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STANDARD I: MISSION, GOALS, AND OBJECTIVES

1.1 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.

The nucleus of 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 the School awarded a Bachelor of Library of Science degree, and in 1950 the master’s program was inaugurated. The American Library Association has accredited the program since 1925.

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 accredited by the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, in 2009 (http://www.greatu.wisc.edu/). Madison’s strategic plan “For Wisconsin and the World 2009-2014” outlines five priorities which have driven strategic planning at the college and department level:

- 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 in order to ensure excellence in education and research.
- Be responsible stewards of our resources

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 & humanities, physical sciences and biological 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 classic 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 the largest college at UW-Madison. It is larger than many other universities. It is comprised of 39 departments, 22 non-departmental academic programs, 70 interdisciplinary research centers and institutes, and five professional schools (including SLIS) across three divisions: arts and humanities, physical and natural sciences, and social sciences. In 2012 L&S was home to 20,836 students including 4,191 graduate students.

L&S is managed by a college dean (John Karl Scholz) and three associate deans representing the arts & humanities, physical and natural sciences, and social sciences. SLIS reports directly to L&S Associate Dean for the Social Sciences; Maria Cancian filled this position until summer 2014. All 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:

- 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.

Campus and State Environment and Impacts on SLIS Planning

SLIS has maintained program excellence despite high levels of state and campus change from 2008 to 2014. This time period saw four different chancellors at UW-Madison, two provosts, and two governors.¹

Winter 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 of 2009 when the Doyle administration announced budget cuts. L&S required an eight percent budget cut from each academic unit. 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 March 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. The bill also mandated eight furlough days (without pay) per year for all state employees. The university declared that furlough days could not interfere with instruction.

In Spring 2011, Chancellor Biddy Martin proposed controversial new flexibilities for UW-Madison campus dubbed the “New Badger Partnership (NBP).” The NBP would have created hu-

man-resources flexibilities, tuition flexibilities, and a greater degree of independence from the University of Wisconsin System. Campus debated the NBP vigorously for several months. In October 2011, the Wisconsin legislature eventually rejected the NBP, and in doing so made an additional one time cut to UW System budget ($25 million to UW Madison) to make up a structural hole in the state budget. This cut led to additional austerities on campus, including a required eight percent budget cut.

The average faculty salary at UW-Madison is lower than that of other peer institutions (http://apir.wisc.edu/facultystaff-compensation.htm). Cognizant of the danger of losing talented faculty due to trailing salaries, the UW-Madison campus re-allocated 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 for faculty and academic staff which led to long overdue pay raises for many in SLIS. This exercise will continue through winter 2014.

In April 2013, the legislature critiqued the UW System for having an overly large reserve fund. In May, the legislature initiated a two-year tuition freeze and reduced the amount budgeted for UW System in the governor’s proposed budget by $66 million. The spend-out of the reserve temporarily muted the impact of the budget cut; however, increasing health care costs are expected to lead to future budget-cut requirements. Shortly after, in June 2013, the legislature approved a 1% pay raise for all state employees including UW-Madison faculty and staff.

This turbulent seven years saw the creation of important campus-level initiatives that have directly influenced SLIS.

Madison Initiative for Undergraduates

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 tuition revenues were targeted to increasing teaching capacity in high-demand undergraduate areas, decreasing undergraduate time to degree and expanding need based financial aid. 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).

Most importantly, the MIU funding allowed SLIS to hire Assistant Professor Rebekah Willett. Accepting the MIU funding obligates SLIS to teach two additional undergraduate courses per year: LIS 201 “Information Literacies in Online Spaces” and LIS 351 “Introduction to Digital Information: Building Virtual Collections.” SLIS also teaches an undergraduate book-history/print-culture course “What is (or was) the Book?”

SLIS had previously offered two large undergraduate courses: LIS 201 “The Information Society” and LIS 202 “Digital Divides and Differences in a Multicultural Society,” which SLIS developed in part to provide funded TA positions and teaching experience for master’s students. These courses became part of the Digital Studies certificate.

The Digital Studies certificate/minor is cooperatively run by a committee formed from the five founding departments. SLIS provides important leadership for the program, but the cooperative nature of the program limits SLIS’s obligations. For example SLIS does not need to provide any undergraduate advising or career-placement services to undergraduates.

The Digital Studies program was recently highlighted in the 2013 L&S Annual Report. Moreover, new L&S Dean Karl Scholz has drawn attention to the Digital Studies program as an example of how L&S can leverage certificates (minors) to better prepare liberal-arts students for post-graduation careers.
The SLIS master’s program has benefitted from the Digital Studies program in several ways. First, Digital Studies classes provide SLIS master’s students funded teaching assistant positions. SLIS Digital Studies classes provide funding (including tuition) for 2-4 SLIS master’s students each year. Second, serving as a teaching assistant 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. For example, one LIS 202 TA developed a toolkit of multi-cultural training materials that she shared with the other TAs and the instructor.

SLIS also benefits from the Digital Studies undergraduate certificate because it allows SLIS faculty to teach in areas directly related to their research, making it easier for them to excel in research production and obtain tenure such that they can continue to contribute to the SLIS master’s. For example, the Digital Studies class “What is (or Was?) the Book?” allows Professor Sanchyne to bring his research on book history into the classroom (he also teaches a master’s-level book-history course).

Educational Innovation Initiative

This initiative calls on faculty and staff to be agents of change to ensure Madison’s continued excellence in instruction and research in light of likely continued reductions in state support. It 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.”

SLIS is currently participating in three Educational Innovation (EI) programs and is a supporter of a fourth:

- **Wisconsin Information and Communication Initiative:** This is a yearlong series of meetings involving faculty and staff from SLIS and the Department of Communication Arts. SLIS hopes that the project will lead to the development of a new revenue-generating master’s degree shared between the participating departments. The new degree would not be accredited and would attract new audiences, while the cooperative nature of the program limits the resources that SLIS would have to devote to it. A successful program would generate new revenue and add capacity to the SLIS faculty and staff. It would also create new classes in which current SLIS master’s students could enroll, expanding their curricular choices. The project could also lead to greater curricular coordination between the participating departments, such as cross-listed or team-taught courses.

- **Computational Social Scientific and Data Visualization Tools for Journalists and Communication Researchers:** This proposal will create a shared master’s-level course housed in Journalism but providing open seats to students in participating departments including SLIS. The course would prepare students to manage data and analyze it to create data visualization tools.

- **Digital Literacies Capstone Certificate:** This draft proposal is under consideration in the second round of Educational Innovation funding proposals. The Wisconsin Division of Continuing Studies is taking the lead. If approved, SLIS would partner with Continuing Studies and English to offer a revenue-generating post-bachelors “capstone certificate” coursework in the area of Digital Literacies and Digital Humanities. A successful program would generate new revenue and add capacity to the SLIS faculty and staff.

- **SLIS is also a supporting signatory to an approved “Big Data Analytics” initiative put forward by the Department of Statistics. In this proposal, Statistics will create a revenue-generating**
MS program. SLIS will stay involved in this program in order to facilitate a pathway for interested students between the SLIS master’s program and the data-analytics program.

**Formal campus-level inputs to 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, 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.

**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 made by this committee 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/directors are held at the start of each semester and several times throughout the semester 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.

**2013 SLIS vision, mission and strategic plan and their relation to college and university 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.”

The SLIS mission statement was updated in 2013 by the entire SLIS faculty and staff. The mission of SLIS, the Information School 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 mirrors those of L&S and the University as a whole, while adding a section on graduate education:

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 online students and on-campus students.

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

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 build 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 non-curricular 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 in order 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 resource

SLIS program-level learning outcomes

SLIS maintains publicly-posted program-level learning outcomes which are discussed and when necessary revised each year in August during the SLIS retreat. The program-level learning outcomes center around four overall goals, with measurable outcomes numbered under each goal as 1a, 1b etc. The goal statements provide context for the measurable 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.

**SLIS Systematic Planning Process**

The SLIS planning process is visually depicted in Figure 1 which outlines both the major stages in the process and the players involved with each stage. Beginning at the top of the diagram with “State Learning Outcomes,” SLIS faculty reconsider program-level learning outcomes each August at the SLIS Retreat. Any modifications of outcomes or additions of new outcomes are voted on each year at the Retreat. For example, in 2013, the faculty voted to adopt new learning outcome 4d “Students demonstrate innovation and skills necessary for leadership.”

![Figure 1. SLIS planning process](image-url)

Moving clockwise, in the second stage of the model, “Provide Program,” the 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.” Led SLIS to develop a one credit course specializing in leadership. Second, the Curriculum Committee to consider and approve new courses or curricular 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 their Leadership Certificate ([http://cfli.wisc.edu/leadership_certificate.htm](http://cfli.wisc.edu/leadership_certificate.htm)) to encourage SLIS students to complete the certificate as part of their MA program. The Center is currently revising the Certificate, but the Curriculum Committee plans to approve an affiliation when the new certificate requirements are completed. Third, teams of instructors for the three SLIS core courses and the
practicum courses work together to ensure that the required classes address the learning outcomes. The Distance Education Committee works to ensure the distance program is equivalent. For example the 450 team has agreed to incorporate basic leadership elements into the course.

Fourth, individual instructors change their course content to better address targeted learning outcomes discussed in faculty meetings. The alignment of courses to learning outcomes is illustrated by the learning objective-assignment table now required in each SLIS syllabus. Finally, the Library/IT Committee may also take action to provide support for students related to the learning outcomes.

“Provide Program” also includes the human-resources rules and procedures that facilitate the offering of courses. Continuous assessment of our activities has also led to changes in administrative protocols and rules. For example, SLIS adopted one credit courses in order to attract expert instructors who were too busy to commit to a 15 week class.

Moving to the next step, “Assess Success,” the SLIS Assessment Committee oversees a suite of assessment tools applied each year at SLIS. The chair of the committee is responsible for ensuring that all data is collected and prepares and annual Assessment Report presented to the faculty in August at the SLIS Retreat.

SLIS Assessment Tools include the following tools, the output of which feed into SLIS assessment and planning processes including both direct measures that involve assessment of a work product and indirect measures that involve opinion and perception data.

- **Student portfolios and rubrics (Direct measure):** Quantitative analysis of all graduate portfolios is run in May of each year beginning in 2014. This analysis identifies most popular learning outcomes and less popular learning outcomes. The faculty will use this data to develop more support for less popular learning outcomes Qualitative analysis: In May, a portfolio assessment committee assesses the work products contained in portfolios, employing rubrics developed by the Assessment Committee. The quantitative and qualitative assessments are summarized in the SLIS Assessment Report. Campus and online students are included and compared.

- **Upcoming graduates survey (Indirect measure):** The entire graduating class is invited to complete a survey in April regarding their perceptions of how well the program has prepared them for each program-level learning outcome. This data is summarized at the class level and reported to the faculty in the SLIS Assessment Report. Campus and online students are included and compared.

- **Practicum supervisor feedback questionnaire (Direct measure):** All SLIS students must complete a practicum. 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 (Prior to that date, SLIS conducted less standardized feedback interviews with supervisors). This data is summarized and reported by section of the practicum course in the SLIS Assessment Report. Campus and online students are included and compared.

- **Exit interviews (Indirect measure):** Each spring, the SLIS Student Service Coordinator, Associate Director and Director conduct exit interviews with students. The interviews are typically volunteer. Campus and online students are included and compared.

- **Core course common assignment (Direct measure):** Each required (Tier 1) course shares at least one assignment across instructors. The success of student performance on the common assignments is assessed at the class level and reported in the SLIS Assessment Report. SLIS has found that the common assignment provides an anchor that encourages greater coordi-
nation between different sections of the core classes. Campus and online students are included and compared.

- **Placement survey (Indirect measure):** Each summer, SLIS collects data on placement rates of the graduating class. It employs *Library Journal* questions, but adds a few additional questions. SLIS reports these statistics to *Library Journal* and also produces an internal report that feeds into planning.

- **Course evaluations (Indirect measure):** SLIS regularly collects course evaluation data at the end of each class. In-person classes employ a scantron form; online classes employ an online survey. The data is analyzed by the UW Testing and Evaluation Office and a summary report for each class is returned to SLIS.

In addition to the above assessment tools for program-level learning outcomes, SLIS conducts regular course evaluations.

In the next stage, “Report on Success,” the Assessment Committee prepares an annual report for the faculty that summarizes the above data. The report is thoroughly reviewed and discussed at the SLIS Retreat.

The final stage is “Reflection.” Changes are 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 online program based on feedback). The main venues for consideration and voting on major changes include the SLIS Retreat each August and SLIS Plenary meetings held once each in the fall and spring semesters.

Based on data provided in the SLIS Assessment Report, the SLIS faculty discusses possible changes. As indicated by the blue lines in the model, three types of changes are possible:

- **Change to the program:** For example, 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. In another example, the faculty recently voted to move more career development preparation into required courses to ensure students are prepared to begin their job hunts at graduation.

- **Change to the assessment methodology:** Each year the faculty reviews measurements to improve their validity and reliability. Each year the faculty improves its assessment tools based on this review.

- **Change to the learning outcomes:** Based on input from stakeholders as well as data from assessment and observation of students’ experiences in the program, faculty 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
- Director and Associate Director review adjunct teaching evaluations
- Annual Assessment Report data compiled and report written for August retreat; distance program compared with campus program in all datasets
- Summer practicum supervisor surveys completed
August Faculty and Staff Retreat occurs during last week in August which 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
- Director and Associate Director review adjunct teaching evaluations
- 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 Council 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 Council meeting (February)
- Upcoming Graduates Survey fielded by Assessment Committee (April)
- Exit interviews with graduates scheduled (May)
- Faculty Review Committee reviews faculty annual reports
- Director reviews 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 and ensure equivalent high-quality experiences across course formats.

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 ensure program quality include:

- Creation of a SLIS intellectual-property policy for online course materials (see Appendix 1-20).
• Development of a SLIS online teaching best practices statement (see Appendix I-25 Instructor Handbook)
• Development of an advising best practices document (adopted for campus students as well; see Appendix I-26)
• Fielding a feedback survey to online-program bootcamp participants each summer and brainstorming of changes to the bootcamp experience based on the data.
• Development of online-specific material for the SLIS Instructor Handbook.
• Review of portfolio system options and recommendation of the current solution. Ongoing reconsideration of other options.
• Continuous review of and reconsideration of our online learning platform, which is supported by the university, and continuous reconsideration of other options (e.g. Moodle).
• Direction of the SLIS Distance Education Teaching Assistant to develop training materials for new and continuing online instructors and to work with instructors to ensure teaching quality.
• Organization and sponsorship of SLIS teaching training workshops related to online pedagogies.

LIS constituencies involved in the SLIS systematic planning process

Three SLIS-specific constituencies are regularly part of the SLIS planning process: the SLIS Advisory Council, 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 Advisory Council The SLIS Advisory Council is composed of leaders in the field, distinguished alumni and financial supporters of SLIS. The Advisory Council meets formally once a year. The Director asks the Council for input on key decisions and strategic directions. In addition, the Director may communicate with the Council informally throughout the year, seeking advice or feedback on specific projects. The Council gave feedback on the SLIS strategic plan, has provided important input to our program-level learning outcomes, and has made suggestions about growth areas for our continuing-education program. Through their input on the strategic plan and the learning outcomes, the Advisory Council influences the SLIS curriculum.

For example, in 2012 and 2013 the Council 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, including 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 Council input can be seen in the Council meeting minutes (see Appendix I-13).

Current SLIS Advisory Council members include:

• Jonathan Broad: Vice President Application Development, Getty Images
• Susan Brynteson: Vice Provost and May Morris University Librarian, University of Delaware
• Alberto Herrera: Coordinator of Research and Outreach Services, Raynor Library, Marquette University, Milwaukee, WI and former President of Wisconsin Library Association
• Rhea Lawson: Director, Houston Public Library
• Greg Mickells: Director of the Madison Public Libraries
• Bruce Maas: Chief Information Officer, UW-Madison
• Zelantha Phillip: Division Manager, Information Services Division, Queens Library, NY
• Sarah Pritchard: Dean of Libraries, Northwestern University Libraries, Evanston, IL
• Joshua Ranger: Archivist, UW-Oshkosh
• Julie Schneider: Director Ebling Health Sciences Library, UW-Madison
• Bonnie Tijerina: Head of Electronic Resources and Serials, Harvard University Library
• Ed Van Gemert: Vice Provost for Libraries, University of Wisconsin-Madison
• Mark Wendt: Business Librarian, Allen County Public Libraries, Fort Wayne, IN
• Beacher Wiggins: Director for Acquisitions & Bibliographic Access, Library of Congress
• Jennifer Younger: Chair, Board of Directors at Catholic Research Resources Alliance Librarian at Hesburgh Libraries, University of Notre Dame

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 the School. They manage the Distinguished Alumni Award given out each year at graduation. The Board meets quarterly on regular business. During those meetings, the Director seeks input from Board members on key decisions. For example, Alumni Board members provided input into the revision of the SLIS strategic plan and made suggestions about the program-level learning outcomes.

Student Leaders: 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. For example, 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. For example, at the spring 2011 event, then-Director Christine Pawley explained the relationship of the online 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 included in this Program Presentation.

Examples of Changes to Program Based on Feedback from Planning

SLIS has made numerous program changes based on data from this continuous, reflective process. One major example of change was the revision of the SLIS core curriculum in 2007/2008.

SLIS revised the core 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 BNR 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).

The curriculum revision was influenced by feedback from our last accreditation self-study and report, and input from alumni and employer representatives on the SLIS Advisory Council and the Curriculum Committee, who urged SLIS to allow students greater room for specialization, especially in the areas of technology and management.

The revision brought more flexibility to the program. Only three courses are required for all students (Tier 1). While students must complete three Tier 2 classes, they may choose course from a list allowing for greater flexibility. Completing Tier 1 and Tier 2 plus the required practicum is
seven courses, 21 credits, or half the required coursework for the degree. This allows students to specialize for the remainder of their credits.

About every two years, the SLIS curriculum committee conducts a syllabus mapping exercise to determine to what degree program goals are reflected in program syllabi. In 2009, SLIS mapped syllabi to ALA competencies to identify gaps and prioritize areas of change (see Appendix I-24). The analysis led the faculty to strengthen the curriculum in the areas of technology and multiculturalism including the addition of LIS 652 “XML and Linked Data” and LIS 863 “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 2011, just prior to adoption of formal program-level learning outcomes, the SLIS curriculum committee mapped syllabi to “high-level objectives” stated for the program (see Appendix I-16). First the committee stated which courses they thought ought to address the objective, developing a table of courses and related objectives. They then analyzed the syllabus to see to what degree they could find mention of the objective in the syllabus. Analysis found that overall, existing course objectives needed to be more clearly articulated in syllabi. The relationship between program and course objectives was not always clear or compatible. Further, analysis found that courses did not always produce measurable evidence of the objectives being met. The objectives were better documented in Tier 1 and Tier 2 courses and less well documented in electives. Analysis also found that objectives related to technology and ability to work with diverse people were most likely to be missing from syllabi. This analysis led SLIS to: (a) clarify its program-level learning outcomes to make them more measurable, (b) institute a syllabus template (described below) and (c) hold a syllabus workshop for faculty and instructional staff to explain the need for the change.

In spring 2014, the curriculum committee again assessed the degree to which SLIS course syllabi reflect program-level learning outcomes. The main goal of the analysis was to identify gaps, or learning outcomes not well addressed in Tier 1 and Tier 2 courses. The outcomes of the analysis will be included in the final Program Plan. {{update in June}}

In 2013-2014, SLIS began a revision of its archives specialization curriculum. The revision process is based on feedback from working archivists and records managers, as well as SLIS’s goal of producing graduates with greater technology skills and more management and innovation capacity. The curriculum revision will be led by a subcommittee composed of stakeholders including SLIS faculty, archives instructors, archives students and archives/records-management employers. The faculty will also solicit input from archives alumni via a web form.

Other examples of program change based on evaluation and feedback include:

- In 2009, to further ensure sufficient technological preparation of students as urged by stakeholders, SLIS created the “Technology Gateway” requirement for all new students. This skills requirement is described in section I.2.8.
- In 2010, the archives practicum was expanded to include a more diverse set of placement sites, responding to stakeholder calls for more diverse experiences. Previously all students had fulfilled their practicum at the State Historical Society.
- In 2010, based on feedback from instructors and students about syllabi, SLIS developed syllabus guidelines for the SLIS Instructor Handbook
- In 2010, the SLIS faculty voted to add “Tier T,” a required technology course, to further ensure technological preparation. At time of passage, analysis (see Appendix I-22 for data) showed that students took, on average, two to three technology classes as part of their program.
In 2011, the program was modified to require a 120-hour practicum from all students, instead of allowing students a 40-hour practicum option. This was based on feedback from employers and students about the value of the practicum to professional preparation.

In 2011, the practicum guidelines were modified to expand the range of practicum opportunities available to students by including supervisors with a broader range of experiences and backgrounds.

In 2012, based on data from the Graduates Survey, 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. This included developing syllabi in collaboration with one another, ensuring each course addresses targeted learning outcomes, cross-guest lecturing among instructors, and ongoing coordination across semesters.

In 2012, SLIS analyzed the courses taken by master’s students outside SLIS at UW-Madison or transferred in from other institutions. This analysis was part of a reconsideration of the policy of allowing only 9 credits outside SLIS to count toward the master’s degree. Based on the analysis of the data (see Appendix I-17), no changes were made to current policies.

In 2013, based on encouragement from the SLIS Advisory Council to increase change management and innovation skills among graduates, SLIS developed the Information Innovation and Organizational Change certificate with the UW-Madison Business School.

In 2013, based on encouragement from the SLIS Advisory Council and feedback from students, SLIS developed a one-credit web programming class and a three-credit digital-humanities projects class to better prepare students for positions requiring knowledge of computer programming.

In 2013, based on feedback from the SLIS Advisory Council and other stakeholders, SLIS voted to add the “leadership” program-level learning outcome in August 2013. SLIS is currently developing a one-credit leadership course to be piloted in summer 2014.

In 2013, the faculty voted to change program-level learning outcome 4a to include critical thinking, because it better reflects how SLIS wants to prepare students.

In 2013, based on an exit survey from the online program bootcamp, SLIS changed the bootcamp schedule to allow more time to complete the Technology Gateway requirements while the students are on campus.

1.2 Program objectives are stated in terms of student learning outcomes to be achieved and reflect...

In 2011, SLIS voted to require all instructors to include a table in their syllabi that clearly indicates what program-level learning outcomes students should expect to achieve in the class and what assignments will allow them to demonstrate the outcome. An example of the table from a recent offering of LIS 644 “Digital Trends, Tools, and Debates” is given below:
<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. 4b. Students demonstrate good oral and written communication skills.</td>
<td>Bug report assignment. Short webinar.</td>
<td>Graded on clarity and comprehensibility of expression, correctness of terminology use.</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>---</td>
<td>---</td>
<td>---</td>
<td>---</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>2a. Students evaluate and debate information policy and ethics applicable in local, national, or global contexts.</td>
<td>2b. Students apply core ethical principles to professional practice.</td>
<td>Inclusion of the tables has had several positive effects:</td>
</tr>
<tr>
<td>Sufficient courage, self-awareness, and skill for self-sufficiency in acquiring technical knowledge.</td>
<td>3d. Students understand and use appropriate information technologies.</td>
<td>Short webinar assignment, technology implementation.</td>
<td>• Students report that they better understand how classes relate to program-level learning outcomes.</td>
</tr>
<tr>
<td>Development of ethical and principled approaches to technology adoption and education.</td>
<td>1a. Students apply key concepts with respect to the relationship between power, knowledge, and information.</td>
<td>Project plan, technology implementation, privacy-policy assignment.</td>
<td>See assignment rubric, particularly considerations of audience, intellectual-property rights, privacy, and security.</td>
</tr>
</tbody>
</table>
Instructors can more easily identify gaps in their course plan where assignments do not clearly line up with course learning goals, or where course learning goals do not line up with program-level learning outcomes.

Instructors report that tying courses to explicit program level learning goals 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, and work to improve matters.

1.2.1 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.

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.”

Numerous SLIS program-level learning outcomes direct course content and student activities toward standard 1.2.1, but learning outcomes 3a-d in Goal 3 are the most directly applicable:

**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.

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

This standard is always addressed via ongoing curriculum revisions driven by the planning process described in Figure 1. For example, in 2009 (and described above), SLIS conducted a curriculum mapping project where current courses were mapped to ALA competencies in order to identify gaps. This process was repeated in 2014.

1.2.2 The philosophy, principles, and ethics of the field.

Standard 1.2.2 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,” and outcome 4d “Students demonstrate innovation and skills necessary for leadership.”

All students in the SLIS master’s program begin with LIS 450, Information Agencies & Their Environment. This course has a major unit covering ethical practices in libraries. Students read and discuss the American Library Association Code of Ethics, the Library Bill of Rights, and Freedom to Read statements.
Ethics and policies are extensively covered in LIS 661 “Information Ethics and Policy,” which is a Tier 2 (highly recommended) course. A major learning outcome of LIS 661 is for students to understand the various philosophical theories, issues, and ideas that SLIS addresses and apply those theories, issues, and ideas to problems in information policy and ethics. Other courses addressing philosophy, principles and ethics of the field include:

- LIS 645 “Intellectual Freedom” - history and rationale of the First Amendment, censorship, minors’ First Amendment rights, libraries and the Internet, privacy, and copyright.
- LIS 710 “Research Methods” – addresses research and evaluation ethics, human subjects protection principles.
- LIS 620 “Field Practicum” – addresses professional best practices, employment policies, professional best practices.
- LIS 517 “Consumer Health Information” – students write a research paper on a specific topic of their choice drawn from two broad areas where ethical issues arise: a controversial topic of providers of healthcare information; or healthcare reform.
- LIS 653 “Government Information Sources” – students read about and discuss the ethics of equitable access to government information.

... 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. Dr. Allison Kaplan advises all School Library students and maintains a webpage with information about certification. (http://www.slis.wisc.edu/applySLMcert.htm)

The archives curriculum adheres to guidelines established by the Society of American Archivists (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.

1.2.3 the value of teaching and service to the advancement of the field

Standard 1.2.3 is most directly addressed by the SLIS program-level learning outcomes under Goal 4 “Professionalism and Leadership,” including 4b “Students demonstrate good oral and written communication skills,” 4c “Students participate in extracurricular activities in the field,” and 4d “Students demonstrate innovation and skills necessary for leadership.”

If one interprets “service” to include leadership and innovation, it can also be seen in the SLIS strategic-plan call to produce “innovative managers and leaders of technological, rapidly-changing, diverse environments.”

Teaching is addressed at numerous places in the SLIS curriculum. Many SLIS courses contain a public presentation or training assignment; some formulate that assignment as a mock job-talk. Several courses focus on instruction. For example, LIS 639 “Information Literacy Pedagogy” very specifically teaches students about learning styles, theories of pedagogy and instruction. The LILI practicum (LIS 826) also focuses on instruction and provides SLIS students with the opportunity to pair with experienced instruction librarians to provide instruction for incoming first year undergraduates.
SLIS undergraduate courses (LIS 201, 202, 351) also provide SLIS master’s students the opportunity to serve as TAs for undergraduate students.

In 2013, SLIS voted to add a new program learning outcome to focus on leadership: 4d. “Students demonstrate innovation and skills necessary for leadership.” SLIS is currently working to include leadership skills-development components in several classes.

SLIS is a cooperative partner with the UW-Madison School of Business Weinert Center for Entrepreneurship. SLIS students can complete a School of Business graduate certificate in innovation or entrepreneurship as part of their SLIS master’s degree. This certification is explicitly designed to increase the innovation and leadership potential of SLIS graduates (http://www.slis.wisc.edu/InfoInno.htm). SLIS is also developing a one-credit leadership short course that will be piloted in summer 2014 and regularly offered thereafter. LIS 654 Management is being revamped to emphasize strategic change and leadership. Finally, SLIS encourages students to develop leadership experience through student organizations, state professional organizations and other community organizations.

1.2.4 the importance of research to the advancement of the field’s knowledge base

SLIS’s location in Letters and Sciences 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.”

It is also reflected in elements of the SLIS mission statement which states that SLIS will “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.”

The desire to produce serious critical thinkers who can produce new knowledge for the profession is reflected in the numerous SLIS program-level learning outcomes, including:

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.

Numerous SLIS classes provide master’s students the opportunity to create original scholarship. In many cases, students have gone on to present their papers at conferences or publish them in journals:
LIS 569 “History of American Librarianship” – Students create short documentary films
LIS 670 “History of Books and Print Culture” – Major paper
LIS 661 “Information Ethics and Policy” – Major paper
LIS 710 “Research and Evaluation Methods” – Students 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., e-books study with College Library, non-users study with campus Research Data Services). In some semesters students develop a new research proposal.
LIS 734 “Introduction to Archives” – Major paper on a current area of debate in the archives profession

In addition, the required course LIS 450 “Information Agencies and Their Environment” has an assessment component that introduces students to approaches and methods for evaluation and assessment studies.

SLIS students can participate 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).

- Two master’s students assisted with Smith and Eschenfelder’s study of financial literacy and public libraries.
- Three master’s students have 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 have 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 to identify authoritative websites on early literacy apps.
- During spring 2014, master’s students in LIS 451 “Online Searching for Information Professionals” helped Salo with a literature review on working professionals’ choices with respect to reskilling.

SLIS has also provided opportunities for master’s students to present their research to other students. 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.

SLIS uses endowment funds to provide financial support to students who are presenting their scholarship at regional, national and even international conferences. SLIS spends approximately $8,000 per year to support master’s-student travel to conferences to present posters and conference sessions.
1.2.5 the importance of contributions of library and information studies to other fields of knowledge

Standard 1.2.5 is reflected in the LIS courses that are crosslisted with other programs. These crosslistings reflect the contribution of the course content to the other programs:

- LIS 569 “History of American Librarianship”
- LIS 650 “History of Books & Print Culture in Europe and North America”
- LIS 617 “Consumer Health Information”
- LIS 663 “Introduction to Cyberlaw”
- LIS 734 “Introduction to Archives”

In addition to formal crosslistings, students from other departments regularly seek to enroll in SLIS technology courses, including LIS 644 “Digital Tools, Trends and Debates” and LIS 861 “Information Architecture.”

SLIS participation in the Digital Studies undergraduate certificate (minor) is also evidence of the importance of LIS to other fields of knowledge. Undergraduates from a variety of majors take LIS courses as part of their certificate/minor studies.

1.2.6 the importance of contributions of other fields of knowledge to library and information studies

Standard 1.2.6 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…”

The importance of interdisciplinarity 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.”

SLIS formally crosslists several external courses including:

- LIS 319 “Scandinavian Children’s Literature” (Scandinavian Studies)
- LIS 354 “Intro Children’s Lit” (English)
- LIS 490 “Field Methods in Folklore” (Folklore)
- LIS 617 “Health Information Systems” (Industrial Engineering)

In addition, SLIS specialization web pages often list relevant coursework from other departments related to that specialization. For example, the Digital Libraries and Resources specialization page suggests the following external electives:

- Computer Science 302 “Introduction to Programming”
- 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)

The Science Libraries/Applied Informatics track suggests the following electives:

• CS 302 “Introduction to Programming”
• Completing the web programming sequence through Software Training for Students (http://www.doit.wisc.edu/training/student/)
• Completing the R or SAS training sequence through the Social Science Computing Cooperative (http://www.ssc.wisc.edu/sscc_jsp/training/index.jsp)
• At least one semester of statistics, such as Education 760 “Statistical Methods Applied to Education”

Formal cross-program degrees and certificates

SLIS currently has double-degree programs with Law, Music and Art History.

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 certificate in innovation or entrepreneurship as part of their SLIS master’s degree. Students take 2 to 3 approved courses from the School of Business to complete the certificate (http://www.slis.wisc.edu/InfoInno.htm).

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

Standard I.2.7 is reflected in the following SLIS program-level learning outcomes:

• 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.

The SLIS curriculum is designed to provide multiple opportunities for students to consider diverse communities. For example, in the Tier 1 course LIS 450 “Information Agencies and Their Environment,” students do a collection-development assignment centered around a community of recent immigrants. Other examples, as well as descriptions of whole courses focusing on diverse communities, are addressed in discussion of Standard II: Curriculum.

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 2002, which provides educational, recreational and community resource reading materials to inmates of the Dane County jails. The JLG also operates Kids Connection, through which inmates record themselves reading a
book 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 re-establish 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 Dr. 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 Dr. 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 Dr. 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.

1.2.8 the role of library and information services in a rapidly changing technological society

SLIS’s mission statement specifically refers to “the creation, retrieval, use, and curation of information in all its forms,” demonstrating SLIS’s commitment to analog and digital technologies of all sorts. Learning outcomes, curricular revisions, and SLIS faculty and staff specialties all speak to this commitment.

The following SLIS program-level learning outcomes pertain to 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.

SLIS has also revised several program requirements to improve student familiarity and skill with technology. Since fall 2010, all entering students have been required to pass the SLIS “Tech Gateway” in 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 in the local OPAC and the LISTA database,
• familiarizes them with the local Desire2Learn-based course-management system, and
  with the aid of workshops and screencasts teaches them basic HTML and CSS.

In 2013, SLIS introduced a new “Tier T” requirement for all students, who must now take one course from an expansive list of SLIS’s technology-related courses. This requirement ensures that the already technology-savvy as well as those needing more basic instruction can enhance their skills in courses that meet their needs. This requirement sets a minimum; our analysis of student record data show that students take on average two to three technology courses.

SLIS also responded to stakeholder suggestions that new archivists require significant technology skills by requiring two technology-related courses as part of the revision of the SLIS archives track in 2012.

SLIS advisory board and alumni board members with expertise in technology and technology-related information services include:

• 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

SLIS faculty and staff with extensive expertise in technology and technology-related policy and information services include:

• Anjali Bhasin
• Dr. Anuj Desai
• Dr. Greg Downey
• Dr. Kristin Eschenfelder
• Dr. Kyung-Sun Kim
• Jane Pearlmuter
• Bronwen Masemann
• Dr. Alan Rubel
• Dorothea Salo
• Dr. Jonathan Senchyne
• Debra Shapiro
• Dr. Catherine Arnott Smith
• Dr. Rebekah J. Willett

1.2.9 the needs of the constituencies that a program seeks to serve.

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

As described in the SLIS Planning Process section of I.1, the SLIS assessment and planning process formally includes the following constituencies:

• Employers (Advisory Board, Practicum supervisor survey, Alumni Association, Curriculum Committee)
• Students (members of curriculum and assessment committees, Student Organization Leaders luncheon, SLIS Town Hall)
• Alumni (Advisory Board, SLIS Alumni Association)

SLIS faculty and staff regularly participate in state conferences such as the Wisconsin Library Association, academic and public libraries specialty conferences, and regional archives conferences. Informal feedback occurs at these state and regional conferences and as well as other professional meetings. SLIS faculty and staff are involved in many professional organizations and initiatives that allow for informal input including:

• Allison Kaplan holds leadership roles in both the Wisconsin Library Association (WLA) and the Wisconsin Educational Media and Technology Association (WEMTA) which provide her opportunities to talk informally with many employers of our students.
• Deborah Shapiro has long held leadership positions within LITA.
• Kristin Eschenfelder served a three year term of the University of Wisconsin System Library Council (council of Directors of all state universities’ libraries) and served on the search committee for the UW-Madison Vice Provost for Libraries position.
• Michele Besant serves on the University of Wisconsin Press committee.
• Omar Poler and Michele Besant regularly interact with tribal cultural librarians, archivists and museum workers through the SLIS sponsored TLAM project.
• Kristin Eschenfelder has served on the campus IT committee and Catherine Arnott Smith has served on the college IT committee.
• Meredith Lowe maintains the popular archives jobs blog “archivesgig” which tracks the archives job market.
• Anjali Bhasin is an organizer with the Wisconsin Academic Libraries Association
• Dorothea Salo serves on the NISO Content and Collection Management Topic Committee, is a Digital Public Library of America Community Representative, and has been a partner with UW-Madison’s Research Data Services group.

Informal feedback also occurs when SLIS hires expert practitioners to teach for SLIS. This interaction promotes exchange of ideas about what to include in the curriculum. See section III.1 for a list of instructors.

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.

I.3.1 Within the context of these Standards each program is judged on the degree to which it attains its objectives.

Since August of 2012, SLIS has produced an Annual Assessment Report which summarizes the degree to which the program is meeting its stated objectives with respect to program-level learning outcomes. Reviewed and voted on at the August retreat, the report data drives program adjustment activity that occurs throughout the year.
Every two years SLIS has produced a biennial narrative for ALA COA. Recent reports have highlighted the development of SLIS program-level learning outcomes, our continuous assessment methodology, and changes SLIS has made to the program based on data from assessment.

One measure of the success of a program is the placement of its graduates in the profession. The results of the SLIS employment survey published since 2007 suggest that SLIS is well respected by employers for producing well-prepared new employees. Throughout the last seven years, most SLIS graduates have found employment within 6 months of graduation.

The “Employed” row in the table below includes students who are employed part time, have temporary jobs and students who report being employed in another field. Employment outside the field does include professional employment in other fields (e.g., software, insurance). On the other hand, it does not include non-responders who are employed.

<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 graduates</td>
<td>93</td>
<td>90</td>
<td>93</td>
<td>80</td>
<td>78</td>
</tr>
<tr>
<td>Respondents: Employed or seeking another degree</td>
<td>75</td>
<td>53</td>
<td>66</td>
<td>55</td>
<td>53</td>
</tr>
<tr>
<td>Did not respond</td>
<td>15</td>
<td>35</td>
<td>24</td>
<td>23</td>
<td>22</td>
</tr>
</tbody>
</table>

Descriptions of the types of jobs held by recent graduates from the campus and online programs are available in section IV.4.3.

Another source of data about the success of the SLIS program is the WILIS 2 (Workforce Issues in Library & Information Science) comparative research project. Our participation in WILIS 2 allowed us to benchmark our achievements against the field of LIS programs. Notable SLIS achievements include:

- (p. 11) 85% of respondents worked “in a library or information center using LIS skills/knowledge” compared to 78% in all programs; only 4% were not using LIS skills/knowledge, compared to 6% in all programs
- (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).
- (p. 20) SLIS respondents keep in touch with SLIS through other students (69%; 64% in all programs), faculty (32%; 29% in all programs), and the print newsletter (51%, 11% in all programs). Only 5% of respondents said they were not connected to SLIS at all, half the percentage of all programs.
- (p. 28, 29, 32) SLIS respondents were more likely to agree or strongly agree that SLIS provided them with organization of information skills (93%, 87% in all programs), public-service skills (84%, 79% in all programs), instructional skills (67%, 64% in all programs), and advocacy skills (71%, 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 our 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 respondents; 24% in all programs) and public (25% of respondents; 24% in all programs) libraries, they are also to be found in law, health, and corporate libraries, as well as school library media centers, archives, and museums. The 8% of respondents choosing “other” suggests that SLIS graduates are entrepreneurial enough to take advantage of opportunities outside traditional information organizations.

I.3.2 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.

The SLIS mission statement, program-level learning outcomes, and strategic goals have been publicly posted on the SLIS website under the “About Us” tab (http://www.slis.wisc.edu/about.htm). Program goals are regularly reviewed with stakeholders such as the Advisory Board and students, and each year at the August retreat SLIS faculty and staff vote on any proposed changes to learning outcomes or the SLIS mission.

SLIS also provides links on its website to time-to-degree, enrollment and admissions statistics produced by the UW-Madison Graduate School. Further, SLIS provides a link to past years’ graduates’ placement/employment data.

As described in section I.1 “SLIS Systematic Planning Process,” SLIS engages in a continuous cycle of assessment and planning that involves input (both formal and informal) from students, faculty, employers, alumni, campus colleagues, the College of Letters and Science and the broader University of Wisconsin. This cycle involves regular reconsideration of our program-level learning outcomes and how best to implement our strategic goals. Discussion of subsequent standards provides many more examples of data gathering, analysis, reflection and program change.
STANDARD II. CURRICULUM

I.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 (http://www.slis.wisc.edu/ProgramLevel_LOs.htm), 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, three courses required of all SLIS students (LIS 450, LIS 451, LIS 551)
- Tier 2, ten highly recommended courses from which all students must choose three. Tier 2 classes contain content used across many types of jobs or information agencies, and they are highly recommended for all students.
- Tier T, a list of information technology courses from which all students must take at least one (SLIS requires that archives students take at least two).
- Tier 3, or electives.

In addition, all students must complete a practicum, fulfill the SLIS portfolio requirement, and complete the SLIS Technology Gateway Requirement. 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.

Electives

All courses not in Tier 1 or Tier 2 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 specialization section below for details).

Practicum

To ensure SLIS students have real-world experience at graduation, students are required to complete a 120-hour, three-credit field placement/practicum. For campus students, SLIS partners with libraries, archives and information agencies at UW-Madison, the Wisconsin Historical Society,
Wisconsin Public Library Systems, the Madison Metropolitan School District, and local corporations and non-profit agencies to provide a supervised practicum or field project for all master’s students. Distance students are accommodated in agencies near their geographic location, or with a remote practicum (e.g. chat reference and other “virtual branch” work). The practicum combines 120 hour of field experience with classroom meetings in which students reflect on field experiences in light of professional issues presented by lecturers or readings, engage professional preparation issues including self-presentation through their portfolio, and share experiences, accomplishments and concerns.

Students in the on-campus program may fulfill their field placement or practicum requirement by taking either:

- LIS/Curriculum and Instruction 620 “Field Project in Library and Information Agencies” ([http://www.slis.wisc.edu/620candi620.htm](http://www.slis.wisc.edu/620candi620.htm))
- LIS 826 “Field Project in Library and Information Literacy Instruction” ([http://www.slis.wisc.edu/liliplacement.htm](http://www.slis.wisc.edu/liliplacement.htm))

In the past, SLIS students had been required to participate in at least 40 hours of a supervised practicum experience. With the incoming class of 2011, that requirement was changed to at least 120 hours of supervised experience by taking either LIS 620 or LIS 826. Students are encouraged to complete more than one practicum.

LIS 620 “Field Project in Library and Information Agencies” provides students the opportunity to work at a professional level in a variety of information settings. All SLIS online students fulfill their practicum requirement through this course. Most placements are in school, public, and academic libraries, along with archives institutions and special or corporate libraries. In these settings, projects include management of library programs for adults and children, collection development, cataloging, collection assessment, and grant writing. Some students take advantage of technology-related opportunities including working on administrative information-organization problems, database construction, and metadata design or crosswalking. From fall 2008 to fall 2013, 340 students have participated in this practicum experience. A list of the directory of institutions offering practicum placements is available at [http://www.slis.wisc.edu/620candi620.htm](http://www.slis.wisc.edu/620candi620.htm).

In fulfillment of the Wisconsin Department of Public Instruction licensing requirement for student teaching, SLIS students in the School Library Media concentration must 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 120 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.

LIS 826 “Field Project in Library and Information Literacy” is a course taught in collaboration with the campus UW-Libraries instruction librarians (Distance 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 ensure quality supervision for all students, course enrollment is limited each fall and spring term to sites where the instruction librarians can both use the students and have time to supervise/mentor. Between fall 2008 and fall 2013, 89 students participated in this practicum experience.

School-media specialists take Curriculum and Instruction (C&I) 620, which is designed to fulfill Wisconsin Department of Public Instruction requirements. All other students, including all online students, take LIS 620.
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 their 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 ensures that all students are exposed to key technologies employed in SLIS program instruction. Second, through the gateway exercises, students self-assess on core computer 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 ensures 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 up their competence in those areas through coursework, workshops, etc.

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),
- the local Learn@UW course-management system,
- digital file management and transfer across media and platforms, and
- basic HTML and CSS via online modules and workshops.

Portfolio

So that the SLIS program includes useful and appropriate self-reflection, students must also complete an portfolio in a SLIS-hosted WordPress weblog. SLIS chose WordPress (1) to give students hands-on experience with this commonly-used 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 post graduation. Students must learn the WordPress content management system to upload their artifacts and personal statement.

The portfolio consists of:

- An initial statement of purpose, in which students explain their reasons for attending SLIS, and their professional goals for their program.
- 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 also choose artifacts to provide evidence of their professional skills to present to prospective employers. Artifacts to date have included a variety of materials including research papers, hand-coded websites and mobile web design plans.
- A final reflective statement that describes their newly-acquired skills, discusses how their thoughts, beliefs, and goals have changed during their time at SLIS, and addresses their continuous professional growth.

SLIS explains portfolio artifacts to students as follows:
Artifacts are things you produce during your time as a SLIS student that demonstrate your growing competencies as an information professional. They should be related to the type of information professional job which you hope to obtain. So for example, a future public librarian might post her project developing a fundraising campaign for a fictional public library’s new building. Artifacts may be digital documents, images, computer code or links to audio or video. Artifacts may stem from any classes, professional work, leadership experiences, volunteer experiences, or other extracurricular activities you take part in during your time as a SLIS student.

Students are given the following instructions on their final reflective statement:

“This is the place where you make a statement that is a reflection of what you have learned in the SLIS program and how prepared you feel to take your place in the profession. Think about the classes you’ve taken, the extra-curricular experiences (including the practicum and work) you’ve had and relate that to your original and current professional goals. This part of the page cannot be completed until you are ready to finish the program.”

Portfolio evaluation and assessment is discussed in section I.1 and in section IV.4.2.

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>
<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”&lt;br&gt;LIS 644 “Digital Trends, Tools, and Debates”</td>
<td>LIS 658 “Publishing, Knowledge Institutions, and Society”</td>
</tr>
<tr>
<td>Information and knowledge communication</td>
<td>LIS 450 “Information Agencies and Their Environment”&lt;br&gt;LIS 639 “Information Literacy Pedagogy”&lt;br&gt;LIS 644 “Digital Trends, Tools, and Debates”&lt;br&gt;LIS 710 “Research and Evaluation Methods”</td>
<td></td>
</tr>
</tbody>
</table>
| Information and knowledge identification | LIS 451 “Online Searching for Information Professionals”  
LIS 551 “Organization of Information” |
| Information and knowledge selection     | LIS 450 “Information Agencies and Their Environment”  
LIS 655 “Collection Management”  
LIS 668 “Digital Curation” |
| Information and knowledge acquisition  | LIS 450 “Information Agencies and Their Environment”  
LIS 655 “Collection Management”  
LIS 755 “Electronic Resource Management & Licensing” |
| Information and knowledge organization and description | LIS 551 “Organization of Information”  
LIS 661 “Cataloging and Classification”  
LIS 853 “Metadata Standards and Applications” |
| Information and knowledge storage and retrieval | LIS 451 “Online Searching for Information Professionals”  
LIS 551 “Organization of Information”  
LIS 644 “Digital Trends, Tools, and Debates”  
LIS 652 “XML, Document Standards, and Metadata”  
LIS 751 “Database Design for Library and Information Professionals”  
LIS 861 “Information Architecture” |
| Information and knowledge preservation | LIS 450 “Information Agencies and Their Environment”  
LIS 655 “Collection Management”  
LIS 734 “Archives Administration” | LIS 668 “Digital Curation”  
LIS 678 “Preservation & Conservation of Library and Archives Materials”  
LIS 839: topic “Special Collections” |
| Information and knowledge analysis | LIS 451 “Online Searching for Information Professionals”  
LIS 654 “Management of Information Agencies”  
LIS 710 “Research and Evaluation Methods” |
| Information and knowledge interpretation | LIS 451 “Online Searching for Information Professionals”  
LIS 635 “Reference and Information Services”  
LIS 710 “Research and Evaluation Methods” |
| 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” |
Tier 1: Required courses

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 the broad base-level knowledge and a shared context to progress to more advanced and difficult Tier 2 courses and Tier 3 electives. All students must take the following three courses:

- **LIS 450 “Information Agencies and Their Environment”** 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.
- **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 World Wide 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.

Tier 2

Students must choose at least three courses for a minimum of nine credits. All these courses are strongly recommended. Analysis of registration data shows that most SLIS students take four or more Tier 2 classes.

- **LIS 635 “Reference and Information Services”** Theories, principles and practices in selected aspects of reference and information services.
- **LIS 639 “Information Literacy Pedagogy”** 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.
- **LIS 644 “Digital Tools, Trends, and Debates”** 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 ICT and critical analysis of controversies surrounding ICT development, use and modification.

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). LIS 853 “Metadata Standards and Applications” Overview of major metadata schemas used in digital environments. Covers principles of metadata development, and evaluates existing standards and ap-
Data show that SLIS students, on average, take between 2 and 3 Tier T courses:

- LIS 654 “Management of Information Agencies” 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.
- LIS 655 “Collection Management” 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.
- LIS 661 “Information Ethics and Policy” 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.
- LIS 710 “Research and Evaluation Methods” 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.
- LIS 734 “Archives Administration” 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.

**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 skillset, while students with lower skill levels on entry gravitate to the Tier 2 course LIS 644 “Digital Trends, Tools, and Debates.” Although only one three-credit technology course is required, SLIS advisors often recommend that students take additional technology courses. Analysis of registration data show that SLIS students, on average, take between 2 and 3 Tier T courses:

- LIS 644 “Digital Tools, Trends and Debates” (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.
- LIS 652 “XML and Linked Data” 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.
- LIS 668 “Digital Curation” Critical examination of selected management techniques in the areas of materials control, physical plant operations, personnel programs, budget preparation and statistical reporting. May also focus on a particular type of information agency; e.g., data analysis centers, research libraries, or public libraries.
• **LIS 751 “Database Design and Management”** Introduction to database management systems, the database design process and database management issues, current trends and developments in the database field with a focus on library database systems.

• **LIS 861 “Information Architecture”** 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.

• **LIS 879 “Digital Libraries”** Technologies and other related topics/issues in developing and maintaining digital libraries. Covers digitization and organization of information, user-centered systems design and evaluation, public services, funding, and so on. Project-based course.

**Specializations**

To provide students guidance in course selection, SLIS maintains a list of “suggested specializations.” (see [http://www.slis.wisc.edu/otherspec.htm](http://www.slis.wisc.edu/otherspec.htm) and also [http://www.slis.wisc.edu/documents/SpecializationPacket.pdf](http://www.slis.wisc.edu/documents/SpecializationPacket.pdf)) The specializations 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.

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

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

The SLIS curriculum provides numerous learning opportunities that encourage an assertive role in providing information services, regardless of a student’s chosen specialization area. Further, program-level learning outcome 4d “Students demonstrate innovation and skills necessary for leadership” encourages students to seek out leadership and innovation opportunities both inside and outside of class.

• Each of the three Tier 1 classes contributes to students’ service orientation, with learning objectives ranging from understanding of theoretical and historical perspectives in LIS to the utilization and selection of online systems, databases, and resources. While LIS 450 “Information Agencies and Their Environments” 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 lead-
ers in information organizations communicate with the public and advocate for their institutions.” Students are also required to envision new information services and complete a grantwriting 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. The term-long group project in LIS 451 requires students to explore commercial and open-Web information sources, including but not limited to the key databases used in LIS, to prepare an annotated bibliography on a research topic that students select from a long list of possible options.

- Tier 2 courses and electives enhance and enrich the foundations for assertive service information development and provision. For example, 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 preparing mini-lessons, video tutorials, and developing a workshop series or unit plan, students are prepared to effectively serve learners through understanding and applying pedagogical principles appropriate for learners with different needs and from a range of backgrounds and cultures. Elective courses such as LIS 820 “Topics in Community Engagement” provide opportunities to explore community service in a real-world context, recently the Goodman Branch of the Madison Public Library. The class engages students in planning, implementing, and evaluating a community-based service project.

- Based on its strategic plan and program-level learning outcomes, in recent years SLIS has adjusted the curriculum to further emphasize assertiveness and innovation for developing new information services. For example, a newly developed 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. Also, in fall 2013 SLIS began a new specialization in “Information Innovation and Organizational Change” in collaboration with the Weinert Center for Innovation and Entrepreneurship at the Business School. Students can complete this certificate as part of their LIS program in order to prepare themselves to “manage and lead organizational change” and develop “the entrepreneurial skills to develop new information products and services.” (http://www.slis.wisc.edu/InfoInno.htm). 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 (http://ILI.wisc.edu/leadership_certificate.htm).

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

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 and Linked Data” (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 more 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 web accessible databases.

In addition, since 2012 SLIS has offered many innovative one-credit courses in order 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
- Covert Children’s Programming
- Science, Technology, Engineering, and Medical (STEM) Librarianship
- IT Management for Information Professionals
- Archiving Social Media
- Audio-Visual Archiving
- Preservation Basics

SLIS faculty also 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.

In the Tier 1 course 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.

In the Tier 2 course 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). The Tier 2 course 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.

Numerous electives have seen significant revision. For example, 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 organizations in corporate, research and museum settings. The change was driven by feedback from the SLIS Advisory Council pressing for greater placement opportunities for students and a review of the curriculum that showed a great deal of overlap with existing courses.

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

All the courses listed in Tier T (described earlier) focus heavily on the theory, application and use of information technologies. But technology is integrated into all the SLIS curriculum and many other courses in all tiers of the SLIS curriculum teach about technology. For example, in Tier 1:

- LIS 451 “Online Searching for Information Professionals” is centered on use of library databases, such that 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 or Camtasia or another screen capture software program to capture your answer to the reference question.” Another assignment directs students to use “Captureit/PowerPoint/or Prezi to create an online tutorial demonstrating one database from your 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, RDA, as well as the technologies necessary to deploy these cataloging and classification standards.

As discussed above, students must complete at least three Tier 2 courses. In Tier 2, information technology is integrated into more specialized courses reflecting specific library and information settings. For example:

- 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” is focused 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, e-books, 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” This class 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.

Several SLIS electives focus exclusively on technology skills, such as LIS 861 “Information Architecture,” which teaches students to make usable and accessible websites, LIS 751 “Database Design for Libraries and Information Agencies” and LIS 652 “XML and Linked Data.” 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.”

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

Throughout the program, SLIS students learn to recognize the needs of, and design services for, diverse societies and underserved groups. In the Tier 1 course LIS 450 “Information Agencies and Their Environment,” a collection development assignment requires students to analyze information resources relative to the information needs of diverse individuals and communities. It includes readings on the information needs of underrepresented communities like Latinos/as, LGBT individuals, and the incarcerated. 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.”

Some courses are dedicated entirely to understanding diversity or serving underserved groups. LIS 629 “Multicultural Literature for Children and Young Adults,” for instance, focuses on issues of diversity as represented in literature for children and young adults both in 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. The course LIS 640 “Tribal Libraries, Archives, and Museums,” focuses on a specific underserved population: American Indian communities of Wisconsin. It 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. Similarly, 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.

II.3.5 The curriculum “Responds to the needs of a rapidly changing technological and global society.”

SLIS has designed several features of its curriculum to ensure that its graduates are adept at navigating new and changing technologies and an interconnected, global society.
Starting with the entering fall-2013 cohort, all SLIS students are required to fulfill the “Tier T” requirement described earlier. While the vast majority of SLIS graduates take more technology courses, making it a 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 ensure basic levels of technology competency, 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 ensure that they are well-prepared for changing technology. Specifically, the archives specialization now requires that all archives students take at least two Tier T courses. It also requires at least one management course (e.g. LIS 654 “Management in Information Agencies,” LIS 855 “Designing Information Services,” or MHR 715 “Strategic Management of Innovation”), which will help students manage change.

Tier 1 courses

All of SLIS’s Tier 1 courses emphasize the changing technological society. In LIS 450 students read and discuss technological trends in reports from organizations like Pew, OCLC, and ACRL. The content of LIS 451 “Online Searching for Information Professionals” has been reworked to emphasize online search and knowledge of databases. To reflect this change, its name was changed from “Foundations of Reference.” 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.

Tier 2 Courses

Many of the Tier 2 courses contain components designed to address a changing technological and global society. For example, the popular 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
- 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” develops 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.
New and newly-revised electives

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 751 “Database Design and Management.” SLIS has begun offering LIS 751 both fall and spring semester, increasing capacity so more students will take the course.
- LIS 755 “Electronic Resource Management and Licensing” responds to technological changes in resource access, addressing issues ranging from management, policy, and technological problems associated with licensed digital library resources such as e-journals, e-books, full text and citation databases, digital audio and video collections, and e-references resources.
- 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, the need for public libraries to serve business and community development needs, and to prepare students for information management jobs in private enterprises.
- 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.
- In spring 2014 SLIS offered a re-created systems analysis and design/project-management course titled “Designing Information Services” and a one-credit course on web scripting. Both courses will become regular parts of the curriculum.
- In summer 2014 SLIS fielded a one-credit leadership class that will help prepare students for a rapidly-changing society.

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

As noted earlier in section II.3.1, based 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 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 prepares students instead to anticipate, manage, and where needed instigate change.

Two of our Tier 2 courses were explicitly designed with this goal in mind. LIS 644 “Digital Tools, Trends, and Debates” aims to get students comfortable with the process of trying new technologies and failing. 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. Addressing, adapting to, and managing future changes in the field will demand good data; accordingly, our Tier 2 course LIS 710 “Research and Evaluation Methods” is designed to develop the knowledge and skill need to design, conduct, and analyze data from research studies and program assessments.

SLIS elective courses also provide direction for the future of the field. For example, “Designing Information Services” (currently taught as a “topics” course, LIS 640) is designed to teach students to analyze information needs and flows, design new information services anticipating and responding to changing needs and changing environments. 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.

Further, 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 develop new information products and services within existing organizations and start new information-intensive businesses.

II.3.7 promotes commitment to continuous professional growth.

The SLIS program creates the expectation among students that due to the high rate of change in the information fields, they will need to prepare themselves for life-long learning. Several courses emphasize lifelong learning and train students to engage in it, including:

- LIS 732 “Strategic Information Services” emphasizes library/information settings in the commercial sector. The course examines the evolving role of librarians in that sector, with attention given to the competencies required of the information professional in specialized settings. Among those competencies is awareness of and participation in professional organizations; the course requires students to join a library organization focused on corporate and/or special libraries. This course was formerly entitled “Special Libraries.” The title was changed to reflect the new course content and focus. Now the course’s content includes:
  - developing, managing and evaluating information services to corporate, government, research, small business, and community organizations.
  - overviews of knowledge management, business intelligence, industry analysis, information brokering
  - skills in information service entrepreneurship and marketing information services
  - overview of changes within the profession and networking within the professional community

- LIS 644 “Digital Tools, Trends, and Debates”, as noted above, 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,
  - 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,” as described earlier, explicitly prepares 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” is an overview of major metadata schemas used in digital environments, but it also covers principles of metadata standards develop-
ment, standards development processes and organizations. The emphasis on standards as living, changing things prepares students to handle, and hopeful engage in, changes in metadata standards and encodings.

- LIS 668 “Digital Curation” This course prepares information professionals to assist with research-data management and digital preservation. It contains an explicit unit on current awareness and further professional development.

**II.4 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.**

The Tier system of the SLIS curriculum, combined with specialization information provided on the SLIS website and good academic advising, provides students with both structure and 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 from among Tier 2 and Tier T lists, SLIS electives and courses from other departments approved by their advisor. LIS students may take up to 3 courses (9 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 suggests particular non LI courses. Past courses taken outside SLIS have included courses in education, music, history, business, computer science, communications, and foreign languages.

In addition, with faculty approval students may take independent studies to address topics not covered in SLIS or elsewhere on the UW campus.

**Independent studies (999s)**

For the master’s level students, independent studies afford students one way to pursue concentrated studies in their specific area of interest. To participate in an independent study, students identify an area of interest, find 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 9 total credits of 999.

Other examples of 999 projects and their outcomes include:

- Policy document on community engagement;
- 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

In 2008, a team of students approached faculty member Louise Robbins with a request for an opportunity to work with American Indian populations here in Wisconsin. This independent
A study involving three students began in fall 2008; it evolved into the Tribal Libraries, Archives, and Museums course in fall 2009 which has been offered regularly since then.

Another experience involved three students who explored how artists use libraries for research, inspiration, and performance spaces. That independent study conducted in 2011 led to the creation of the nationally-recognized Library as Incubator project (http://www.libraryasincubatorproject.org/).

Choice in practicum experiences

SLIS strongly believes that hands-on experience at the professional level is essential to a quality LIS program. Students fulfill the practicum requirement through LIS 620 or LIS 826. LIS 620 is a general course that encompasses all field settings allowing students to explore a range of possible professional environments. Students choose their practicum settings in order to meet their professional goals in consultation with their advisor.

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

As part of its strategic goal “SLIS leverages 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.

List of cross-listed courses from other departments available to SLIS students

SLIS partners with eight other departments to share cross-listed 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 increases SLIS’s visibility across campus. Cross listed 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 & 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”

Additionally, 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 Graduate School. In 2012, SLIS established a certificate of specialization in information innovation and organization change with the UW Business School. SLIS is actively pursuing additional partnerships.
Experiential Opportunities

The SLIS program offers students numerous experiential opportunities. The most important is the SLIS practicum requirement (described in section II.1). Students are encouraged to complete multiple practicums in order to experience different professional environments and responsibilities.

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 some semesters of LIS 710 “Research and Evaluation Methods” students collect and analyze data for a client. In some semesters, LIS 861 “Information Architecture” provides design consulting services for a real-life client.

Further, through 999s or paid research assistant positions, SLIS students work with SLIS faculty and staff on research and outreach projects:

- Two master’s students assisted with Smith and Eschenfelder’s study of financial literacy and public libraries.
- Three master’s students have 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 have 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 to identify authoritative websites on early literacy apps.

During spring 2014, master’s students in LIS 451 “Online Searching for Information Professionals” helped with a literature review on working professionals’ choices with respect to reskilling.

SLIS hosts numerous student organizations and informal “projects” which give students experiential opportunities. For example, the combined student group/ongoing project/class “Tribal Libraries Archives and Museums provides students a unique experience to engage with tribal cultural workers over the course of several semesters. Besides the TLAM class, there is a TLAM student organization which allows students the opportunity to do continue some project work with a tribal community. Similarly, 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. See (http://www.slis.wisc.edu/studentorgs.htm) for more information on the TLAM and Jail Library student groups.

Course content and sequence relationships within the curriculum are evident.

Course progression and specializations

The master’s degree in LIS is a generalist degree that provides graduates the ability to practice librarianship and information service at a professional level in a diverse, technological, and global society.

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 manner (http://www.slis.wisc.edu/coursereqMA.htm) The formal document “MA Program Planning Guide” provides more detail about curricular requirements and a provides a planning sheet (http://www.slis.wisc.edu/991.htm) that students can employ to track their progress. The specializations websites provide additional information about courses and suggested relationships between courses (http://www.slis.wisc.edu/otherspec.htm). Academic advisors regularly review course progression requirements and relationships with students twice a year during advising.

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.

SLIS addresses this standard in several ways. First, Tier 1 and 2 courses (described in section II.2) integrate guidelines from various American Library Association divisions into course content. Second, SLIS allows students to specialize as described in the previous section. Competencies statements relevant to the SLIS program include, but are not limited to the following:

- RUSA Guidelines for Behavioral Performance of Reference and Information Service Providers
- ACRL Standards for Proficiencies for Instruction Librarians and Coordinators
- 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)

For example, several classes drawn on the “Guidelines for Behavioral Performance of Reference and Information Service Providers” from the American Library Association’s Reference and User Services Association (http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral). 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. Similarly 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.”
Similarly, the week focusing on information literacy instruction requires students to read “Standards for Proficiencies for Instruction Librarians and Coordinators” (http://www2.archivists.org/gpas/curriculum) by the Association for College and Research Libraries within the American Library Association.

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 for American Archivist Guidelines for a Graduate Program in Archival Studies (http://www2.archivists.org/gpas/curriculum). As an introductory survey course, 734 is designed to introduce students to many of the learning goals listed by SAA. Expert knowledge is developed in higher level electives.

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, Association for College and Research Libraries, and Wisconsin Department of Public Instruction Standards.

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 have included: Competencies for Librarians serving children in public libraries, competencies for serving young adults, competencies for Special librarians in the 21st Century, competencies for Reference and User Services Librarians, LITA Competencies, SAA competencies.

Specialized Learning Experiences: Archives and School Library Media

Several specialized learning experiences are achieved through double degree partnerships with other degree programs on campus (Law, Music, Art History). In these cases, acquisition of a second degree ensures that students obtain specialized competencies suggested by professional organizations.

Students can obtain the knowledge competencies in other specializations through SLIS coursework. This section describes two SLIS internal 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, and students take many general LIS courses in order to broadly prepare them.

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/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 University of Wisconsin Center for Film and Theatre Research. Sloper will teach one archives course per year and help advise archives students. The archives program had previously been coordinated by Jane Pearlmutter (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, the Center for Film and
Theatre Research 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 SLIS are eligible to complete the Archives specialization; there is no separate application process. The SLIS curriculum adheres to guidelines established by the Society of American Archivists (http://www2.archivists.org/gpas) 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 an archives advisory committee which includes practitioners in the field.

The current archives specialization therefore consists of a 21-credit course sequence that includes all the regular SLIS master’s requirements:

Archival core: Archives students take all 4 (12 credits total)

- LIS 734 “Introduction to Archives” (fulfills Tier 2 requirement)
- LIS 818 “Accessioning and Appraisal”
- LIS 875 “Arrangement and Description”
- LIS 635 “Reference” (fulfills Tier 2 requirement)

Technology: Archives students take at least two of the following courses (6 credits total); all fulfill 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 and Linked Data”

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 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.”

Students who wish to meet SAA guidelines must complete courses as specified in the archives specialization guidelines. Other students may choose to complete a selection of the archives classes, without committing to all 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 above. 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 which includes student representatives will review and revise the current archives courses to identify areas of overlap, prioritize learning outcomes with the goal of making the curriculum as forward-thinking as possible.

School Library Media

To qualify for careers in school library media centers, students require preparation in two professional fields, librarianship and education. A valid teaching license is required for certification 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 the School Library Media Program and serves as the academic advisor for School Library Media students.

To be licensed after completing our program, students contact Kaplan and complete paperwork with the Wisconsin Department of Public Instruction. (http://www.slis.wisc.edu/applySLMcert.htm). The course sequence for the School Library Media Program includes the following:

Required courses (24 credits)

• LIS 639 “Information Literacy Pedagogy”
• LIS 641 “The School Library Media Center”
• LIS 651 “Cataloging and Classification”
• Curriculum and Instruction 620 “Field Experience”

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”
• LIS 861 “Information Architecture”
• Technology courses from the University of Wisconsin School Library Education Consortium, with permission of advisor

Electives (Choose 9 credits)

• LIS 624 “Storytelling and Oral Literature”
• LIS 645 “Intellectual Freedom”
• LIS 661 “Information Ethics and Policy”
• LIS 635 “Reference and Information Service”
• LIS 654 “Management of Information Agencies”
• LIS 655 “Collection Management”
• LIS 710 “Research and Evaluation Methods”
• Youth 1 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.

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

Course requirements for the master’s degree are exactly the same for on-campus and online students: all students must complete the Tier 1, Tier 2, Tier T, practicum, Technology Gateway and portfolio requirements. SLIS offers as many courses as possible both online and on-campus. 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 program students take fewer courses per semester than campus students. Distance students are given priority for registration in online classes. Space is initially held for online students to enroll; any remaining spaces after online students have enrolled are then made available to on-campus SLIS students.

The curriculum requirements for the face to face and online programs are the same, but the online program has a slightly narrower range of course options. SLIS does not offer online versions of all the courses recommended for the archives, law librarianship, music librarianship, innovation and organizational change and school library media specializations. These specializations have important components provided by campus partners who only teach face to face courses.

The SLIS website and paper program information clearly states these restrictions. Past SLIS online students have been able to obtain courses in law, archives and music librarianship through the WISE program or local practicum experiences.

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 and Processes for Curricular Innovation

The SLIS curriculum is governed by the SLIS Curriculum Committee, with major curricular changes brought to the faculty as a whole. The committee is comprised 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 cross-listing courses with other academic departments, provide feedback about potential new certificate programs, and manage other curriculum-related matters.

SLIS ensures flexibility in the curriculum through use of topics courses and one credit short courses. New courses start life 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.

In order for a course to get a permanent number, however, it must first be approved by the SLIS Curriculum Committee. Then it is approved by the Letters and Sciences and University divisional curriculum committees. The college and university level processes rarely lead to substantive changes in classes, but rather ensure 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 in order to identify and correct problems. Students evaluate their classes by responding via a 5-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, which provide detail that is often very useful for course adjustment. 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 upon 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 Appendices III-2 and III-3).

Graduating students also provide feedback about course experiences in both the Graduates Survey and exit interviews.

Curriculum Evaluation and Planning and Stakeholder Involvement

The SLIS curriculum as a whole, and evaluation of specialization tracks, are assessed and reviewed as part of the larger SLIS assessment cycle described in section I.1. 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 online 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 once each in the fall and spring semesters.

Additionally, as described in Chapter 1, every two years the Curriculum Committee maps the SLIS required 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 Appendices 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.

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.

- **Upcoming graduates survey** – The entire graduating class is invited to complete a survey of close ended questions in April. Questions measure students’ achievements in that it measures their perceptions about their level of preparation related to each program-level learning outcome. Questions ask “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 Appendices I-7 and I-8 for copies of the most recent surveys.
  
  - Example of changes made based on this data: Data from the 2011 graduates survey showed 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 Appendices I-5 and I-6 for more details.
  
  - **Practicum supervisor feedback questionnaire** – All SLIS students must complete a practicum. Beginning in 2009, SLIS asked each practicum supervisor to complete a web survey of closed ended questions in which they assess their student’s achievements in their practicum experience in relation to certain program-level learning outcomes.
  
  - Example of 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’ willingness to take initiative on the job and professional communications skills. LIS 620 instructors modified the in-class portions of the LIS 620 class by adding an introductory unit on professionalization to address issues of initiative and professional communications. Further, instructors added a unit on leadership including working with stakeholders and developing elevator pitches 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 Appendices I-7 and I-8 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 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 adopted by Tier 1 teams is the “core course common assignment” SLIS has found that the common assignment provides an anchor 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** – Beginning in 2014, quantitative analysis of all graduate portfolios is run in April of each year. Portfolios, described earlier in this chapter, will 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. The committee will judge the degree to which students have achieved the learning outcome by employing rubrics developed by the Assessment Committee (see Appendices I-9, I-10, I-11, and I-12 for rubrics). 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.

  - Example of changes made based on this data: Portfolio data will not be available until May 2014, but 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, a form of subsequent accomplishments. This data is posted on the SLIS website. Data on placement rates to some extent influences 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.
Other SLIS Curriculum Planning Inputs and Stakeholders

There are other important inputs to the SLIS curricular planning process beyond the above described assessment data.

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

- **WILIS data** SLIS’s participation in WILIS 2 (Workforce Issues in Library & Information Science) allowed us to see the long-term achievements of former SLIS students (for summary see section 1.3.1). 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 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, non-profit and other information management settings in order to give students a wider set of career options. This has led to changes in curriculum such as 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 certificate with the Business School and addition of courses like Designing Information Services and LIS 652 “XML and Linked Data.”

- **Course evaluations** – SLIS regularly collects course evaluation data at the end of each class (described above). 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 influences 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. But, input from alumni, employers and the SLIS Advisory Council (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., Business School certificate, 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.
Program-level learning outcomes: SLIS program-level learning outcomes (which also have various inputs see Chapter 1), influence curriculum through the process described above.

Feedback from alumni and employers: SLIS obtains input, both ad hoc and systematic from committee membership, the Alumni Association and the SLIS Advisory Council.

...via committee memberships or the SLIS Alumni Association: Alumni feedback suggests new areas which 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 provided input to the revision of the SLIS Strategic Plan and they review SLIS program-level learning outcomes and make suggestions.

...via SLIS Advisory Council: The Advisory Council 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 their meeting, typically comments on curriculum questions (see minutes in Appendix I-13). In recent years, the Council has emphasized the need for the curriculum to better 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 Council led SLIS to seek collaboration with the Business School to create the certificate in Innovation and Organizational Change. The SLIS Director is also actively pursuing other potential collaborations with Statistics, Communications Arts and the Public Affairs School based on the Council input.

...via SLIS Students: SLIS students have input into curriculum decisions through several means: (1) the Curriculum and Assessment Committees always has student representatives and students voice opinions in committee debates. (2) Specialization based curriculum review task forces such as the ongoing archives curriculum review, include student representatives. (3) Each fall the Director and Student 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 strategy plan revision process. (4) 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.
STANDARD III: FACULTY

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.

As explained below, SLIS faculty and instructional academic staff are sufficient in number and diversity of specialties to carry out the teaching, research and service activities of the program. As of spring 2014, SLIS has eight tenured or tenure-track faculty whose tenure home is in SLIS. Two tenured or tenure-track SLIS faculty have split appointments: Greg Downey is 50% at SLIS and 50% at the School of Journalism and Mass Communication (http://journalism.wisc.edu/), and is currently the Chair at the School of Journalism and Mass Communication; Alan Rubel is 50% with SLIS and 50% in the Program in Legal Studies (http://www.ssc.wisc.edu/clsj/lsphome.html). All other faculty (Eschenfelder, Kim, Senchyne, Smith, Willett, Whitmire) are full time in SLIS, although they may have affiliate appointments with other academic units. In addition, Associate Professor Anuj Desai who is tenured in the Law School, teaches two courses per year for SLIS. Finally, SLIS hosted Visiting Assistant Professors in archives during the 2009-2010 and 2012-2013 academic years. It plans to host another Visiting Assistant Professor in 2014-2016.

SLIS faculty are fully qualified for appointment as graduate faculty at the University of Wisconsin-Madison. UW-Madison has extremely rigorous educational and research requirements for employment, promotion and tenure. A well-formulated hiring, annual evaluation and tenure process (which involves college level oversight, as discussed in section III.8) ensures that all SLIS faculty meet University level teaching, research and service requirements.

SLIS currently has six instructional academic staff. Five are full-time, hold ALA-accredited master’s degrees, and add expertise and topical breadth to SLIS instruction: Michele Besant, Allisson Kaplan, Bronwen Masemann, Dorothea Salo and Debra Shapiro. Two SLIS academic-staff members combine work in the SLIS Library and instruction: Anjali Bhasin (one class per year and public services librarianship) and Bronwen Masemann (three classes per year and technical services). Michele Besant, who has an MLS and a PhD in LIS, combines teaching two courses per year with her administrative duties as Associate Director. Additionally, in collaboration with the Wisconsin Center for Film and Theatre Research, Amy Sloper will join SLIS as a combination film archivist and faculty member. Sloper will teach one archives course per year and advise archives students.

A note on terminology: Within discussion of Standard III, all SLIS tenure track faculty and instructional academic staff will be referred to as “SLIS faculty.” The discussion will refer to part-time instructors, whose primary job is not with SLIS, as “adjuncts.” (Note that 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.)

Several faculty lead or collaborate with other campus departments or scholarly programs. For example, Catherine Arnott Smith is Faculty in Residence and Dorothea Salo is a Fellow at the Living Environments Laboratory, Wisconsin Institutes of Discovery. Greg Downey is the Director and Jonathan Senchyne the Assistant Director of the Center for the History of Print and Digital Culture (http://www.slis.wisc.edu/chpchome.htm). Ethelene Whitmire is an affiliate faculty in
Gender and Women’s Studies and Afro-American Studies. Greg Downey, Kristin Eschenfelder and Catherine Arnott Smith are affiliates of the Holtz Center for Science and Technology Studies. Kristin Eschenfelder and Catherine Arnott Smith are affiliates for the Center for Financial Security. Jonathan Senchyne is on the board of the Center for the Humanities.

Since 2007, SLIS has hired three tenure-track faculty members (Alan Rubel, Jonathan Senchyne, and Rebekah Willett), and two instructional staff member (Bronwen Masemann, Dorothea Salo). Since the last Program Presentation, three faculty members have been promoted: Greg Downey (to Full, 2009), Kristin Eschenfelder (to Full, 2012), and Catherine Arnott-Smith (tenured and promoted to Associate, 2012). Three teaching academic-staff members have also been promoted: Allison Kaplan (2010) Dorothea Salo (2013), Deborah Shapiro (2010).

Faculty losses since the previous review are largely accounted for by retirement (Ed Cortez, Diane Hopkins, Madge Klais, Anne Lundin, Christine Pawley, Louise Robbins). Ciaran Trace accepted another faculty position at the University of Texas at Austin, and Steven Paling left after his tenure bid was not successful.

The current distribution of faculty and teaching academic staff across ranks is as follows:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>Greg Downey, Kristin Eschenfelder</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Kyung-Sun Kim, Catherine Arnott Smith, Ethelene Whitmire</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Alan Rubel, Jonathan Senchyne, Rebekah Willett</td>
</tr>
<tr>
<td>Senior Special Librarian</td>
<td>Michele Besant</td>
</tr>
<tr>
<td>Special Librarian</td>
<td>Anjali Bhasin, Amy Sloper</td>
</tr>
<tr>
<td>Faculty Associate</td>
<td>Allison Kaplan, Dorothea Salo, Debra Shapiro</td>
</tr>
<tr>
<td>Assistant Faculty Associate</td>
<td>Bronwen Masemann</td>
</tr>
</tbody>
</table>

All faculty teach courses in the master’s program in their areas of expertise, as well as advising independent studies on topics not covered in established courses. Three faculty members (Downey, Eschenfelder, Willett) regularly teach undergraduate courses in addition to their master’s-level courses. All faculty are expected to teach online master's courses (unless they teach large undergraduate courses), with frequency varying depending on the need for their expertise in online course offerings.

All faculty have active research programs and many involve Master’s Students in those projects. For example, in spring 2014, Catherine Arnott Smith is conducting an master's group independent study, focusing on educational outreach in public libraries on electronic medical records. Kristin Eschenfelder currently has two master's students working on a project on data archive sustainability. Past master's students worked on projects related to library, archive and museum access and use control policies. Other faculty-student projects are outlined in section II.4.

All faculty and instructional staff serve on standing committees as assigned (committee rosters are in Appendix III-1). In addition, as described in section IV.3, most faculty participate as reviewers for the admissions committee, reading and scoring applications between January and April each year.

Some faculty and staff also serve as advisors for student organizations. For example, Ethelene Whitmire advises the Academic Library Student Organization (http://uwalso.wordpress.com/), Cat Smith advises the student chapter for the Society of American Archivists (http://slisweb.lis.wisc.edu/~SAA/index.html), and Michele Besant advises the Jail Library.
Group ([http://slisweb.lis.wisc.edu/~jail/](http://slisweb.lis.wisc.edu/~jail/)). Ethelene Whitmire is faculty liaison to Beta Beta Epsilon ([http://www.slis.wisc.edu/PBPM.htm](http://www.slis.wisc.edu/PBPM.htm)), which is the UW-Madison SLIS chapter of the national LIS honor society Beta Phi Mu.

Faculty expertise spans broad research and instructional areas. The following tables describes all SLIS faculty and academic staff since the time of the last accreditation, their contribution to required or Tier 2 courses and their general teaching areas.

<table>
<thead>
<tr>
<th>Tenured and Tenure-Track Faculty</th>
<th>Research Areas</th>
<th>SLIS Tier 1/Tier 2 courses taught</th>
<th>Teaching Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greg Downey, Professor</td>
<td>Information labor, information technology history</td>
<td>644, 450</td>
<td>History of information technology, history of American librarianship, digital divides, print culture, gaming and mass communication</td>
</tr>
<tr>
<td>Kristin Eschenfelder, Professor</td>
<td>Information policy, library information technology history, government information, social informatics</td>
<td>710, 661</td>
<td>Database design, information architecture, electronic resource management, research methods</td>
</tr>
<tr>
<td>Madge Klais, retired</td>
<td>Children’s and youth literature, school library media, information literacy</td>
<td>639</td>
<td>Children’s and youth services and literature, school library media management, book history</td>
</tr>
<tr>
<td>Anne Lundin, retired</td>
<td>Children’s and youth literature; print culture history</td>
<td></td>
<td>Children’s and youth literature; print culture history</td>
</tr>
<tr>
<td>Kyung-Sun Kim, Associate Professor</td>
<td>Information use and users</td>
<td>551, 651, 710</td>
<td>Organization of information, cataloging/classification, digital libraries, information use and users, research methods</td>
</tr>
<tr>
<td>Louise Robbins, retired</td>
<td>Library history</td>
<td>450, 654</td>
<td>Library history, international librarianship, tribal libraries archives and museums, government information</td>
</tr>
<tr>
<td>Steve Paling, left</td>
<td>Digital humanities, social informatics, organization of information</td>
<td>450, 551, 651</td>
<td>Information architecture, organization of information, XML,</td>
</tr>
<tr>
<td>Christine Pawley, retired</td>
<td>Print culture history, history of readers and reading</td>
<td>450, 661</td>
<td>History of American librarianship, Reading interests of adults, information ethics and policy, history of readers and reading</td>
</tr>
<tr>
<td>Alan Rubel, Assistant Professor</td>
<td>Information ethics and policy, legal aspects of information</td>
<td>450, 661</td>
<td>Information ethics and policy, legal aspects of information, information and society</td>
</tr>
</tbody>
</table>
Jonathan Senchyne, Assistant Professor  
Print and material culture; book, print, and media studies, digital humanities  
450  
Collecting institutions and society, history of books/print culture, information architecture

Catherine Arnott Smith, Associate Professor  
Consumer health informatics, public library information services  
451, 655, 635  
Reference services, health informatics, collection management, consumer health information, online searching

Ciaran Trace, left  
Archives and records management  
734  
Records creation in everyday life, archival appraisal processes

Ethelene Whitmire, Associate Professor  
History of librarianship  
451, 635  
Reference services, academic librarianship, history of American librarianship, multicultural student experiences, online searching

Rebekah Willett, Assistant Professor  
Children, youth and media  
620, 639  
Multicultural, young adult and children’s literature and media, information literacy pedagogy, digital divides, online participatory cultures

SLIS instructional staff expertise complements faculty expertise in several areas:

<table>
<thead>
<tr>
<th>Academic Staff</th>
<th>Areas of Scholarship</th>
<th>SLIS Tier 1/Tier 2 courses taught</th>
<th>Teaching Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michele Besant, Associate Director</td>
<td>Jail libraries, information services for underrepresented groups</td>
<td>450, 654 (spring 2015)</td>
<td>Tribal libraries, archives and museums, libraries and society, information-literacy instruction, management</td>
</tr>
<tr>
<td>Allison Kaplan, Faculty Associate</td>
<td>Early literacy, history of board books</td>
<td>620</td>
<td>Children’s literature, cataloging, school library/media center, information literacy, management, community engagement</td>
</tr>
<tr>
<td>Jane Pearlmutter (retired Associate Director)</td>
<td>Public libraries, archives management, collection management</td>
<td>655, 654</td>
<td>Collection management, management, archives leadership</td>
</tr>
<tr>
<td>Dorothea Salo, Faculty Associate</td>
<td>Digital repositories, data curation, e-publishing and open access</td>
<td>551, 644</td>
<td>Digital curation, publishing, linked data, database design, information technology</td>
</tr>
</tbody>
</table>
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.

SLIS extends the range of faculty expertise with adjuncts, including retired SLIS faculty, expert local practitioners, and PhD candidates, for example:

- Expert staff from academic libraries: Steve Frye, Ian Benton (reference & public services), Robin Ryder (special collections) Sarah McDaniel (instruction), Vicki Tobias (university archives); Lyn Korenic and Linda Duychak (art libraries) (all UW-Madison); Galadriel Chilton (University of Connecticut e-resources management); Charlet Key (Library Director at Black Hawk College); Patricia Farney (Instruction Librarian at Rock Valley College)
- Expert staff from public library systems: Paul Nelson (former Director Middleton Public Libraries); Stef Morrill (Director of WiLS);
- State Historical Society of Wisconsin and University Archives staff: Peter Gottlieb (retired), Rick Pifer, Allison Bridger, Katy Mullin (preservation), Vicki Tobias (social-media archiving)
- SLIS emeritus faculty and retired instructional staff: Madge Klais, Christine Pawley, Jane Pearlmutter, Louise Robbins
- SLIS Ph.D students: Awa Zhu, Tien-I Tsai, Mei Zhang, Michelle Caswell, Kyle Jones, Rachel Williams
- Visiting Assistant Professors: Sei-Ching Joanna Sin, Alea Henle
- Faculty, staff, and PhD candidates from other libraries, universities, and UW-Madison departments: Sarah Roberts, Patricia Lawton, Crystle Martin

A number of adjuncts are emeritus from SLIS; for example, Christine Pawley, who teaches the history of the book and management was formerly the director of SLIS, and the Center for the History of Print & Digital Culture. Jane Pearlmutter, who teaches collection development, management and budgeting, is the retired associate director of SLIS. Prior to her term as associate director, Jane directed SLIS Continuing Education Services (CES), and was a frequent teacher of CES courses. Madge Klais, who was faculty coordinator for the School Media specialization, continues to teach for SLIS adding her expertise to SLIS’s highly ranked youth curriculum.
SLIS has negotiated with the UW-Madison administration to be able to enter into contractual agreements with a selected group of permanent adjuncts. This allows SLIS to count on these instructors to teach a specific number of courses per year. In addition, these adjuncts have ownership of their courses, and are encouraged and supported in keeping their courses up to date. Prior to creating this group of permanent adjuncts, SLIS had to conduct an open search each time a course was to be taught. These permanent adjuncts have included: Rick Pifer, Paul Nelson, Charlet Key, Peter Gottlieb (now retired), and Patricia Farney (now retired).

Permanent adjuncts bring practitioner viewpoints and skills to their teaching. Adjunct assistant professor Paul Nelson was the director of the Middleton, WI Public Library for 22 years, and is active with library legislation committees within the Wisconsin Library Association and American Library Association. Lecturer Charlet Key is the Library Director at Black Hawk College, Quad Cities Campus, Moline, IL. Lecturer Patricia Farney (retired from SLIS 2013) was Instruction Librarian at Rock Valley College in Rockford IL for 32 years and also worked at the Cherry Valley Library, in Illinois.

SLIS invites a Visiting Assistant Professor to join the faculty about every other year to enrich the program and add talent to the teaching roster. In fall 2013 and spring 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.” In 2009-2010, visiting professor Sui-Ching Joanna Sin taught LIS 451 “Foundations of Reference Service,” LIS 551 “Organization of information,” LIS 644 “Digital Tools, Trends, and Debates,” LIS 710 “Research Methods,” and LIS 875 “Geographic information systems.” In spring 2014 SLIS began a search for a Visiting Assistant Professor who could add to SLIS’s technology curriculum and teaching team.

SLIS draws on a variety of national and local expert practitioners for part-time instruction. For example, Sarah McDaniel and Eliot Finkelstein, of the UW-Madison Libraries instruction team have taught library and information literacy instruction. Jacqueline Hettel, Digital Humanities Developer from Stanford University libraries will teach a web coding class in spring 2014. Lynn Korenic, the director of the UW-Madison Kohler Art Library, and Linda Duychak, reference librarian, teach Art Librarianship once every two years. In fall 2013, a series of short courses on specialized topics including special collections and audio visual archiving were taught by local professionals Robin Rider, Head of Special Collections at the UW-Madison Libraries and Mary Huelsbeck, who is affiliated with the Wisconsin Center for Film and Theater research in the Communication Arts Department. Vicki Tobias from the University Archives will teach an innovative course in archiving social media in summer 2014.

The following table illustrates the percentages of all sections of master’s courses taught by full-time SLIS faculty (tenure track and academic staff and permanent adjuncts) and those taught by all categories of part-time adjuncts over the past ten terms.

Overall, the majority of SLIS courses are taught by full-time SLIS faculty. A higher percentage of campus courses are taught by full-time SLIS faculty. Additionally, in most cases, the majority of online courses are taught by full-time SLIS faculty. In general, SLIS has concentrated full-time faculty teaching on Tier 1 and Tier 2 courses, strategically employing adjuncts (permanent and otherwise) to teach in elective areas.

A higher percentage of both face to face and online summer courses are taught by adjunct faculty. This is in part due to most tenure track faculty having 9-month contracts that prevent them from teaching in summer; further, most SLIS tenure-track faculty focus on their research over the summer.
<table>
<thead>
<tr>
<th>Term</th>
<th>On Campus FT%/PT%</th>
<th>Online FT%/PT%</th>
<th>Total FT%/PT%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>88/12</td>
<td>30/70</td>
<td>64/36</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>81/19</td>
<td>48/52</td>
<td>64/36</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>33/67</td>
<td>47/53</td>
<td>43/57</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>80/20</td>
<td>47/52</td>
<td>63/36</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>77/23</td>
<td>61/39</td>
<td>69/31</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>20/80</td>
<td>33/67</td>
<td>27/73</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>76/24</td>
<td>53/47</td>
<td>65/35</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>67/33</td>
<td>79/21</td>
<td>74/26</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>50/50</td>
<td>67/33</td>
<td>62/38</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>81/19</td>
<td>44/56</td>
<td>67/33</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>70/30</td>
<td>78/22</td>
<td>74/26</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>40/60</td>
<td>70/30</td>
<td>60/40</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>82/18</td>
<td>61/39</td>
<td>71/29</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>71/29</td>
<td>71/29</td>
<td>71/29</td>
</tr>
<tr>
<td>Summer 2012</td>
<td>50/50</td>
<td>73/27</td>
<td>64/36</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>80/20</td>
<td>64/36</td>
<td>70/30</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>92/18</td>
<td>81/19</td>
<td>85/15</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>29/71</td>
<td>45/55</td>
<td>36/64</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>{{TBA}}</td>
<td>{{TBA}}</td>
<td></td>
</tr>
<tr>
<td>Spring 2014</td>
<td>{{}}</td>
<td>{{}}</td>
<td></td>
</tr>
</tbody>
</table>

To ensure quality in courses taught by part-time adjuncts, the SLIS Associate Director works one-on-one with adjuncts to orient them to SLIS, relay orientation materials to them and answer questions. SLIS maintains and distributes an Instructor’s Handbook for part-time faculty that contains syllabus requirements, student responsiveness and grading expectations, teaching best practices and other helpful material. When adjuncts teach regular courses, SLIS share standard syllabi developed by full-time instructors with the part-time faculty. To evaluate adjuncts, SLIS employs the same peer review and course evaluations used for classes taught by full-time SLIS faculty. The Associate Director and Director review teaching evaluations and peer evaluations after each term. Teaching evaluations are a significant factor in decisions to rehire part-time faculty.

In addition, as possible, SLIS has sought to create long-term relationships and regular teaching schedules for excellent expert adjuncts, helping to ensure the quality and continuity of teaching and increasing the commitment of the instructors to the SLIS program and its students.
The interdisciplinary nature of LIS has shaped SLIS faculty appointments, and faculty activities both on the UW-Madison campus and nationally. Candidates for tenure track faculty positions are evaluated for their success potential in teaching, research, and service. The SLIS Guidelines for Promotion and Tenure clearly spell out 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 relation to research and teaching in the case of public and professional/disciplinary service). In addition SLIS annual evaluations, which contribute toward promotion decisions, explicitly assess faculty and teaching staff in terms of teaching, research and service and require that faculty and teaching staff provide annual information about achievements and challenges in these three areas (see annual reporting forms in appendices III-2 and III-3).

SLIS faculty are encouraged to innovate, and supported in developing new courses and experimenting with new methods of teaching. Since SLIS’s last accreditation in 2007, SLIS has introduced numerous new classes, as discussed in section II.3.5. SLIS faculty also regularly updates existing classes to reflect changes in the profession, standards and technologies. Faculty and instructional staff report efforts to update courses on their annual evaluation forms. For example, faculty have updated the organization of information course suite to reflect recent changes in cataloging standards. Professor Whitmire added a video production component to the History of American Librarianship course. See section II.3.5 for more information on changes to courses.

In other examples of instructional innovation, Catherine Arnott Smith employed a flipped classroom for her fall 2012 section of LIS 451 “Online Searching for Information Professionals.” This means that students watched recorded lectures before attending class, and came to class prepared to interact. Kristin Eschenfelder adopted the same technique for LIS 751 “Database Design for Information Agencies” when taught face-to-face. Dorothea Salo has brought her activity in the evolving area of digital curation into SLIS; Salo has been a member of the UW-Madison Research Data Services (RDS) group (http://researchdata.wisc.edu/), and organized a series of research data brown bags often held at SLIS (http://researchdata.wisc.edu/uw-stories/holz-series). 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.

SLIS’s online program, in existence from 2005-2009 in cooperation with the Prairie Area Library System and with broader participation since, is a tangible example of innovation in teaching. Instructors in the online program make use of a wide array of tools available for teaching at a distance: videoconferencing, synchronous and asynchronous class meetings, online video and screen captures, narrated slide lectures, and course discussion boards. To particularly encourage development of new online courses and the refreshment of content in existing online courses, SLIS developed a policy to compensate instructors for the extra work involved in creating and updating online courses (see Appendix I-18).

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 visit-
ing 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 afterwards. Speakers in 2013 included Daniel Raff from University of Pennsylvania’s Wharton School on “What became of Borders?” Ian Blechschmidt, PhD candidate at Northwestern University and recipient of the 2013 Danky Fellowship, on “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.”

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.

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III.3.1 The school has policies to recruit and retain faculty from diverse backgrounds.

SLIS values diversity in its recruitment and retention procedures. The University of Wisconsin-Madison’s Office of Equity and Diversity (http://www.oed.wisc.edu/) provides policies to guide departments through equitable recruitment procedures. The University is committed to increasing the diversity of its faculty and annually updates its Affirmative Action Plan (http://www.oed.wisc.edu/aacomp.html). In preparing for searches, the University asks department chairs to attend a day long workshop on diversity, hiring and unconscious biases led by the Women in Science and Engineering Leadership Institute (WISELI). Both Pawley and Eschenfelder have attended WISELI.

The Office of the Provost provides funding to recruit and retain faculty from diverse backgrounds through its Strategic Hiring plan and Faculty Diversity Initiative (http://www.provost.wisc.edu/facdiv.htm). The Strategic Pipeline and Recruitment Fund through the Provost’s office also provides enhancement funding for diversity in recruitment and retention.

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. In order to recruit a diverse set of applicants, the SLIS search committee posts job announcements in a variety of paper and Internet locations, some of which are focused on under-represented groups in the LIS field (e.g., REFORMA). The following venues have been used to distribute job announcements: ALISE jobs listing; ASIST jobs listing; JESSE list; CHI-JOBS list (depending on nature of the position); ASIS-L list; Chronicle of Higher Education. Additionally, 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.

Open position descriptions are required to 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 currently has one African-American faculty member (hired in 2001), one Asian-American (hired in 2001), and one South Asian academic staff member (hired 2012). Recent hires made SLIS faculty more international (Trace 2004, Willett 2011, both from the UK and Masemann from Canada in 2013). In addition, SLIS technology faculty are largely female (Eschenfelder, Salo, Shapiro), which helps to attract female students to the technology areas of the field. Finally, SLIS has academic staff members who identify as GLBTQ.
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 (http://www.secfac.wisc.edu/governance/fpp/table_of_contents.htm) 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 (http://www.secfac.wisc.edu/divcomm/social/index.htm). Academic staff faculty fall under the University’s Academic Staff policies (http://acstaff.wisc.edu/). SLIS uses all relevant UW-Madison personnel policies to guide the annual review process of all faculty (tenure track and academic staff). Section III.8 provides more detail regarding review of faculty.

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 Appendices III-7, III-8, III-9, and III-10). For example, Allison 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 & Technology Association), and through the grant-funded literacy program “Allied Drive Literacy Time” 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: Catherine Arnott-Smith guest-lectures on “the future of reference,” and shares her interview research with librarians about financial literacy and medical reference. Sunny Kim guest-lectures about
research methods. Dorothea Salo guest-lectures on linked data, unique identifiers, XML and database, open access and institutional repositories. Bronwen Masemann guest lectures on archival concepts for librarians. Debra Shapiro guest lectures on The Scout Report selection. Ethelene Whitmire presents her research on outreach services in Denmark. Rebekah Willett lectures on conducting interviews and focus groups with children.

**Effectiveness in teaching**

SLIS primarily monitors effectiveness in teaching through course evaluations and peer reviews of teaching. Secondary sources of data on teaching effectiveness include students’ portfolios, survey of upcoming SLIS graduates, and the practicum supervisor questionnaire (see section I.1 for more details on these assessment items).

Faculty members are required to administer the SLIS Course Evaluation 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 Associate Director review the results of these course evaluations each semester.

Each semester SLIS conducts peer evaluations of instructors. The Director assigns each instructional staff member with the review of at least two other instructional staff members. Review protocols are as follows:

- Assistant professors: all SLIS courses
- All academic staff: any new course and each person at least once per year
- All part time instructors/adjuncts: any new instructor, any course that is new to an instructor, and at least every three years for a once-per-year long-term instructor with historically strong evaluations teaching a repeatedly-taught course
- New courses taught by academic staff and faculty
- Associate and Full Professors: offered the option of having a peer evaluation for promotion-package purposes.

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 evaluation memo with the observed person and give them a chance to respond/explain. The final memos are reviewed by the Director or Associate Director and then given to the Department Administrator for filing.

Faculty review the evaluations and incorporate changes into their courses based on observations and student feedback. In their annual review report, faculty members are required to discuss what changes they made to incorporate feedback and improve their courses.

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 in order to strengthen teaching (https://tle.wisc.edu/teaching-academy). In addition, both Catherine Arnott Smith and Kristin Eschenfelder have attended national conferences on online-education pedagogy. In 2011, Director Christine Pawley initiated in-house pedagogical training for SLIS faculty. For example, in 2011 SLIS ran an in-house workshop on teaching philosophies and the translation of those philosophies into practice; in 2012 SLIS held training sessions on issues concerning equal opportunities in the classroom; and in 2013 SLIS invited staff from campus learning support services to discuss activity-based learning. The SLIS Distance Education Committee also suggests online education ‘Best Practices’ workshop. In 2012 Smith and Kaplan led a session on organizing your online class, and in 2013 the committee organized a workshop on online discussions. In addition, SLIS regularly invites members of the UW community to
give workshops for SLIS faculty (topics have included designing writing assignments and diversity issues in classrooms).

Most UW-Madison teaching awards and grants are geared toward undergraduates. In 2008, Greg 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 Allison Kaplan received an L&S Academic Staff Early Career Award as recognition of excellent teaching and service to the community; Faculty Associate Dorothea Salo received the same award in 2013.

Technological awareness

Course syllabi demonstrate SLIS faculty’s high level of technological awareness. SLIS courses cover debates and issues related to media and technologies specific to LIS, as well as covering appropriate technological skills. The courses that most directly deal with technology are SLIS’s technology tier (“Tier T” courses) (http://www.slis.wisc.edu/coursereqMA.htm). A number of courses deal with technology policy, management or socio-cultural impacts; for example, LIS 661 “Information Ethics and Policy,” LIS 853 “Metadata Standards and Applications,” LIS 640 “Publishing E-Revolutions” and LIS 755 “Electronic Resource Management and Licensing,” and many of the courses in the youth-services specialization.

Further, faculty members employ various technologies for effective teaching. In addition to teaching online, a number of faculty have employed flipped approaches with students watching a recorded lecture ahead and having classroom time used for 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, Drupal, etc.

In addition, faculty receive technology support from the Division of Informational Technology (DoIT: http://www.doit.wisc.edu), Learning Support Services in L&S (http://lss.wisc.edu), and the Design Lab (http://designlab.wisc.edu). 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, using 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 (http://sts.doit.wisc.edu/index.aspx).
III.4.2 Active participation in appropriate organizations

SLIS faculty 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, for example American Association of School Libraries; American Library Association, Association of College & Research Libraries; American Medical Informatics Association; Association for Information Science & Technology; Association for Internet Researchers; Association for Library and Information Science Education; Association of Tribal Archives, Libraries and Museums; Association of Library Service to Children; International Association of School Librarianship; International Communication Association; Modern Language Association; Society of American Archivists; Society for the History of Authorship, Reading and Publishing, Young Adult Library Services Association, Wisconsin Library Association, and Wisconsin Association of Academic Librarians.

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).

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 (not including retired faculty) (see also http://www.slis.wisc.edu/research.htm):

- Print culture, library information, and information-technology history (Senchyne, Downey, Eschenfelder, Whitmire)
- User behavior and social aspects of information seeking (Arnott-Smith, Kim, Whitmire, Willett)
- Social informatics (Arnott-Smith, Downey, Eschenfelder, Rubel, Willett)
- Digital youth (Willett)
- Information policy and ethics (Arnott-Smith, Eschenfelder, Rubel)
- Digital organization of information (Kim, Eschenfelder, Salo)
- Use of information and evaluation of information quality (Kim)
- Digital repositories, data curation, e-publishing, and open access (Eschenfelder, Salo)
- Cataloging and management of digital materials, and new standards in the organization of information (Shapiro)
- Early literacy and the history of board books (Kaplan)

Faculty are established researchers in their fields of expertise, as is evident in their publications and conference presentations and activities since 2007 (see appendices III-8 and III-9). 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 appendices III-7, III-8, and III-9).
Faculty members participate in a number of campus research groups or projects including:

- The Center for the History of Print and Digital Culture (http://www.slis.wisc.edu/chpchome.htm)
- Wisconsin Institute for Discovery Living Environments Lab (http://wid.wisc.edu/research/lel/)
- Games, Learning and Society (http://gameslearningsociety.org/)
- The Holtz Center for Science and Technology Studies (http://www.sts.wisc.edu)
- The Center for the Humanities (http://humanities.wisc.edu/)
- The Digital Humanities Initiative (http://dighum.wisc.edu/)
- Research Data Services (http://researchdata.wisc.edu/)
- Literacies, Cultures and Language Institute (LCLI) (http://literacy.education.wisc.edu/literacy/about)

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 Association for Library Service to Children, 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 secured by SLIS faculty (while employed by SLIS) since 2007.

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.

This section provides details on the faculty background and activities including faculty’s interaction with other disciplines, and professional society involvement. Faculty members have a variety of academic backgrounds, which helps broaden SLIS program content and enrich student learning. The faculty profile has become more multidisciplinary as recent appointments attracted new
areas of expertise to supplement SLIS’s strengths in core areas of library and information studies. Faculty who were full-time at SLIS at any time since the last review include:

<table>
<thead>
<tr>
<th>Faculty Member - Tenure Track</th>
<th>Highest Degree Earned</th>
<th>Institution Granting Degree</th>
<th>Year Granted</th>
<th>Field of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greg Downey</td>
<td>Ph.D</td>
<td>Johns Hopkins University</td>
<td>2000</td>
<td>History of Technology and Human Geography</td>
</tr>
<tr>
<td>Kristin Eschenfelder</td>
<td>Ph.D</td>
<td>Syracuse University</td>
<td>2000</td>
<td>Information Transfer</td>
</tr>
<tr>
<td>Kyung-Sun Kim</td>
<td>Ph.D</td>
<td>University of Texas-Austin</td>
<td>1998</td>
<td>Library and Information Science</td>
</tr>
<tr>
<td>Madge Klais</td>
<td>Ph.D</td>
<td>University of Wisconsin-Madison</td>
<td>1993</td>
<td>History</td>
</tr>
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<td>Anne Lundin</td>
<td>Ph.D</td>
<td>University of Alabama</td>
<td>1992</td>
<td>Library Science</td>
</tr>
<tr>
<td>Steve Paling</td>
<td>Ph.D</td>
<td>Syracuse University</td>
<td>2004</td>
<td>Information Transfer</td>
</tr>
<tr>
<td>Christine Pawley</td>
<td>Ph.D</td>
<td>University of Wisconsin-Madison</td>
<td>1996</td>
<td>Library and Information Studies</td>
</tr>
<tr>
<td>Louise Robbins</td>
<td>Ph.D</td>
<td>Texas Women's University</td>
<td>1991</td>
<td>Library and Information Studies</td>
</tr>
<tr>
<td>Alan Rubel</td>
<td>Ph.D</td>
<td>University of Wisconsin-Madison</td>
<td>2006</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Jonathan Senchyne</td>
<td>Ph.D</td>
<td>Cornell University</td>
<td>2012</td>
<td>English</td>
</tr>
<tr>
<td>Catherine Arnott Smith</td>
<td>Ph.D</td>
<td>University of Pittsburgh</td>
<td>2002</td>
<td>Library and Information Science</td>
</tr>
<tr>
<td>Ciaran Trace</td>
<td>Ph.D</td>
<td>University of California-Los Angeles</td>
<td>2004</td>
<td>Information Studies</td>
</tr>
<tr>
<td>Ethelene Whitmire</td>
<td>Ph.D</td>
<td>University of Michigan-Ann Arbor</td>
<td>2001</td>
<td>Higher Education</td>
</tr>
<tr>
<td>Rebekah Willett</td>
<td>Ph.D</td>
<td>University of London</td>
<td>2002</td>
<td>Education</td>
</tr>
</tbody>
</table>

Instructional staff include:

<table>
<thead>
<tr>
<th>Faculty Member - Academic Staff</th>
<th>Highest Degree Earned</th>
<th>Institution Granting Degree</th>
<th>Year Granted</th>
<th>Field of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michele Besant</td>
<td>Ph.D</td>
<td>University of Wisconsin-Madison</td>
<td>1999</td>
<td>Library and Information Studies</td>
</tr>
<tr>
<td>Anjali Bhasin</td>
<td>MA</td>
<td>University of Texas at Austin</td>
<td>2011</td>
<td>Library and Information Studies</td>
</tr>
<tr>
<td>Allison Kaplan</td>
<td>Ed.D</td>
<td>University of Delaware</td>
<td>2006</td>
<td>Education</td>
</tr>
<tr>
<td>Jane Pearlmutter</td>
<td>MA</td>
<td>University of Wisconsin-Madison</td>
<td></td>
<td>Library and Information Studies/Arcives</td>
</tr>
<tr>
<td>Dorothea 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>Debra Shapiro</td>
<td>MA</td>
<td>University of Wisconsin-Madison</td>
<td>1991</td>
<td>Library and Information Studies/Arcives</td>
</tr>
</tbody>
</table>
Faculty have maintained continuing contact with the field through teaching, research, and professional service. Faculty and staff have close connections with academic libraries (Whitmire, Kim, Salo, Eschenfelder), medical libraries (Smith), law libraries (Rubel), public libraries (Eschenfelder, Smith, Pearlmutter), school libraries (Kaplan, Willett, Klais), archives and special collections (Smith, Shapiro, Masemann), community organizations (Robbins, Kaplan), digital libraries (Kim, Salo), the cataloging and classification community (Kim, Kaplan), and technology application areas such as databases (Eschenfelder, Salo), digital curation (Salo), markup and linked data (Salo), publishing (Eschenfelder, Salo, Senchyne) and digital humanities (Downey, Senchyne).

Faculty members and instructional staff are also involved in a variety of different professional associations in the field. Please see the list provided under section III.4.2.

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 is currently serving as an external assessor for ALA COA.

Faculty members and instructional staff participate in a wide variety of activities that nurture SLIS’s intellectual environment. They give public presentations to diverse audiences, such as scholars in other disciplines on campus, practitioners and 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 School of Journalism and Mass Communication and the Gender and Women’s Studies department, webinars sponsored by SLIS’s Continuing Education unit, talks to the public through the University of Wisconsin Alumni Association. At the national and international level 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, 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 regularly encourages faculty, staff, and students to 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 curriculum chapter).

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; Center for Financial Security; The Digital Humanities Initiative; Research Data Services; Literacies, Cultures and Language Institute; Afro-American Studies; Gender and Women’s Studies; Legal Studies.

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution</th>
<th>Year</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronwen Masemann</td>
<td>MA</td>
<td>University of Toronto</td>
<td>2009</td>
<td>Library and Information Science</td>
</tr>
<tr>
<td>Amy Sloper</td>
<td>MA</td>
<td>University of California-Los Angeles</td>
<td>2007</td>
<td>Moving Image Archive Studies</td>
</tr>
</tbody>
</table>
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 teaching load for full-time SLIS faculty is two courses in a regular semester (i.e., the fall and the spring semester). Sometimes faculty members teach for additional compensation in the summer session (e.g., four weeks or eight weeks). Teaching load may be reduced for a faculty member with certain administrative assignments (e.g., director). In addition, 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 and the PhD Program 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 and staff. In 2012, the SLIS faculty adopted teaching load principles that better ensure equity and require each faculty to teach at least a certain number of required, large enrollment or online courses (see SLIS Faculty Teaching Expectations Service Principles that better ensure teaching loads across SLIS faculty and staff.

Full-time faculty and academic staff 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 academic staff, adjunct faculty and PhD students as a SLIS tenure track faculty’s summer is usually dedicated to research and writing.

The table below illustrates the contribution of all full-time faculty since the last accreditation to teaching master’s courses, either on-campus or online. Courses taught to master’s students by full-time faculty (tenured, tenure-track, or academic staff) include those listed below. 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>
<thead>
<tr>
<th>Faculty-Tenure Track</th>
<th>On campus</th>
<th>Online</th>
</tr>
</thead>
</table>
| Downey, Greg Kristin | LIS 569 “History of American Librarianship”  
LIS 644 “Digital Trends, Tools, and Debates”  
LIS 650 “The Future of Print” | LIS 710 “Research and Evaluation Methods”  
LIS 751 “Database Design for Information Agencies”  
LIS 861 “Information Architecture”  
LIS 855 “Managing Licensed Digital Resources”  
LIS 910 “Research Design & Methodology” |
<table>
<thead>
<tr>
<th>Name</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim, Kyung-Sun</td>
<td>LIS 551 “Organization of Information”</td>
</tr>
<tr>
<td></td>
<td>LIS 561 “Information Use and Users”</td>
</tr>
<tr>
<td></td>
<td>LIS 651 “Cataloging and Classification”</td>
</tr>
<tr>
<td></td>
<td>LIS 710 “Research and Evaluation Methods”</td>
</tr>
<tr>
<td></td>
<td>LIS 822 “Information Use and Users”</td>
</tr>
<tr>
<td></td>
<td>LIS 853 “Metadata Standards &amp; Applications”</td>
</tr>
<tr>
<td></td>
<td>LIS 879 “Digital Libraries”</td>
</tr>
<tr>
<td></td>
<td>LIS 940 “Information Use &amp; Users in Context”</td>
</tr>
<tr>
<td>Klais, Madge</td>
<td>LIS 570 “History of Books &amp; Print Culture”</td>
</tr>
<tr>
<td></td>
<td>LIS 629 “Multicultural Literature for Children &amp; Young Adults”</td>
</tr>
<tr>
<td></td>
<td>LIS 631 “Young Adult Literature”</td>
</tr>
<tr>
<td></td>
<td>LIS 639 “Information Literacy Pedagogy”</td>
</tr>
<tr>
<td></td>
<td>LIS 641 “School Library/Media Center”</td>
</tr>
<tr>
<td>Lundin, Anne</td>
<td>LIS 571 “Information Sources”</td>
</tr>
<tr>
<td></td>
<td>LIS 622 “Children’s Literature”</td>
</tr>
<tr>
<td></td>
<td>LIS 624 “Storytelling &amp; Oral Literature”</td>
</tr>
<tr>
<td></td>
<td>LIS 772 “Library Services to Children &amp; Young Adults”</td>
</tr>
<tr>
<td>Paling, Stephen</td>
<td>LIS 450 “Information Agencies and Their Environment”</td>
</tr>
<tr>
<td></td>
<td>LIS 551 “Organization of Information”</td>
</tr>
<tr>
<td></td>
<td>LIS 651 “Cataloging and Classification”</td>
</tr>
<tr>
<td></td>
<td>LIS 652 “Document Structures &amp; Metadata” (since renamed)</td>
</tr>
<tr>
<td></td>
<td>LIS 861 “Information Architecture”</td>
</tr>
<tr>
<td></td>
<td>LIS 875 “Social Informatics &amp; Organization of Information”</td>
</tr>
<tr>
<td></td>
<td>LIS 975 “Information Organization &amp; Access”</td>
</tr>
<tr>
<td>Pawley, Christine</td>
<td>LIS 450 “Information Agencies and Their Environment”</td>
</tr>
<tr>
<td></td>
<td>LIS 569 “History of American Librarianship”</td>
</tr>
<tr>
<td></td>
<td>LIS 642 “Reading Interests of Adults”</td>
</tr>
<tr>
<td></td>
<td>LIS 661 “Information Ethics and Policy”</td>
</tr>
<tr>
<td></td>
<td>LIS 810 “History of Readers &amp; Reading”</td>
</tr>
<tr>
<td></td>
<td>LIS 950 “History of Readers &amp; Reading”</td>
</tr>
<tr>
<td>Author</td>
<td>Courses</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Robbins, Louise</td>
<td>LIS 450 “Information Agencies and Their Environment”</td>
</tr>
<tr>
<td></td>
<td>LIS 640 “Topic: International Librarianship”</td>
</tr>
<tr>
<td></td>
<td>LIS 640 “Topic: Libraries &amp; the Global Knowledge Society”</td>
</tr>
<tr>
<td>Rubel, Alan</td>
<td>LIS 450 “Information Agencies and Their Environment”</td>
</tr>
<tr>
<td></td>
<td>LIS 661 “Information Ethics and Policy”</td>
</tr>
<tr>
<td></td>
<td>LIS 931 “Information Policy, Management &amp; Institutions”</td>
</tr>
<tr>
<td>Senchyne, Jonathan</td>
<td>LIS 450 “Information Agencies and Their Environment”</td>
</tr>
<tr>
<td></td>
<td>LIS 570 “History of Books &amp; Print Culture”</td>
</tr>
<tr>
<td></td>
<td>LIS 861 “Information Architecture”</td>
</tr>
<tr>
<td>Smith, Catherine</td>
<td>LIS 451 “Online Searching for Information Professionals”</td>
</tr>
<tr>
<td>Arnott</td>
<td>LIS 451 “Online Searching for Information Professionals”</td>
</tr>
<tr>
<td></td>
<td>LIS 571 “Information Sources”</td>
</tr>
<tr>
<td></td>
<td>LIS 617 “Health Information Systems”</td>
</tr>
<tr>
<td></td>
<td>LIS 655 “Collection Management”</td>
</tr>
<tr>
<td></td>
<td>LIS 828 “Online Reference &amp; Information Services”</td>
</tr>
<tr>
<td></td>
<td>LIS 975 “Information Organization &amp; Access”</td>
</tr>
<tr>
<td>Trace, Ciaran</td>
<td>LIS 754 “Archives User Services &amp; Outreach”</td>
</tr>
<tr>
<td></td>
<td>LIS 616 “Records Management”</td>
</tr>
<tr>
<td></td>
<td>LIS 818 “Archives Accessioning &amp; Appraisal”</td>
</tr>
<tr>
<td></td>
<td>LIS 977 “Archives: Manuscripts Administration”</td>
</tr>
<tr>
<td>Whitmire, Ethelene</td>
<td>LIS 451 “Online Searching for Information Professionals”</td>
</tr>
<tr>
<td></td>
<td>LIS 561 “Information Use and Users”</td>
</tr>
<tr>
<td></td>
<td>LIS 569 “History of American Librarianship”</td>
</tr>
<tr>
<td></td>
<td>LIS 640 “Information Services in Culturally Diverse Communities”</td>
</tr>
<tr>
<td></td>
<td>LIS 655 “Collection Management”</td>
</tr>
<tr>
<td></td>
<td>LIS 722 “College &amp; University Libraries”</td>
</tr>
<tr>
<td></td>
<td>LIS 825 “Reference &amp; Information Service”</td>
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<tr>
<td></td>
<td>LIS 826 “Field Project-Libraries &amp; Information Literacy”</td>
</tr>
<tr>
<td>Academic Staff</td>
<td>On campus</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Willett, Rebekah</td>
<td>LIS 620 “Field Project-Library &amp; Information Agencies”</td>
</tr>
<tr>
<td></td>
<td>LIS 629 “Multicultural Literature for Children &amp; Young Adults”</td>
</tr>
<tr>
<td></td>
<td>LIS 631 “Young Adult Literature”</td>
</tr>
<tr>
<td></td>
<td>LIS 639 “Information Literacy Pedagogy”</td>
</tr>
<tr>
<td>Besant, Michele</td>
<td>LIS 826 “Field Project in Library and Information Literacy Instruction”</td>
</tr>
<tr>
<td></td>
<td>LIS 640 “Tribal Libraries, Archives, and Museums Field Project”</td>
</tr>
<tr>
<td>Bhasin, Anjali</td>
<td>LIS 826 “Field Project in Library and Information Literacy Instruction”</td>
</tr>
<tr>
<td>Kaplan, Allison</td>
<td>LIS 620 “Field Project-Library &amp; Information Agencies”</td>
</tr>
<tr>
<td></td>
<td>LIS 622 “Children’s Literature”</td>
</tr>
<tr>
<td></td>
<td>LIS 631 “Young Adult Literature”</td>
</tr>
<tr>
<td></td>
<td>LIS 639 “Information Literacy Pedagogy”</td>
</tr>
<tr>
<td></td>
<td>LIS 772 “Library Services to Children &amp; Young Adults”</td>
</tr>
<tr>
<td></td>
<td>LIS 820 “Topics in Community Engagement”</td>
</tr>
<tr>
<td>Masemann, Bronwen</td>
<td>LIS 451 “Online Searching for Information Professionals”</td>
</tr>
<tr>
<td></td>
<td>LIS 635 “Reference &amp; Information Service”</td>
</tr>
<tr>
<td>Jane Pearlmutter</td>
<td>LIS 655 “Collection Management”</td>
</tr>
<tr>
<td></td>
<td>LIS 654 “Information Services Management”</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Salo, Dorothea</td>
<td>LIS 551 “Organization of Information”</td>
</tr>
<tr>
<td></td>
<td>LIS 644 “Digital Tools, Trends, and Debates”</td>
</tr>
<tr>
<td></td>
<td>LIS 751 “Database Design for Information Agency”</td>
</tr>
<tr>
<td></td>
<td>LIS 652 “XML and Linked Data”</td>
</tr>
</tbody>
</table>


Some courses that faculty members teach are closely related to their research areas. Following is a list of faculty’s research areas with courses related to the research areas.

<table>
<thead>
<tr>
<th>Faculty- Tenure Track</th>
<th>Research/publication areas</th>
<th>Related courses taught</th>
</tr>
</thead>
</table>
| Greg Downey           | History and geography of information technology and labor in social context | LIS 569 “History of American Librarianship”  
LIS 640 “Digital Divides & Differences”  
LIS 644 “Digital Tools, Trends and Debates” |
| Kristin Eschenfelder  | Information policy, intellectual property/digital rights management, social informatics, public libraries and financial literacy, government information/ websites | LIS 861 “Information Architecture”  
LIS 755 “Electronic Resource Management and Licensing”  
LIS 710 “Research and Evaluation Methods”  
LIS 910 “Research Design & Methodology” |
<table>
<thead>
<tr>
<th>Faculty- Tenure Track</th>
<th>Research/publication areas</th>
<th>Related courses taught</th>
</tr>
</thead>
</table>
| Kyung-Sun Kim                 | User’s information behavior; user-oriented information systems and services                 | LIS 561/822 “Information Use and Users”  
LIS 879 “Digital Libraries”  
LIS 940 “Information Use & Users in Context” |
| Alan Rubel                    | Information policy and ethics; privacy; intellectual property; law; bioethics               | LIS 661 “Information Ethics and Policy”  
“LIS 931 Information Policy, Management & Institutions” |
| Jonathan Senchyne             | History of the book and print culture; American studies; material and visual culture; digital humanities | LIS 570 “History of Books & Print Culture” |
| Catherine Arnott Smith        | Consumer health informatics; medical vocabularies; personal health records                   | LIS 517 “Consumer Health Information”  
LIS 617 “Health Information Systems”  
LIS 975 “Information Organization & Access” |
| Ethelene Whitmire             | Library history, African American history, women’s studies                                    | LIS 569 “History of American Librarianship”  
LIS 640 “Information Services in Culturally Diverse Communities” |
| Rebekah Willett               | Children and youth; literacies; gender, play and learning, media and technology              | LIS 629 “Multicultural Literature for Children & Young Adults”  
LIS 631 “Young Adult Literature”  
LIS 639 “Information Literacy Pedagogy” |
Current instructional staff expertise is likewise accommodated:

<table>
<thead>
<tr>
<th>Faculty member- Academic Staff</th>
<th>Research/publication areas</th>
<th>Related courses taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michele 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>Anjali Bhasin</td>
<td>Public services</td>
<td>LIS 826 “Library Information Literacy Instruction”</td>
</tr>
<tr>
<td>Allison Kaplan</td>
<td>History of early literacy reading materials; youth services</td>
<td>LIS 622 “Children’s Literature” LIS 640 “Emergent Literacy” LIS 772 “Library Services to Children &amp; Young Adults”</td>
</tr>
<tr>
<td>Bronwen 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>Dorothea Salo</td>
<td>Scholarly communication; open access; data curation; organizational change in academic libraries</td>
<td>LIS 668 “Digital Curation” LIS 658 “Publishing, Knowledge Institutions, &amp; Society: E-Revolutions”</td>
</tr>
<tr>
<td>Debra Shapiro</td>
<td>Cataloging &amp; management of digital materials; Website design and usability; convergence of libraries, archives &amp; museums; digital versions of cultural heritage materials; project management</td>
<td>LIS 651 “Cataloging and Classification” LIS 853 “Metadata Standards &amp; Applications” LIS 861 “Information Architecture”</td>
</tr>
<tr>
<td>Amy Sloper</td>
<td>Archives</td>
<td>TBD</td>
</tr>
</tbody>
</table>

In addition to teaching, faculty members advise students about course selection and mentor master’s student professional development. They also, in conjunction with the Student Services
Coordinator, advise about career selection and job hunting. The Student and Alumni Services Coordinator assigns faculty advisors to new students during the summers, prior to their arrival on campus for online-program bootcamp or on-campus orientation. Advisor assignments are based on a variety of factors, including current advisee load, students’ areas of interest and advisors’ areas of expertise and experience. 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.

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.

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 (http://www.secfac.wisc.edu/governance/fpp/Chapter_7.h) 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 (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 inter-disciplinary 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 to ensure that reviews are completed on time. 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 (http://www.provost.wisc.edu/mentor.htm) which assigns them a further external mentor from another field to advise on research, publishing, work-life balance issues etc. 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 Sciences recommending an extension of the probationary faculty member’s contract for an additional two years. The College of Letters and Sciences 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 which 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 (http://www.secfac.wisc.edu/divcomm/social/index.htm) or Humanities divisions (http://www.secfac.wisc.edu/divcomm/artshumanities/index.htm). While each division maintains its own guidelines, all require excellence in research, teaching and service and evidence of a national or international level impact in research. Each require 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 anytime in their 6th 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, 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 6th year.

If the executive committee votes to approve the candidate’s tenure bid, the Director and the Oversight Committee prepare a “Chair’s Memo” which 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 finally 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.

All tenured faculty members are subject to annual review regardless of rank. In addition, all academic staff faculty fill out the same annual review form. The annual evaluation form (Appendix III-11) summarizes their teaching, scholarship, and service activities. The forms go to the Executive Committee, who rank them. These rankings, performed annually, are used to consider pro-
motions to academic staff faculty and also used to determine salary increases for all faculty 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 above.

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

SLIS employs a broad approach to the evaluation of tenure track and academic staff faculty. Teaching evaluations (see Appendix III-n) are reported to the College of Letters and Science and are a part of tenure review and promotion. SLIS reviews evaluations annually to ensure high course quality and identify areas for improvement. Students use the annual Student Leader Lunch and SLIS Town Hall venues to raise issues about courses/instructors. Informally, students are able to voice concerns to SLIS’s Associate Director or Student Services Coordinator, who take concerns anonymously to the Director. The Director is then able to address problems mid-semester if necessary. Students and alumni are also encouraged to write tenure support letters.

Peer evaluation is an important part of teaching evaluation. All courses taught by assistant professors are peer reviewed each semester. Academic staff 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. The meeting notes go to the Director and Associate Director and are kept on file.

SLIS faculty has been recognized by campus and external groups for excellence in teaching, research, and service. This is demonstrated by the list of grants and awards in Appendix III-10.
STANDARD IV: STUDENTS

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.

SLIS aims to recruit, admit and educate students who will fulfill our mission (http://www.slis.wisc.edu/about-missvis.htm) 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 looks for students with a strong academic foundation, as well as a demonstrated commitment to service and society.

Although the Graduate School report does not distinguish between students applying to the on-campus vs. online programs, SLIS aims to enroll an approximate 3-to-1 ratio of campus to online students. The rule of thumb has been to enroll 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 this program and similar graduate programs, as well as to keep the student-to-professor ratio low to facilitate a high-touch program, SLIS has consciously kept each year’s cohort at approximately 100 students.

Prospective students learn about SLIS’s admissions policies through the website section set aside for them (http://www.slis.wisc.edu/students-future.htm), where they can obtain information about online and on-campus master’s programs. Admissions criteria for both programs is the same. This section also has a Funding/Financial Aid page (http://www.slis.wisc.edu/fundfinan.htm) with information about tuition, federal financial aid, on-campus employment possibilities, and a list of scholarships awarded to incoming students.

The University of Wisconsin–Madison Graduate School provides a report (http://www.grad.wisc.edu/education/academicprograms/profiles/612MA.pdf) that details application and admissions statistics by year; the report is included as an appendix to this chapter.

IV.1.2 The school has policies to recruit and retain students who reflect the diversity of North America’s communities.

SLIS strives to recruit and retain students in line with the goals of the University of Wisconsin-Madison Graduate School: “Diversity is not just something we talk about here at the Graduate
School. We are committed to it. We devote staff and resources to help departments recruit talented underrepresented students... to their programs and departments. We provide financial support to eligible students as Advanced Opportunity Fellowships. We created and support the Multicultural Graduate Network program to encourage all targeted underrepresented graduate students to connect with each other, our campus and Madison’s communities.”

Information about the ethnic demographics of each year’s applicants and admitted students is available on pages 1-2 of the Graduate School admissions report (http://www.grad.wisc.edu/education/academicprograms/profiles/612MA.pdf). Although a larger number of white applicants consistently apply each year compared to ethnic minorities, the number of minority applicants has increased steadily since 2007. The number of offers to minority applicants has also increased, although the number of actual enrollments of minority students remains, on average, at less than 7 students per year.

SLIS offers community and financial support to statistically and historically underrepresented populations in the library and information studies professions. The tables below demonstrate funding for these students provided through the state funded Advanced Opportunity Fellowship (AOF; http://uwmadisonoffr.wordpress.com/funding-overview/fellowships/advanced-opportunitygraduate-research-scholars-grs-funding/), as well as through the LIS Access Midwest Program (LAMP). The AOF funds students who are ethnic minorities and/or are economically disadvantaged. SLIS students who have received LAMP or AOF awards during this accreditation cycle are:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/09</td>
<td>Kristina Gomez, Dolly Sue Morse, Margaret Moyer, Elliot Polak, Omar Poler, Kimberly Williams</td>
</tr>
<tr>
<td>2009/10</td>
<td>Carla Alvarez, Mai Lee, Abel Ramos Ramos, Cristina Springfield</td>
</tr>
<tr>
<td>2010/11</td>
<td>Katlin Greene, Melissa Nicholas, Abel Ramos Ramos, Kia Vang</td>
</tr>
<tr>
<td>2011/12</td>
<td>Janetta Pegues, Matthew Tischer</td>
</tr>
<tr>
<td>2012/13</td>
<td>Andrea Dictor, Mariza Morin, Janetta Pegues, Matthew Tischer, Mee Xiong, Briony Zlomke</td>
</tr>
<tr>
<td>2013/14</td>
<td>Andrea Dictor, Mariza Morin, April Rodriguez, Rebecca Rodriguez, Mee Xiong, Briony Zlomke</td>
</tr>
</tbody>
</table>

As the AOF table indicates, some students were awarded these fellowships for multiple years. Ph.D students have also been awarded the AOF, but in keeping with the accreditation focus on the master’s program, only master’s students are shown here.

For more information about how the SLIS community supports diversity through its student groups, see section IV.5. For a full list of scholarships available to SLIS students (which include diversity support beyond AOF and LAMP), see section IV.2.

SLIS exhibits at various professional conferences in order to reach out to prospective students, including prospective students from a wide range of ethnic and socio-economic backgrounds. Starting in 2012, decisions about conference exhibiting has been determined by an ad-hoc committee. An abbreviated list of recent conference exhibitions includes:
IV.1.3 The composition of the student body is such that it fosters a learning environment consistent with the school’s mission and program goals and objectives.

SLIS continuously fosters our program objective to “analyze information needs of diverse individuals and communities,” and fulfill our strategic goal to “promote an inclusive and equitable community in SLIS.” Although SLIS has made some progress with building a more diverse student body, the school is aware that issues of cultural competencies and climate must undergo continuous, innovative improvement—both inside and outside the school’s classrooms. 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 student groups that address diversity issues, see section IV.5. For information about courses that emphasize the diverse communities that libraries serve, see section II.3.4.

In order to foster a challenging learning environment, admissions standards (which are the same across the online and campus programs) ensure all admitted students have the required academic preparation to succeed at SLIS.

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. Students and the general public can learn about program goals and objectives from the SLIS mission (updated in fall 2013 after feedback from students, faculty, and staff) and strategic plan (http://www.slis.wisc.edu/about-missvis.htm) and the program-level learning outcomes (http://www.slis.wisc.edu/ProgramLevel_LOs.htm).

Students and the general public have access to descriptions of curricula through multiple documents posted to the SLIS website, including the Course Requirements for the master’s Program in Library and Information Studies (http://www.slis.wisc.edu/coursereqMA.htm), the SLIS MA Program Planning Guide (http://www.slis.wisc.edu/programplanguide.htm), and the University of Wisconsin–Madison Course Guide (http://public.my.wisc.edu/portal/f/u124l1s4/normal/render.u). Information on faculty is available on the faculty webpage (http://www.slis.wisc.edu/faculty-staff.htm), individual faculty research pages (e.g. http://gdowney.wordpress.com/, http://dsalo.info/, https://mywebspace.wisc.edu/casmith24/web/), and the faculty spotlight page.
Recent faculty accomplishments also appear on the SLIS news page (http://www.slis.wisc.edu/news.htm) and in the *Jottings & Digressions* alumni newsletter (http://www.slis.wisc.edu/alumni-jottings.htm).

The website also includes information on admissions in the Admission Requirements (http://www.slis.wisc.edu/MAadmissionreq.htm), How to Apply (http://www.slis.wisc.edu/applyhowto.htm), and Timeline for Admissions (http://www.slis.wisc.edu/admistimeline.htm) pages. Information regarding financial aid is available from the Funding and Financial Aid page (http://www.slis.wisc.edu/fundfinan.htm). The percentage of master’s students who have received financial aid from all sources over the last six years is:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>{{TBD}}</td>
</tr>
<tr>
<td>2012-13</td>
<td>71.0%</td>
</tr>
<tr>
<td>2011-12</td>
<td>78.1%</td>
</tr>
<tr>
<td>2010-11</td>
<td>73.7%</td>
</tr>
<tr>
<td>2009-10</td>
<td>72.5%</td>
</tr>
<tr>
<td>2008-09</td>
<td>68.8%</td>
</tr>
<tr>
<td>2007-08</td>
<td>69.6%</td>
</tr>
</tbody>
</table>

SLIS awarded approximately $85,000 in internal departmental scholarships for 2013-2014. More detailed information about this can be found in section V.3.3.

Students and the general public can find criteria for evaluating student performance in the SLIS MA Program Planning Guide, SLIS student portfolios (http://portfolio.slis.wisc.edu/), and SLIS program-level learning outcomes. Information about career services and placement assistance can be found through the Career Services section of the website (http://www.slis.wisc.edu/Careerserv.htm), on the Current Students page (http://www.slis.wisc.edu/students-current.htm), Future Students page (http://www.slis.wisc.edu/students-future.htm), Community Engagement page (http://www.slis.wisc.edu/commeng.htm), and Practicum page (http://www.slis.wisc.edu/practicumoverview.htm) on the SLIS website.

Additionally, information on other policies and procedures related to students can be found in the MA Program Planning Guide (http://www.slis.wisc.edu/programplanguide.htm). The program planning guide is reviewed annually in early spring by the Associate Director to ensure inclusion of any changes in policies and procedures. A master copy of the Guide is kept on a shared file server; it is continuously updated, and republished annually.

The School engaged in a website redesign process from 2009-2011 directed by the SLIS Communications Committee. In 2011, the website moved to a content-management system which allowed content creators to update all student information more quickly on the SLIS website. This change has enabled more timely distribution of updated information.
Admissions Standards & Application Process

SLIS admission standards meet or exceed the minimum admission requirements set forth by the Graduate School of the University of Wisconsin-Madison (http://www.grad.wisc.edu/education/admissions/requirements.html). All students applying to the SLIS Master’s program must meet the following admissions criteria:

- A bachelor’s degree from a regionally accredited U.S. institution, or a comparable degree from an international institution.
- 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 master’s degree. All GPA's are based on a 4.00 scale. (On occasion, SLIS will offer admittance to an applicant with an undergraduate GPA below a 3.0, only after a thorough and extensive review. In such cases, other aspects of the application must be found to moderate the weaker undergraduate GPA. SLIS must write a statement to the Graduate School outlining the case for admittance, which must be approved by the Graduate School Admissions Dean. In most of these cases, SLIS and the Graduate School admit these students on academic probation for the first semester of study and as such the students must demonstrate their ability to maintain a minimum 3.0 GPA while in graduate school.)
- 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

- Three letters of reference from individuals evaluating 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 template in Appendix IV.

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.
Admissions Application Review Process

The Recruitment, Awards & Diversity Committee serves as the primary Admissions Committee for the master’s program. Additional departmental faculty and staff serve as primary reviewers for applications to the master’s program. PhD Committee members may be assigned review of master’s applications if warranted, but due to their service on the PhD Admissions Committee, the number of master’s applications they review is limited. The Admissions committee meets once per semester, and addresses any needed changes/updates to the admissions process. (A thorough review and revamping of the admissions process was implemented in summer 2008.)

The Student & Alumni Services Coordinator coordinates all aspects of the master’s admission 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 & Alumni 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 Admission Database for the reviewers’ reference.

All applications are reviewed by a minimum of two faculty or academic-staff reviewers. Applications are given both a numerical score (0 to 27, with 27 being the highest) and a qualitative decision, using a rubric revised in summer/fall 2008 (see appendices). The application review process emphasizes a holistic review of each applicant; all materials are reviewed by each reviewer (essay, letters of reference, resume, transcript). The rubric was designed to ensure 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. The Graduate School Admissions Office will respond with one of three decisions: to admit the applicant (recommendation accepted), deny admission (reject recommendation), or to request additional justification from SLIS, which in some cases will result in the applicant being admitted on probationary status. In fall 2013, one of the 103 new master’s students was admitted on probationary status, or .0097 percent of the incoming on-campus and online classes.

The program’s focus on thorough and holistic application reviews results in a high student retention rate and 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.”

SLIS data analysis shows the following retention rates for students:

<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>n/a</td>
</tr>
<tr>
<td>2014</td>
<td>TBA</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**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 stu-
dent 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.

Discussion of the SLIS curriculum and recent changes to “allow individual needs, goals and aspirations to be met” is provided in detail in section II.4. As mentioned in section IV.4.3, students are encouraged to explore the varied and changing career paths available to them upon graduation. Specializations (http://www.slis.wisc.edu/otherspec.htm) are offered as suggested courses of study (with the exception of the School Library Media Program), and students are encouraged to choose electives that fit their evolving interests and career goals in consultation with their advisors. Students may take up to nine credits of coursework outside of the program, 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 (http://www.slis.wisc.edu/InfoInno.htm).

Active, Coherent Community Building

As previously mentioned, 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 them to join and support LIS professional communities while still in the program so that the transition from student to professional is smooth.

Even before students arrive for online-program or on-campus orientation events, SLIS provides a welcoming environment 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 and begin the transition to becoming a graduate student in the SLIS program. Recognizing that many incoming students will have the same questions or concerns, the Recently Admitted Students Blog provides a clear channel for program related information, and provides a humanizing component by providing information in a friendly manner. For example, the Student Services Coordinator and Director send out welcome messages with photos on the blog over the summer. In mid-September, incoming students join current students on the SLIS Digest Blog (http://uwslisdailydigest.wordpress.com/) 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.

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 prior to their fall course registration date. The Director, Associate Director, Distance Program Coordinator and the Student and Alumni Services Coordinator staff the sessions to provide a program overview and answer questions about course selection, housing, campus life, balancing workload and other topics of interest to new students.

During their respective orientation programs (see example schedule in appendix), 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.
Each semester, students are required to meet with their assigned advisors (in person or via phone or Skype) to discuss course selection prior to registration for the upcoming term. Starting in 2013, advisors also ask 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,” which allows them to switch advisors at any time without explanation. 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.

IV.4.2 Students receive systematic, multifaceted evaluation of their achievements.

Course syllabi contain multifaceted assignments, including group projects, individual work, oral presentations and service learning. Methods of evaluation include exams and quizzes, individual feedback on homework assignments, instructor and fellow group member feedback on group projects, and self-assessment via reflective assignments.

Students begin the SLIS program by assessing their own technology skills via the Technology Self-Assessment exercise, and then complete the Technology Gateway exercises. The Technology Gateway modules include tasks that all students must complete to ensure incoming students have a minimum level of technology proficiency to undertake graduate study in LIS. Training via workshops coincides with the completion of the Technology Gateway, so that students can get support and just-in-time feedback on their tasks. The SLIS technology Project Assistant ensures that all students have completed the Technology Gateway by mid-October of their first semester. Students are encouraged to identify tasks that proved more challenging to them, and then to determine strategies for building up their competence in those areas through coursework, workshops, etc.

As discussed in section II.1, all students are required to complete a three credit, 120 hour field placement or practicum (http://www.slis.wisc.edu/practicumoverview.htm) via LIS 620/C&I 620 “Field Project in Libraries and Information Agencies” or LIS 826 “Field Project in Library and Information Literacy Instruction.” For LIS 620/C&I 620, at the beginning of students’ field placement, students and site supervisors fill out a field placement agreement form (http://www.slis.wisc.edu/administrative-forms/LIS_620_Field_Project_Agreementrev0913.doc) which specifies learning goals for the student. At the end of the field placement, the faculty coordinator for LIS 620 meets individually with the student and the supervisor, as well as meeting with both parties together to discuss how 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. For LIS 826, site supervisors and co-instructors are also asked to provide evaluation of the student’s work, both onsite and during the instruction portion of their placement, in addition to periodic check-ins with the site supervisor during the semester. The student completes a written self-evaluation, and the supervisor also evaluates the student in writing. Both evaluations are turned in to the LILI course instructor for review. The LILI course instructor then meets with the supervisor and the student together to discuss the evaluations. At the end of the meeting, the student receives the site supervisor’s evaluation. In addition to the site supervisor’s evaluation, the student’s teaching mentor is also asked to write an evaluation of the student’s performance during their instruction sessions. Beginning in 2013, co-instructors also complete the feedback survey which addresses program-level learning outcomes. Survey instruments and feedback data from 2012 and 2013 are available in the appendix.
As discussed in section II.1, SLIS implemented a portfolio requirement for all incoming students (http://portfolio.slis.wisc.edu/basics/), effective fall 2012. The SLIS portfolio helps students tie the entirety of their graduate education to the program-level learning outcomes. The SLIS portfolio (http://portfolio.slis.wisc.edu/) is an integral part of the SLIS student program. The portfolio is a tool for reflection, self-assessment and professional growth as students track their achievement of program-level learning outcomes and reflect on achievements and challenges. When posting evidence, students are required to explain how the evidence demonstrates their achievement of the learning outcome; and in doing so, apply the concepts of the outcomes to their chosen areas of concentration. The final portfolio submission is a reflective statement that specifically addresses their continuous professional growth. SLIS also assesses how well its student body is achieving the learning outcomes through the portfolio as described in section I.1.

Students’ accomplishments are celebrated and promoted through annual SLIS student awards (most with prize money, http://www.slis.wisc.edu/awards.htm), as well as posting of individual and group achievements and honors in the SLIS friends and alumni newsletter and SLIS social media channels. Each spring several SLIS students are inducted into the local chapter of the Beta Beta Epsilon chapter of the Beta Phi Mu honor society (http://www.slis.wisc.edu/FPBM.htm) based on rankings by the departmental staff and faculty. At SLIS’s graduation ceremony each May, student award winners are brought up onto the stage to be acknowledged and presented with an award certificate. The 2013 SLIS graduation program, listing all annual award winners, is available in the appendix.

IV.4.3 Students have access to continuing opportunities for guidance, counseling, and placement assistance.

Student Guidance and Counseling

As noted earlier, 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. While advising may address life challenges, SLIS advisors are trained to ensure that troubled students are connected with both the SLIS Student Services Coordinator and relevant campus support offices when higher levels of support are needed.

The Student and Alumni Services Coordinator serves as the main point of contact for communication regarding student issues (academic and non-academic). The Coordinator works with instructors, students’ advisors, and the director and associate director to resolve issues and connect students, instructors and advisors to appropriate resources on campus. Campus offices that are common referrals include: McBurney Disability Center, Dean of Students, Graduate School Academic Services, University Health Services, and the UW-Madison 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. Should concerns arise with a student in class or an advisee, instructors and advisors are instructed to notify the Director, Associate Director or the Student & Alumni Services Coordinator as soon as possible. The student-services team then works with the student, student’s advisor, instructor, and any appropriate campus offices to resolve the issue. The SLIS master’s Program Planning Guide spells out degree progress expectations and related policies, referring to Graduate School policies.
In addition, SLIS students receive valuable informal mentoring from hourly work and practicum supervisors. SLIS emphasizes the value of part-time jobs at information agencies at orientation and during students advising. The SLIS Student Services Coordinator works with students on obtaining entry-level hourly positions and then climbing 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 (http://www.slis.wisc.edu/Careerserv.htm) is an ongoing component of SLIS students’ graduate education, and is woven throughout the program through 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. Distance 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 email.

The Student & Alumni Services Coordinator (see interview at http://hiringlibrarians.com/2013/02/05/library-school-career-center-university-of-wisconsin-madison/) coordinates career services and events for SLIS. (Fall 2013 events are listed at http://uwslisdailydigest.wordpress.com/2013/09/05/slis-career-services-events-fall-line-up-register-now/, with spring 2013 events at http://uwslisdailydigest.wordpress.com/2013/02/05/nervous-about-the-job-hunt-slis-career-services-are-here-to-help-you-this-spring/.) This includes bringing in speakers and LIS professionals to do seminars, webinars and workshops about job hunting, applying, and interviewing; working with faculty who are incorporating career development exercises into their courses; partnering with our division-level career services office (Letters & Science) and meeting one-on-one with students (in person and via phone) to provide cover letter and resume feedback, interview practice, and general advice.

In addition to program-provided services, several SLIS student organizations provide career event offerings tailored to their group members’ needs. 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).

In 2011, SLIS began incorporating career-development assignments into the formal curriculum where appropriate. This began with the practicum course LIS 620, where in-class sessions included assignments and discussions on writing effective resumes and cover letters, interpersonal communication, and presentation skills (see appendix for example handout). In fall 2013, a career skills/experience inventory assignment was incorporated into LIS 450 (Information Agencies and Their Environment; see appendix), the beginning course for all SLIS students. This exercise not only encourages students to think about career goals early in their program, but introduces them to the Student Services Coordinator, who provides information about SLIS’s career services. Individual career appointments with the Coordinator have increased since the inclusion of these in-class exercises. 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.
SLIS graduates do well overall in job placement, as the table of recent survey responses below indicates.

<table>
<thead>
<tr>
<th></th>
<th>Class of 2008</th>
<th>Class of 2009</th>
<th>Class of 2010</th>
<th>Class of 2011</th>
<th>Class of 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of graduates</strong></td>
<td>93</td>
<td>90</td>
<td>93</td>
<td>80</td>
<td>78</td>
</tr>
<tr>
<td><strong>Respondents: Employed or seeking another degree</strong></td>
<td>75</td>
<td>53</td>
<td>66</td>
<td>58</td>
<td>54</td>
</tr>
</tbody>
</table>

Other improvements made to further strengthen SLIS’s career services include:

- Expanding events such as the individual resume and cover letter review appointments from three to five days
- Updating the content and format of interviewing workshops and offering them once per semester instead of once per year
- Transitioning student communications from a listserv to a current students blog that allows students to view content by category or tag, such as student jobs, internships, etc.
- Posting regularly to the current students blog about career events both at SLIS and on campus.
- Creating a more active SLIS LinkedIn group with posts on career-development topics.
- Developing a SLIS Career Services Wiki (https://careerservicesatuwmadisonslis.wikispaces.com/), which offers one-stop career development resources to current SLIS students, alums and instructors, including all archived recordings of career events and samples of successful job applications.
- Migrating the SLIS jobs listserv to a jobs blog (http://www.slis.wisc.edu/jobslist.htm) modeled after SLIS staff member Meredith Lowe’s “Archives Gig” jobs blog. The blog format enables easier and more efficient posting of job opportunities by employers and SLIS staff, and makes it easier for SLIS job seekers to customize their job searches via tags.
- Updating the SLIS website to make it easier for employers to locate information about posting positions including jobs, internships and volunteer positions.
- Establishing a “Career Corner” section in the SLIS alumni and friends newsletter, “Jottings & Digressions.”
- Training for the Student & Alumni Student Services Coordinator to become nationally certified as a GCDF (Global Career Development Facilitator).

Future career services initiatives will include:

- Establishing a greater number of partnerships and networks in the corporate, technology and nonprofit areas of LIS. (SLIS currently enjoys well-established networks in public and academic librarianship.) SLIS has begun establishing partnerships 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).
• Providing career events on 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.

**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.**

**IV.5.1 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 (http://slis.wisc.edu/studentorgs.htm) 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; 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.

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 where organization representatives talk individually to students. While student organizations need not have a faculty advisor, many do. The Public Services Librarian and Student Status Examiner offer 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 has hosted a student leadership lunch each fall since 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 more. In 2011, two LAMP scholars organized a diversity series (http://madslisdiversity.wordpress.com/) with more than 13 events that included several guest speakers, including 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 post-graduation professional programs including ALA Emerging Leaders, the National Library of Medicine fellowship program, and the North Carolina State University fellows program.
Additionally, the Library as Incubator Project (http://www.libraryasincubatorproject.org/) was created by SLIS students Erinn Batykefer, Laura Damon-Moore, and Christina Endres (all class of 2012), and 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. Although the founding members of the project have graduated, they still maintain the Library as Incubator website and partner with current SLIS students and other professionals to create content. In October 2013, the project founders will teach an online continuing education course on makerspaces for SLIS Continuing Education Services.

IV.5.2 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs

SLIS master’s students are encouraged to participate in the formulation, modification, and implementation of policies affecting academic and student affairs. Students serve on many SLIS standing committees including the assessment committee, curriculum committee, and community engagement committee. Beginning in 2009, SLIS has held a town hall meeting each spring where the Director solicits input on upcoming priorities and new policies and goals. Additionally, beginning in the fall of 2010, the SLIS Director has held an annual lunch with student leaders which 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.

Several standing SLIS committees include student members. For example, the Curriculum Committee and Assessment Committee each have one first-year master’s student and one second-year master’s student.

In addition to formal student-feedback processes, students can also shape the curriculum by proposing new courses. 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. They suggested a new course. With Professor Robbins’ encouragement, the students prepared a syllabus and officially proposed a class to the curriculum committee, which subsequently designated Tribal Libraries, Archives, and Museums (TLAM) as a topics course. After five years the class, known for its service-learning and engagement opportunities with First Nations communities, continues to draw positive evaluations for its balanced emphasis on cultural awareness and professional skills development. As a result of student involvement, TLAM has expanded to work with the larger Tribal Library, Archives, and Museums community (http://www.tlamproject.org/). For example, in 2010 Convening Culture Keepers, a series of networking and professional development mini-conferences with the goal of supporting the delivery of culturally relevant information services in the First Nations communities of Wisconsin, began. In 2011, a TLAM student group was founded, and in 2013, the Institute for Museum and Library Services funded a Convening Great Lakes Culture Keepers project in which the TLAM group participated.
In spring 2014, SLIS archives students participated in the redesign of the archives curriculum in conjunction with faculty and employer stakeholders.

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.

Section I.1 provides an extensive description of how SLIS uses the assessments of student achievement of program-level learning outcome to shape program development in a systematic program planning process. This section provides a summary of elements most related to student achievement data and SLIS use of student achievement data for program development.

In 2011, SLIS developed an assessment model and schedule which provides overall structure for assessment of student achievement of program-level learning outcomes (see appendix), which involves stakeholders served by the program, and which shares evidence of assessment and evaluation of student achievement with stakeholder groups including students, employers and alumni.

The SLIS planning process makes use of data on student achievement outlined below:

SLIS Graduates Survey (indirect measure): This survey assesses student achievement of program-level learning outcomes via data on students’ perceptions of their achievement of the learning outcomes. Surveys for 2012 and 2013 have been completed. The survey also generates questions used in the exit interviews. SLIS students participate in the design and fielding of the survey.

Exit Interviews (indirect measure): Each year SLIS conducts exit interviews with graduating student volunteers. Questions include some issues raised by preliminary analysis of the Graduates Survey (see above).

Common Assignments (direct measure): Different sections of Tier 1 courses each employ the same assignment. Pooled grades provide one indication of how well the student body has achieved learning outcomes associated with the common assignments.

Placement Survey (direct measure): Each summer, the SLIS Student Services Coordinator conducts a job placement survey of recent graduates. This data is reported back to the faculty and assists in program planning. Results of the placement survey as well as time to degree data are publicly posted on the SLIS website (http://www.slis.wisc.edu/empdata.htm).

Practicum Supervisors Survey (direct measure): Since 2010, SLIS surveys practicum supervisors about the degree to which their students met certain program-level learning outcomes through their practicum. The most recent example of the survey (2012) may be found at http://www.surveymonkey.com/s/NV526LY.

Since 2010, SLIS has used the online survey to seek site supervisor feedback. During the PALS online program (2006-2009), staff from PALS traveled to practicum sites in Illinois and personally interviewed students. The interviews included a set list of open-ended questions for students that were not directly related to program-level learning outcomes. The questions included:

- How has the practicum experience been for you? What are some positive experiences or negative experiences?
- What have you learned?
What have you been doing exactly as part of your practicum?
Would you recommend this library for future practicum students?
When do you plan to graduate?

**Portfolio (direct measure):** In 2011, SLIS began development of a student portfolio system as an additional direct measure of student achievement of program-level learning outcomes (http://portfolio.slis.wisc.edu/basics/). The portfolio has been required since the Fall 2012 entering class. The 2012 class will graduate in May 2014. SLIS will therefore conduct its first review of graduates’ portfolios in May 2014.

For examples of portfolios in progress, please see:
- Kristina Glodoski: http://portfolio.slis.wisc.edu/kglodoski-wolf
- Amanda Renz: http://portfolio.slis.wisc.edu/renz/

Evaluation of student portfolio use to date has led SLIS to change its program to better incorporate the portfolio into standing program activities. In order to encourage and support students to develop quality portfolios, SLIS has integrated portfolio training into existing program events.

- 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.
- Beginning in 2012, all advisors were instructed to ask 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.
- To provide further support for the upcoming graduates, all instructors of the practicum class LIS 620, will devote several class meetings to presentation of portfolios and peer feedback on student portfolios. Students are encouraged to develop their portfolios prior to attending the session so that they can get useful feedback from their peers.
- The SLIS library has scheduled many portfolio help sessions during winter 2014. Finally, students are free to use the extensive set of online documentation and tutorials developed for the SLIS portfolio.
- Some Tier 1 and Tier 2 courses, notably LIS 450 “Information Agencies and Their Environment,” now require students to upload materials to their portfolios.

SLIS makes program decisions based in part on analysis of student achievement data. For example, SLIS’s tracking of student technology class enrollment led it to address a small but persistent technology education gap by creating a “Tier T” requirement. To fulfill this, students must take at least one technology course. Our data analysis showed that most students take two to three technology courses.

In another example, analysis of assessment data from practicum supervisors has pointed out that supervisors, while overall very impressed with SLIS students, would like students to take more initiative. This data (in conjunction with Advisory Board input) led SLIS to create program-level learning outcome 4d “Students demonstrate innovation and skills necessary for leadership.” It has also led to the creation of a one credit leadership course in summer 2014 (which will be offered regularly) the development of the certificate in Information Innovation and Organization Change with the School of Business, and ongoing investigation of other ways of building leadership development into the SLIS program. It also led instructors in LIS 620 “Field Project in Library and Information Agencies” to include a unit on leadership and another on professionalization addressing issues like taking initiative.
In a third example, analysis of the Graduates Survey data showing lower than expected confidence related to learning outcome 3b: *Students select and evaluate print and digital information resources.* In response to this data, the LIS 450 “Information Agencies and Their Environment” instructor team has implemented a common collection development assignment. Work on the assignment is ongoing and SLIS expects that student confidence related to 3b will increase.

In a fourth example, analysis of the Graduates Survey data showed lower than expected confidence related to learning outcome 3c: *Students analyze information needs of diverse individuals and communities.* In response the LIS 451 “Online Searching for Information Professionals” instructor team has implemented a common diverse communities source selection and recommendation assignment. Work on the assignment is ongoing and SLIS expects that student confidence related to 3c will increase.

**IV.6.2 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.**

As noted above, and fully 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 helping SLIS achieve program-level learning outcomes and strategic goals. Evaluation is driven by the Assessment Committee (which includes student members) charged with implementing assessment activities and presenting results via an annual SLIS Assessment Report (2012, 2013). The Report provides a basis for systematic re-consideration of program elements: At the August Retreat the faculty debate changes, review plans and delegate goals to standing committees (e.g., Curriculum) for ongoing action.

In addition to the student achievement data described above, the SLIS planning process draws on several others sources of data for assessment and to direct program change:

- **The SLIS Advisory Council:** The SLIS Advisory Council is composed of leaders in the field, distinguished alumni and financial supporters of SLIS. The Advisory Council meets formally once a year. The Director asks the Council for input on key decisions and strategic directions. In addition, the Director may communicate with the Council informally throughout the year seeking advice or feedback on specific projects.
- **The SLIS Alumni Board:** All graduates are automatically members of the SLIS Alumni Association. The Alumni Board members are elected by the alumni and provide advocacy, financial and professional support the School. They manage the distinguished alumni award given out each year at graduation. The Board meets 3-4 times per year on regular business. During those meetings, the Director seeks input from Board members on key decisions.
- **Graduates survey:** The entire graduating class is invited to complete a survey in April of their perceptions of the degree to which the program has prepared them for each program level student learning outcome and to collect data about their levels of satisfaction with various other elements of the program including academic and administrative policies and processes.
- **Exit interviews:** Each spring, the SLIS Student Service Coordinator, Associate Director and Director conduct exit interviews with volunteer students. In many cases the interviews touch on academic and administrative policies and processes.
- **Employment information:** Each summer, SLIS collects data on placement rates of the graduating class. It employs Library Journal questions, but adds a few additional questions. SLIS
reports these statistics in Library Journal and also produces an internal report that feeds into planning.

The Director regularly creates program profiles which provide summary data on the types of classes the student body have taken in the past two years. Summary data like this led to development of the Tier T requirement by pointing out the small, but persistent number of students avoiding technology classes. Later data analysis has pointed out the relatively low number of non-SLIS classes that SLIS students take, leading the Curriculum Committee to increase its effort to cross-list targeted courses from outside SLIS, although in many cases this process is slowed by university rules precluding cross-listing of newly-taught courses under a topics number. Advisors are also making extra effort to point students to important external classes. Analysis of this data also revealed one student taking a large number of independent studies, leading the faculty to create a rule limiting the number of 999s that count toward the program.

Other examples of SLIS administrative and policy changes related to students based on this ongoing assessment include:

- Based on an exit-interview suggestion to better advertise the likelihood that campus students will take online courses, SLIS analyzed the number of online classes taken by campus students. Analysis showed us that campus students take an average of three online courses during their time at SLIS. SLIS has changed the program description on the master’s program website to reflect this reality (http://www.slis.wisc.edu/oncampusMA.htm).
- Exit interviews revealed student dissatisfaction with online course discussions. As noted in the 2013 SLIS Assessment Report, “Need to increase overall instructor expertise with and understandings of the strengths, limitations, variations and alternatives to discussions as a pedagogical device.” Based on this, SLIS updated the best practices in its Instructor’s Handbook and held a teaching in-service in fall 2013 focused particularly on online discussions.
- Assessment of the 2012 online-student bootcamp led to several changes in the 2013 program including increased time for students to complete Tech Gateway Assignments while on campus.
- Based on exit interview suggestions, SLIS has made numerous improvements to career services, as described earlier in this chapter.

The WILIS 2 study provides long term measure of the degree to which the program is meeting its professional goals. One SLIS goal is to graduate professionals who participate actively in professional organizations, advocate strongly for information work, and keep current through continuous learning. Our participation in the WILIS 2 (Workforce Issues in Library & Information Science) comparative research project allowed us to benchmark our achievements against the field of LIS programs. Notable SLIS achievements include:

- (p. 11) 85% of respondents worked “in a library or information center using LIS skills/knowledge” compared to 78% in all programs; only 4% were not using LIS skills/knowledge, compared to 6% in all programs
- (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).
- (p. 20) SLIS respondents keep in touch with SLIS through other students (69%; 64% in all programs), faculty (32%; 29% in all programs), and the print newsletter (51%, 11% in all programs). Only 5% of respondents said they were not connected to SLIS at all, half the percentage of all programs.
• (p. 28, 29, 32) SLIS respondents were more likely to agree or strongly agree that SLIS provided them with organization of information skills (93%, 87% in all programs), public-service skills (84%, 79% in all programs), instructional skills (67%, 64% in all programs), and advocacy skills (71%, 66% in all programs).

The WILIS data also note areas where SLIS can improve, corroborated by results from our exit interviews and graduate surveys: collaboration skills, leadership skills, and problem-solving skills.

While SLIS graduates cluster heavily in academic (38% of respondents; 24% in all programs) and public (25% of respondents; 24% in all programs) libraries, they are also to be found in law, health, and corporate libraries, as well as school library media centers, archives, and museums. The 8% of respondents choosing “other” suggests that SLIS graduates are entrepreneurial enough to take advantage of opportunities outside traditional information professions.

SLIS also evaluates the success of its academic and administrative policies via career placement of our graduates in specific high-interest or high-growth professional areas. Recently, SLIS has recruited and placed students with STEM backgrounds into excellent positions:

- Lisa Abler, Research Staff at University of Wisconsin-Madison
- Tara (Boyer) Brigham, Mayo Clinic in Jacksonville, FL
- Kristin Briney, Data Services Librarian, University of Wisconsin-Milwaukee
- Jonathan Carlson, Science Librarian, College of St. Benedict/St. John’s University and DataONE intern
- Elizabeth Huggins, Loyola University Health Sciences Division, Chicago
- Andrew Johnson, Research Data/Metadata Librarian at University of Colorado Boulder
- John Kromer, Physical Sciences Librarian at Miami University, Ohio
- Sarah Leeman, Associate E-Resources Librarian, Argonne National Laboratory
- Karl Schweitz, Covance Research
- Caitlin Sticco, National Library of Medicine and NLM Associate
- Jessica Van Der Volgen, Spencer S. Eccles [Medical] Library, University of Utah and NLM Fellow
- Emily Townsend, librarian at Association of State Floodplain Managers

SLIS has also been successful at preparing students with non-STEM backgrounds for STEM library positions. For example:

- Anne Kauh, Engineering Librarian, Syracuse University
- Ben Hogansen, Science Engineering Research Specialist, Autumn Elm Information Services
- Jon Jeffries, Engineering Library, University of Minnesota
- Laura Schmidli, Wende Commons Engineering Library, University of Wisconsin-Madison
- Anna Fulton, Wende Commons Engineering Library, University of Wisconsin-Madison

SLIS has successfully produced students who have gone on to primarily technology-focused careers (both inside and outside libraries and archives). Examples include:

- David Bietela, Web Program Director, University of Chicago Libraries
- Jennifer Borrell, Metadata Taxonomist, Sears
- Jonathan Broad, VP Applications Development, Getty Images
- Rebecca Carr, Project Manager, EPIC Information Systems
- David Drexler, Digital Initiatives Librarian, California State University-Fresno
- Jennifer Huck, Emerging Technologies and Government Information Librarian, University of Virginia
SLIS believes that graduates of the online program also do well at securing professional employment. Examples of successful online program graduates include:

- Lindsey Bray, Virtual Branch Specialist, Omaha Public Library, Omaha NE
- Jacob Grussing, Associate Director Collection Development, Great River Regional Library (MN)
- Bridget Loera, Archivist, Pacific Asia Museum, Los Angeles CA
- Sue Mannix, Director, Bettendorf (Iowa) Public Library
- Brad Reel, Reference/Interlibrary Loan Librarian, University of Southern Indiana, Evansville IN
- Carrie Zamorano, Reference Librarian, Woodstock Public Library, Woodstock IL
- Andrea Zielke, Library Technology, Northwestern University Libraries, Chicago IL

Reports of SLIS’s placement rates are publicly available on our website (http://www.slis.wisc.edu/empdata.htm).

**IV.6.3 Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.**

The shared governance tradition of the University of Wisconsin-Madison, as well as the SLIS community ethos, actively encourages all faculty and staff to participate in major committees that feed into the evaluation processes described above.

Each year, the Director assigns all faculty and staff, with the exception of some adjunct instructors, to participate in one or more internal committees. Once each semester all faculty and staff meet in the SLIS Plenary to discuss major program changes or issues. And, each August, the entire faculty and staff participate in the SLIS retreat, which is a mandatory meeting at which the SLIS Assessment Report is reviewed and vital program-wide decisions are made.

The committees most related to evaluation include the Assessment Committee and the Curriculum Committee. Both these committees include faculty, staff and student members. In addition, the Curriculum committee always includes several members who are practitioners in the community.

In addition, enrolled students are encouraged to participate in a variety of forums to provide their thoughts and feedback during their time in the school, including the annual State of SLIS Town Hall Meeting and the Student Leaders Lunch with the Director.
STANDARD V: ADMINISTRATION AND FINANCE

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.

As described in section I.1, SLIS has a long and notable history as part of the University of Wisconsin landscape, crucially the University of Wisconsin vision of “The Wisconsin Idea,” which promotes the University’s connections to the wider community. The Wisconsin Library School started with the state’s Wisconsin Library Commission affiliating with the university in 1909; in 1938 SLIS was fully integrated into the College of Letters and Sciences (L&S), where it has remained since. 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 large College of Letters and Sciences (L&S). Other L&S professional schools include the School of Social Work (SW), School of Journalism and Mass Communication (JMC), LaFollette School of Public Affairs (LaFollette), School of Urban and Regional Planning (URPL) and the Department of Communicative Disorders (CD). All offer a professional master’s and a PhD degree; JMC and SW also are home to related undergraduate degrees. All but CD fall within the Social Sciences division and report to the L&S Associate Dean for the Social Sciences, Maria Cancian, who comes to that position from the School of Social Work.

As a department in L&S, 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 go through the associate dean or an appropriate assistant dean for approval. 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 IT infrastructure as needed, facilitates collaborations with other L&S units, and helps ensure that all University level administrative rules are correctly adhered to.

As a graduate program at the University of Wisconsin-Madison, the SLIS MA, 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, and the number of credits which may be double counted in a double or dual degree, minimum TOEFL requirements for ad-
missions etc. (http://grad.wisc.edu/admissions/requirements/) 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 comport with general University guidelines.

For example, while Graduate School guidelines set minimum admissions policies, the Graduate School does not dictate SLIS admissions decisions. Further, the Graduate School is willing to help SLIS make exceptions on occasion; SLIS has sought and been granted permission to admit some individuals on 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 judgment that a candidates is likely to be successful as a more mature student. Our full admissions process is described in section 4.3.

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.

New courses also require L&S and university-level approval in order to govern course content among departments. A proposed new SLIS course first requires approval by the SLIS Curriculum Committee. The proposed course is then sent to an L&S Curriculum Committee (of which Associate Professor Whitmire is a member) and then the university-level Ad Hoc Interdivisional Curriculum Committee (also a faculty committee). These additional steps do not micromanage courses or course content; rather they ensure courses adhere to university-required course guidelines (e.g., minimum contact hours with students), and that they do not duplicate another department’s course in an undesired way.

Any SLIS tenure track of academic staff 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. Again, it would be taught first as a topics course, in order to shake out any bugs before it is sent through the formal review process. In general, new courses receive informal input from Curriculum Committee, the director or a full faculty meeting. SLIS has never had a course rejected by the L&S and University curriculum committees; although sometimes these committees may ask for clarification of 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 (http://apir.wisc.edu/courses.htm).

SLIS has a robust culture of creating 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 creation of a rich intellectual environment.
In terms of hiring, SLIS’s selection and hiring for tenure-track faculty are identical to those of other departments. Hiring is a several-step process: First an advertisement, position vacancy listing, and “Recruitment Efforts Plan” are created with input from the faculty as a whole and approved by the Executive Committee at SLIS. These documents are then forwarded to the social studies associate dean at L&S for College level approval. College level approvals ensure compliance with University and state human resources and hiring regulations and laws (see also section III.3.1).

SLIS makes the decisions about what skills/competencies to seek in hiring, and which individuals to select to bring to campus. SLIS also makes hiring decisions; however the hiring decision and preliminary offer are approved by the social studies 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 additional equipment and financial support needed to make a competitive hire. In recent years, SLIS has been able hire its top choices in faculty searches. For more detail, see section 3.2.

With tenure, as with all other departments at the UW-Madison, the ultimate decision for faculty tenure is made at the campus divisional level, but must be initially approved and supported by other faculty at SLIS. At UW-Madison, tenure brings promotion from Assistant to Associate Professor. 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 (http://www.secfac.wisc.edu/governance/fpp/Chapter_7.htm) 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 form after 5 years as an Associate Professor. The Associate Professor may also request review at any time after 5 years. For full consideration, the 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 instructional staff, the SLIS process combines seniority and merit. Recent University raise exercises have emphasized merit and retention in raise decisions. The Director, Associate Director and SLIS Administrator conduct formal annual performance reviews early spring. Academic and classified staff raises are recommended by Director, Associate Director and SLIS Administrator and approved by the SLIS Executive Committee. 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 ensure that documentation conforms with regulations enforced by the Academic Personnel Office, which has final approval authority for academic staff promotions.
V.1.3 The parent institution provides the resources and administrative support needed for the attainment of program objectives.

SLIS is well 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 L&S has supported SLIS efforts to grow new revenue generation funding streams, and to increase fundraising. SLIS has also participated in collaborative initiatives that have broadened SLIS's interdisciplinary footprint on campus and 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 crucial infrastructure to SLIS's academic, administrative and research activities. At a practical level, 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 administer many key programs, relieving SLIS of the need to manage those activities. For example, Associate Dean Nancy Westphal-Johnson who 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 (http://grad.wisc.edu/admissions/process/), evaluation services for international transcripts, funding and scholarship opportunities for graduate study (http://grad.wisc.edu/studentfunding/prospective/), and annual statistical reports called "program profiles" (https://www.gradsch.wisc.edu/education/academic_programs/detail.html?pID=G612).

The Graduate School also provides consulting and advise 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, Dean Karl Scholz. Dean Scholz has met with SLIS director Kristin Eschenfelder to become more informed about current SLIS needs and priorities. L&S Associate Dean Maria Cancian has continuous contact with Eschenfelder, and has proven a good advisor and advocate as SLIS navigates new budget processes and campuswide initiatives. Eschenfelder meets with the deans in a group with other chairs and directors at least once or twice 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, 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.
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 another department; they participate actively at L&S, UW-Madison, and UW-System levels.

The University of Wisconsin-Madison has a proud tradition of shared governance. Faculty and staff have worked hand in hand to shape and implement the administrative policy since 1848 when the University was established. Today, all faculty, academic, 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 http://www.secfac.wisc.edu/senate/index.htm. Chapter 36.09 of the Wisconsin State Statutes provides the scope of the 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.

Every year, departments elect a representative and an alternate to the Faculty Committee. The representative attends monthly meetings and reports to the department the current business of the Senate. The representative also solicits input from faculty members and acts as the voice of the department within the Senate.

Academic staff 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. The Academic Staff Executive Committee is the executive board of the Assembly and is responsible for the day-to-day governance decision 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 – 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 Associate Students of Madison and the Graduate Student Council, as well as serve on many SLIS faculty and staff committees. 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. As talked about in section 4.4, several SLIS students are active members of SLIS committees.

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
- 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
- College of Letters & Science, Student Academic Affairs Faculty Advisory Board
- College of Letters & Science Information Technology Committee
- College of Letters & Science, Curriculum Committee
- College of Letters & Science, Academic Planning Council
- Library Scholarly Communication and Publishing 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 relationships and formal partnerships that are integral to SLIS’s intellectual interdisciplinarity and that 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 an undergraduate certificate, an IT-management collective
which has given SLIS a stronger voice in campus IT development, and faculty involvement with interdisciplinary centers and research institutes.

Examples of collaborative bodies in which SLIS participates include:  

**Center for the History of Print & Digital Culture** Created by former faculty member Wayne Wiegand and former Faculty Associate James Danky, the Center ([http://www.slis.wisc.edu/chpchome.htm](http://www.slis.wisc.edu/chpchome.htm)) 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. Greg Downey, faculty member in SLIS and Chair of the Department of Journalism and Mass Communication, is currently serving as the Director of the Center. Jonathan Senchyne, another SLIS faculty member, is the Associate Director of the Center.

**Holz Center for Science and Technology Studies** In 2001, the University of Wisconsin-Madison launched an initiative in Science and Technology Studies (S&TS or STS, [http://slis.wisc.edu/](http://slis.wisc.edu/)). 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. Catherine Arnott 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 Greg Downey and Kristin Eschenfelder have been past steering committee members. In conjunction with the Holtz Center, SLIS has co-sponsored public symposiums on “Computers, Privacy and the Government” (2013) and “Youth and Digital Media” (2011).

**Wisconsin Institutes for Discovery (WID)** The WID ([http://wid.wisc.edu/](http://wid.wisc.edu/)) is a transdisciplinary research institute at the University of Wisconsin where faculty, students and professionals focus on the interfaces of computation, laboratory science, the humanities and entrepreneurship. This is a public-private partnership which conducts research, engages with the community and celebrates science with a goal to seek out connections among fields in order to benefit from collective knowledge. SLIS faculty member Associate Professor Catherine Arnott Smith and instructional-staff member Dorothea Salo are affiliated with the Center.

**Digital Studies Certificate** The Digital Studies Certificate ([http://digitalstudies.wisc.edu/](http://digitalstudies.wisc.edu/)) is a 15-credit undergraduate certificate bringing together multiple departments to teach the possibilities offered by digital technologies. It is situated at the intersection of the arts, humanities, social sciences, and information and computer sciences, and is intended to help prepare students for 21st-century careers. Several SLIS faculty, including Kristin Eschenfelder, Greg Downey, and Rebekah Willett, provide leadership for the certificate program. The Digital Studies certificate also promotes increased collaboration among faculty from participating departments.

Another significant statewide collaboration is the [University of Wisconsin System School Library Education Consortium (UWSSLEC)](http://merlin.uww.edu/uwsslec/). 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 ([http://merlin.uww.edu/uwsslec/](http://merlin.uww.edu/uwsslec/)). Allison Kaplan serves on the steering committee for the program.

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. 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”
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 (FPP) 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 FPP, 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 likely serve more than one three-year period.

The duties of chairs/directors, as defined by FPP 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/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, in SLIS new courses and course modifications are submitted through an online process and while the director monitors activities, the chair of the SLIS Curriculum Committee is responsible for getting 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 &amp; 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>$100,000</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 Director</td>
<td>$91,724</td>
</tr>
</tbody>
</table>

The salary of directors in each school is related to their length of tenure at UW-Madison, distance from Ph.D., and merit and/or retention offers over time. Compared to the salary 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. Despite a reduced teaching load, it remains a challenging job. SLIS is fortunate to have scholars among its faculty who have brought strong administrative understanding and leadership skills to the directorship. Since the last re-
Eschenfelder’s curriculum vitae 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, Eschenfelder has demonstrated administrative ability, serving on several SLIS committees, e.g. Curriculum Committee, Assessment Committee (chair), the PhD Committee (former chair) and the Communication Committee. She has also led SLIS strategic initiatives, including re-designing the doctoral program, drafting the new SLIS online program, 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 2013-14 Kaufmann Administrative Development Program (https://www.ohr.wisc.edu/kauffman/kauffman.html), a campuswide 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 iConference, being asked to serve in Ph.D-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.

She 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 perhaps one of the most challenging fiscal times in the history of the university, she has rallied staff and faculty to take ownership of SLIS’s direction. She has ensured that faculty and academic staff work together equally to shape SLIS. 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 built SLIS’s confidence in exploring collaboration with other departments. She is willing to take risks. 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:

- 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
- Partnering with the Lafollette School of Public Affairs to seek a new double degree in public administration. 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 have nurtured an intellectual environment by providing a model of the scholar-administrator engaged with both research and administration. She 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:

1. sponsoring student travel to professional conferences and events
2. hosting professional events at SLIS (webcast to online students)
3. connecting student volunteers to other locally-hosted professional conferences
4. administering regular department functions such as career services
5. providing hourly funds to promote master’s student involvement in research projects
Student Travel

In fiscal year 2013, SLIS spent $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 presenting at conferences, to groups of students who travel together to share costs, and to match support 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 conference, the Wisconsin Association of Academic Libraries conference, the Midwest Archives conference, a conference entitled “Archival Growth in the Modern Age,” the Association for Moving Images Archives conference, and the Society for American Archivists Annual Meeting.

Events at SLIS

The director organizes and hosts events in SLIS that contribute to the socialization of students in the field. The director provides funds, space, organizational assistance, encouragement and suggestions for co-sponsorships. Since 2008, SLIS student organizations have hosted over 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 Special Libraries Association student chapter.

The SLIS Director augments the student chapter events by encouraging and supporting events featuring external experts and scholars. Many of these talks stem from affiliate relationships with organizations such as UW-Madison’s Research Data Services or the Center for the History of Print and Digital Culture, or from co-sponsorships with other academic departments arranged by the SLIS director. In addition, the director helps advertise events held elsewhere on campus to SLIS faculty, staff and students.

Below is a sample of presentations held in SLIS by external experts and scholars, selected from a larger list to show the range and diversity of topics:


The two day conferences encourage student participation and attendance.

- Lecture series (2008-2009) “Uncovering Information Labor: Technology and Work in Space and Time”. Invited guest speakers from the United States and Canada to the UW campus to present public lectures on topics that relate to information labor. Nathan Ensmenger (University of Pennsylvania), James W. Cortada (IBM), and Josh Greenberg (New York Public Library). Geoffrey Bowker - Santa Clara University; Education for Technology Labor, Amy Slaton - Drexel University; Working in the “dot coms”, Gina Neff - University of Washington; Organizing Information Labor; Vincent Mosco - Queen’s University; Media and Communication Labor: Jennifer Light - Northwestern University.
- (2008) “Just and Intelligent Scrutiny’: Eliza Atkins Gleason’s Investigation of Library Services 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 Bibliomigrancy” B. Venkat Mani, Associate Professor, German; Faculty Affiliate: Global Studies and German and European Studies, University of Wisconsin-Madison
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 fall, 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.

- (2009) “Reading, Heresy, and the Culture Wars: The ‘New Gnosticism’ and Spiritual Community” Erin A. Smith, Associate Professor, American Studies and Literature and Associate Director of the Gender Studies Program, University of Texas at Dallas
- (2009) “Performative Properties: Wild Animals, Intellectual Property, and the Museum” Eva Hemmings Wirten, Professor and Director of Graduate Studies, Library and Information Science, Department of Archival Science, Library and Information Science, Museology, and Associate Professor, Comparative Literature, Uppsala University, Sweden
- (2010) “Children’s Literature and Radical Politics in the U.S., 1900-1980” Julia Mickenberg, 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 Studies, and the Center for European Studies.
- (2011) “Data-Mining Early English Dramatic Texts from the Text Creation Partnership” Michael Whitmore, Professor of English.
- (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 also from China, Nie Hua.
- (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 Alamj, PhD candidate at Emory University
- (2013) “Data Librarianship” Sheila Corrall, Chair, Library & 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.
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 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. 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.

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, and its inclusive environment ensures staff involvement in decision making processes in support of SLIS’s mission. Eschenfelder built off the “Senior Staff Admin” team that Pawley put in place, and holds weekly meetings with the Department Administrator and Associate Director. These regular meetings allow for regular exchange of news, ensure that all senior staff are aware of challenges and deadlines faced by others and have created a healthy team environment in which senior staff have better knowledge of each others’ roles and can better support one another. SLIS staff members are divided into several essential units: administrative support, continuing education, information technology, and the SLIS Laboratory Library.

Administrative Staff

Michele Besant – Associate Director

As Associate Director, 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 budgets. 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 set up. Supervising the online-education project assistant;
- Coordinating the training of short-term staff, providing support for short-term staff to ensure 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;
• Teaching the online section of LIS 450 “Information Agencies and Their Environment,” and starting in spring 2014 will teach the on-campus section of LIS 654 “Management of Information Agencies;”
• Handling student issues that require special attention in conjunction with the Student Services Coordinator and Director.

Tanya Cobb – Senior Student Services Coordinator

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 SLIS the 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.

Anne Murphy-Lom – SLIS Administrator

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, 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.

Gayle Nimmerguth – Student Records Manager

Nimmerguth administers student application and registration processes, including graduation checks. She is also the records manager, coordinating all student records for the school. Her responsibilities include:

• Admissions: Creating all applicant packets in the graduate program, ensuring all materials are received, corresponding with applicants for status requests and other questions; coordinating administrative requirements for the PhD program admissions;
• 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 – David Price

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 email 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 – Amy Maurer

Maurer is the office manager and financial assistant for Continuing Education Services 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 back-up for day-to-day operational needs of the department

Financial Specialist 3 – Jenny Greiber

Greiber is the financial specialist for SLIS, coordinating all purchases for the program, reimbursing travel and research expenses and working closely with the Department Administrator to ensure the budgets for general program revenue and grants are allocated correctly. Her 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.

Information and Learning Technology Support

Greg Putnam – Information and Instructional Technology Manager

Putnam is the Information Technology Manager at Helen C. White Hall, and he supervises the H.C. White IT group, which is shared with several other academic units (mostly co-located in the H.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 prioritize 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 H.C. White departments;
- Supervising staff that provides desktop support;
- Managing servers, security of the building LAN, managing 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.
William May – Associate Information Processing Consultant

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, eleven technology classrooms and a research lab. He also works closely with the Information Technology Manager with network development to improve service. May supervises student hourly technological support employees for the IT unit.

SLIS Laboratory Library

Anjali Bhasin – Special Librarian

Bhasin manages the daily operations and facilities of the SLIS Laboratory Library, including the hiring and training of student staff. She assists advisors in practicum placements and as the lead of the SLIS Library Instruction Team coordinates and teaches a number of course-integrated or drop-in workshops each semester, making them accessible to students in the online program. In collaboration with other staff in the library, she develops the SLIS Library collection, working with faculty and instructional staff to ensure the accessibility of appropriate resources. In addition, Bhasin teaches the Library Information Literacy Instruction (LILI) practicum once per year and serves as a liaison with campus librarians who serve as supervisors in the LILI program.

Bronwen Masemann – Associate Faculty Associate

Masemann teaches three for-credit courses for SLIS each year and supervises the technical-services practicum and independent-study students placed in the SLIS Library. She also advises master’s students. As part of the SLIS Library, Masemann is responsible for cataloging and collection management, working with the University’s General Library System to maintain the acquisitions budget. She assists with day-to-day management of the SLIS Laboratory Library.

Continuing Education Services

SLIS’s Continuing Education Services (CES) 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. Working with the Wisconsin Department of Public Instruction’s Division of Libraries and Information Technology, a significantly revised curriculum for the certification has been rolled out over the last three years. CES also runs continuing-education courses each term that include “Basic Budgeting” and “Grant Writing” as well as newer information and skills courses such as “Mobile Apps,” “Social Media Strategy,” and “Digital Curation.” In addition to these 4-12 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 by SLIS faculty. Between fall 2008 and spring 2014, CES offered 40 events for over 1500 participants.
Longtime director of CES and Associate Director of SLIS Jane Pearlmutter (with CES since 1987 and director since 1999) retired the summer of 2011. SLIS was able to re-hire her part-time for the 2011-2012 year to help with transition.

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.

Program-oriented CES staff continue to report to the Associate Director, who works with them to strategize goals, brainstorm needs, provide input on grants, and help deliver some projects. The Associate Director also creates the CES budget, completes other fiscal budget exercises, and monitors expenditures and revenues.

SLIS formed a CES Committee that includes non-CES staff and faculty in order to increase faculty input into CES programming and strategic goals. The Associate Director chairs this committee.

**CES Staff**

**Meredith Lowe: Outreach Specialist**

In collaboration with Palmer (below), Lowe plans and designs CES offerings, which includes identifying topics, hiring and supporting course instructors and students, marketing the courses, and sometimes teaching courses. Lowe also had primary responsibility for the NHPRC funded Archives Leadership Institute held in Madison in 2011 and 2012 and is the lead for a Gaming pre-conference for librarians held in conjunction with the Games, Learning, and Society academic conference on gaming that occurs at UW annually. She coordinates advertising and conference booth arrangements. She plans and leads international study tours, currently to Germany.

**Anna Palmer: Outreach Specialist (60%)**

In collaboration with Lowe, Palmer maintains the CES website, coordinates the biennial CES Circ Conference (a national event held in Madison), assists with webinars, and manages course and certification curriculum evaluation. She is the administrative support for the Center for the History of Print and Digital Culture, for which she organizes advisory board meetings, coordinates colloquia, and manages arrangements for their biennial conferences. Finally, in order to improve the SLIS admissions process, Palmer now provides back up to the Student Services Coordinator during the admissions review season helping to manage student master’s applications.

**Omar Poler: Associate Outreach Specialist (60%)**

Initially hired in 2010 as a limited-term project manager for a grant-funded initiative with tribal library, archive and museum staff (TLAM), Poler was re-hired in a renewable line to continue coordinating the series of TLAM mini-conferences, “Convening Culture Keepers,” as well as help with other CES work. In April 2013 SLIS received an IMLS grant to grow the TLAM initiative both through SLIS student involvement and a regional TLAM institute (Convening Great Lakes Culture Keepers). Besides the TLAM work, Poler helps with other conferences and teaches an online professional-development course for librarians wanting to do more outreach and collaboration with American Indians in their service areas.
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 the decision making through service on the Executive Committee, other SLIS committees, participation in SLIS plenary meetings each semester, and participation in the faculty-staff retreat each August.

**Executive Committee**

Chapter 5 of FPP 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, as well as 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. Or, standing committees have been delegated responsibility to make decisions on behalf of the faculty (e.g., awards, scheduling, smaller budget decisions).

The following are standing committees within SLIS:

- Assessment Committee
- Continuing Education Services Committee
- Curriculum Committee
- Communications Committee
- Community Engagement
- Distance Education Committee
- Doctoral Program Committee
- Finance Committee
- Library/IT Committee
- Recruitment, Awards and Diversity
From 2008-2009, the department held faculty meetings that included all faculty and staff monthly. Faculty and staff felt the meetings took too much time, and in 2009, Director Pawley proposed a change. The all faculty and staff meeting was 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 2012-2013 year, plenaries focused on revision of SLIS’s strategic plan, 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 retains the right to call other meetings involving faculty and staff on an as-needed basis. 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 retains the right to appoint subcommittees or task forces to make recommendations on time-sensitive issues. For example, a task force has working on revising the archives curriculum and provides recommendations to the SLIS Curriculum Committee.

SLIS regularly makes changes to 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 a separate Distance Education Committee when it opened its fully asynchronous master’s option in order to provide full faculty oversight of decisions related to the online program.

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.

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 & Science allocates the financial support needed for day-to-day operations and instruction in SLIS. This support is comparable to other departments on campus and can be examined in SLIS’s and the L&S Redbook Budget. SLIS also receives a generous short-term staff budget, which it uses to broaden course offerings and hire expert professionals actively working in the field. 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.

UW-Madison offers funding opportunities for infrastructure upgrades. Departments apply for funding, and selection is based on need. Opportunities include remodeling grants from the Space and Remodeling Policies Committee, the Instructional Laboratory Modernization Exercise, and the Office of Space Management funds used for those general assignment classrooms that are
available to all departments. SLIS regularly applies for funding from these sources and has received funds for instructional and technological improvements. (See section VI.3 for more detail.)

As with peer institutions, however, SLIS has seen decreasing State support. As UW-Madison faces budget reductions, L&S has worked to moderate the effect of the cuts, and has given autonomy to departments to implement reductions as best fit departmental priorities and needs.

In the face of cuts, SLIS has maintained an excellent program. SLIS has managed cuts through increased efficiencies and has expanded revenue from other areas. For example, SLIS’s online degree option generates revenue that provides salary for faculty and lecturers who teach online courses, and staff who support the program. In addition, the revenues have allowed SLIS to increase work hours for several employees involved in student services and financial administration. It supports instruction in needed areas through adjuncts and visiting assistant professors, and it supports professional development travel for faculty and staff. SLIS is actively investigating other revenue generating possibilities in collaboration with other L&S units.

Allocation of faculty lines within the College of L&S are made by the deans based on the L&S strategic plan and L&S needs. In general, faculty lines have diminished over the entire campus due to decreased state support, and the size of many L&S departments has shrunk. In this environment, SLIS has received several new lines to replace recent retirements (Rubel, Willett, Senchyne). In addition, all vacated academic and classified staff positions over the past seven years received rehire approval from the College to rehire (e.g., Bhasin, Masemann, Maurer, May, Nimerguth, Price, Salo).

SLIS actively seeks out and submits proposals to federal and state grant competitions, providing significant research support for faculty and academic staff. Many grants include summer support for travel, research and conference presentations, as well as course buyouts during the academic year. These often also include significant support for students as well, regularly offering project assistantships or student-hourly research positions.

SLIS has a strong donor and alumni base and in collaboration with the UW Foundation and UW Trust Funds, SLIS continues to strengthen these relationships. Fundraising has built a strong endowment base that supports scholarships for students, support for student travel to conferences, research and travel support to the faculty and funds for classroom renewal in SLIS.

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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.

Budget changes associated with the recent economic downturn have made it challenging to maintain competitive salaries including: changes to collective bargaining agreements, furloughs, a dearth of state pay plan increases, and movement to competitive merit raises which benefit fewer staff, and an increase in required employee contributions to retirement and health insurance.

Despite these setbacks, 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 they are promoted or receive merit increases on a timely basis. Most promotions offered a salary increase of 10%. In addition, matching funds were made available to offer increased salary increases to faculty members who received tenure or promotion.

In 2012-2013, L&S has offered Critical Compensation Funds for faculty and academic and classified staff, providing the department with available matching funds (and in the case of classified
employees, the entire amount) to support merit and/or equity increases in salary. Retention funds were also available to combat outside offers to critical members of SLIS.

Faculty Promotions
- Catherine Smith (2012)
- Kristin Eschenfelder (2010)
- Greg Downey (2008)

Academic Staff Promotions
- Dorothea Salo (2013)
- Anjali Bhasin (2013)
- Sheilah Harrington (2012)
- Tanya Cobb (2014)
- Anna Palmer (2014)
- Meredith Lowe (2014)
- Paul Nelson (2013)
- Alison Kaplan (2010)
- Deborah Shapiro (2010)

Classified Staff Promotions
- David Price (2012)

Faculty Merit/Equity/Retention Raises
- Greg Downey
- Kyung-Sun Kim (2013)
- Ethelene Whitmire (2013)

Academic Staff Merit/Equity/Retention Raises
- Michele Besant (2014)
- Deborah Shapiro (2013)
- Allison Kaplan (2013)
- Greg Putnam (2013)
- Anna Palmer (2014)
- Meredith Lowe (2014)
- Will Mays (2014)

Classified Staff Merit/Retention Raises
- Gayle Nimmerguth (2014)
- Anne Murphy-Lom (2012, 2014)
- Jenny Nimmerguth (2014)

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 and in-
cludes additional support from SLIS’s Deuss Foundation fund. 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 experience or his or her seniority within the State of Wisconsin System, depending on the classification. Moving expenses may also be covered.

Permanent Hires 2008-2013

Faculty Hires

• Alan Rubel (2010)
• Rebekah Willett (2011)
• Jonathan Senchyne (2012)

Academic Staff Hires

• Anjali Bhasin (2012)
• Tanya Cobb (2010)
• Patricia Farney (2008)
• Charlet Key (2008)
• Meredith Lowe (2009)
• Bronwen Masemann (2013)
• William May (2012)
• Omar Poler (2010)
• Dorothea Salo (2011)

Classified Staff Hires

• Jenny Greiber (2007)
• Teresa Knudson (2013)
• Amy Maurer (2013)
• Anne Murphy-Lom (2008)
• Gayle Nimmerguth (2009)
• David Price (2011)

In addition to salary and a competitive benefits package, SLIS offers additional travel funds to all faculty and instructional academic staff 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.

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.

SLIS faculty compete for funding for research projects, professional development grants, travel support and sabbatical on the same basis as faculty in other departments. For example, the Graduate School provides research funding as an investment in tenured or tenure-track faculty that is
allocated through competitions each fall. Funding generally includes 1-2 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 Professor Shenoy that allowed him to accept a National Endowment for the Humanities funded fellowship at the American Antiquarian Society with no reduction in pay.

The Graduate School also provides two programs (http://www.grad.wisc.edu/research/researchfunding/rescommittee/policies.html) to provide funding for conference travel, one for domestic and one for international. Both programs offer assistance to faculty who document the conference or meeting will make a strong, positive contribution to his or her research. The domestic travel offers $1,000 in travel and faculty members may receive funding once in a two-year fiscal period. International travel is available to a faculty member and is restricted to major participation (usually an invitation to the event is required) at a major event. The funding is available for up to $2,000.

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 regardless of funding source during the prior four years. Sabbatical leave for one semester is compensated at one hundred percent of salary and no replacement staffing will be granted. Sabbatical leave for an academic year is compensated at sixty-five percent. All tenured SLIS faculty have been able to take sabbatical.

The university provides academic and classified staff funding competitive opportunities for professional development. The Academic Staff Professional Development Program Fund offers academic staff financial support for professional development activities and provides funding to promote efficiencies and cross-campus collaboration. Competition is on an annual basis. Classified staff also has the opportunity for professional development funding available with the Council for Non-Represented Classified Staff and through collective bargaining programs. These programs have ended, but with the formation of the Classified Staff Executive Committee, classified staff should 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 (http://grad.wisc.edu/pd/vilas/research/) and from numerous research centers such as the Holtz Center for Science and Technology Studies.

SLIS master’s students compete for financial aid from the University of Wisconsin on the same basis as other students. SLIS also negotiates with L&S to receive 2-5 Advanced Opportunity Fellowships 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. These fellowships provide a stipend, full tuition, benefits and a $600 scholarship for two years.

In addition, SLIS gives out scholarships to many students. For a complete overview of SLIS student funding, see sections IV.2 and V.3.3. SLIS has a growing quantity of funds with the University of Wisconsin Foundation and the University of Wisconsin Trust Funds designated for student scholarships. Many funds receive regular contributions from donors and are able to award a
substantial number of scholarships. SLIS was able to provide $86,500 to first and second year students during the 2013-14 academic year.

Prospective SLIS students may apply for SLIS scholarships during the application process. Scholarships are awarded based on need and the academic strength of a candidate. Students are also eligible to compete for a number of teaching and project assistant appointments on campus. SLIS itself offers two undergraduate courses which 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 decisions are made based on relevant experience and academic promise. Teaching and project assistant positions provide significant support, including a monthly salary and tuition remission for positions over one-third time. This amounts to about $8,925 - $13,047 in salary and tuition remission, depending on the percentage 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 is at the discretion of the Director. (see section V.3.3)

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.

Planning and evaluation of administrative and fiscal policies and finances happen within SLIS as part of the ongoing planning and evaluation cycle as described in sections I.1 and V.4. As part of L&S, SLIS has annual budget exercises as well as other fiscal cycles (e.g. remodeling grants, term short term staff hiring) that build in budget review throughout the year. For example all L&S departments must provide annual “budget status reports” to L&S that track department finances for the 101/GPR budget. In addition, SLIS must provide a separate budget report for its online-education and continuing-education budgets (104). Whenever SLIS forwards requests with financial repercussions to L&S, SLIS must justify the request by referencing the most current budget status report spreadsheets. This reporting and oversight process ensures ongoing budget evaluation and planning in SLIS. Finally, SLIS maintains a short term staff budget which it updates each semester in order to plan for hiring.

Fiscal challenges in the last five years have required making budget processes more transparent and educating everyone tradeoffs in order to ensure shared governance of difficult budget decisions. For example, in order to comply with L&S budget cuts applied to all departments, the SLIS Executive Committee, working with recommendations from the Budget Committee, debated and voted on reductions. Further, 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.

In recent years the SLIS continuous evaluation and assessment cycle has led to the debate and creation of new or clarified administrative policies and practices including:

- Clarified SLIS travel support policy for faculty and academic staff
- New “service course” teaching load policy
• Standardizing compensation for development of new online courses and maintenance of existing online courses
• SLIS intellectual property policy
• Increased use of 104 revenue to support scholarships
• Creation of a formal computer upgrade plan
• Broadening curricular planning to include the Director, Associate Director and the 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 for professional development for all staff and faculty
• Annual administrative consultation about faculty, staff and Ph.D student office space and furniture needs

(See sections I.1 and II.7 for examples of curricular changes made based on ongoing review.)

While some administrative decisions are by University fiat or controlled by the Director and Executive Committee, SLIS is a collaborative environment driven by shared governance, and as described earlier in the chapter, many decisions are made in SLIS committees which include representation by faculty, staff and where appropriate students and employers. Major planning decisions such as the decision to start the online program, 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 to ensure buy in.

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 and Alumni 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.

SLIS works in a continuous improvement, planning and evaluation mode. All standing committees meet regularly and must make recommendations each year to the Executive Committee, or the faculty and staff of SLIS as appropriate. Every fall at the SLIS retreat, the full faculty and staff review SLIS’s strategic goals and program-level learning outcomes in light of the SLIS Annual Assessment Report (see section I.1). Standing committees are charged to review or collect information and organize it for further discussion and deliberation. At other times, an ad hoc committee may be formed to review an initiative. Feedback from students, alumni, and SLIS’s Advisory Board is shared in both committee meetings and at retreats and plenaries. Senior administrative staff’s weekly meetings include regular discussion of fiscal projections with review of current budget numbers.
STANDARD VI: PHYSICAL RESOURCES AND FACILITIES

VI.1 A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.

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. In September 2012 the Madison Public Library system re-opened the newly-renovated Central Library (http://www.madisonpubliclibrary.org/central) 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. Students and faculty, including online students, have also partnered with local collaborators such as Recollection Wisconsin, the Dane County Sheriff’s Office, the Wisconsin Uprising Archive, and WORT (public radio) on digitization and data-curation projects.

Rich campus collaboration, support, and learning experiences are also close to SLIS (see campus map at http://map.wisc.edu). Memorial Library, the university’s main humanities and social science research library, and the Wisconsin Historical Society, housing excellent 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. Other collaborating departments are in 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, as are over 30 other campus libraries (http://library.wisc.edu).

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 several more libraries, departments and services. 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 seventeen InfoLabs (computer labs) located across campus. College Library also provides an important learning venue for SLIS students through practicum placements, paid employment, job-shadowing and networking. The Co-operative Children’s Book Center (CCBC), a library belonging to the School of Education that was co-located on the fourth floor of Helen C. White Hall until the end of summer 2014, is an invaluable resource for SLIS students and faculty, as well as an important partner for practicums and other SLIS activities. The CCBC has a comprehensive non-circulating collection of current and historical children’s books, as well as its nationally recognized services in programming, selection support, and intellectual freedom. SLIS students, particularly SLIS Library employees, also gain experience through work in the Reading Room of the African American Studies Department, co-located on the fourth floor of Helen C. White. SLIS students also regularly consult the UW Writing Center (http://www.writing.wisc.edu/), located on the sixth floor of Helen C. White Hall, to obtain guidance on written assignments through in-person appointments, Skype appointments and via email. 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 African-American Studies, as well as the Dictionary of American Regional English.

**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 occupies half the fourth floor of Helen C. White Hall, in a space originally built for the department that continues to serve it well. See Appendix VI-2 for floor plans. The SLIS Laboratory Library, with entry to the main SLIS classroom and the SLIS Computer Lab, is visible from the elevator and primary stairwell. Moving east from the library are the SLIS Commons and the SLIS Front Office. This corridor intersects with a corridor of faculty and Ph.D-student offices. This corridor in turn connects to the corridor containing the Center for Print and Digital Culture as well as the SLIS Continuing Education Services offices and the CCBC, finally returning to the elevator. In the middle of the loop are campus classrooms used by SLIS, as well as another small SLIS computer lab and SLIS storage spaces. The easily navigated and accessible layout, as well as the large open spaces provided by the Library and Commons for student gatherings and events, encourage interactions and a sense of community for students, faculty and staff.

SLIS primarily offers face-to-face instruction in the SLIS library classroom (4191f), in the computer lab, or in the faculty conference room (4246f). Classes are also held in other fourth-floor classrooms, in the SLIS Commons, and in other campus buildings, including in Memorial Library and College Library. Holding most SLIS classes in close proximity to faculty and staff offices is convenient for consultation.

The SLIS Commons (4207), overlooking Lake Mendota, is used for colloquia, group study, social activities, and meetings of student organizations, as well as for classes. The space is being remodeled during spring/summer 2014 to improve lecture and presentation capture and offer more flexible SLIS teaching space. Student mailboxes are located outside the front office next to the Commons, 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 offices of SLIS’s Student Services Coordinator, Director, Department Administrator, and Associate Director. This hallway connects to the faculty office hallway. The furniture in the front office was updated in late spring of 2014.

In March of 2014, SLIS was informed by the campus space planning office that it would be allocated extra classroom space opened up by the migration of the Children’s’ Cooperative Book Center (CCBC) to a newly developed School of Education space. SLIS will redevelop the new room, 4290 A,B and C as a shared teaching space designed to support collaborative computing work. Under the terms of the campus decision, SLIS will administer the space and receive first priority for booking, but must share the space with other classes participating 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.
Facilities for Distance Students

All students enrolled in the SLIS online program take advantage of on-campus facilities during the required online-program bootcamp at the beginning of the online program. Bootcamp events, such as workshops, socials, classes, presentations, and informal discussions, take place primarily in the SLIS Library, Commons, classroom, and computer lab, with additional events in other campus buildings. By bringing online students together in the same physical space, the bootcamp allows them to become familiar with services offered by the SLIS Library, explore the UW-Madison campus and services, and connect with fellow students and faculty.

SLIS facilities also support online students throughout their experience. Distance students can access live-streamed video and audio feeds of on-campus events, such as lectures by visiting speakers, panel discussions, and important meetings of the SLIS community. Many recordings of live-streamed events are also made available to students (both online and on-campus) who wish to watch them at a later date. A significant update to equipment in the SLIS Commons was made in spring/summer 2014 to improve these captures. Library services to online students are described further in section V.4.

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

The SLIS community enjoys access to the print, electronic and instructional resources of the specialized SLIS Laboratory Library (http://slislib.library.wisc.edu), as well as to all of the extensive resources of the UW-Madison library, currently the eleventh-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 System. A wide range of campus libraries, in addition to the SLIS Library, are heavily used by the SLIS community, including for example, MERIT Library (education resources), and Ebling Library (health sciences resources), the American Indian Studies Library, and the Kohler Art Library.

The SLIS Laboratory Library

The SLIS Laboratory Library, located within SLIS, is focused on supporting teaching, learning, and research in the areas of Library and Information Studies. The library operates as a teaching laboratory where students have yet more opportunity to engage in hands on experiences. The SLIS Library 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. Along with these materials, the collection also contains a children’s and young adult section and an area devoted to library-centric zines. E-readers, laptops, film equipment, and a selection of e-readers and tablets are available for checkout. The library staff also provides workshops on software related to SLIS assignments and student interests.

The SLIS library consists of 10,513 square feet: 6339 square feet of public reading space and 3500 square feet of stack area. Recent efforts to redesign the space have focused on increasing efficiency, maximizing space for collaboration and meetings, showcasing the collection, and en-
hancing access to staff. Changes were made in response to staffing and workflow needs, feedback from the library’s biennial survey, SLIS strategic priorities, and other data-gathering. Key changes to the physical space since 2008 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 seminar/conference room seating 8-10 equipped with a conference table and whiteboards intended for use by committees, staff, faculty, student groups, and informal collaborative gatherings.
- Enhanced collection display, including renewal of wall art via the library’s extensive collection of historical library-themed posters and new thematic book displays throughout the library.
- Creation of a careers collection featuring books on career options, job searching, resumes, goal-setting, etc.
- Creation of an eating “zone” as part of a new shared social space.

The above changes to the library space emphasize the pivotal role of the SLIS Laboratory Library and Computer Lab in the life of the entire school. Both spaces are used heavily by student extracurricular groups such as the Jail Library Group, Allied Drive Literacy Time, and the SLIS Coding Initiative. 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 (http://lis644bookscanner.wordpress.com/).

The SLIS Laboratory Library’s collection contains 58,800 print items, consisting primarily of LIS monographs, and 170 current periodical subscriptions (in both print and electronic formats) supported by a comprehensive retrospective collection of print periodicals. It also houses smaller collections of LIS dissertations, reference materials, microform, and children’s literature. Collection goals focus on materials to support teaching and research in all areas of the school’s master’s and Ph.D programs. Selection in the SLIS library is undertaken by both librarians, 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, ebooks, and other remote-access materials has become more important to serve both online and on-campus students. Students, faculty and staff benefit from remote access to major LIS databases and indexes, as well as a collection of approximately 300 electronic journal titles and an increasing collection of LIS and technology-focused ebooks. Electronic resources available to SLIS students include the extensive electronic holdings of the UW-Madison, and are supported by a rich infrastructure of online research Guides (http://researchguides.library.wisc.edu/lisresearchguide) and remote-access reference support via email and chat.

The library has an ongoing commitment to the potential of print collections for teaching fundamental LIS skills and strengthening the library’s role as a place of collaboration, exploration, and preservation of unique knowledge. The collection is especially strong in the area of library history, reflecting SLIS’s longstanding strength in this area. An 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) is being
cataloged and studied, and collections of library posters, film strips, photographs, and rare children’s books have been the subject of preservation projects and student practicums. Recognizing recent trends and student interest in “library as place,” the librarians have encouraged staff creativity in library design and collection promotion. Space management projects in co-ordination with campus-wide efforts, including deduplication, shifting and withdrawal, have also been undertaken to ensure the sustainability of the print collection and SLIS Laboratory Library space.

Computer and information technologies

Since the late 1990s, SLIS’s technology facilities have been developed primarily by Helen C. White IT, which is a multi-department IT-support unit that manages technology for SLIS and the three other academic departments located in Helen C. White Hall, as well as for the Center for the Humanities in a nearby building. SLIS led the effort to build the IT consortium in 1998, cognizant of a rapidly changing and expanding technology landscape and SLIS’s need for local, dedicated professional IT staff and solid technology facilities, to ensure that all students, faculty and staff have access to the technology resources needed to support their work.

SLIS remains the leader of this inter-departmental cooperative as well as the departmental home to the unit’s director, professional staff, and student assistants. Helen C. White Hall IT offices, workspaces and server room are located within the SLIS Laboratory Library, and Helen C. White Hall IT staff are very much integrated into SLIS’s professional 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 and Continuing Education Committee, and teaches a one-credit intensive course on IT management for SLIS master’s students every summer. The close and collegial relationship with Helen C. White IT benefits SLIS in many ways, both formal and informal.

SLIS’s technology facilities and computing environment

SLIS’s computing environment includes a sizable multi-platform computer network of 75 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 developed and improved 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

Computer lab, technology classrooms and research facilities

SLIS maintains five computer classroom/lab facilities which are exclusively for use by SLIS faculty and students; the SLIS Computer Lab (4160; http://www.slis.wisc.edu/resources/lab/index.htm), Cataloging Lab (4191F), the Commons (4207), the Conference room (4276) and the SLIS Research Lab (4222). These facilities are jointly managed by SLIS and Helen C. White IT staff. SLIS also has easy access to two additional technology-equipped classrooms on the fourth floor (rooms 428i and 4208) which are general-assignment classrooms operated and maintained by UW-Madison. Helen C. White Hall 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-1 for ILM grant proposals.

The SLIS Computer Lab (Room 4160) has been part of SLIS since the early 1980s. The lab has been comprehensively upgraded twice since the last Program Presentation, most recently in August 2013. The lab currently contains 28 dual-boot iMacs running Mac OS 10.7 and Windows 7, and offers four MacBookPro laptops. All machines have high-speed network connections to the Internet and SLIS local area network. Software includes the latest Microsoft Office productivity suite as well as packages requested by instructors 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 needs of students with physical disabilities were addressed in the planning process of each lab renovation project (i.e. 2002, 2008 and 2013). 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.

The SLIS “Cataloging Lab” / Technology Classroom (4191F) is a large technology classroom located within SLIS’s Laboratory Library. It was first developed into a technology classroom in 1999 and comprehensively upgraded in 2004 and 2011. The basic configuration of this popular teaching space has remained the same though the renovations. The classroom has two instructor’s computers (dual-boot Mac Minis running Mac OS 10.7 and Windows 7) connected to two projectors and screens, networked document camera, 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. Like SLIS’s other technology facilities, the Cataloging Lab has been updated and improved regularly since the last Program Presentation. Since 2004, funding for upgrades has come from successful ILM grants. The 2011 upgrade relocated and replaced the instructor’s station with a height-adjustable desk providing much-improved access for students and instructors with physical disabilities.

The SLIS Commons/Technology Classroom (4207) is a new, large, flexible technology space that will be used regularly for classes as well as presentations and other group activities beginning 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.

The SLIS Conference Room (4246) is regularly used for 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 standing beside it, or via a wireless keyboard by anyone seated at the conference table.

The SLIS Research Lab (4222 and 4220) First proposed in 1999, this small multi-purpose computer lab and observation room was first developed in 2002 using combined funding from an Space and Remodeling Policies Committee grant, research-grant funds from Dr. Kyung-sun Kim, and SLIS funds. The lab includes six workstations in 4222 and has a mirrored observation window looking in from 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 Hall IT research and development projects. The lab equipment was last upgraded in 2013 with new Dell Optiplex workstations running Windows 7.

UW technology classrooms located on the fourth floor (4208 and 4281) 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. Regular upgrades are funded via the SRPC. Local Helen C. White Hall 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 Manager maintains an inventory of such equipment (housed in 4160A) and schedules delivery, set-up and support.

Network of faculty and staff computers

Faculty and staff computers: SLIS fully recognizes that networked computer workstations and laptops are the foundation of the computing and digital-communications environment that SLIS students, faculty, and staff rely on for learning, teaching, research and administrative work.

Desktop and Laptop Platforms: SLIS’s computer inventory now exceeds 100 systems. Of these, about half serve as office computers for faculty and staff. SLIS and the Helen C. White Hall IT staff welcome and support user choice of operating system and have never sought to impose a single platform. At the same time, too much diversity hampers collaboration between users and severely taxes support resources. Helen C. White Hall IT’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 LAN, 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, email clients, browsers, security software, and remote management clients (see partial list below). 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.

Standard Application Software Package on SLIS Workstations:

- Microsoft Office Professional 2013
- Mozilla Firefox Browser (latest version)
- Internet Explorer Browser (latest version)
- Mozilla Email Client (latest version)
- LAN Client
- Numerous utilities and clients (SSH/SFTP Client, Adobe Reader, etc.)
- Numerous media players (QuickTime, Windows Media Player, Real Player)

Individually-licensed software application examples include:

- Adobe Captivate
- Adobe Creative Suite
- Adobe Acrobat Professional
Workstation Security: Helen C. White Hall IT has implemented standardized security configurations for all workstations, and is able to maintain them remotely via flexible and powerful endpoint management technologies. Security measures include perimeter firewall appliances; desktop firewalls; enforced password and authentication requirements; aggressive automatic updating of operating systems, applications and security software; and automated scanning for vulnerabilities and restricted data.

SLIS’s local network and server infrastructure

Network Infrastructure: (routers, switches, wiring, firewalls, wireless, etc.) is a critical resource supporting SLIS’s mission. In 2004, the UW Campus launched the 21st Century Network Project which sought to comprehensively upgrade the entire UW Campus infrastructure, and establish a permanent funding model and management plan to provide for continuous improvements into the future. Most of that work was completed around the time of the last report in 2007, leaving SLIS outfitted with excellent network infrastructure. The final major component was to upgrade the building’s data cabling to Category 6 gigabit Ethernet. This was completed in 2008. At that point, SLIS enjoyed world-class network infrastructure. Since then, major improvements have continued:

- 2007 Network switches upgraded to bring gigabit Ethernet to the SLIS labs.
- 2008 Helen C. White rewiring project – Category 6 gigabit Ethernet cable installed.
- 2011 Wireless expansion and upgrade.
- 2013 Network switches upgraded to bring gigabit Ethernet to all offices / desktops.

Server Infrastructure: The SLIS computing environment includes a set of servers that provide shared storage, shared applications, web publishing, as well as security and network management services. SLIS’s local server resources currently include:

- Virtual Platform: Physical servers running VMWare VSphere. These machines host multiple virtual servers, including:
  - A Windows LAN server (Virtual Machine/VM) providing document sharing, application sharing, networked printing and backup space for all faculty, staff and lab computers.
  - Linux/Apache web servers (VMs) hosting web publishing space for faculty, student organizations, lab administration, and the student portfolio system (custom WordPress)
  - Linux-based application servers (VMs) supporting local and online students including MySQL database application services for students in LIS 751 “Database Design for Information Agencies,” XML applications, etc.

- Physical Servers: (other than VMWare hosts) Some physical servers still remain for various reasons. These currently include Windows management servers providing computer network administration tools in production or development: Altiris imaging, deployment and network management services, DHCP, and Symantec Anti-Virus console. A server backup system provides easily accessible nightly backup of all user files on SLIS’s LAN and web
servers; a print server provides billable networked printing services in SLIS’s main computer classroom.

**UW Campus Server Infrastructure:** SLIS uses campus email and calendaring services (WiscMail and WiscMail Plus, WiscCal), and Helen C. White IT 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. They include Helen C. White instances of Tivoli Endpoint Manager, Identity Finder, and Secunia CSI.

**UW-Madison IT resources available to SLIS faculty, staff and students**

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. These include (descriptions taken from the organizations’ websites):

- **The Division of Information Technology (DoIT).** ([http://www.doit.wisc.edu/](http://www.doit.wisc.edu/))
  
  "The UW-Madison campus provides general-access computer labs at 17 locations. Use of the labs is free (except for printing with Wiscard) for anyone with a valid UW-Madison ID. InfoLab software offerings include many popular word processing, spreadsheet, desktop publishing and graphics software as well as course-specific offerings. Applications are available for both Macintosh and Windows on dual-boot iMac computers. Hardware includes DVD/CD-RW drives, scanners, video editing resources, color printers, and poster printers.”

- **Infolabs ([http://www.doit.wisc.edu/computer-labs/](http://www.doit.wisc.edu/computer-labs/))** “The UW-Madison campus provides general-access computer labs at 17 locations. Use of the labs is free (except for printing with Wiscard) for anyone with a valid UW-Madison ID. InfoLab software offerings include many popular word processing, spreadsheet, desktop publishing and graphics software as well as course-specific offerings. Applications are available for both Macintosh and Windows on dual-boot iMac computers. Hardware includes DVD/CD-RW drives, scanners, video editing resources, color printers, and poster printers.”

- **Design Lab ([http://designlab.wisc.edu/](http://designlab.wisc.edu/))** “Located in College Library, DesignLab is a media lab and design consultancy dedicated to improving students’ digital communication skills. Through one-on-one and small group consultations, our design consultants help students hone the conceptual, aesthetic, and technical skills they need to work effectively in digital media.”

- **Digital Media Center ([http://dmc.wisc.edu/](http://dmc.wisc.edu/))** “The Digital Media Center provides free resources to UW-Madison faculty, staff & graduate students for university-related projects. We offer Equipment for Loan, Production Services, Multimedia Consultation Services, 3D Scanning, free access to a Multimedia Classroom, and more.”

- **Learning Support Services (LSS; [http://lss.wisc.edu/](http://lss.wisc.edu/))** “LSS supports the instructional mission of the College of Letters & Science by encouraging the use of technology for teaching and learning. To accomplish this, LSS provides up-to-date facilities, equipment, materials, training, and consulting to L&S faculty and teaching staff.”

- **Media Studios ([http://www.college.library.wisc.edu/mediastudio/](http://www.college.library.wisc.edu/mediastudio/))** “The Media Studios at College Library support semester long courses that integrate collaborative digital projects into the curriculum.”

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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,
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. Their staffing and services are also of the high calibre to be expected at a major university. SLIS students (both on campus and online), faculty, and staff have excellent access to help. In addition to the high level of services provided by SLIS staff directly (discussed below), the UW Libraries provide chat, email and phone reference, and many campus libraries have late evening hours (for example, College Library is open 24 hours Monday through Thursday). In addition, the DoIT Help Desk offers telephone help from 6AM to 1AM and LiveChat 8AM to 10PM seven days a week. In practice, the SLIS “in-house” staff proactively supports our research, teaching and learning, and service.

**Hours of availability for SLIS facilities and support**

- Building access: Monday–Friday 7AM – 5PM (plus extended library hours)
- SLIS Library: Monday–Thursday 8:30AM – 8:30PM, Friday 8:30AM–1PM, Sunday 12:00PM – 6PM
- Computer Lab: the same hours as the library, minus fifteen minutes at start and end.
- Information, reference and technology assistance is available in the SLIS library and computer lab during all opening hours.
- Main Office: Monday–Friday 7:30AM – 4:00PM

**SLIS Library and Helen C. White Hall IT staff**

The SLIS Laboratory Library 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 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 & Information Literacy Instruction” practicum course in the fall term. The Collections Librarian works approximately 48 hours per week in the library, with responsibility for collection management and cataloging; the Collections Librarian is a faculty associate who also teaches one or two courses every semester and carries a student advising load. The librarians’ integral role as instructional staff for the master’s program allows SLIS students important opportunities to learn from active professionals, and 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, and conversely, to bring the latest LIS research to bear on their daily activities and interaction with other campus librarians.

The library staff includes three half-time, usually Ph.D-student, project assistants (PAs) as well. 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 to 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.

The Helen C. White Hall IT staff (described in section VI.3) are “homed” in the SLIS Library. Besides the HCW IT Director, there is a Technology Support Manager and student hourly employees. The SLIS computer-lab manager and other library staff handle daily IT questions about
technology in the lab, classrooms, and conference rooms, but the Helen C. White Hall IT staff make themselves available if SLIS needs a more extensive consultation.

Since 2009 SLIS has had a dedicated online-education Project Assistant, a Ph.D student with expertise in instructional design and online learning. The Project Assistant provides one-on-one consultation and support for all faculty and other instructional staff teaching online. The PA also helps coordinate and deliver training in technology and instructional methods for SLIS faculty and academic staff, as the Distance Education Committee or administrative staff request. On occasion the PA is called upon for tech support for a class as well; for example, the PA has helped online students with Macs set up ESRI ArcView software appropriately. In general, however, students are trained on courseware during bootcamp, get many immediate technology-related questions answered by instructors, and use the DoIT Knowledge Base (http://kb.wisc.edu/) and HelpDesk for questions.

The SLIS computer lab and Helen C. White Hall 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.

Library and technology support services available to online students

SLIS Library staff is committed to providing research resources accessible to online students through the purchase and maintenance of electronic resources, including databases, electronic journal subscriptions, and ebooks. Online research guides designed and maintained by library staff serve both campus and on-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 ebooks that parallel the print materials available to campus students in the library's career sub-collection and reading area.

The library also provides instructional support to online students through online workshops. Originally these were asynchronous versions of workshops being delivered face-to-face by library staff. Recently, however, a synchronous delivery was piloted in fall 2013 to much praise, so library staff have continued with that model. A PA in the library was given dedicated time to plan and support additional synchronous workshops.

Librarians and other library staff interact extensively with online students during bootcamp, both formally and informally. 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, current Public Services Librarian, also guest-lectures in LIS 450. All these points of contact have increased online-student consultations with SLIS Library staff.

SLIS Library staff also ensure online students are aware of UW-Madison library services for online students (http://www.library.wisc.edu/distance/).

Description of accessibility provisions

Ensuring and improving the accessibility of SLIS facilities is a SLIS priority, working in partnership with the university’s McBurney Disability Resource Center. Accessibility provisions in place for those with physical disabilities within Helen C. White Hall include elevator access to all floors, automated door-openers throughout the building, and emergency evacuation procedures. 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 a Facili-

The McBurney Disability Resource Center (http://www.mcburney.wisc.edu/) 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. SLIS does require registration with the McBurney Center for SLIS students to request an accommodation, as SLIS has found improved results for everyone when McBurney expertise is involved.

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.

Library and Technology Planning

The Library and Information Technology Committee, comprised of faculty, library, and information technology staff, meets once each semester to share updates on daily operations, challenges and ideas, and to guide planning and new initiatives. Topics discussed by the committee have included library online-education support, space redesign, computer lab and classroom renovation projects, technology renewal and purchasing plans, and instructional support.

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.

As mentioned in Section VI.4, both librarians and 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. All are members of the Library and Information Technology Committee, and the librarians sit on additional committees. The librarians’ participation in the SLIS-wide planning process ensures that library and computer lab services align with SLIS priorities, and allows efficient communication about needs, challenges and innovations. For example, the library’s current efforts to expand the careers collection responds to needs identified in the SLIS Assessment Report shared with librarians at the SLIS retreat in August 2013, and are aligned with the efforts of the Student 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.

In addition to participating in SLIS planning, both librarians are also members of campus-wide committees on reference, instruction, cataloging and collection development. They have access to campus-wide library data on services, collections and other issues. This arrangement ensures that the library’s decision-making process is also aligned with UW-Madison Libraries’ strategic goals and policies. H. C. White IT staff are members of campus committees, such as the College of Letters and Science Technology Committee, the L&S Technology Leadership Committee, the Tivoli EndPoint Management Group, etc. This also serves the function of information flow and making sure SLIS IT is aligned with campus initiatives and priorities.
Information about the facilities needs and priorities of the SLIS community is also gathered through daily informal communication within SLIS, facilitated by a tight-knit physical layout and the central location of the library and computer lab on the floor. 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.

The SLIS Library’s biennial survey, last administered in spring 2012 (the 2014 survey is in progress at time of writing), is a key formal tool for collecting information to inform library planning. All SLIS faculty, staff and students are invited to take the online survey, which addresses public services, library facilities, collection use and other issues. The following is an informal identification of trends and issues evident in the 2008, 2010 and 2012 surveys, with changes made in the library to respond to these trends.

<table>
<thead>
<tr>
<th>Trends</th>
<th>Changes</th>
</tr>
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<tbody>
<tr>
<td>Decrease in use of print collection; feedback that collections are generally “good,” but only about 50% of students think that the library is providing adequate information about collections.</td>
<td>Continue collection of electronic resources while increasing promotion of print and electronic collection to students and faculty</td>
</tr>
<tr>
<td>Complaints that workshops are at inconvenient times; nevertheless, desire for workshops and praise for their usefulness</td>
<td>Integrate workshops with course content, and/or offer them during class sessions; pilot to create synchronous workshops for online students</td>
</tr>
<tr>
<td>Positive feedback about service to online students; overall satisfaction with the library’s role as a hub of events and communication</td>
<td>Continue to improve service to online students e.g. better equipment in the commons to enable online students to participate in events</td>
</tr>
<tr>
<td>Feedback that users are frustrated by unsightly storage areas in the library, collection in poor condition</td>
<td>Prioritize preservation, making underutilized collections accessible, and reorganizing physical space</td>
</tr>
<tr>
<td>Increasing use of library space for group study</td>
<td>Creation of more comfortable spaces for group study, and creation of new library conference room</td>
</tr>
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</table>

The Helen C. White 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 offer specific needs and desires, while SLIS Laboratory Library staff and the Library and Information Technology Committee also give input. The student staff 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.

For technology needs outside computer labs and classrooms (which are typically grant funded), Helen C. White IT staff and SLIS administrative staff work together to maintain a five-year computer replacement cycle. Computer inventories are formally reviewed 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.

Other facilities planning and evaluation

Office space and furniture needs are reviewed by senior administrative staff each summer, as they consider staffing for the coming academic year. SLIS’s Department Administrator undertook a front-office redesign with staff housed in the space in 2011. 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. Overall, SLIS is constantly looking at space needs in the context of current use as well as potential program-delivery improvements in curriculum and pedagogy with respect to information technology, meeting space, and event space. As more classes are “flipped” to become heavily activity-based, often involving group work with technology available, SLIS anticipates need for more and different spaces than the traditional classroom. As a result of this continuous scanning, the SLIS Commons was remodeled during spring/summer 2014. The library space is also being studied and discussed under Anjali Bhasin’s leadership; it will be significantly transformed over the next two years. SLIS is starting a major development initiative, the Bunge Facilities Enhancement Fund, to support the needed updates, including increased technology, group learning space, and social space. Input is being gathered through surveys, meetings with students and faculty and staff, and many one-to-one conversations to ensure ideas and varying needs from the broad SLIS community are considered.