licensed suite of Google products including Google Docs, Forms, and Groups. SLIS licenses Adobe Connect for group meetings.

Technology classes employ two SLIS coursework servers, Orson (MySQL) and Mindy (Koha/Omeka/general server software). To maintain these servers securely, students must access them using UW-Madison-supported virtual private network (VPN) software.

As described in section VI.3, some courses use open-source software. When classes require licensed software, SLIS staff work with the instructor to acquire educational licenses so that students may use it regardless of location.

The SLIS Distance Education Teaching Assistant (introduced below) is trained to assist faculty in constructing online courses and provide support to online students in conjunction with the campus-level HelpDesk. Online course syllabi provide guidance to students who need help with different types of problems (e.g., accessing Learn@UW or using course-specific software).

**Distance Education Teaching Assistant**

Since 2009, SLIS has had a dedicated Distance Education Teaching Assistant (DE TA), a PhD student with expertise in instructional design and online learning. The DE TA provides one-on-one consultation and support for all faculty and other instructional staff teaching online. The TA also helps coordinate and deliver training in technology and instructional methods for SLIS faculty, as the Distance Education Committee or administrative staff request. On occasion the TA is called upon for tech support for a class as well; for example, the TA has helped online students with Macs set up ESRI ArcView (now ArcGIS) software appropriately. In general, however, students are trained on courseware during bootcamp, have many immediate technology-related questions answered by instructors, and use the DoIT Knowledge Base and HelpDesk for questions.
Accessibility provisions

SLIS works to improve the accessibility of SLIS facilities and resources in partnership with the university’s McBurney Disability Resource Center and the UW Office for Equity and Diversity. The SLIS space was reviewed by a Facilities Access Specialist at UW Facilities Planning and Management office in spring 2014 (see appendix VI-6).

Accessibility provisions in place for those with physical disabilities within Helen C. White Hall include elevator access to all floors, emergency evacuation procedures, travel routes accessible without the use of stairs, travel routes at least 36 inches wide, accessible entrances and circulation spaces (width, carpeting, threshold, automatic door opener, space for reversing wheelchair, obstacles are cane detectable), emergency exits, and accessible controls for lights. The 2014 report noted the continued need for braille signage and replacement of doorknobs in room 4217 with levers (see appendix IV-7). SLIS has since begun to make doors for all class rooms ADA-compliant. Since 2007, significant improvements were made in accessibility for the Helen C. White Hall parking garage, with the clustering of and better signage for accessible parking stalls.

SLIS consults with Facilities and Plant Management accessibility experts in design planning. For example, height-adjustable tables are available in the SLIS classroom and computer lab, and the library’s circulation desk, furniture layout, and new conference room were planned in consultation with an accessibility design specialist.

The McBurney Disability Resource Center coordinates accommodations, services, and advocacy for students with physical and learning disabilities. The center provides many services, including captioning, note taking, preferential seating arrangements, learning-skills training, and priority registration. They also help students with appropriate referrals for testing or other needs. McBurney offers training for faculty and staff and useful information on pertinent phenomena such as universal design.

All SLIS syllabi must contain a statement about accommodations. Per McBurney Center recommendations, SLIS requires students to become clients of the McBurney Center to arrange for academic accommodations.

Standard VI.5 The school’s systematic planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

SLIS’s ongoing systematic planning and evaluation process includes review of physical resources and facilities needed to deliver the program. Several groups are involved in planning and evaluation in this area, including the Library and Information Technology Committee, the Distance Education Committee, the Helen C. White IT Group, and the SLIS Director, Associate Director, and Administrator.

Library planning and evaluation

The Library and Information Technology Committee is the primary governance body for the library and computer lab facilities in SLIS. It is comprised of faculty, library, and information tech-
Technology staff and meets once each semester to share updates on daily operations, challenges, and ideas and to guide planning and new initiatives. Topics the committee has discussed include:

- Library online-education support
- Space redesign
- Computer lab and classroom renovation projects
- Technology renewal and purchasing plans
- Instructional support

In addition to activities managed through the Library and Information Technology Committee, both of SLIS Laboratory Library’s librarians meet regularly with each faculty member to discuss plans and priorities for instruction, collection development, and collaborative projects. The results of this librarian-faculty communication have included guest lectures by both librarians, ideas for selection, and faculty support and suggestions for collection-management priorities and space allocation.

In addition to participating in SLIS planning, both librarians are also members of campus-wide committees, including committees on reference, instruction, cataloging, and collection development. They have access to campus-wide library data on services, collections, and other issues. This arrangement promotes the library decision-making process in alignment with UW–Madison Libraries’ strategic goals and policies.

The librarians’ participation in the SLIS-wide planning process promotes library and computer lab services aligning with SLIS priorities, and allows efficient communication about needs, challenges, and innovations. For example, the library’s current efforts to expand the careers collection originated in the SLIS assessment report, shared with librarians at the SLIS retreat in August 2013, and are aligned with the efforts of the SLIS Student and Alumni Services Coordinator, presented at the fall 2013 plenary meeting. As instructional staff, the librarians have wide-ranging knowledge of the SLIS curriculum and program-level learning outcomes, enabling them to make collection and instruction decisions informed by SLIS’s goals.

To gather data for planning, the student staff work with the professional staff to conduct a biennial library survey (described in the continuation of section I.1 and found in appendixes I-15). All SLIS faculty, staff, and students are invited to take the online survey, which addresses public services, library facilities, collection use, and other issues.

In addition, information about the facilities needs and priorities of the SLIS community is gathered through daily informal communication within SLIS, facilitated by a tight-knit physical layout and the central location of the library and computer lab. The library’s student staff play an important role in this informal communication, responding to faculty requests and ideas when faculty drop in to use the library, and transmitting the preferences and requests of their student peers back to librarians during monthly library staff meetings.

Changes, based on the survey or informal stakeholder feedback, better align the library with program goals. Examples include:

- The relocation of the Public Service Librarian’s office from a less-accessible workroom to a windowed office directly behind the circulation desk, allowing the librarian to communicate with faculty and students, better attend to patrons, and support instructional needs.
- Creation of additional space for group work and meetings, including additional lounge areas, group work tables, and the conversion of underutilized storage space into a new semi-
nar/conference room, seating 8–10 and equipped with a conference table and whiteboards for use by committees, staff, faculty, student groups, and informal collaborative gatherings.

- Enhancement of collection displays, including renewal of wall art via the library’s extensive collection of historical library-themed posters and new thematic book displays throughout the library.
- Increased promotion of print and electronic collection to students and faculty through displays.
- Creation of a careers collection featuring books on career options, job searching, resumes, goal-setting, and the like.
- Creation of an eating “zone” as part of a new shared social space.
- Prioritization of preservation and increased accessibility for underutilized collections.

These examples illustrate how the SLIS Laboratory Library and Computer Lab support student educational and social experiences. Class sessions and projects often make use of the library for activities such as small-group discussions, collection browsing, weeding practice, evaluation of materials for preservation, searching of print and online reference sources, and even the recent construction of a book-scanning machine. Library spaces are used heavily by student extracurricular groups such as the Jail Library Group, Allied Drive Literacy Time, and the SLIS Coding Initiative.

The SLIS library uses several tools to assess the degree to which library programs and services help support program goals. These include the biennial survey, event attendance tracking, and informal feedback from student library employees and other students.

The SLIS Library’s biennial survey is a key formal tool for assessment and invites input on needs and desires from all faculty, staff, and students. It is an online survey accessible to all students.

The library instructional staff track attendance at events to gauge interest levels in topics and determine whether times are convenient for possible attendees. For example, based on attendance tracking, library staff now prioritize working with faculty to develop instructional courses that support particular assignments and are timed to coincide with class meetings. Attendance histories have shown that library instruction that is planned in conjunction with a class assignment and scheduled during, directly before, or directly after the class are better attended than library workshops not associated with a class or other event. In another example, library staff will hold more synchronous workshops to support online classes. An experimental synchronous workshop held for on-campus and online sections of LIS 450 received very positive feedback from attendees, who encouraged the library to offer more synchronous online workshops.

Finally, informal feedback is an important source of assessment data. First, the library staff meet regularly with faculty and staff via the Library and Information Technology Committee and via other SLIS committee work. These meetings provide regular opportunities for feedback on library services. Master’s students who work in the library play an important assessment role by transmitting the preferences and requests of their student peers back to librarians during monthly library staff meetings.

**Information technology planning and evaluation**

The Library and Information Technology Committee also oversees the computer lab facilities in SLIS and the SLIS technology plan. Technology topics discussed by the committee have included:

- library support for the online program,
computer lab and classroom renovation projects,
technology renewal and purchasing plans, and
instructional support technologies.

The Distance Education Committee also provides input into technology planning to help shape and support resources, services and facilities for online students and courses. The Distance Education Committee continually discusses the availability of software to support the online master’s program. One area of ongoing conversation is the campus online learning platform, Learn@UW, and how it compares to available alternatives. Currently Moodle is the only alternative platform on campus, but Moodle currently does not provide sufficient user and instructor support to serve the SLIS online master’s program. That could change in the future, and the Distance Education Committee is charged with considering alternatives. The Distance Education Committee also made the decision to license a web-conferencing software platform different than that provided by campus, due to its assessment that the campus-level choice lacked functionality that SLIS needs. The Distance Education Committee also planned the current SLIS portfolio system. In doing so, the Committee evaluated a variety of options, including a campus-level Learn@UW portfolio system. Again, because the campus choice did not include needed features (e.g., access by SLIS Assessment Committee, tags for quantitative analysis), the committee recommended creation of an in-house WordPress server. The Distance Education Committee also considers other potential software needed to support the online program as a whole. At the course level, the Associate Director works with instructors to make sure that students will have access to the software they need for particular classes.

The Helen C. White IT Cooperative also plans technology. Manager Greg Putnam meets as needed with the SLIS Director and Associate Director to discuss technology budgets, and also sits on the Library and IT Committee. The Helen C. White Hall IT staff also consult with faculty and staff regularly. Grant cycles inform large renovation projects, and IT staff talk to SLIS faculty, staff, and students as IT plans and IT funding evolve. Faculty using SLIS spaces suggest specific needs and desires, while SLIS Laboratory Library staff and the Library and Information Technology Committee also give input. The student staff in the SLIS Library are helpful for getting more student perspective. SLIS has gathered some student feedback in exit interviews as well, but rarely is it necessary to wait that long, as students readily provide input, often to the Computer-Lab Manager and instructors of technology-intensive classes. The Helen C. White Hall IT staff participate fully in SLIS-wide planning processes, attending SLIS plenary meetings held throughout the year as well as the annual SLIS retreat held every August.

The IT staff maintains the SLIS technology plan and discusses necessary purchases and activities with the Director at least once per year. In recent years SLIS has invested in server infrastructure and additional storage capacity as required by its IT plan. For desktop computers, Helen C. White IT staff and SLIS administrative staff work together to maintain a five-year computer replacement cycle. The IT Cooperative staff review computer inventories each year to establish purchasing priorities that will maintain a sustainable and permanent process of technology renewal. Similar consideration is given to server, network, and other technology needs.

Helen C. White Hall IT staff are also members of campus committees, such as the College of Letters and Science Technology Committee, the L&S Technology Leadership Committee, and the Tivoli EndPoint Management Group. This arrangement serves the function of information flow and helps to ensure that SLIS IT is aligned with campus initiatives and priorities. Moreover, several SLIS faculty have served on college-level (Smith) and campus-level (Downey, Eschenfelder) IT committees.
Enterprise technologies (VPN software, Google accounts) are planned and assessed at the campus level by an IT executive committee composed of the CIO, the Vice Provost for Learning, and campus IT academic technology leadership. System-level purchases (e.g., the Learn@UW course-management system) are also planned and evaluated through a UW System–level executive committee composed of campus CIOs. SLIS faculty influence these decisions through service on committees like the L&S IT committee (on which Smith has served) and the campus IT committee (on which Downey and Eschenfelder have served).

Other facilities planning and evaluation

Senior administrative staff review office space and furniture needs each summer as they consider staffing for the coming academic year. In 2011, the SLIS Department Administrator in collaboration with staff undertook a front–office redesign; further refurbishment of this space was just completed in summer 2014. Administrative staff stay abreast of what is happening in the building and bring the question of needs for different learning spaces to SLIS plenary meetings and the annual SLIS retreat. The Library and Information Technology Committee and senior administrative staff informally monitor shifting use patterns on the floor in light of possible new courses and collaborations with other departments. SLIS is constantly reassessing space needs in the context of potential changes in program–delivery technologies, changes in curriculum, shifts in pedagogical best practices, and student and staff needs for meeting space and event space. For example, as more classes are “flipped” and become heavily activity–based, SLIS anticipates need for more–flexible spaces with mobile furniture and high numbers of electrical outlets.

SLIS is currently planning or will shortly plan for three major spaces:

Table VI–5: SLIS Space–Planning Projects

<table>
<thead>
<tr>
<th>Room 4207 Bunge Room</th>
<th>Design planning under way; project completed by late September 2014. Planners gathered input from faculty and staff via a general informational meeting and separate one–on–one meetings about needs, and input from students via the Library Assessment Survey and the SLIS Town Hall meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 4191 SLIS Library</td>
<td>Design planning is starting under Bhasin’s leadership. Input will be gathered over the next 12 months through surveys; meetings with students, faculty, and staff; and many one–to–one conversations to collect ideas and varying needs from the broad SLIS community.</td>
</tr>
<tr>
<td>Room 4290</td>
<td>Design planning to begin in fall 2014. Input will be gathered through surveys; meetings with students, faculty, and staff; and many one–to–one conversations to collect ideas and varying needs from the broad SLIS community.</td>
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Room 4207 Bunge Room Project

The planning for the redesign of room 4207 was co–led by the SLIS Librarian and the SLIS Student and Alumni Services Coordinator. The planning process included the following steps to collect stakeholder input and promote stakeholder participation:
- SLIS Director meeting with major donors who would help fund and promote the project
- One-on-one interviews with faculty and staff to learn their aspirations for and concerns about the space
- A survey to students about how they used the space in the past and how they hoped to use it in the future
- A “town hall” meeting attended by students and staff to discuss user requirements for the new space
- Close work with a University Facilities Management project manager to design the space and manage the construction

A similar process will be used to plan the Library refurbishment (room 4191) and the redesign of room 4290. To help support redevelopment of rooms 4207, 4191 and 4290, SLIS started a major development initiative, the Bunge Facilities Enhancement Fund, in 2013. A fundraising campaign for this fund is ongoing. In addition, SLIS will apply for campus-level facilities-enhancement funds described earlier in this chapter to support these projects.
SYNTHESIS AND OVERVIEW

The School of Library and Information Studies (SLIS), the iSchool at UW–Madison, traces its roots to 1895 and summer classes offered by the Wisconsin Free Library Commission, the University of Wisconsin, and J.H. Stout to promote development of public libraries in Wisconsin. The Commission opened a year-round school in 1906 (“Wisconsin Library School”) that issued a diploma, making it the 9th library school in the United States. The program joined the University of Wisconsin College of Letters and Science in 1938. From 1939 to 1950 SLIS awarded a Bachelor of Library of Science degree, and in 1950 the master’s program was inaugurated. The American Library Association has continuously accredited the program since 1925. For more on the history of SLIS, see The SLIS Digital Collection.

At SLIS, faculty, staff, students, alumni and other partners work together to create an inclusive community that promotes learning, critical thinking, community engagement, social justice, innovation and world-class research in the highly-interdisciplinary information fields. SLIS’s strategic plan articulates the goals of providing exemplary, versatile graduate and professional education, community engagement and social justice, support for cutting-edge scholarly research, shared governance of SLIS, a commitment to providing top-notch student and career services and investment in physical and technological infrastructures necessary for successful face to face and online programs.

In each chapter of this program presentation SLIS describes its ongoing, systematic planning and assessment process and how the input from stakeholders is incorporated. This process ensures SLIS’s compliance with the 2008 ALA Standards. SLIS makes its assessment process transparent, providing results of assessment data on the SLIS public website.

Standard I: Mission, Goals and Objectives

SLIS’s mission and strategic goals draw from and expand the strategic frameworks of the College of Letters and Sciences and the University of Wisconsin–Madison. SLIS’s strategic goals include six long-term guiding goals and numerous operational strategic priorities related to each strategic goal that change over time in response to changes in the environment.

SLIS has developed and implemented a broad based strategic planning and evaluation process that involves key stakeholders as shown by acceptance of our 2013 Biennial Narrative Report by COA. SLIS’s program level learning outcomes provide a framework for assessment of the program. SLIS reports the results publicly in the annual SLIS Assessment Report posted on the SLIS website. SLIS’s assessment toolkit includes direct measures (e.g., student portfolio, practicum supervisor assessment of student performance) as well as indirect measures (e.g., annual survey of graduates, exit interviews).

In response to the changing needs of the field and changing environmental opportunities and constraints, SLIS updated its mission and vision statements through an inclusive process that included all faculty and staff as well as key stakeholders in the 2012-2013 period.

Challenges: SLIS aims to improve student satisfaction with its student portfolio experience. SLIS seeks to further expand involvement of remote constituencies in strategic planning and evaluation.
Standard II: Responsive, Challenging Curriculum

The SLIS curriculum provides a flexible educational experience for students and ensures that they develop competencies needed in the information professions. As described in its mission statement, SLIS aims to prepare responsible leaders, critical thinkers, and creative innovators in the information professions who are adept in the creation, retrieval, use, and curation of information in all its forms, who are able to provide access to and understanding of information for all those who need or seek it, and who contribute to individual and collective knowledge, productivity, and well-being.

The SLIS Curriculum committee coordinates governance and review of the curriculum with input from faculty, students, alumni and employers. The Distance Education Committee develops policies related to online education, promotes online teaching best practices and reviews instructional technology.

The curriculum is grounded in the SLIS program level learning outcomes. The relationship of a particular class to the outcomes are now explicitly articulated through a required syllabus grid which links program level learning outcomes to assignments and assessment criteria. SLIS regularly collects data on student achievement of program level learning outcomes and uses that data in curricular evaluation and planning.

SLIS offers one degree: the Master of Arts in Library and Information Studies. It offers the degree in both face-to-face and asynchronous-online formats. Online and face to face students all complete the same program requirements. Online students are prepared through a required one-week face-to-face bootcamp during the summer in Madison, in which they are introduced to faculty and staff, oriented to required software, tested to ensure they have technology skills need to succeed, and introduced to services for students. They also begin two of their required courses.

The online asynchronous format was formally approved by the faculty in 2009-2010. Prior to that date, SLIS offered a distance master’s degree format that employed videoconferencing at a limited number of locations in Northern Illinois.

Three required courses create a foundation for achieving program level learning outcomes. Students then must complete at least three “Tier 2” courses which address common competencies in the information professions. Most SLIS students at least four Tier 2 courses. Students must complete at least one technology course; however integration of technology into other courses ensures that students learn about technology issues and skills. Data collection shows that most SLIS students complete two or more Tier T courses. All students must complete a 120-hour field experience in which they gain professional experience and demonstrate program learning outcomes under the supervision of a practicing information professional. In the culminating student portfolio experience, students articulate how they have met each program level learning outcome during their time in the program.

The curriculum offers a number of specialization options that students pursue through electives and practicum experiences. Specialization options, when possible, leverage the strengths of the UW–Madison campus through certificates with the Business School and double degree programs with Law, Music and Art History.
SLIS ensures an innovative, responsive curriculum by incorporating the voices of stakeholders in curricular planning and assessment through membership on standing committees, regular consultation with the Alumni Board and Advisory Council, interviews with practicum site supervisors, an annual student leaders lunch and an annual SLIS Town Hall. SLIS also tracks national level information profession trend data provided by the Bureau of Labor Statistics as well as SLIS’s own short term and long term placement data.

**Challenges:** SLIS seeks to develop a three-credit web programming course in coordination with the Computer Science department. SLIS will develop additional partnerships with other units on campus to further expand program options for master’s students. SLIS is continuing its process of updating the archives courses to incorporate more digital skills and issues in response to professional needs.

### Standard III: Faculty Expertise and Support

The faculty chapter demonstrates how SLIS has a faculty capable of accomplishing program objectives. SLIS leverages faculty and expert practitioner adjuncts to provide a diverse range of expertise. The SLIS faculty is composed of eight tenure track and six non-tenure track faculty, three retired faculty who regularly teach, and 11 long-term adjuncts. Ninety percent of required courses are taught by SLIS faculty. Seventy-two percent of all SLIS courses (required and elective) regardless of format (face to face or online) are taught by SLIS faculty. The majority of online courses are taught by SLIS faculty. SLIS establishes long term relationships with expert practitioners to offer electives in their areas of expertise.

The SLIS faculty stem from diverse educational backgrounds and bring a rich set of perspectives to information issues. Faculty have national and international reputations in research and scholarship and have extensive records of publication and extramural support. Long term adjuncts include leaders and innovators in the information industries.

The UW–Madison and SLIS provide an environment that encourages innovation and achievement among faculty through clear and systematic policies, an extensive array of internal grants and awards for research, teaching and service innovation, ongoing teaching workshops and mentoring for non-tenured faculty. SLIS faculty enjoy equitable access to these opportunities, and have a clear history of obtaining them.

**Challenges:** SLIS must recruit new expert long term adjuncts to replace those retired faculty who currently continue to teach for SLIS post retirement. SLIS will continue to pursue all opportunities to expand its faculty through campus-level initiatives, shared hires with other units and through generation of revenue.

### Standard IV: Students

The SLIS master’s program student body is composed of 75% on campus students and 25% online students. Most students come from the upper Midwest, however students come from many different US states. SLIS typically enrolls one to three international students each year. The percent of targeted minorities in the student body remained stable in this accreditation period. About 60% of the student body have full time student status.
SLIS employs systematic student recruiting and admissions practices to ensure a holistic and uniform consideration of each applicant. Two sources of financial aid are available: the university-level financial aid office and SLIS scholarships from endowments. In both cases, financial aid is primarily need-based.

SLIS students benefit from two sources of career services: SLIS based career services provided by the SLIS Student Services Coordinator, and college level career services provided by the College of Letters and Sciences Career Services Office. The SLIS strategic plan calls for SLIS to provide superior career preparation and professional placement. In pursuit of this goal, SLIS has expanded its career preparation activities in two ways. First, SLIS has sought to ensure that online students have the same career preparation support as campus students. Second, SLIS has integrated career preparation into credit courses in order to ensure that all students are prepared.

SLIS values community and encourages students to join existing student organizations and develop new organizations. Ongoing assessment shows that student involvement in organizations increased between 2012 and 2014. SLIS currently has 17 active student organizations that support a range of interests from organizations associated with professional organizations (e.g., ALA Student Chapter) through the LGBTQ student group to the SLIS Coding Initiative, a support group for students seeking greater expertise in computer programming.

The SLIS ongoing assessment process, which involves students and other stakeholders, collects data about the degree to which SLIS meets its student support related goals and provides input into planning. For example, data collection in 2012 and 2014 collected data on student satisfaction with, and suggestions for, SLIS career services.

Challenges: SLIS seeks to increase student awareness of, and use of, existing SLIS-based and college-level student and career services. SLIS aims to raise additional scholarship moneys to increase the diversity of the MA student body. SLIS needs to develop more career advising resources in corporate information management. SLIS should further increase online student involvement in student organizations.

**Standard V: Administration and Financial Support**

SLIS is one of 39 departments within the College of Letters and Sciences (L&S) at the University of Wisconsin–Madison which contains over 800 faculty and 22,000 undergraduate and graduate students. It is one of six professional schools in the College. It is one of the few departments in the College that only provides a graduate level degree.

The University of Wisconsin–Madison provides sufficient resources and support for SLIS to obtain its program objectives: University contributions to SLIS’s operating budget have been flat, but L&S has encouraged SLIS to develop new sources of revenue. Revenues from other sources such as the online masters program have been healthy.

Like many state institutions, the University of Wisconsin–Madison instituted campus wide budget cuts during this accreditation period. To generate a required campus cut, SLIS was allowed to use the amount generated by the recent retirement of a faculty member and to reduce a building mailroom clerk line to 75% upon retirement of the incumbent. SLIS avoided additional cuts to staff or services by shifting additional salary costs to revenue from the online master’s program.
SLIS is a distinctive unit within its larger administrative units and has autonomy to ensure intellectual content of the program, selection and promotion of faculty and selection of students. The SLIS Director has a status similar to those of the heads of other L&S professional programs and is prepared to manage SLIS in conjunction with the Associate Director and Department Administrator. SLIS had three Directors during this accreditation period: Louise Robbins, Director until 2008 (retired); Christine Pawley, Director from 2009 to 2012 (retired), and Kristin Eschenfelder, who became Director in August 2012.

The SLIS administrative and support staff are well-prepared and sufficient in number to help obtain SLIS goals. SLIS has sought to cross-train support staff in order to increase team cohesion, expand skills, and increase service quality. SLIS has grown the capacities and skills of staff by applying for university-level professional development funding and also leveraging program revenues to provide staff development opportunities.

As a major research institution, the University provides travel and research support funds and well-established sabbatical policies. SLIS faculty enjoy equitable access to these university-level funding and sabbatical opportunities and have a demonstrated history of obtaining these awards.

Challenges: Given continuing tight state budgets, SLIS must aggressively pursue opportunities for additional resources that can enhance the master’s program. SLIS must work with the College of Letters and Sciences to better address challenges related to the hiring of short term staff both to ensure that SLIS can fully leverage talented librarians and archivists as adjunct instructors and to reduce the time and effort needed to comport with University and College level human resources guidelines.

### Standard VI: Physical Resources and Facilities

The inclusive and ongoing planning and evaluation process at SLIS ensures that physical and virtual infrastructure are in place to support SLIS’s educational, research and service objectives.

Longstanding relationships with campus and regional libraries and archives provide face-to-face and online students with a wealth of practicum and job opportunities. SLIS continuously develops larger networks to ensure quality practicum placements for online students regardless of their location.

SLIS enjoys high quality physical facilities including technology enhanced classrooms with up-to-date flexible furniture, recently-upgraded wired and wireless computer network infrastructures and a library which provides physical and virtual access to the 11th largest library collection in North America as well as a physically beautiful space in which students, faculty staff and friends collaborate, study and relax. The SLIS computer lab and classroom computers are updated regularly.

UW–Madison and SLIS provide students faculty and staff with free or reasonably priced access to all software needed for full participation in the SLIS program. The Learn@UW course management system software, email, calendaring, and many other types of software are provided at the campus level. The university also provides deep student discounts on common productivity software such as Microsoft Office. SLIS will also purchase educational cloud-based software licenses for use by SLIS classes, and hosts needed software on SLIS servers that all students can access regardless of
location. SLIS provides faculty the software and services they need to prepare and deliver face-to-face and online courses.

Library services are provided to students regardless of location by both the campus level library system and the SLIS libraries. Campus distance services include distance lending, chat and email reference, and proxy access to electronic resources. The SLIS library provides customized instruction for both face to face and online courses, embedding librarians in classes so that assistance is closely tied to class assignments and learning objectives.

IT help services are also provided at the campus and SLIS levels, and provide assistance regardless of location. Campus IT provides a 24/7 helpdesk that includes phone, web and chat access as well as an extensive knowledgebase. Campus IT services supports commonly used software such as email, the Learn@UW courseware platform and VPN services. Campus IT also supports network services including all wifi. Within SLIS, the Helen C. White IT Cooperative manages technology for SLIS and three other academic departments located in Helen C. White Hall, as well as a research center in a nearby building. The Cooperative staff offices are located within SLIS, and staff quickly respond to help requests submitted by email or through a phone call. The Cooperative supports all SLIS hardware, servers and locally purchased software.

A SLIS Distance Education Project Assistant specializes in training and support of instructional software associated with SLIS online teaching. This assistance is supplemented by the campus level Academic Technology Office, which provides more extensive campuswide training in instructional technologies.

The SLIS ongoing assessment process, which involves students and other stakeholders, provides input into planning and evaluation of physical resources and facilitates. Every other year the SLIS library conducts a facilities survey of all SLIS faculty and students and uses the data for planning. Major redesign projects include input from stakeholders such as the students and faculty who use facilities.

Challenges: SLIS faces a fundraising challenge to acquire sufficient funds to fully renovate the SLIS Library (4191) and the newly acquired classroom (4290). SLIS faces challenges getting new adjuncts access to the LearnUW courseware in a timely fashion because access is tied to the College level hiring process. SLIS must work with the College of Letter and Sciences to improve this process to allow more timely access. SLIS faculty face the challenge of continually updating their online-teaching best practices as technology and student expectations shift over time. SLIS seeks to prepare and train adjunct faculty better in online teaching skills.